

# Opal Robinson Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Jacqueline O'Sullivan, Principal

Principal, Opal Robinson Elementary

#### About Our School

#### Contact

*Opal Robinson Elementary*  
80 Morningside Dr.  
Manhattan Beach, CA 90266-6562

Phone: 310-318-5120  
E-mail: [jo'sullivan@mbusd.org](mailto:jo'sullivan@mbusd.org)

## About This School

### Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) |  |
|--|--|
| <b>District Name</b>                               | Manhattan Beach Unified                                      |
| <b>Phone Number</b>                                | (310) 318-7345   |
| <b>Superintendent</b>                              | Dr. Michael Matthews   |
| <b>E-mail Address</b>                              | <a href="mailto:mmatthews@mbusd.org">mmatthews@mbusd.org</a> |
| <b>Web Site</b>                                    | <a href="http://www.mbusd.org">http://www.mbusd.org</a>      |

| School Contact Information (School Year 2018—19) |   |
|--|---|
| <b>School Name</b>                               | Opal Robinson Elementary  |
| <b>Street</b>                                    | 80 Morningside Dr.  |
| <b>City, State, Zip</b>                          | Manhattan Beach, Ca, 90266-6562   |
| <b>Phone Number</b>                              | 310-318-5120  |
| <b>Principal</b>                                 | Jacqueline O'Sullivan, Principal  |
| <b>E-mail Address</b>                            | <a href="mailto:jo'sullivan@mbusd.org">jo'sullivan@mbusd.org</a>            |
| <b>Web Site</b>                                  | <a href="https://robinsonelementary.org">https://robinsonelementary.org</a> |
| <b>County-District-School (CDS) Code</b>         | 19753336020408  |

*Last updated: 1/14/2019*

### School Description and Mission Statement (School Year 2018—19)

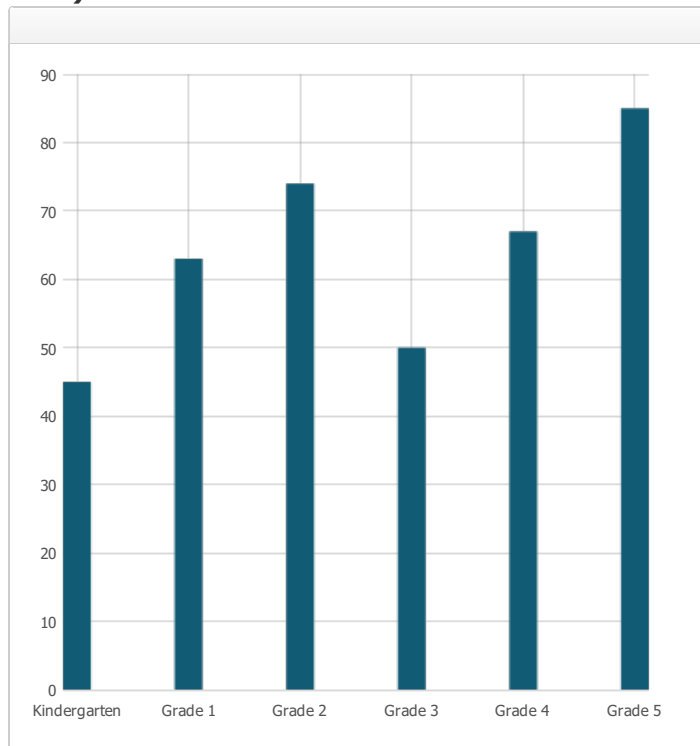
The mission of the Manhattan Beach Unified School District and Robinson Elementary School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We will empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

Built on a strong community of parents, staff and students, Robinson teaches students to fulfill and expand their potential, not only for academics, but also for compassion, self-worth, character, and life-long learning. With the California state standards as our foundation and a spirit of excellence as a driving force, Robinson students have the opportunity to achieve at high levels. Standardized test scores have shown remarkable achievement, ranking us among the highest schools across the state. The efforts of our talented teachers and our committed and involved parents, have created a dynamic, intimate educational environment where all students achieve their personal best. Robinson was designated as a 2013 National Blue Ribbon School and as a 2014 California Distinguished School for its exemplary achievement. Robinson provides an educational experience that nurtures within young people a belief in self, a love of learning, comfort with expanding technological resources, an appreciation of the arts, and a deep compassion for the world around them. With a foundation in rigorous academic standards, students embrace a spirit of excellence enabling them to use knowledge productively and creatively.

*Last updated: 12/7/2018*

### Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 45                 |
| Grade 1                 | 63                 |
| Grade 2                 | 74                 |
| Grade 3                 | 50                 |
| Grade 4                 | 67                 |
| Grade 5                 | 85                 |
| <b>Total Enrollment</b> | <b>384</b>         |



Last updated: 1/14/2019

### Student Enrollment by Student Group (School Year 2017–18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | %                           |
| American Indian or Alaska Native    | %                           |
| Asian                               | 9.1 %                       |
| Filipino                            | 0.8 %                       |
| Hispanic or Latino                  | 9.4 %                       |
| Native Hawaiian or Pacific Islander | 0.3 %                       |
| White                               | 67.7 %                      |
| Two or More Races                   | 12.8 %                      |
| Other                               | -0.1 %                      |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 3.1 %                       |
| English Learners                    | 2.3 %                       |
| Students with Disabilities          | 13.3 %                      |
| Foster Youth                        | %                           |

## A. Conditions of Learning

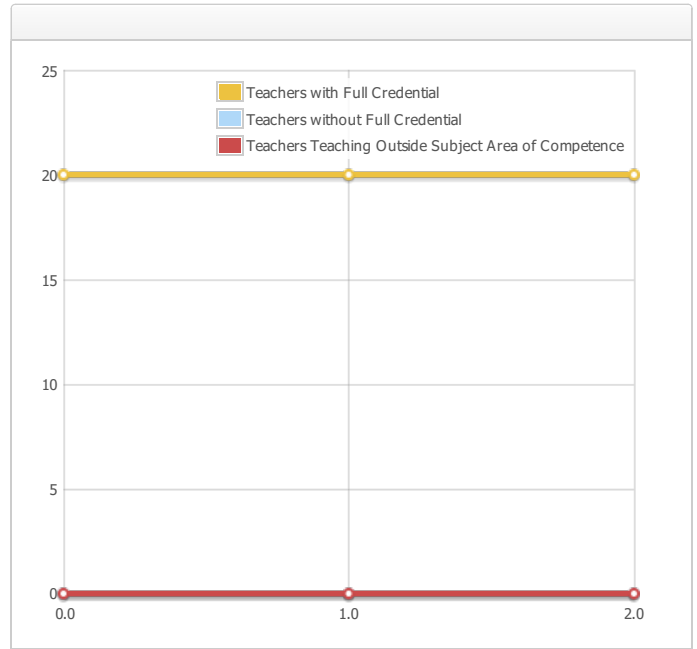
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

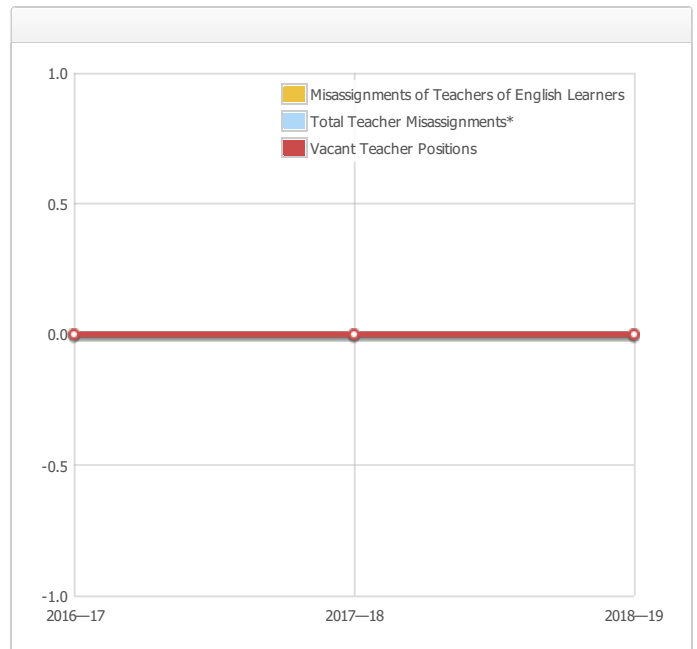
| Teachers  | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 20             | 20             | 20             | 291              |
| Without Full Credential   | 0              | 0              | 0              | 3                |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |



Last updated: 12/13/2018

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/13/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

| Subject                         | Textbooks and Instructional Materials/year of Adoption                               | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Mathematics                     | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Science                         | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| History-Social Science          | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Foreign Language                | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Health                          | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Visual and Performing Arts      | <a href="#">Click here</a> to view the Curriculum and Instructional Materials chart. | Yes                        | 0.0 %                                      |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0.0 %                                      |

Note: Cells with N/A values do not require data.

Last updated: 1/15/2019

## School Facility Conditions and Planned Improvements

It is critical that school facilities ensure basic safety and security for all students and staff and provide the foundation and structure necessary to maximize student learning. The Manhattan Beach community recognizes the positive correlation between school facilities and student learning. Bond measures A, M, BB, and C were passed in 1995, 2000, 2008, and 2016, respectively. The first two measures supported the building of a new middle school and modernization of several school sites. Measure BB will provide new, state-of-the-art science and academic classrooms at Mira Costa High School and fund new career technical education and arts facilities. The District's Maintenance and Operations staff maintains facilities that support the teaching and learning process. None of the emergency facilities needs specified in Education Code §17592.72(c)(1) exists at any of the school sites in the District.

Robinson School opened its doors after being renovated in 1996. Our site is maintained by District staff, PTSA generosity and parent volunteer efforts. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Two full-time custodians perform basic cleaning in all classrooms and restrooms and maintain all other general areas. They also ensure that any issues from gas leaks to insects are addressed immediately. The PTSA generously supports and augments improvements as needed. Our campus holds 16 general education classrooms, one Resource Specialist room, a library, a science lab, a Makerspace, faculty lounge/work area, one classroom dedicated for the Extended Day Program, as well as a first grade playground, grassy field and play structure area. Beautiful murals and hand-painted signs and banners welcome students and parents to our lovely school. Our outdoor amphitheater is used monthly for school wide assemblies, concerts and plays. A drop-off/pick-up lane is provided for those driving to and from school. Visitors are welcomed through the front office and are identified with a electronic visitor badge. All students must be signed in and out of the office by a person authorized to do so, when leaving or entering campus during regular school hours.

*Last updated: 12/7/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: February 2018

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

## Overall Facility Rate

Year and month of the most recent FIT report: February 2018

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/18/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 88.0%             | 93.0%             | 84.0%               | 84.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 80.0%             | 91.0%             | 74.0%               | 77.0%               | 37.0%            | 38.0%            |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 202              | 200           | 99.01%         | 92.50%                  |
| Male  | 105              | 105           | 100.00%        | 95.24%                  |
| Female  | 97               | 95            | 97.94%         | 89.47%                  |
| Black or African American                     |                  |               |                |                         |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 20               | 20            | 100.00%        | 95.00%                  |
| Filipino                                      |                  |               |                |                         |
| Hispanic or Latino                            | 21               | 21            | 100.00%        | 85.71%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 136              | 134           | 98.53%         | 94.03%                  |
| Two or More Races                             | 24               | 24            | 100.00%        | 91.67%                  |
| Socioeconomically Disadvantaged               | --               | --            | --             |                         |
| English Learners                              | --               | --            | --             |                         |
| Students with Disabilities                    | 28               | 28            | 100.00%        | 92.86%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 202              | 200           | 99.01%         | 90.50%                  |
| Male  | 105              | 105           | 100.00%        | 95.24%                  |
| Female  | 97               | 95            | 97.94%         | 85.26%                  |
| Black or African American                     |                  |               |                |                         |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 20               | 20            | 100.00%        | 95.00%                  |
| Filipino                                      |                  |               |                |                         |
| Hispanic or Latino                            | 21               | 21            | 100.00%        | 85.71%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 136              | 134           | 98.53%         | 91.04%                  |
| Two or More Races                             | 24               | 24            | 100.00%        | 91.67%                  |
| Socioeconomically Disadvantaged               | --               | --            | --             |                         |
| English Learners                              | --               | --            | --             |                         |
| Students with Disabilities                    | 28               | 28            | 100.00%        | 85.71%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| <b>Subject</b>                         | <b>School<br/>2016–17</b> | <b>School<br/>2017–18</b> | <b>District<br/>2016–17</b> | <b>District<br/>2017–18</b> | <b>State<br/>2016–17</b> | <b>State<br/>2017–18</b> |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A                       | N/A                       | N/A                         | N/A                         | N/A                      | N/A                      |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/14/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 9.4%   | 27.1%  | 58.8%   |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/14/2019*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018—19)

Contacts (2018-2019):

Principal, Jacqueline O'Sullivan- [josullivan@mbusd.org](mailto:josullivan@mbusd.org)  
PTSA Presidents – Andrea Barker ([andreameyerbarker@yahoo.com](mailto:andreameyerbarker@yahoo.com)) and Kristen Borland ([krisbrad14@gmail.com](mailto:krisbrad14@gmail.com))  
Robinson's PTA website: <http://www.robinsonelementary.org>

On any given day, you will notice dozens of volunteers helping in the classroom and gardens and working on special projects. Parents are strongly encouraged to become active members of the PTSA and to get involved at school. This parent involvement makes our school a special place to learn and grow. Parents facilitate and support many of the enriching programs students enjoy at Robinson such as Math Olympiad, Battle of the Books, Fieldtrips, assemblies, Run Club, lunchtime yoga, Young at Art, Growing Great, and community events such as the Family Fun Run, A Night with the Masters, and the Science-Makers Fair.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

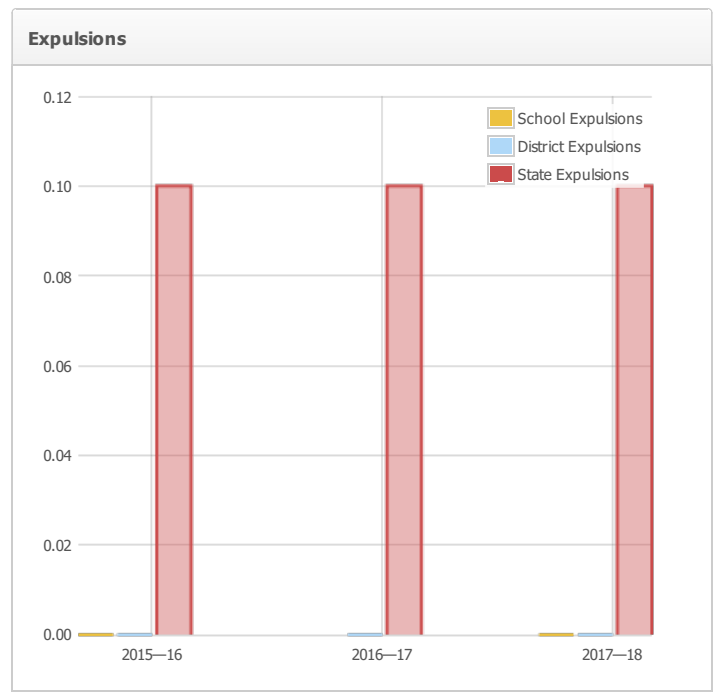
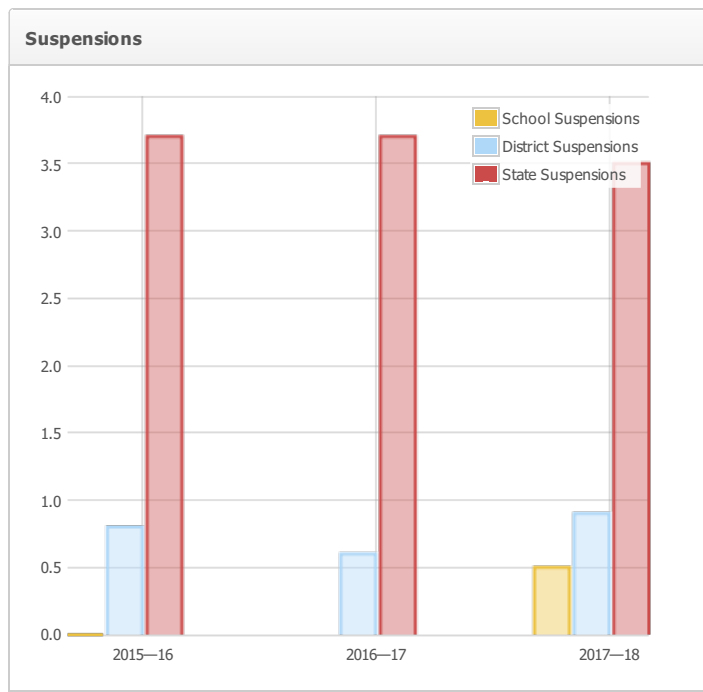
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | --      | --      | 0.5%    | 0.8%     | 0.6%     | 0.9%     | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | --      | --      | 0.0%    | 0.0%     | 0.0%     | 0.0%     | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/14/2019

## School Safety Plan (School Year 2018—19)

Date of Last Review/Update: September 2018  
 Date Last Discussed with Staff: December 2018

The District has developed a comprehensive school safety plan that includes policies and procedures regarding the status of school crime, crisis intervention, disaster procedures, the reporting of child abuse, suspension and expulsion, sexual harassment issues, school-wide dress code, safe ingress and egress of pupils, parents and school employees to and from school and the maintenance of a safe and orderly school environment. Robinson employs this plan and has developed a site plan for dealing with fire, earthquake, lock-down, active shooter and other safety emergencies or disasters. This includes a comprehensive crisis intervention plan in collaboration with local authorities at both district and site levels. Emergency drills are practiced regularly. Our site safety committee, school staff, and school site council all support updating our safety plan, examining traffic concerns, earthquake preparedness, lock-down procedures, and any other safety issue which may potentially impact our school.

Last updated: 12/7/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 20.0               | 3                           |                              |                            |
| 1           | 24.0               |                             | 2                            |                            |
| 2           | 24.0               |                             | 3                            |                            |
| 3           | 24.0               |                             | 3                            |                            |
| 4           | 28.0               |                             | 3                            |                            |
| 5           | 26.0               |                             | 3                            |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 22.0               |                             | 3                            |                            |
| 1           | 24.0               |                             | 3                            |                            |
| 2           | 25.0               |                             | 2                            |                            |
| 3           | 24.0               |                             | 3                            |                            |
| 4           | 25.0               |                             | 3                            |                            |
| 5           | 30.0               |                             | 3                            |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 23.0               |                             | 2                            |                            |
| 1           | 21.0               |                             | 3                            |                            |
| 2           | 25.0               |                             | 3                            |                            |
| 3           | 25.0               |                             | 2                            |                            |
| 4           | 22.0               |                             | 3                            |                            |
| 5           | 28.0               |                             | 3                            |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/14/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  | 0.0                                      | 0.0  |
| Counselor (Social/Behavioral or Career Development) | 0.0                                      | N/A  |
| Library Media Teacher (Librarian)                   | 0.0                                      | N/A  |
| Library Media Services Staff (Paraprofessional)     | 0.8                                      | N/A  |
| Psychologist  | 0.4                                      | N/A  |
| Social Worker                                       | 0.0                                      | N/A  |
| Nurse   | 0.3                                      | N/A  |
| Speech/Language/Hearing Specialist                  | 1.0                                      | N/A  |
| Resource Specialist (non-teaching)                  | 0.0                                      | N/A  |
| Other   | 1.0                                      | N/A  |

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 11/30/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil<br/>(Restricted)</b> | <b>Expenditures Per Pupil<br/>(Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | \$10702.2                           | \$3768.8                                       | \$6933.3   | \$78122.8                     |
| District                                      | N/A                                 | N/A  | \$11121.6  | \$85778.0                     |
| Percent Difference – School Site and District | N/A                                 | N/A  | -37.7%   | -8.9%                         |
| State   | N/A                                 | N/A  | \$6574.0   | \$76522.0                     |
| Percent Difference – School Site and State    | N/A                                 | N/A  | -2.7%  | 2.1%                          |

Note: Cells with N/A values do not require data.

*Last updated: 1/16/2019*



## Types of Services Funded (Fiscal Year 2017—18)

**Beach Cities Health District (BCHD)** - PE instruction, counseling, and health assistants **\$192,786.00**

**Manhattan Beach Extra (MBX)** - Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District **\$81,335.00**

**Manhattan Beach Education Foundation (MBEF)** - Non-profit organization that provides approximately \$5.7 million annually to pay for a variety of critical programs that would not be possible through public funding **\$5,923,282.00**

**PTA/PTSA** - Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$709,078.00**

**Project Lead The Way (PLTW)** - Non-profit organization that develops STEM curricula for use by US elementary, middle, and high schools. PLTW also provides professional development training for instructors. **\$15,329.00**

**State Lottery Revenue** - A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$402,885.00**

**Title I, Part A** - Accountability- Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards **\$150,010.00**

**Title II, Part A** - Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$74,440.00**

**Economic Impact Aid (ELL)** - Curriculum and instruction for students identified as second language learners **\$86,146.00**

*Last updated: 1/14/2019*

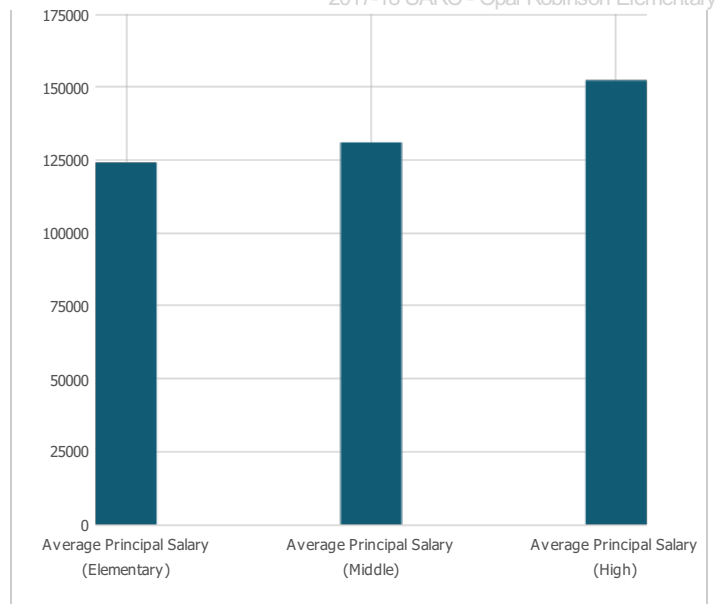
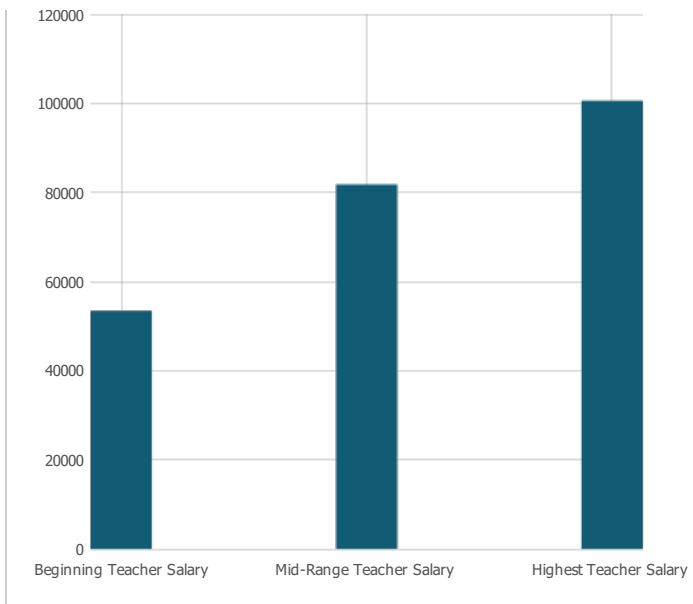
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$53,435        | \$47,547                                     |
| Mid-Range Teacher Salary                      | \$81,775        | \$74,775                                     |
| Highest Teacher Salary                        | \$100,572       | \$93,651                                     |
| Average Principal Salary (Elementary)         | \$124,157       | \$116,377                                    |
| Average Principal Salary (Middle)             | \$131,006       | \$122,978                                    |
| Average Principal Salary (High)               | \$152,340       | \$135,565                                    |
| Superintendent Salary                         | \$235,900       | \$222,853                                    |
| Percent of Budget for Teacher Salaries        | 38.0%           | 35.0%  |
| Percent of Budget for Administrative Salaries | 5.0%            | 6.0%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/14/2019*

## Professional Development

The Manhattan Beach Unified School District (MBUSD) recognizes the importance of offering high quality staff development opportunities for all personnel. We strive to provide personalized professional learning for all staff that includes, individual, grade level, department, school-wide, and district-wide support. During the 2017-18 school year, MBUSD provided one full-day of workshops for all teachers, and half-day or afterschool workshops for elementary teachers and teachers in the following secondary departments: science, world languages, math, visual and performing arts, English, and history/social studies. The focus of these workshops was on the implementation of the subject area standards.

During the school year Elementary teachers were provided on-going professional learning in both ELA and math and continuing education on implementation of Next Generation Science Standards and related science resources. Secondary teachers received department specific professional development on the shifts required in their content and pedagogy. In addition to teacher workshops, site administrators participated in about five professional learning opportunities focused on instructional leadership strategies to support teaching and learning.

Professional development activities (e.g. coaching, lesson study) focus on student achievement by providing staff with opportunities to learn skills and strategies that facilitate student progress. Nine Teachers on Special Assignment (TOSA) provided instructional coaching to peers and administrators in the areas of technology integration, literacy, mathematics, and science. TOSAs also facilitated vertical collaboration and articulation among the elementary, middle, and high school teams. Additional areas of focus for staff development have included curriculum mapping, common assessments, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, and several other topics. Through District and site funding to provide professional growth, teachers and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, the District and individual school sites provide staff development opportunities both during the day and outside of school hours.

To assist in determining focus areas for professional development, secondary department chairs participate in meetings with district office staff, elementary teachers participate in a variety of committees, and site leadership is also engaged in the process. The data gleaned from these venues provide information about the areas teachers have defined as being important to their professional growth.

Manhattan Beach Unified School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher. MBUSD also conducts New Teacher Institutes, which are comprised of multiple days of professional development in MBUSD signature practices and opportunities for personal coaching.

*Last updated: 11/30/2018*