

Pacific Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Kim Linz

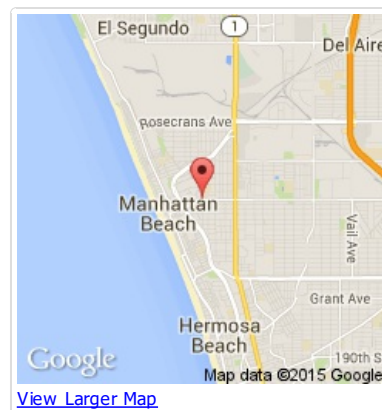
Principal, Pacific Elementary

About Our School

Contact

1200 Pacific Ave.
Manhattan Beach, CA
90266

Phone: 310-546-8044
E-mail: klinz@mbusd.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Pacific Elementary
Street	1200 Pacific Ave.
City, State, Zip	Manhattan Beach, Ca, 90266
Phone Number	310-546-8044
Principal	Kim Linz
E-mail Address	klinz@mbusd.org
Web Site	http://www.pacificschool.com/
County-District-School (CDS) Code	19753336020416

District	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Web Site	http://www.mbusd.org
Superintendent First Name	Michael
Superintendent Last Name	Matthews, Ed.D.
E-mail Address	mmatthews@mbusd.org

Last updated: 1/14/2015

School Description and Mission Statement (Most Recent Year)

The mission of the Manhattan Beach Unified School District 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.

Pacific School has been recognized as a National Blue Ribbon School, California Distinguished School, and An America's Best School (Redbook magazine). Pacific Elementary School serves students in Kindergarten through fifth grade, and is an extraordinary school where excellence is an ordinary event. The classrooms and the campus are evidence of the strong child-centered program that serves the academic, social, emotional, and physical needs of every child. The Pacific staff takes great pride in its partnership with parents and the community to provide an exemplary curriculum and an innovative instructional program. Staff and parents strongly believe that through working together as a school-home team, they will provide the best education for all children. Pacific parents volunteer more than 20,000 hours a year. It is not unusual to find dozens of volunteers on campus at any one time. Parents are a visible and driving force behind Pacific School.

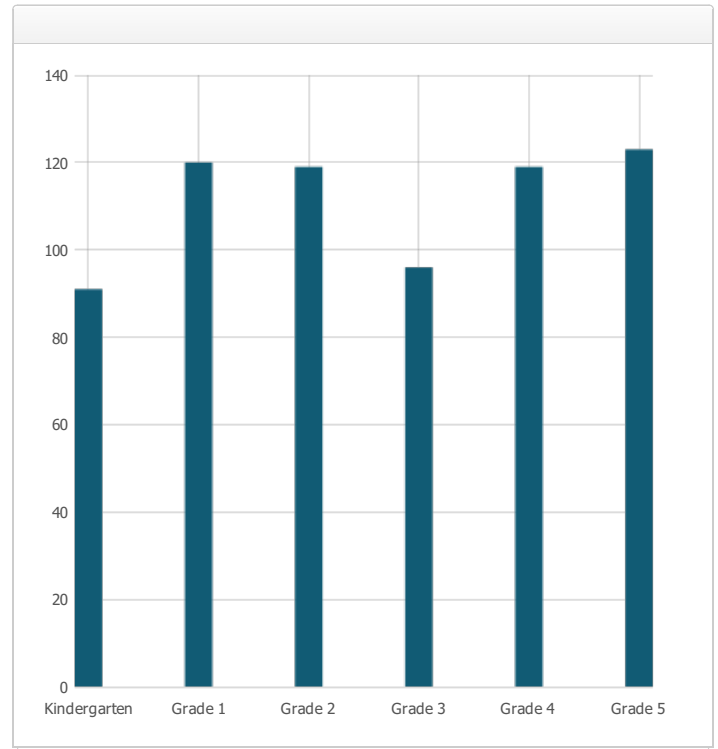
Pacific's strengths are best reflected in the attitudes, behavior, and performance of students, teachers, and parents. Students see themselves as thinkers, problem solvers, and decision-makers. From the moment Pacific School students step on campus until the time they leave at the end of the day, they are immersed in a positive, enriching learning environment, which sets the stage for rigorous instruction and application of the California State Standards. All students receive access to the core curriculum through exceptional teaching methodology and individualized support systems that strive to meet the learning needs of each student. "Depth and Complexity" across all grades, teaming in the upper grades, differentiated instruction and Response to Intervention through "Early / Late Bird Intervention" is provided across several grades. Additional individual support systems provided for students include Reading Club, Reading Intervention, District GATE Program, English Language Learner Program, "Fun Club" social group, and special education services as appropriate to meet student needs.

Pacific offers a variety of student centered programs for participation throughout the school year. At various grade levels, students may join Student Council, Safe School Ambassador program, Makerspace, Green Team, Friendship Circle, and various service learning projects. These programs afford Pacific students the invaluable opportunity to extend the daily curricular experience outside of the classroom. Additional opportunities embedded in the educational planning for Pacific students are regularly scheduled assemblies that are tied to content standards, the Artist in Residence program, Growing Great, Young at Art, and performing arts-related workshops offered to staff teams for scheduling at grade level discretion. Finally, at regular school dismissal, Pacific offers a high quality after school enrichment program (PASE) available to all grade levels which maintains a high level of participation year after year, and is considered an integral part of the educational opportunity at Pacific.

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

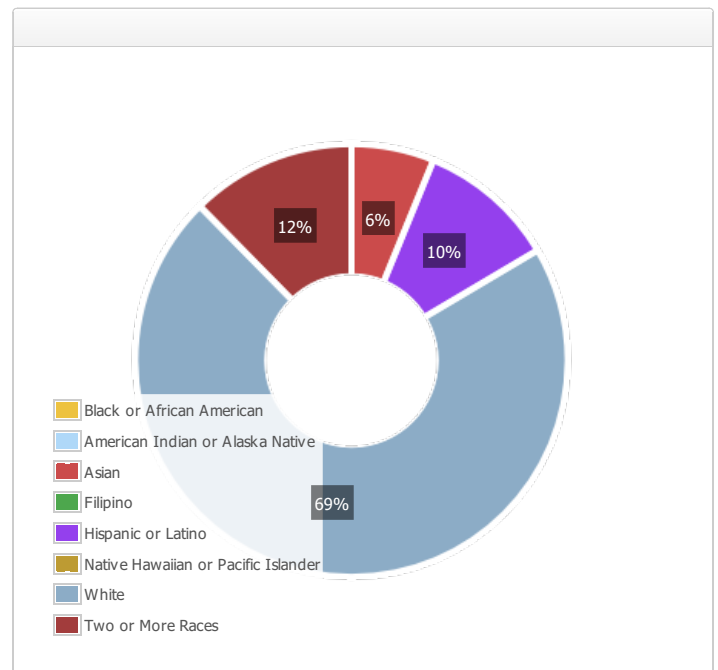
Grade Level	Number of Students
Kindergarten	91
Grade 1	120
Grade 2	119
Grade 3	96
Grade 4	119
Grade 5	123
Total Enrollment	668



Last updated: 1/14/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	6.3
Filipino	0.4
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.1
White	69.3
Two or More Races	12.7
Socioeconomically Disadvantaged	1.0
English Learners	1.5
Students with Disabilities	5.5



Last updated: 1/14/2015

A. Conditions of Learning

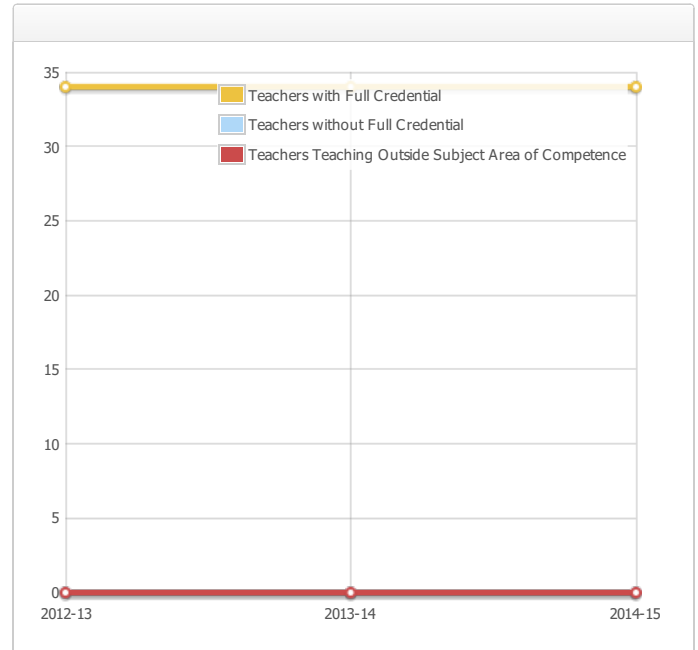
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

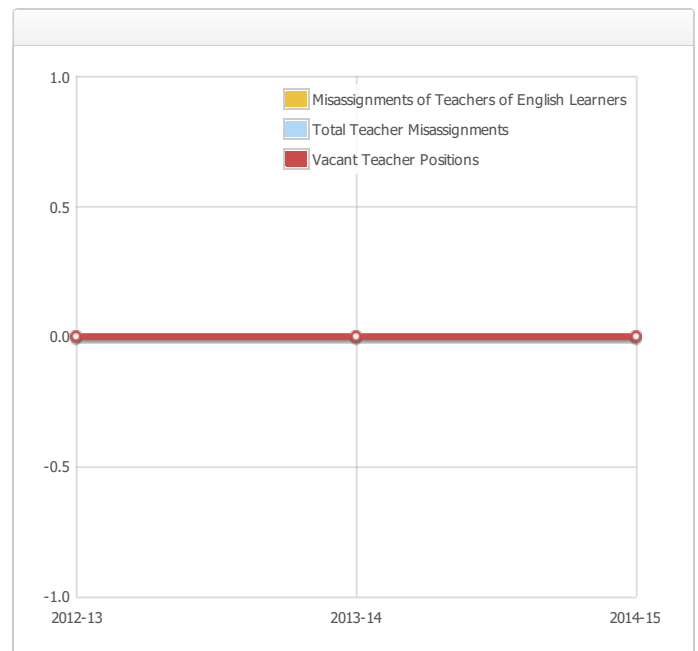
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	34	34	34	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/14/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	97	3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/14/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0

Last updated: 12/16/2014

School Facility Conditions and Planned Improvements - Most Recent Year

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 excellent school facilities and student learning. Bond measures A, M, and BB were passed in 1995, 2000, and 2008, 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. In addition, upgrades will occur in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive 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.

In September 2002, Pacific School re-opened in a newly modernized facility, a ten million dollar project. Supplemental funding (\$100,000) was provided by the Pacific PTA. The campus reflects an academic environment inside and out. Buildings and rooms are named and numbered according to scientific principles and leaders in world history. Students and visitors who walk through the campus during the week notice lovely gold ovals containing famous and unique quotations with memorable thoughts, such as "Nothing great was ever achieved without enthusiasm." - Ralph Waldo Emerson or "Imagination is more important than knowledge." - Albert Einstein.

Through the modernization process, interior doors connect the contiguous classrooms, enhancing teaming, collaboration, differentiation, and child safety. Pacific School has 27 regular classrooms, one computer labs, an art room, three music rooms, a Learning Center, three Special Day Classes, and offices for the school counselor, psychologist, resource teacher, speech and language pathologist, and two Reading Club teachers. The entire campus is wired with wireless capabilities. Kindergarten through second grade have access to laptops in a center system with classes sharing up to seven laptops. Third grade has iPads in a 1:1 model fourth and fifth grade has iPads in a 1:1 model for instruction. Through modernization and private donations, Pacific School has a new Little Theater, a Science Lab, Makerlab, and a Sea Lab. The Sea Lab was created through a donation of the Entertainment Industry Foundation and the American Oceans Campaign. The beautiful gardens and lawns provide additional learning space. The Makerlab was made possible in part by a gift from Chevron, Inc. A main stage in the cafeteria, "second stage" in the art room and an areas of amphitheater steps provide opportunities for oral language development and dramatic productions. The entire school is beautiful and kept in excellent repair and was completely repainted during the summer of 2011. Pacific School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

Last updated: 1/15/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Data collected: 12/17/14
Interior: Interior Surfaces	Good	Data collected: 12/17/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/17/14
Electrical: Electrical	Good	Data collected: 12/17/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/17/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/17/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/17/14
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Data collected: 12/17/14

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/15/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	96	99	97	91	91	92	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 1/14/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92
All Students at the School	97
Male	97
Female	98
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	91
Native Hawaiian or Pacific Islander	
White	97
Two or More Races	100
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	91
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 1/14/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	90%	93%	92%	88%	90%	89%	54%	56%	55%
Mathematics	93%	94%	94%	81%	82%	80%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	84%	84%	83%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/14/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	9	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/14/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-1	5	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-9	8	9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities		46	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/14/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.3%	24.2%	65.8%

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: 1/14/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Contacts (2014-2015):

Principal, Kim Linz (klinz@mbusd.org)
 PTA Co-President, Kelly Kelley (310)308-8777
 PTA Co-President, Carol Bernstein (310)251-2773
 Pacific's PTA website: <http://pacificschool.com/>

Many opportunities for meaningful participation and collaboration exist at Pacific, such as the Parent-Teacher Association, including more than 50 committees, School Site Council, Safety Committee, Special Education Task Force, GATE Advisory Committee, and the Manhattan Beach Education Foundation. Parents are valued partners in the Pacific community. They assist in the classrooms, on field trips, in the art room, at morning drop off "Panther Valet" zones, and on the playground. Parents and staff share in the commitment of creating a community of excellence!

State Priority: Pupil Engagement

Last updated: 1/14/2015

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

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

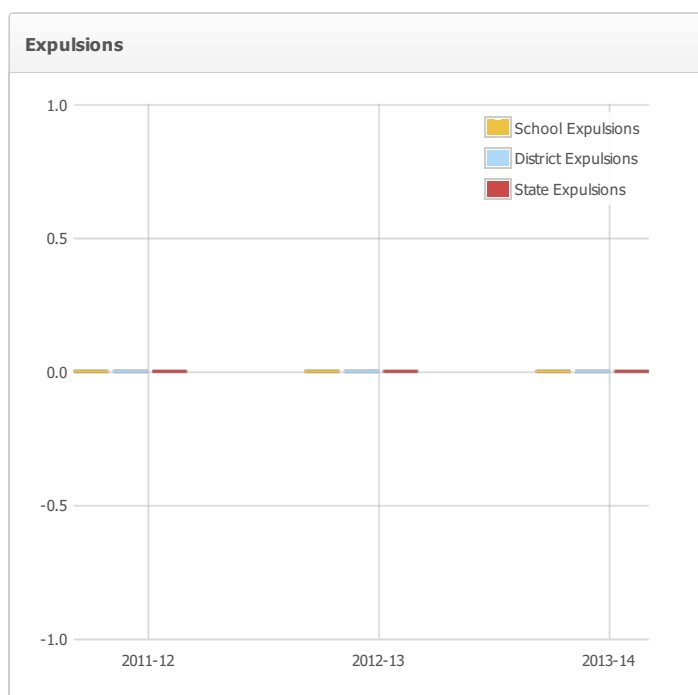
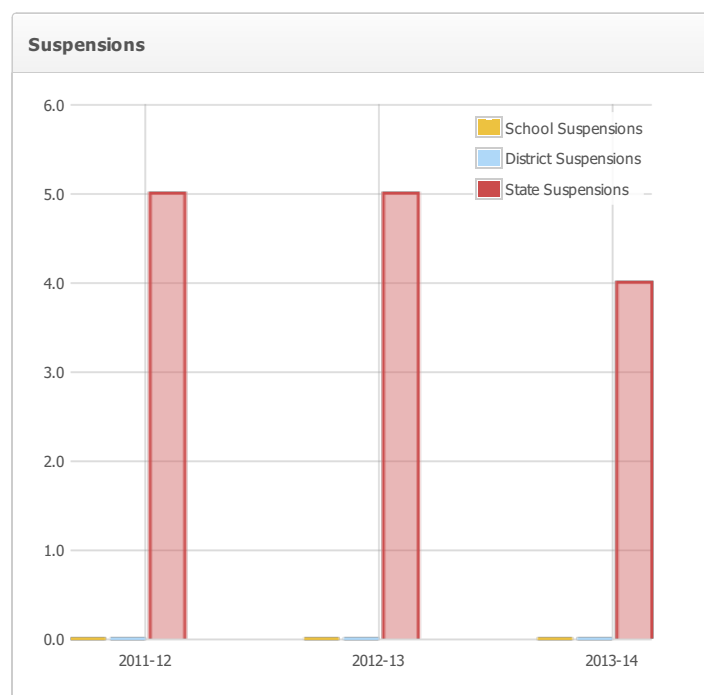
State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.60	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

Date of Last Review/Update: October 2014

Date Last Discussed with Staff: October 2014

Pacific has a comprehensive plan that addresses fire, earthquake, and other emergencies, as well as protocols for addressing police and fire emergencies. Developed by staff, parents, and city fire and police departments, the plan outlines evacuation procedures and lists staff responsibilities for search and rescue, first aid, and student management. Students and staff participate in monthly emergency drills. Safety information is reviewed often during faculty meetings and frequently with parents via the Principal's Update. The Manhattan Beach Police Department School maintains ongoing communication with the school administration and staff and plays an integral role in current safety and security measures as well as offering student assemblies and student support on an as needed basis by detectives on the force. Continued monitoring by the Safety Committee and custodial staff ensure the regular and continued maintenance of a safe and orderly school environment. To this end, there is a system in place to ensure the constant monitoring of visitors on campus at all times. Also, in March, 2008, a security video system was installed on the campus and in the summer of 2011 a security fence was installed around the campus. In addition, the District has a comprehensive school safety plan that includes policies and procedures dealing with the status of school crime, the reporting of child abuse, disasters, suspension and expulsion, sexual harassment issues, school wide dress codes, safe ingress and egress of pupils, parents, and school employees to and from school, and the maintenance of a safe and orderly school environment.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		No
Met Participation Rate - English-Language Arts		Yes
Met Participation Rate - Mathematics		Yes
Met Percent Proficient - English-Language Arts		No
Met Percent Proficient - Mathematics		No
Met Graduation Rate		Yes

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	14.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12		2012-13							2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	5	0	20.0	1	5		18.0	1	4	
1	23.0	0	4	0	19.0	1	5		20.0	1	5	
2	22.2	4	1	0	19.0	1	4		20.0	1	5	
3	21.3	2	5	0	20.0	1	5		16.0	2	4	
4	29.4	0	5	0	22.0	2	4		20.0	2	4	
5	27.0	0	4	0	21.0	2	4		21.0	2	4	
6												
Other												

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

Last updated: 1/14/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 1/14/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,941	\$3,759	\$5,182	\$71,356
District	N/A	N/A	\$3,802	\$71,555
Percent Difference – School Site and District	N/A	N/A	36.00%	0.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	10.50%	5.30%

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

Last updated: 1/15/2015

Types of Services Funded (Fiscal Year 2013-14)

Beach Cities Health District-PE instruction, counseling, and health assistants **\$273,891.56**

Chevron Futures Institute-Grant to support STEM at MBMS. The grant will be utilized to purchase equipment including wind tunnels, gas chromatographs, earthquake boards and optical testing tables and also support curriculum provided by the Catalina Island Marine Institute. **\$70,289.36**

Economic Impact Aid (ELL)-Curriculum and instruction for students identified as second language learners **\$51,996.58**

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 **\$258,827.43**

Manhattan Beach Education Foundation-Non-profit organization that provides approximately \$4.9 million annually to pay for a variety of critical programs that would not be possible through public funding **\$4,904,011.16**

PTA/PTSA-Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$856,815.28**

State Lottery Revenue-A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$978,433.73**

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 **\$122,606.12**

Title II, Part A - Improving Teacher Quality-Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$137,364.64**

Last updated: 1/15/2015

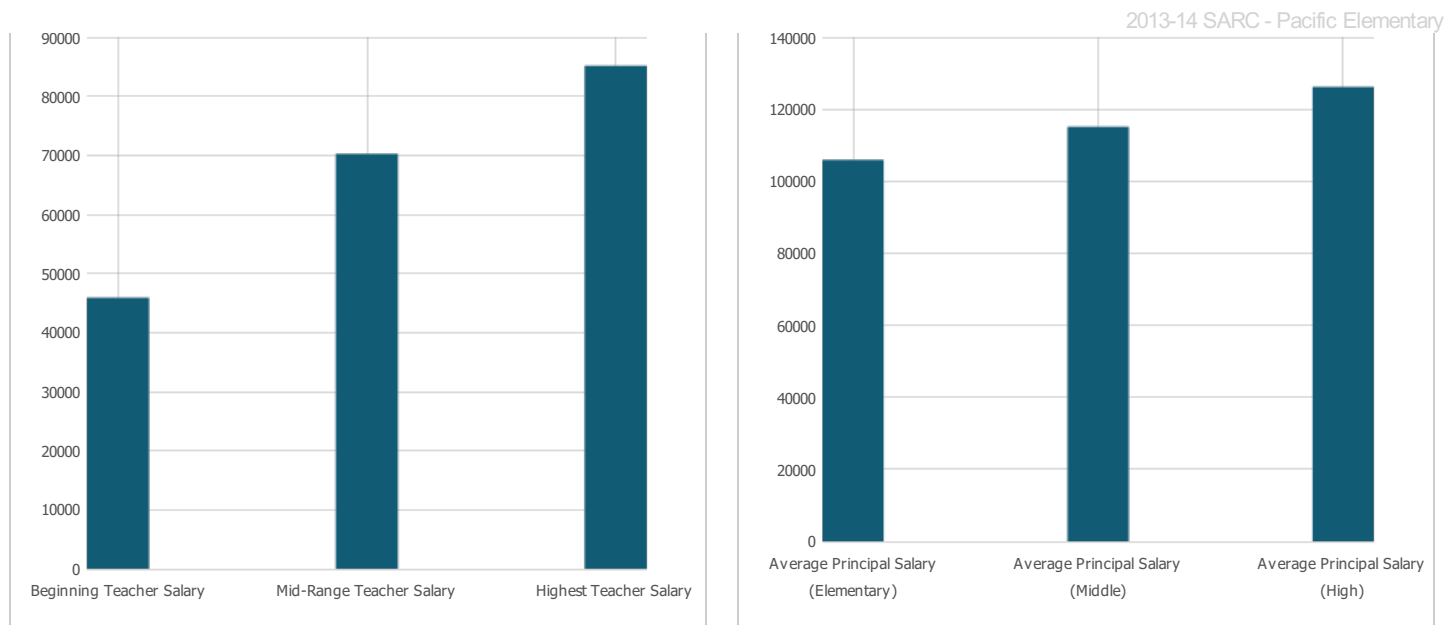
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$41,243
Mid-Range Teacher Salary	\$70,246	\$64,893
Highest Teacher Salary	\$85,158	\$83,507
Average Principal Salary (Elementary)	\$105,923	\$103,404
Average Principal Salary (Middle)	\$115,121	\$109,964
Average Principal Salary (High)	\$126,183	\$120,078
Superintendent Salary	\$207,618	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/14/2015

Professional Development – Most Recent Three Years

The Manhattan Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. The District provides five contractual staff development days as well as two full release days annually for all classroom teachers. Pacific adds an additional two release days each year for grade level professional development based on school goals for the year. Throughout the academic year, professional development activities focus on student achievement by providing staff with opportunities to learn skills and strategies they can implement that will facilitate all students in meeting the standards. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools. Additional areas of focus for staff development have included designing and modifying curriculum, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, including autism, 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, staff development opportunities are provided by the District and individual school sites both during the day and outside of school hours.

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.

To assist in determining focus areas for professional development, teachers complete a District staff development needs assessment. The data gleaned from this assessment provides information about the areas teachers have defined as being important to their professional growth.

The Pacific staff had many opportunities for professional development during the 2013 - 2014 school year. Topics covered included a focus on Balanced Literacy at all grade levels, workshops on Response to Intervention with extended work by the Reading Specialist; workshops on integrating technology into curriculum, the development of common assessments and activities, and the analysis of local assessment data at all grade levels with an emphasis on specific targeted goals in the areas of language arts, math, and science (5th grade) for the current year.

Professional development continues for the current 2014 – 2015 year with ongoing focus on reading and writing instruction; utilization of technology to enhance instruction; and systems of formative assessment; heightened awareness and activities in the area of cultural diversity; workshops in conflict resolution utilizing the Safe School Ambassadors curriculum; and a continuation of the safety protocol in collaboration with experts in the field.

Last updated: 1/15/2015