

[SARC Home](#) » Grand View Elementary

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

### School Accountability Report Card

### Reported Using Data from the 2019–2020 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/fg/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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Superintendent	Michael Matthews, Ed.D.
Email Address	<a href="mailto:mmatthews@mbusd.org">mmatthews@mbusd.org</a>
Website	<a href="http://www.mbusd.org">http://www.mbusd.org</a>

School Contact Information (School Year 2020–2021)	
School Name	Grand View Elementary
Street	455 24th St.
City, State, Zip	Manhattan Beach, Ca, 90266-4348
Phone Number	310-546-8022
Principal	Nancy Doyle, Principal
Email Address	<a href="mailto:ndoyle@mbusd.org">ndoyle@mbusd.org</a>

**Website** <http://www.gvpta.com/>

**County-District-School  
(CDS) Code** 19753336020358

*Last updated: 1/15/2021*

### **School Description and Mission Statement (School Year 2020–2021)**

The mission of the Manhattan Beach Unified School District and Grand View Elementary 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.

Grand View Elementary School, serving students in Transitional Kindergarten through fifth grade, provides a balanced educational program that meets the academic, social, and emotional needs of all students. We strive to create a stimulating, innovative, and supportive environment for learning. We are currently using iPADS or chrome books in all of our kindergarten and 5th grade classrooms.

Grand View maintains a commitment to the integration of the California Standards while challenging all students to achieve their personal best. We continue to provide differentiated instruction and personalized learning for students.

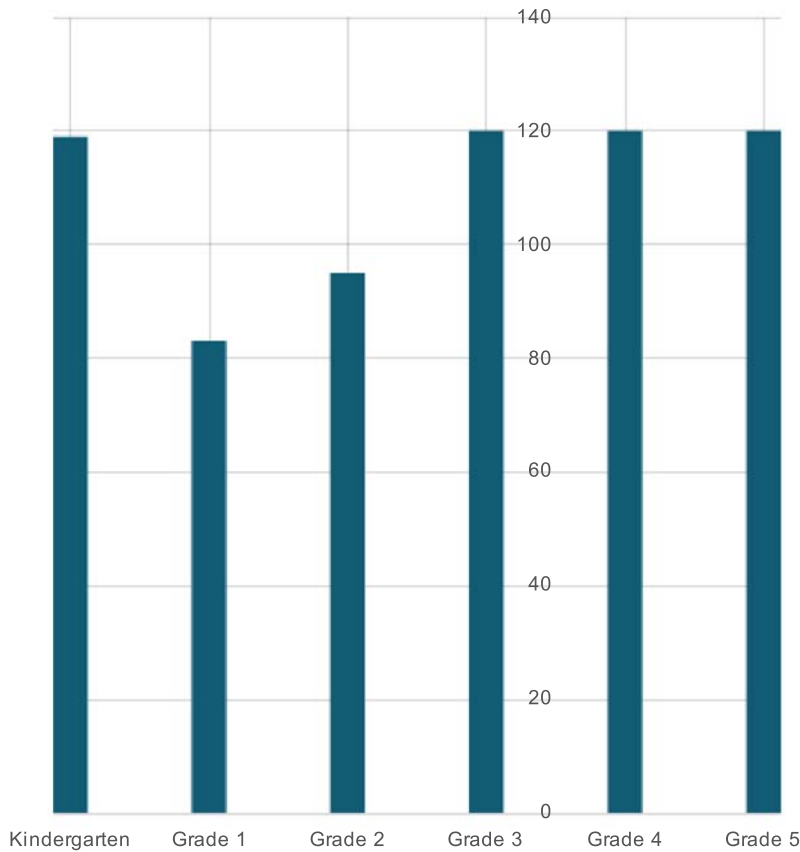
Grand View Elementary School has earned national recognition as one of the first-ever U.S. Department of Education Green Ribbon Schools and as a National Blue Ribbon School due to our innovative efforts within the classroom as well as to reduce our school's environmental impact, improve student health and provide effective environmental education. We recognize that incorporating environmental education into core subjects provides students with a meaningful context for adopting and maintaining a healthy lifestyle. Grand View "Gators" are committed to protecting our environment and making a difference on our planet.

Grand View Elementary School has earned a national reputation for excellence and innovation by providing an exemplary education that continually strives to meet the academic, social and emotional needs of all students.

*Last updated: 1/12/2021*

### **Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
<b>Number of Students</b>	119	83	95	120	120	120	657



Last updated: 1/15/2021

### Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
<b>Percent of Total Enrollment</b>	0.60 %	0.20 %	4.90 %	1.20 %	10.20 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
<b>Percent of Total Enrollment</b>	2.60 %	1.50 %	12.00 %	0.20 %	
◀ ▶					

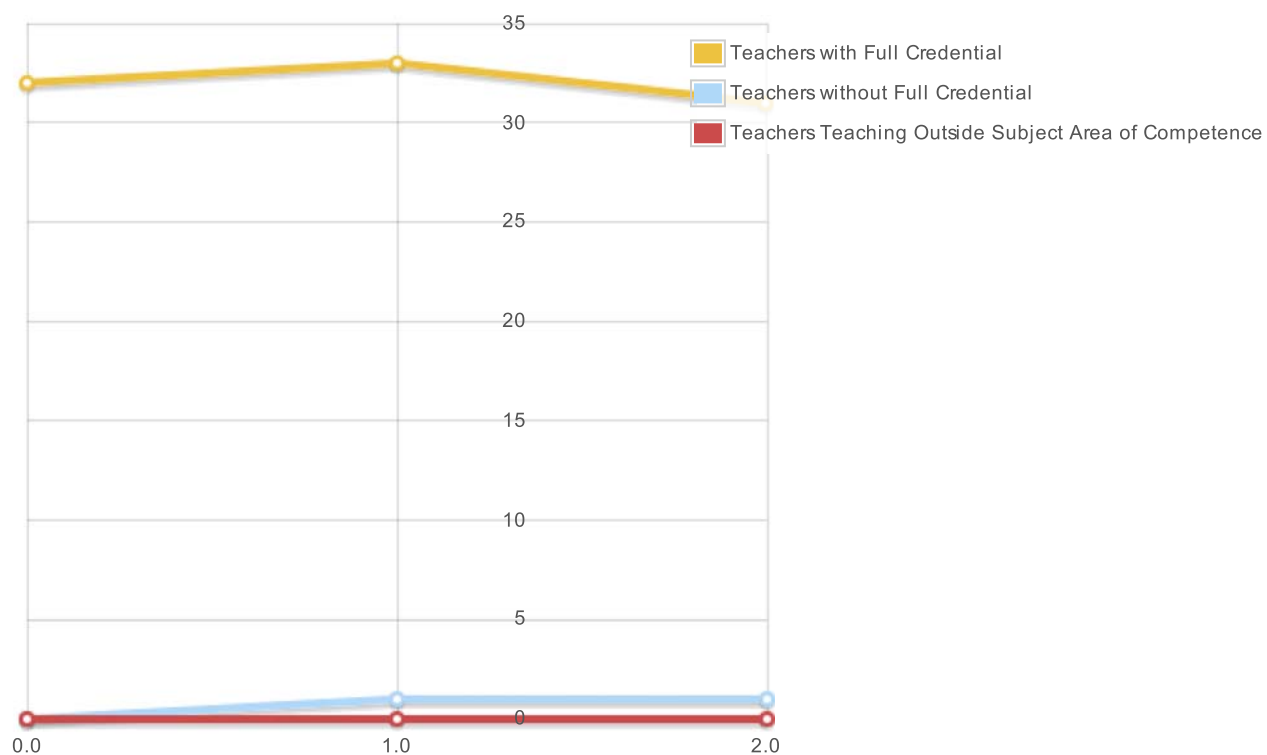
### State Priority: Basic

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

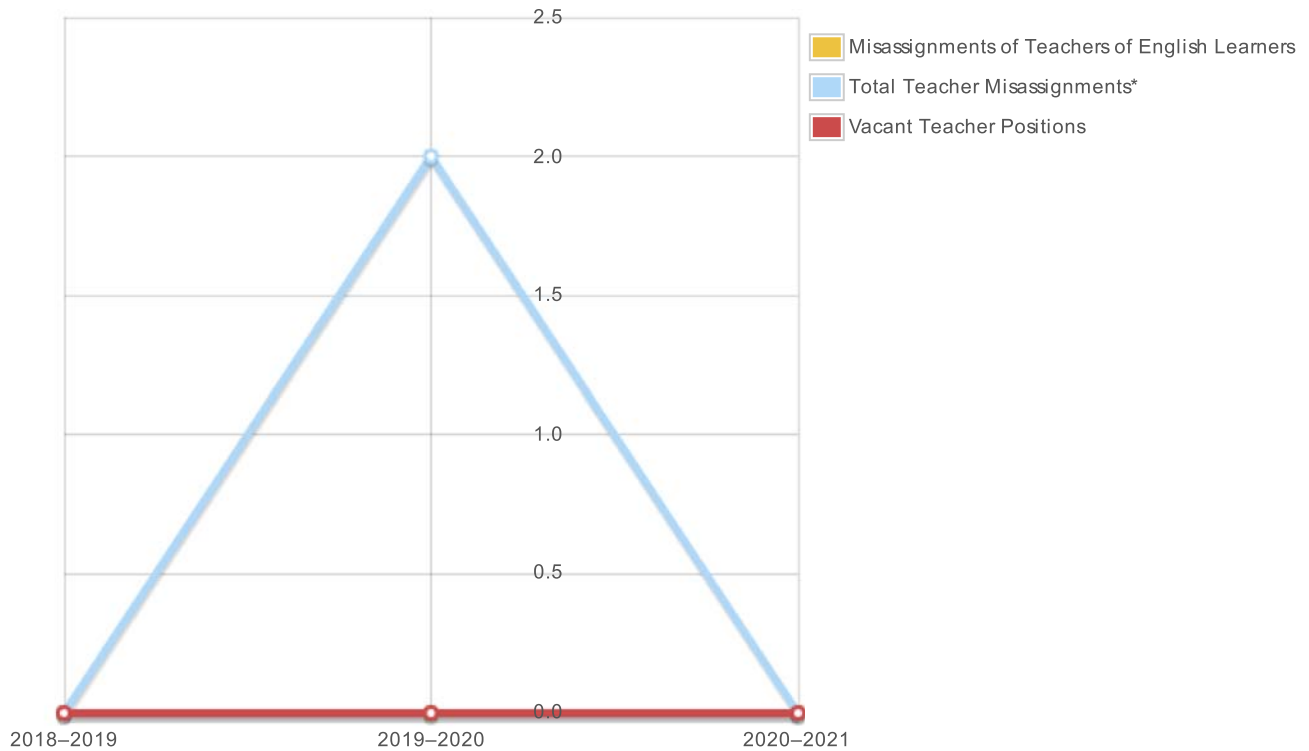
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	32	33	31	272
Without Full Credential	0	1	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2021

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	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: 1/12/2021

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other 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	0.00 %
Mathematics	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Science	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Foreign Language	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Health	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
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: 1/14/2021*

### 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 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, Measure C was passed which impacts significant upgrades to Grand View's campus. These include classroom remodeling, a new two story building, admin and cafeteria for Grand View students. Improvement in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services will occur. 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.

Grand View staff and parents are surveyed and encouraged to report maintenance needs to site administration. Prior to COVID-19, staff, parents, students, and community supporters join together for Pride Days at Grand View to beautify the campus by cleaning, weeding, and planting flowers. Safety and grounds supervision is provided during the school day. The Grand View PTA coordinates an after-school learning program for students four afternoons per week.

Working with the city parking commission, our traffic conditions have greatly improved. We continue to work with the city and our neighbors to ensure safety for our students. We were approved for an additional crossing guard due to our safety committee's diligence.

Last updated: 1/12/2021

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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: October 2020

Overall Rating	Good
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Last updated: 1/12/2021

## 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**

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	N/A	85.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	82.0%	N/A	80.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/15/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/15/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/15/2021*

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

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	77	N/A	68	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/15/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/15/2021*

## 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 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/15/2021*

## 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 2020–2021)

Principal, Nancy Doyle - [ndoyle@mbusd.org](mailto:ndoyle@mbusd.org)  
 PTA Co-President – Jen Cram and Jessica Vanzura  
 Parent Volunteers – Dana Hartmann  
 Grand View 's PTA website: <http://www.gvpta.com/>

Parents are encouraged to participate in their child's educational program at school. Grand View has approximately 500 volunteers who average over 4,000 hours per month of service. The PTA is involved in fundraising, parent education, and major school/community events. PTA yearly activities include the Grand View Spring Fair, Family Nights, Grand View 5K Gator Run, Book and Author Fairs, Stem/Science Fair, Young-At-Art docent program, PTA sponsored

after-school program, and classroom/library/science lab volunteer support. The PTA has supported instructional materials for program enrichment, technology, field trips, cultural arts assemblies, artist-in-residence programs, guest authors, playground and audiovisual equipment, teacher education programs, the Children's Organic Garden, and facilities upgrades including the Performing Arts Center.

*Last updated: 1/12/2021*

## 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	0.00%	0.00%
<b>District 2017–2018</b>	0.90%	0.00%
<b>District 2018–2019</b>	0.80%	0.00%
	3.50%	0.10%
	3.50%	0.10%
<b>State 2017–2018</b>	<b>Suspensions and Expulsions for School Year 2019–2020 Only</b>	
<b>State 2019–2020</b>	<b>(data collected between July through February, partial school year due to the COVID-19 pandemic)</b>	
	Suspensions	Expulsions
	--	--
	--	--
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**Rate****School****2019–2020****District****2019–2020****State****2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/15/2021*

**School Safety Plan (School Year 2020–2021)**

Grand View has a comprehensive plan for dealing with fire, earthquake, lockdowns, and other disasters or emergencies. Grand View has adopted the Incident Command System model as a way to organize staff and resources in an emergency situation. Emergency drills are practiced monthly and safety is an ongoing topic at faculty meetings. This year Grand View focused on COVID related safety protocols. The District and Grand View have provided its employees with ongoing COVID-19 safety practices, expectations, and protocols. At the beginning of the 2020-2021 school year, the district sent a memo to all staff that included the expectations for returning to work safely, how to be approved to return to work after being sick, and provided video and written CDC/LADPH instructions for how to wash hands, use PPE, and wear face masks properly. The District also provided a health and safety protocol manual to all employees that included the following topics: Health & Safety Protocols, Face Coverings, Supplies and Personal Protective Equipment, Screening at Home and When Entering School Site, Arrival at School, Implementing Social Distancing Inside Classrooms, Staff Social Distancing, Contact Tracing, Employee COVID-19 Testing, Other Safety Considerations, Guidelines for Those with Symptoms, Criteria for Closing School, When may a School Reopen. From the start of the 2020-2021 school year, all staff and parents (on behalf of their child(ren) were required to use an electronic symptom screening tool before entering campus each day. After answering a series of questions, the tool would provide a green square/QR code deeming it safe for the child/employee to enter campus OR a red screen instructing the child/employee to stay home. In addition to the symptom screen, completion of a contact tracing form was required for employees upon leaving campus to be used for tracking specific locations and those contacts who were within 6-feet of distance for longer than 15 minutes on any given day. Emergency supplies were updated and all procedures were executed. A school messenger system is in place that can be used to contact all parents immediately during an emergency. As a result of these efforts, Grand View is well prepared for any emergency or natural disaster that might occur.

Grand View's comprehensive school safety plan 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 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 site 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. Grand View currently

utilizes ScholarChip to register driver's license/parent ID when entering campus. There is a video security system on the campus and the campus is enclosed by perimeter of fencing.

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.

*Last updated: 1/14/2021*

**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 (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	24.00	23.00	29.00	30.00		
Number of Classes * 1-20	5	5	5	5	4	4		
Number of Classes * 21-32								

\* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	24.00	24.00	29.00	29.00		
Number of Classes * 1-20	4	4	5	5	4	4		
Number of Classes * 21-32								

\* 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 (2019–2020)**



Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	21.00	24.00	24.00	30.00	30.00		
Number of Classes * 1-20	5	1	4	5	4	4		
Number of Classes * 21-32		3						

**Number of Classes \*  
33+**

\* 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: 1/15/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

\*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: 1/15/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	
Other	0.30

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13389.09	\$5539.78	\$7849.30	\$93318.84
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-43.32%	4.13%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	1.28%	17.81%

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

**Types of Services Funded (Fiscal Year 2019–2020)**

Beach Cities Health District (BCHD) - PE instruction, counseling, and health assistants \$204,090.00

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 \$38,321.00

Manhattan Beach Education Foundation (MBEF)- Non-profit organization that provides approximately \$6 million annually to pay for a variety of critical programs that would not be possible through public funding \$6,108,437.00

PTA/PTSA- Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education \$539,578.00

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. \$7,000.00

State Lottery Revenue- A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. \$647,014.00

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 \$104,146.00

Title II, Part A - Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators \$38,055.00

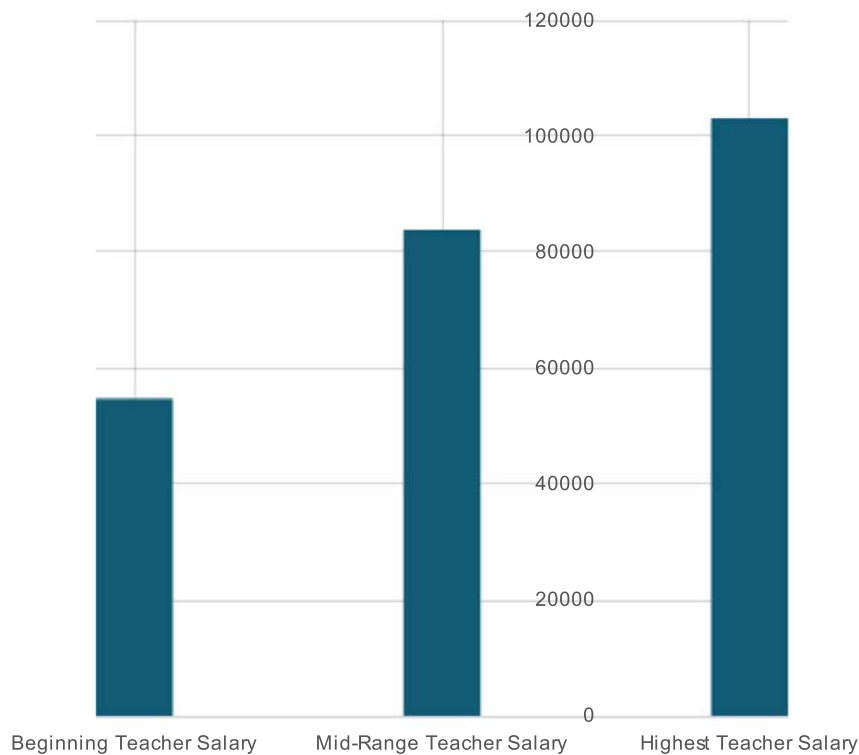
*Last updated: 1/12/2021*

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

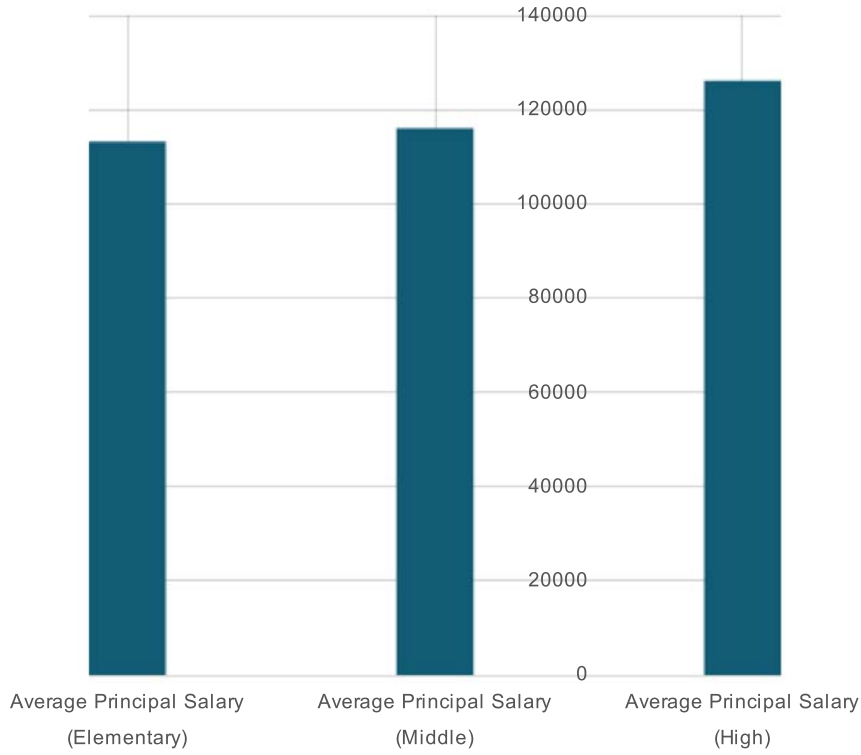
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629
Average Principal Salary (High)	\$126,068	\$141,235
Superintendent Salary	\$235,900	\$233,396
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	6.00%

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: 1/15/2021*

## Professional Development

Measure	2018– 2019	2019– 2020	2020– 2021
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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