

## 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** [mmatthews@mbusd.org](mailto:mmatthews@mbusd.org)

**Website** <http://www.mbusd.org>

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

**School Name** Meadows Avenue Elementary

**Street** 1200 Meadows Ave.

**City, State, Zip** Manhattan Beach, Ca, 90266-4059

**Phone Number** 310-546-8033

**Principal** Ms. Michelle Krzmarzick, Principal

**Email Address** [mkrzmarzick@mbusd.org](mailto:mkrzmarzick@mbusd.org)

**Website** <https://meadows.mbusd.org>

**County-District-School  
(CDS) Code** 19753336020390

*Last updated: 1/15/2021*

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

In the city of Manhattan Beach, just three miles south of the Los Angeles International Airport, is a charismatic little school, a well-kept secret—Meadows Avenue Elementary. Supported by a close-knit community since its opening 69 years ago, Meadows’ stakeholders communicate a strong sense of pride in each other, in their traditions, and in the sense of family, they have collectively built with teachers and staff.

The mission of Meadows Elementary School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. Supporting the educational mission is the belief that our diverse population of students of all abilities will learn when the curriculum is standards-based and student-centered. Our model practices align with the goals of the MBUSD Local Control and Accountability Plan and the State priority areas emphasizing the Common Core State Standards. Meadows fosters a positive school climate, student engagement, and teacher and parent commitment to supporting children under a shared vision of learning.

We are one of five elementary schools in the Manhattan Beach Unified School District, serving roughly 397 students in kindergarten through fifth grade. Meadows has 17 general education classrooms, two Resource Rooms with two full-time RSP/Inclusion Specialist, a Reading Room with a Reading Specialist, four classrooms for Extended Day Program students, a science lab, a library, a “STEAM Room,” one classroom for students who are deaf and hard of hearing, and one enrichment room for art and music. The racial demographic is White (53%), Hispanic (15%), Asian (13%), American Indian (0.23%) Multiracial (18%), Black or African American (1%), and students classified as declined to state (<1%). There are 20.3% of students who receive special education services and 4.46% are identified as English language learners. The dedicated professionals that comprise our collaborative staff are committed to the achievement, personal growth, and happiness of every student.

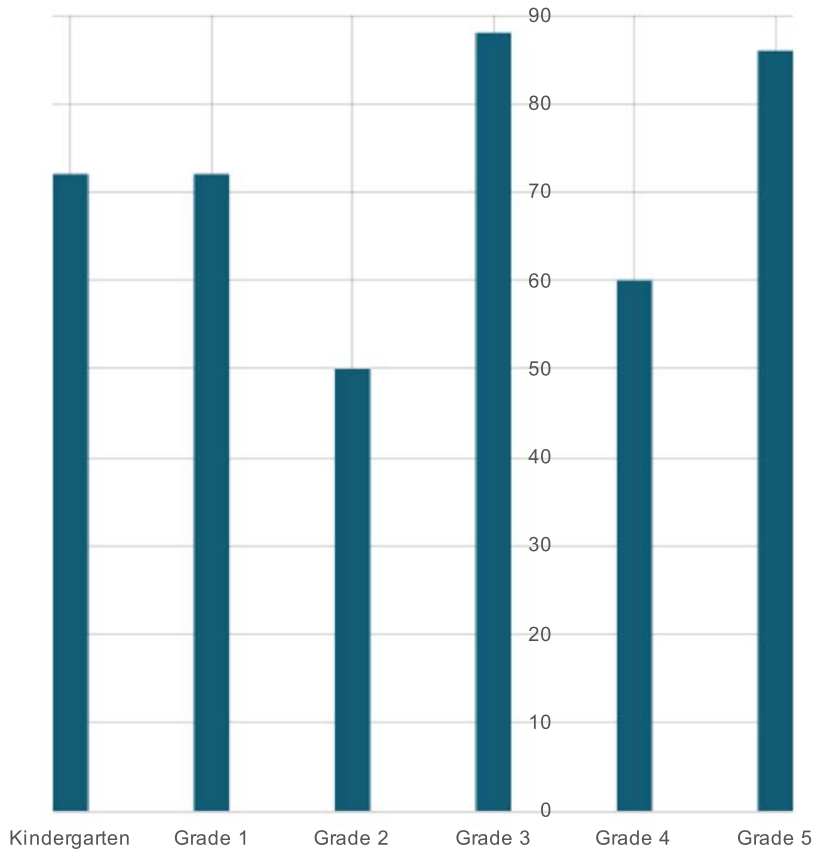
Due to steadfast parent efforts, we provide an array of educational experiences at Meadows. In kindergarten through second grade, classroom teachers utilize a cluster of iPads or laptops, while students in third, fourth, and fifth grade are provided iPads and Chromebooks as learning tools. All fourth and fifth-grade students enjoy hands-on art lead by an art teacher weekly. In the science lab, students participate in hands-on experiences that nurture an appreciation for the inquiry process. Makerspace allows students to imaginatively build and tinker, and art lessons lead by parent docents produce smiling artists and imaginative pieces of work that adorn classroom walls. The library continues to increase its resources (e.g. leveled books, magazines, and media sources) to support students and teachers, and during physical education, there is ample equipment for student use. Meadows feels fortunate to have the resources required to support these student experiences and appreciates parent commitment to maintaining them.

The school enjoys a 95% approval rating from parents per our most current School Site Council Parent Survey. This high level of positive regard is generated by recognition of standards-based curriculum and instruction; strong parent-staff relationships; motivated, high-performing students; and by school spirit and commonly held values. TEAM Meadows—Together Everyone Achieves More.

*Last updated: 1/14/2021*

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
Number of Students	72	72	50	88	60	86	428



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
Percent of Total Enrollment	1.20 %	0.20 %	14.50 %	1.20 %	15.40 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
Percent of Total Enrollment	7.20 %	6.30 %	13.30 %	%	
◀ ▶					

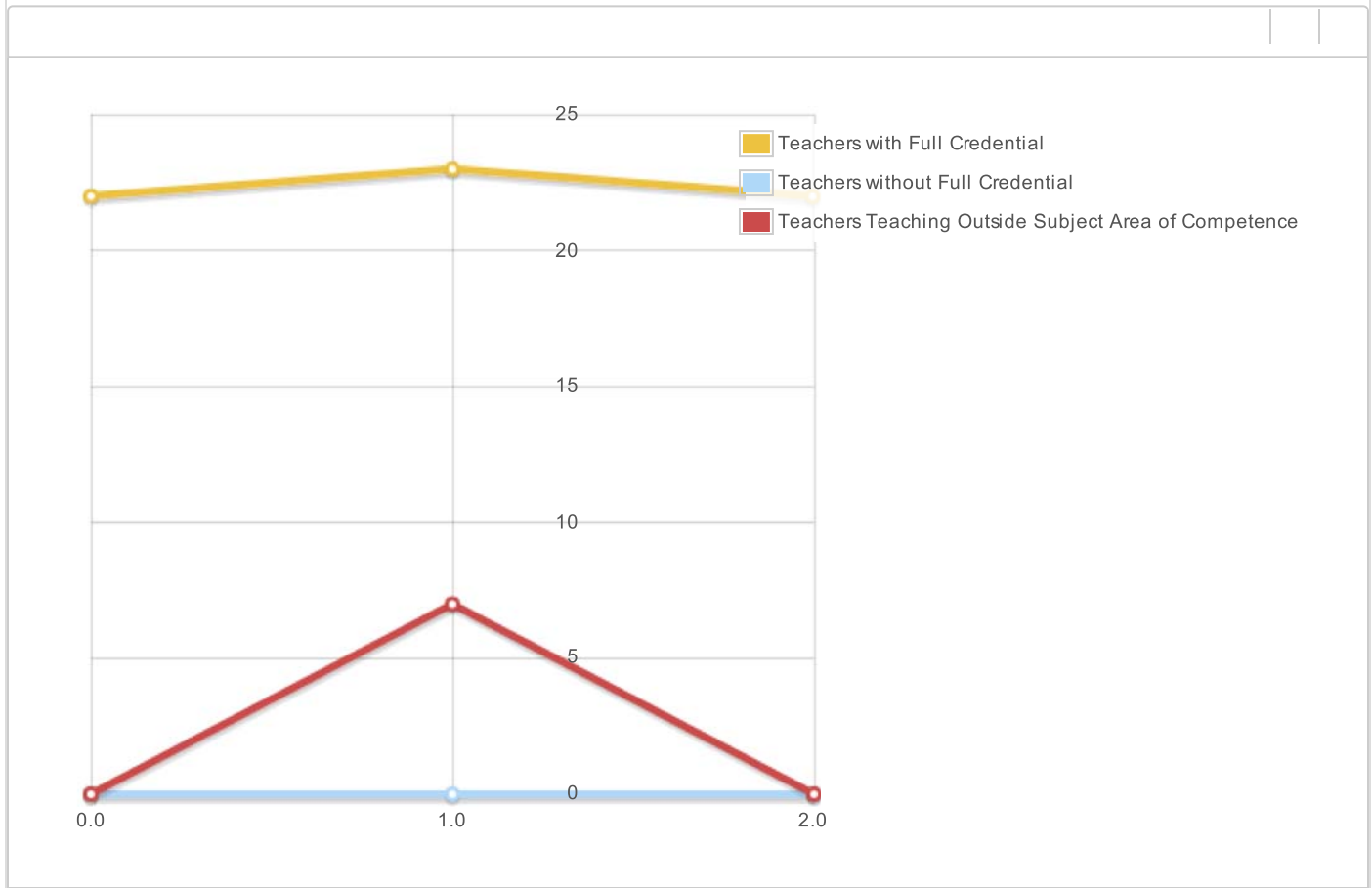
### State Priority: Basic

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	22	23	22	272
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	7	0	0

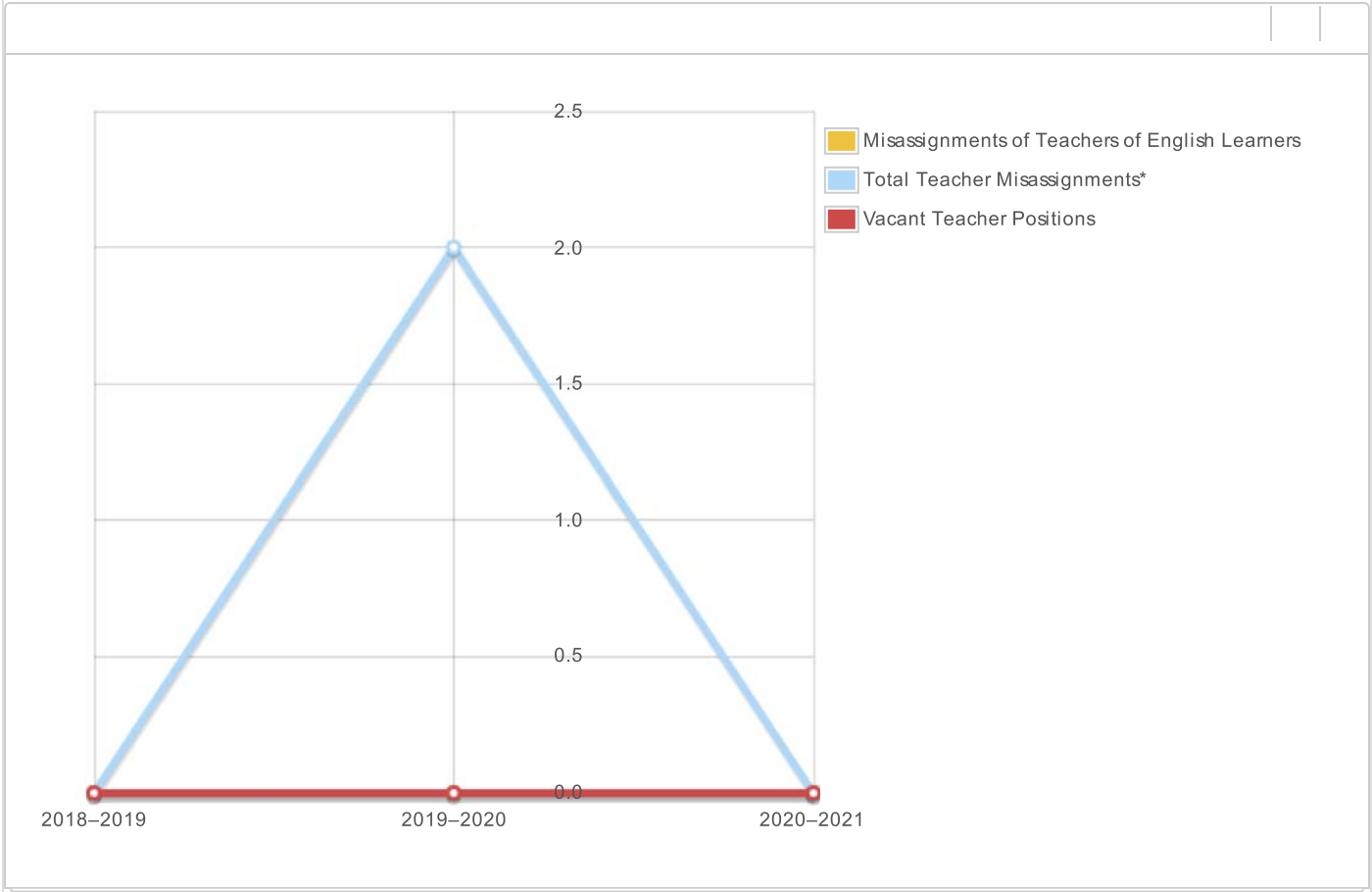


*Last updated: 1/12/2021*

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0

Indicator	2018–2019	2019–2020	2020–2021
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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 %
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. On November 8, 2016, the voters of Manhattan Beach approved two bond measures, Measure C, a \$114 million measure that will be used to improve infrastructure (including classroom air conditioning), and make improvements to each school site, based on the Facilities Master Plan developed in 2015, and Measure EE, a \$39 million measure to replace the outdated and undersized gymnasium at Mira Costa High School. The District is currently finalizing construction for the new MCHS athletics facility and has developing conceptual plans for Measure C projects. Four of the five elementary schools have been modernized over the summer: Meadows was one of those schools.

During the summer of the 2019-2020 school year, local bond funds from Measure C were used to upgrade and renovate parts of the school including installing new air conditioning in some classrooms, adding sliding doors, replacing flooring and ceiling tiles, and making some areas ADA compliant. The work on this project is completed.

The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process.

Students, parents and staff are proud of Meadows and work hard to keep our school clean, safe and beautiful. Two full-time custodians perform basic cleaning in all classrooms, offices and restrooms and maintain all other general areas. They also ensure that any issues that arise, from gas leaks to insects to odors, are addressed immediately to the satisfaction of parents and staff. Walkthroughs by our district's Director of M&O also ensure that safety concerns are noticed and addressed. Our electronic work order system facilitates the timely redress of any concerns that need District level attention. Puddles and sand spills, for example, are swept regularly.

Meadows School is a locked campus during school hours. There are gates to all campus entrances. All visitors to Meadows must enter through the school office, providing staff the ability to see all people entering campus. As well, staff, parents, and students are alert to the presence of strangers at school. All adults must register with the front office and wear visitor badges. For first time visitors, the office records the adult's driver's license number and keeps it on file. All visitors must check in at the office using ScholarChip Visitor Management System, which utilizes information collected from visitors' drivers licenses and keeps a record of who is on our campus. Adults not wearing badges are courteously confronted by staff and directed to the school office for badges. Students must possess hall passes indicating staff permission to be out of the classroom or off the playground. A person authorized to do so must sign all students in and out at the office. Students are not released to adults from classrooms. In addition, kindergartners are released from the classrooms after school only to authorized adults. The campus is supervised by teachers and paraprofessionals during all recesses. To ensure their safety, students not participating in the Extended Day Program must leave immediately after school. As a result of monthly emergency drill practices, students and teachers are proficient at implementing the emergency procedures, which address the presence of danger on campus.

Through judicious use of school space, classrooms and offices exist for all school functions and purposes, supporting teaching and learning for all students. Meadows has 18 regular classrooms, a Learning Center, a science lab, a STEAM room (Science, Tech, Engineering, Art and Mathematics), a computer lab, a library, a classroom for students who are deaf and hard of hearing, as well as offices for our school counselor, school psychologist, special education teachers, speech and language teacher, occupational therapist, and Reading Specialist. Instrumental and choral music classes are taught in the Meadows Cafeteria, multipurpose room, and the Science Lab. Our 68-year-old school was remodeled 20 years ago, and recently repainted resulting in functional, beautiful classrooms, offices, and outside spaces. Meadows School Beautification Committee has provided California native gardens, benches, flower-filled pots, tile walls and colorful murals, which add to Meadows' charm. An upper and lower playground, as well as a kindergarten playground, provide age-appropriate and, therefore, safe recreational activity.

*Last updated: 1/14/2021*

## 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
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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

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020

<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)	75.0%	N/A	85.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	75.0%	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)	61	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)

Contacts (2020-2021):

Principal, Michelle Krzmarzick – mkrzmarzick@mbusd.org

Co-PTA President- Kimberly Rosenfeld – kimberfeld@gmail.com

Co-PTA President – Patricia Doumeng – pdoumeng@gmail.com

School Site Council Chair, Michelle Krzmarzick- (310) 546-8033

Meadows' PTA website: <https://meadows.mbusd.org/>

Many opportunities for meaningful participation and collaboration exist at Meadows, such as the Parent-Teacher Association, School Site Council, Growing Great, Young At Art, Student Council, Grades of Green, and the Manhattan

Beach Education Foundation. These entities, as well as others, empower all participants, resulting in excellent educational and healthy emotional outcomes. Parents may contact the Meadows Office at 310: 546-8033 in order to be put in contact with the leaders of these organizations for purposes of participation. We welcome your interest and support!

*Last updated: 1/14/2021*

## 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
School 2017–2018	0.20%	0.00%
School 2018–2019	0.40%	0.00%
District 2017–2018	0.80%	0.00%
District 2018–2019	3.50%	0.10%
<b>State 2017–2018</b> <b>Suspensions and Expulsions for School Year 2019–2020 Only</b> <b>(data collected between July through February, partial school year due to the COVID-19 pandemic)</b>		
	Suspensions	Expulsions
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**Grade Level**

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

**Average Class Size**

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

**Number of Classes \***

1-20

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–****Number of Classes \***

21-32

**2019)****Number of Classes \***

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	24.00	24.00	22.00	25.00	26.00	23.00		
<b>Number of Classes *</b> 1-20	3	2	4	2	3	1		
<b>Number of Classes *</b> 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.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	24.00	24.00	25.00	22.00	28.00	27.00		11.00
<b>Number of Classes *</b> 1-20	3	3	2	1	2	3		1
<b>Number of Classes *</b> 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	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	
Other	0.10

\*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*

### 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	\$15763.96	\$7794.86	\$7969.10	\$89395.42
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-42.45%	-0.25%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	2.83%	12.86%

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

*Last updated: 1/14/2021*

### 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

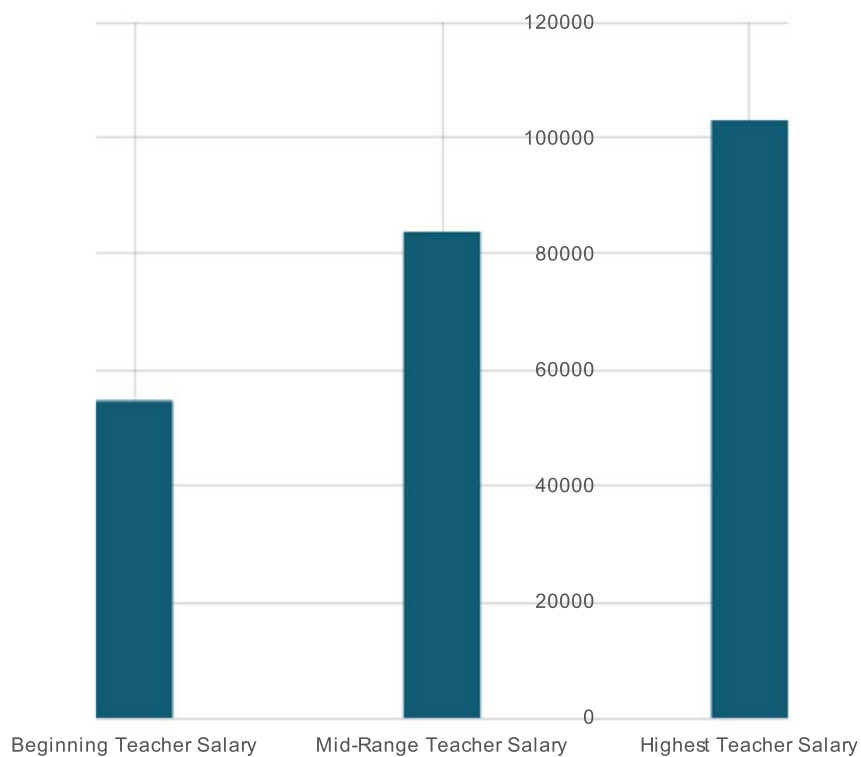
*Last updated: 1/12/2021*

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

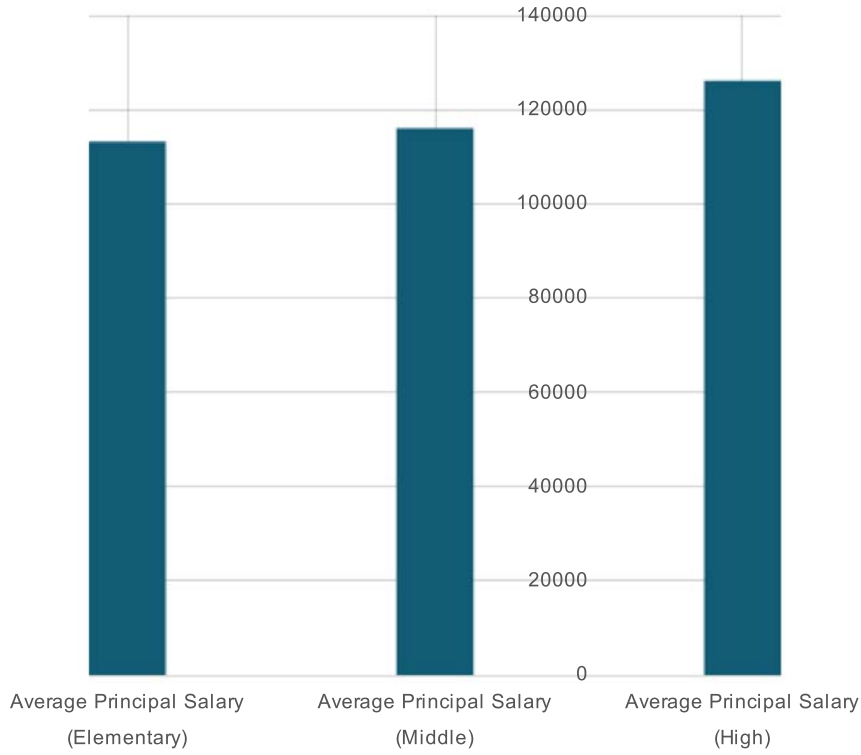
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629
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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