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2019–2020 School Accountability Report Card

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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.

Rhonda Steinberg, Principal

- Principal, Pacific Elementary



About Our School

Contact

Pacific Elementary
1200 Pacific Ave.
Manhattan Beach, CA 90266-4969

Phone: 310-546-8044

Email: rsteinberg@mbusd.org

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
Website	http://www.mbusd.org

School Contact Information (School Year 2020–2021)	
School Name	Pacific Elementary
Street	1200 Pacific Ave.
City, State, Zip	Manhattan Beach, Ca, 90266-4969
Phone Number	310-546-8044
Principal	Rhonda Steinberg, Principal
Email Address	rsteinberg@mbusd.org

Website <http://pacificschool.com/>

**County-District-School
(CDS) Code** 19753336020416

Last updated: 1/15/2021

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

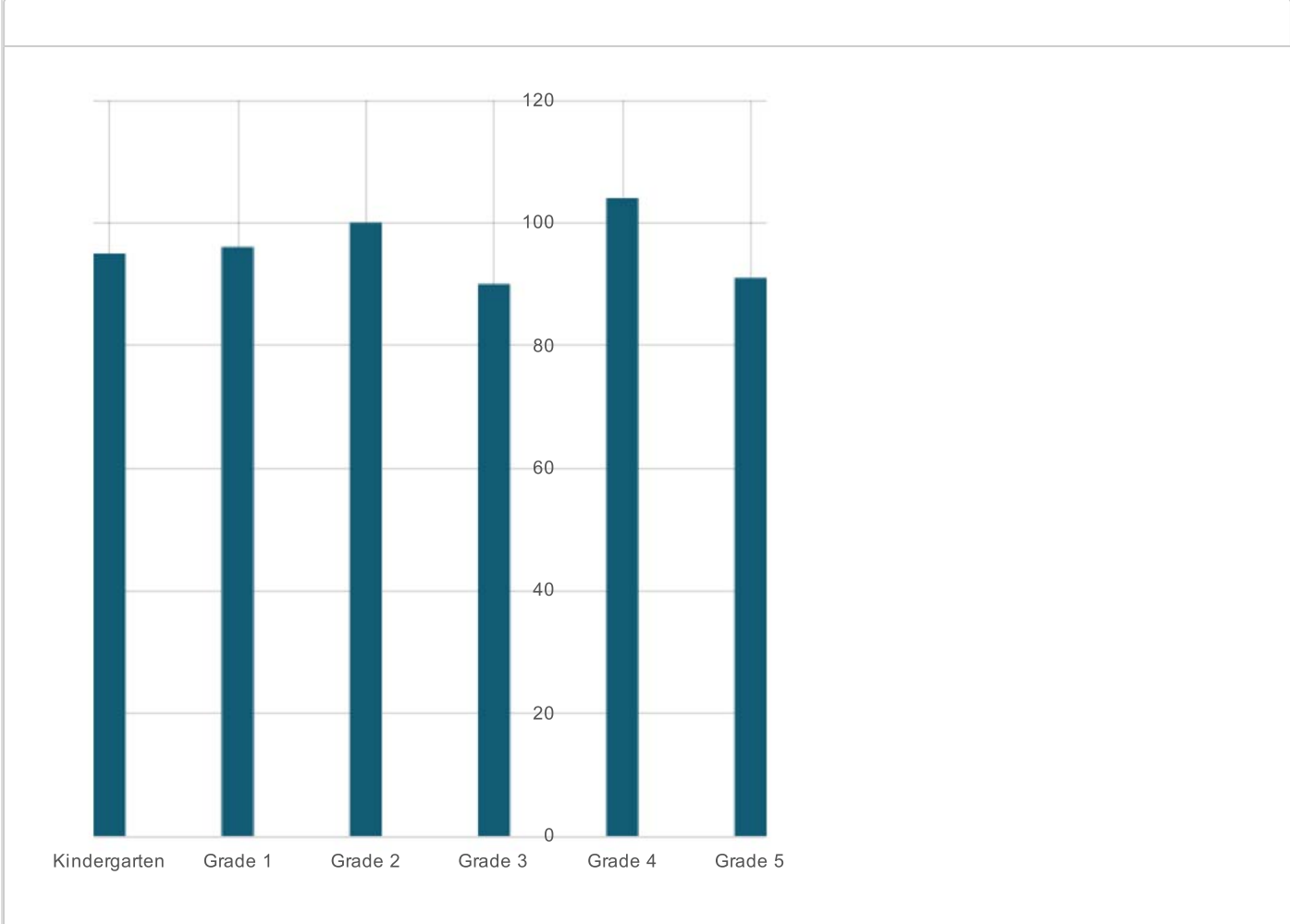
The mission of the Manhattan Beach Unified School District is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continue to strive for excellence in all aspects of the educational process. We will teach our students to 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 (when allowed) 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 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 Additional individual support systems provided for students include Reading Club, Reading Intervention, District GATE Program, English Language Learner Program, Friendship Club social group, and special education services as appropriate to meet student needs. Starting in the spring of 2020, Pacific began a robust distance learning program. The teachers maintained the same high expectations for their learners in their online learning, as they had in their 'in person' learning. In November, 2020, kindergarten through second were offered a choice of hybrid or distance learning.

Pacific offers a variety of student centered programs for participation throughout the school year. At various grade levels, students may join Student Council, 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, from March 2020 through the present, these assemblies were held virtually. The Artist in Residence program, Growing Great, Young at Art, and performing arts-related workshops are on a temporary hold until we come back to a full in school program. Finally, our high quality after school enrichment program (PASE) available to all grade levels are also on hold until we are back to our traditional school setting.

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	95	96	100	90	104	91	576



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 %	%	12.30 %	0.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
	Percent of Total Enrollment	2.80 %	1.60 %	13.90 %	%

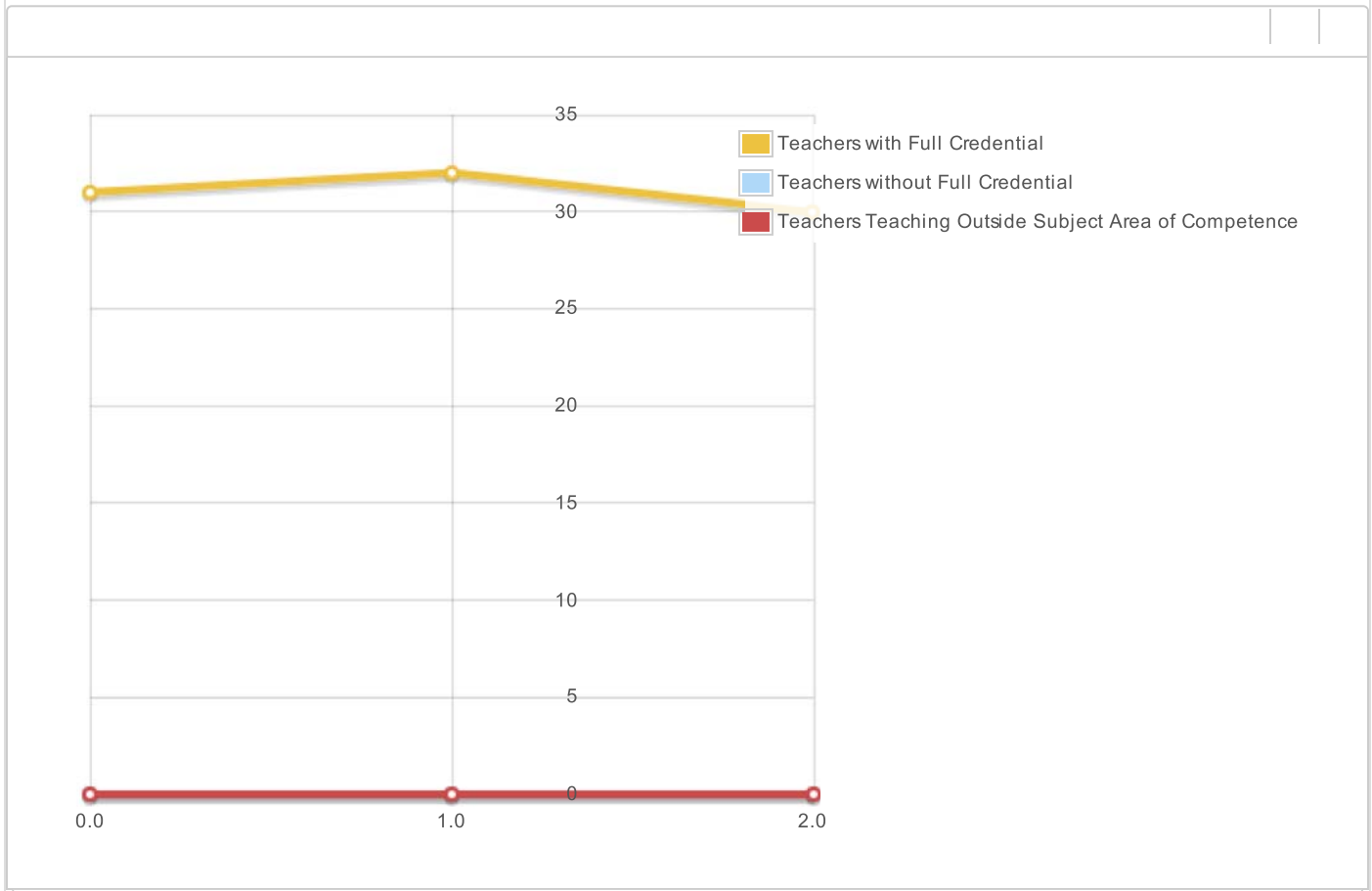
State Priority: Basic

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	31	32	30	272
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

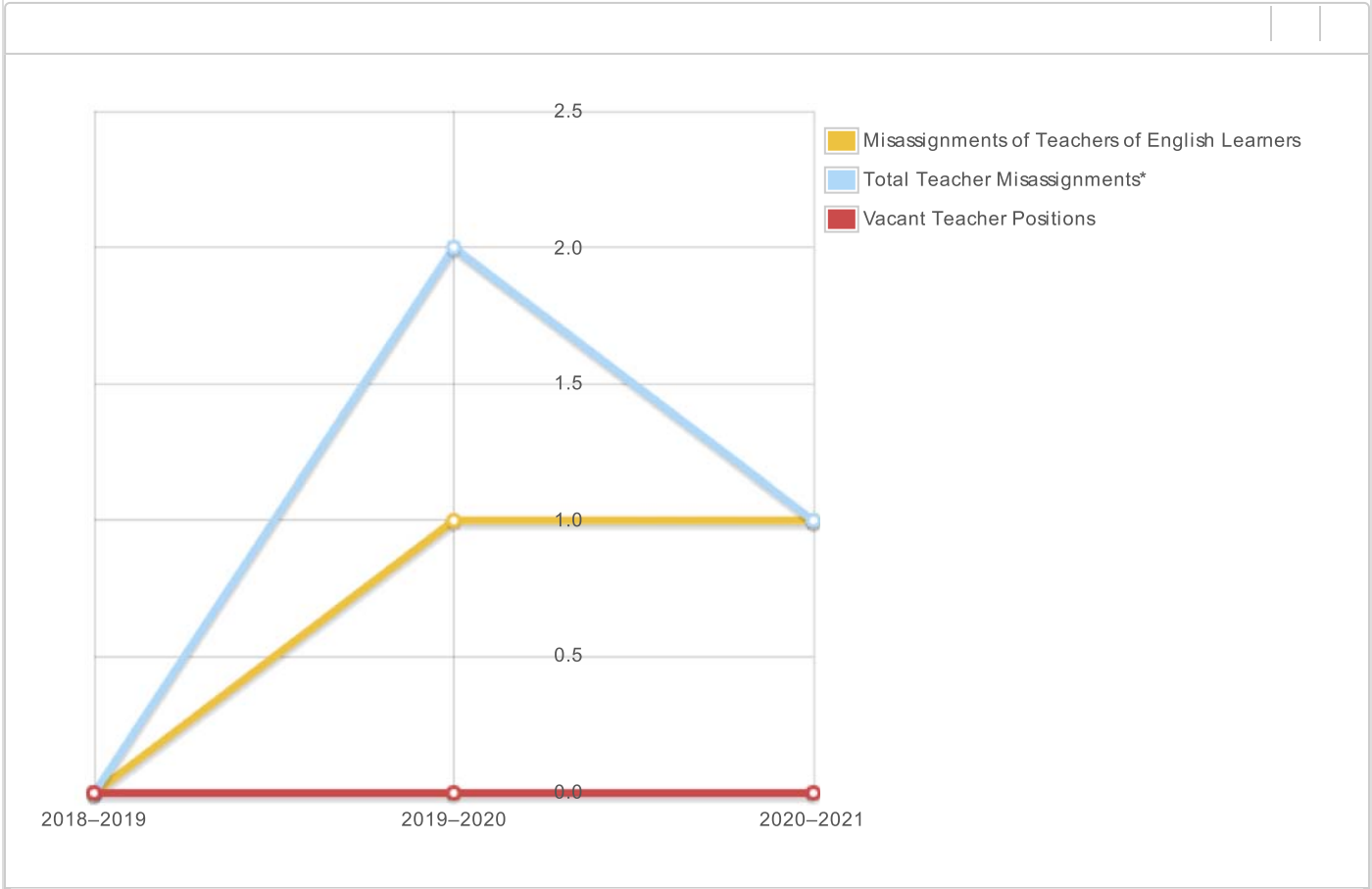


Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021

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

Subject	Textbooks and Other 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	0.00 %
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Visual and Performing Arts	Click here 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, upgrades will occur in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. Measures C and EE were recently passed on the November, 2016 ballot. Both measures will provide

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

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 23 regular classrooms, makerspace, a science lab, an art room, three music rooms, a Learning Center, two Special Day Classes, and offices for the school counselor, psychologist, two resource rooms, speech and language pathologist, and one Reading teacher. The entire campus is wired with wireless capabilities. Third and fifth have chromebooks in a 1:1 model for instruction and fourth grade has 1-to1 ipads. Through modernization and private donations, Pacific School has a Little Theater, a Science Lab, and a Makerspace Room. The beautiful gardens and lawns provide additional learning space. A main stage in the cafeteria, "second stage" in the "Little Theatre" and 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 2019. Pacific School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	86.0%	N/A	85.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	86.0%	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)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	81	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)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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, Rhonda Steinberg
 PTA Co-President, Jennifer Gale (310)480-3101
 PTA Co-President, Faye Cavanaugh (213)806-9466
 Pacific's PT A 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!

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	0.00%	0.00%
School 2018–2019	0.20%	0.00%
District 2017–2018	0.80%	0.00%
District 2018–2019	3.50%	0.10%

State
2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State
2018–2019

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
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)

Pacific has a comprehensive school safety 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 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. Pacific currently has a buzzer for parents to be let in from the outside of the office as well as ScholarChip to register driver’s license/parent ID. 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.

The District and Pacific 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.

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	23.00	23.00	23.00	23.00	28.00	24.00		9.00
Number of Classes * 1-20	4	4	4	4	4	1		1
Number of Classes * 21-32						4		

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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	20.00	24.00	21.00	25.00	29.00	24.00		
Number of Classes * 1-20	1	4	4	4	3	1		
Number of Classes * 21-32	4					4		

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**
Average Class Size	23.00	24.00	25.00	28.00	26.00	29.00		6.00
Number of Classes * 1-20	1							2
		4	4	3	4	3		
Number of Classes * 21-32				1				

**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	0.80
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	\$16190.96	\$7720.31	\$8470.66	\$92361.60
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-38.83%	3.06%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	9.30%	16.60%

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

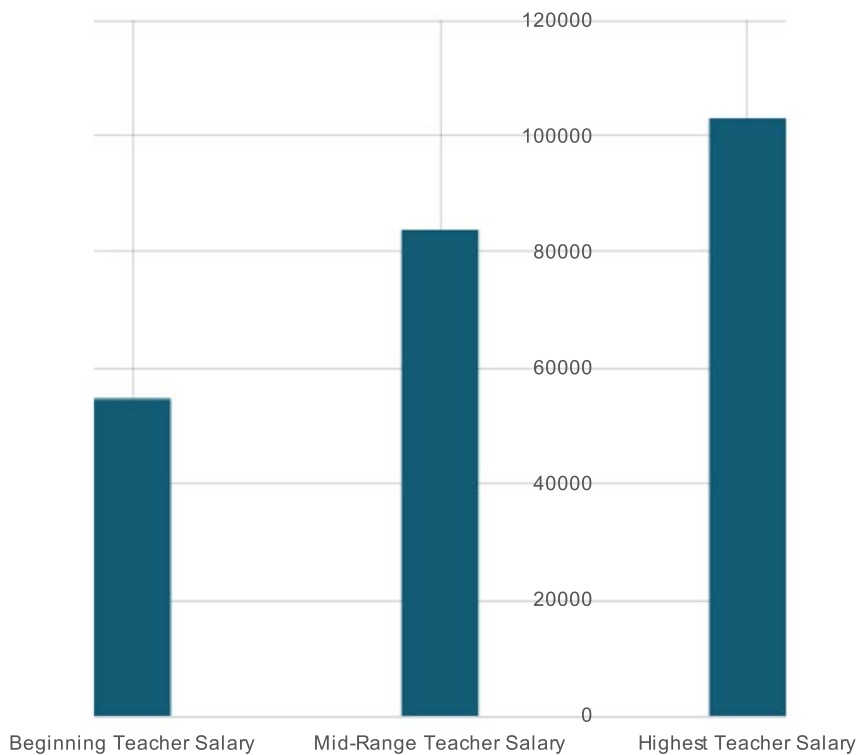
Last updated: 1/12/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

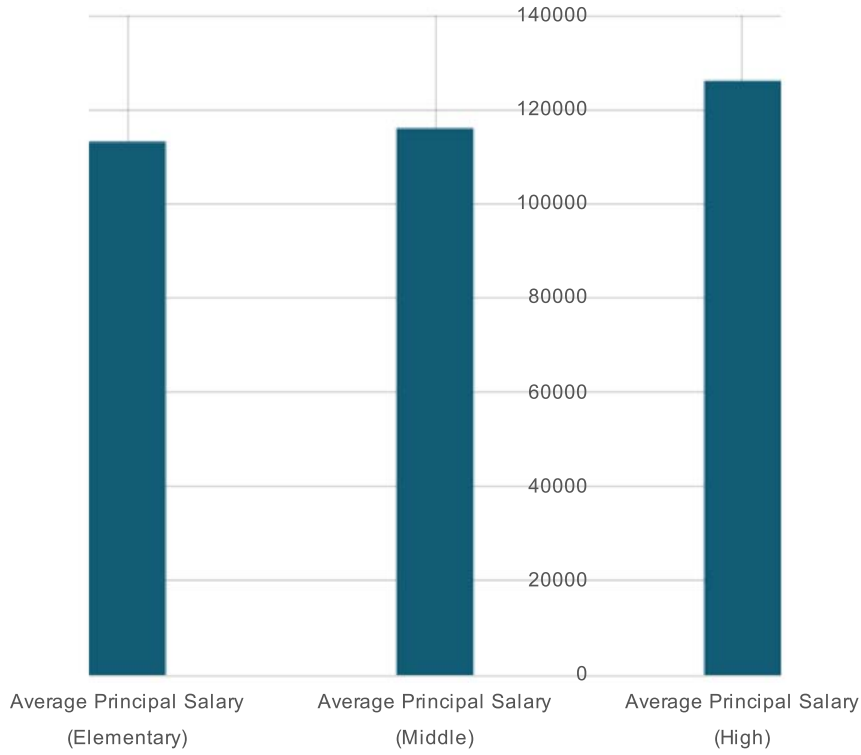
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629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