

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
Website	http://www.mbusd.org

School Contact Information (School Year 2020–2021)	
School Name	Aurelia Pennekamp Elementary
Street	110 South Rowell
City, State, Zip	Manhattan Beach, Ca, 90266-6962
Phone Number	310-798-6223
Principal	Dr. Karina Gerger, Principal
Email Address	kgerger@mbusd.org

Website <http://pennekampschool.org/>

**County-District-School
(CDS) Code** 19753336020325

Last updated: 1/15/2021

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

Pennekamp Elementary School is a caring, safe, respectful environment that prepares students to become responsible, productive members of an ever-changing world. Our goal is to offer a strong educational program that is aligned with the California State Standards and meets the needs of all learners. We strive to develop students with strong self-esteem and self-confidence, a full realization of academic potential, a life-long love of learning, appreciation of the arts and a commitment to positive change at the school level and in the local and global communities. Pennekamp's mission statement is: We are a collaborative professional learning community committed to providing ALL students with social, emotional and academic support that is needed for them to thrive as productive lifelong learners.

Pennekamp Elementary School is one of five elementary schools in the Manhattan Beach Unified School District. Manhattan Beach is a small, beachside community of approximately 36,000 residents, located approximately three miles south of Los Angeles International Airport. Pennekamp serves 419 students in TK (Transitional Kindergarten) through 5th grade. Our campus has colorful murals, hundreds of California native plants, flower gardens, and an organic student garden. Aurelia Pennekamp first opened its doors in 1955 and at that time it was known as Curtis Street School. Even after over a half a century, traditions of academic excellence and strong levels of spirit and pride still shine brightly.

Our strengths are best reflected in the attitude and performance of students, staff, and parents. On any given day, it is not unusual to find dozens of volunteers on campus. Each year, our volunteers log in an excess of 30,000 hours of service to the school. The school community values education and sets high expectations for students and staff. Dedicated teachers demonstrate concern for the progress of each learner. Throughout the year, Pennekamp offers a variety of student-centered programs for participation. At various grade levels, students may participate in our Dragon Innovation Den, Science Lab, Mindful Morning assemblies and Young at Art. Our fifth-grade students can participate in activities such as; Student Ambassadors, Book Club, Math Olympiad, and Garden club. These programs afford Pennekamp students an opportunity to extend the curricular experience outside of the classroom.

Our Pennekamp Staff is dedicated to improving student achievement through implementation of research-based personalized learning strategies. Staff work collaboratively in Professional Learning Communities to answer these four key questions: What do we want our students to learn? How will we know that each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency? Staff meet weekly to collaborate using student data in order to meet the needs of "ALL" students.

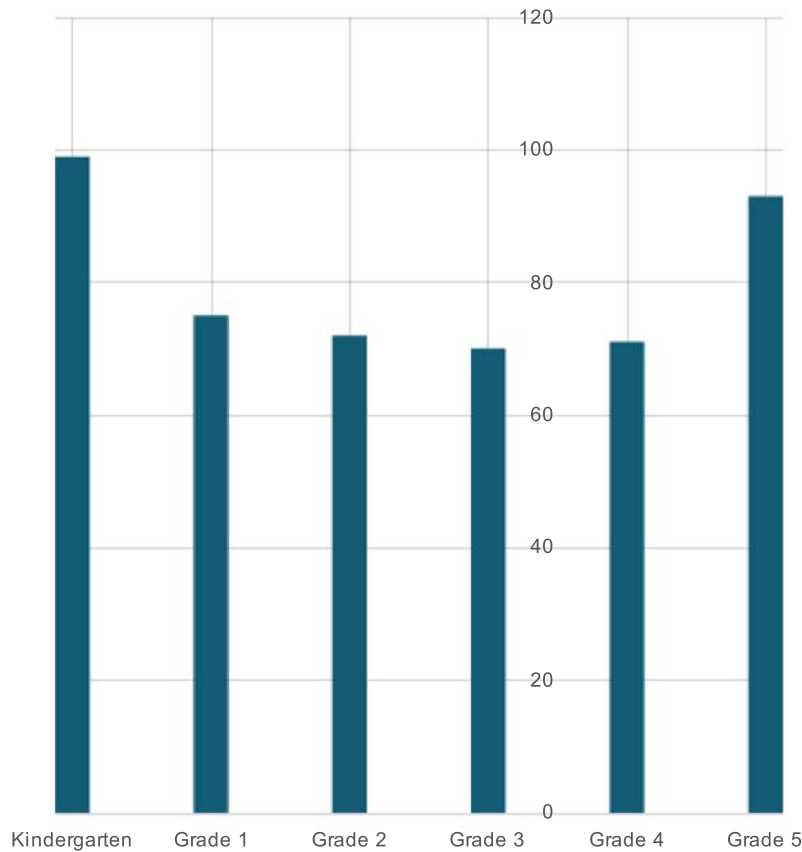
Pennekamp continues to cultivate Positive Behavior Interventions and Support (PBIS) to encourage positive student behaviors. Every Dragon ROARS is the Pennekamp way. Students and staff follow the behavior expectations of Respect, On Task, Accountable, Responsible and Safe. Positive affirmation of behaviors are celebrated through individual and ALL class ROARS cards. This framework provides staff the context in which to address behaviors through conversations with students.

Teamwork is an integral component of Pennekamp's achievement and we have forged a strong "triangle of success". Parents/guardians, staff, and students work together to create a positive environment where everyone knows they are valued as a contributing member of the school community. By capitalizing on our collective talents, Pennekamp School will continue to flourish!

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	99	75	72	70	71	93	480



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	0.40 %	%	19.60 %	2.90 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged		English Learners	Students with Disabilities	Foster You
	Percent of Total Enrollment		4.40 %	4.60 %	14.40 %
◀ ▶					

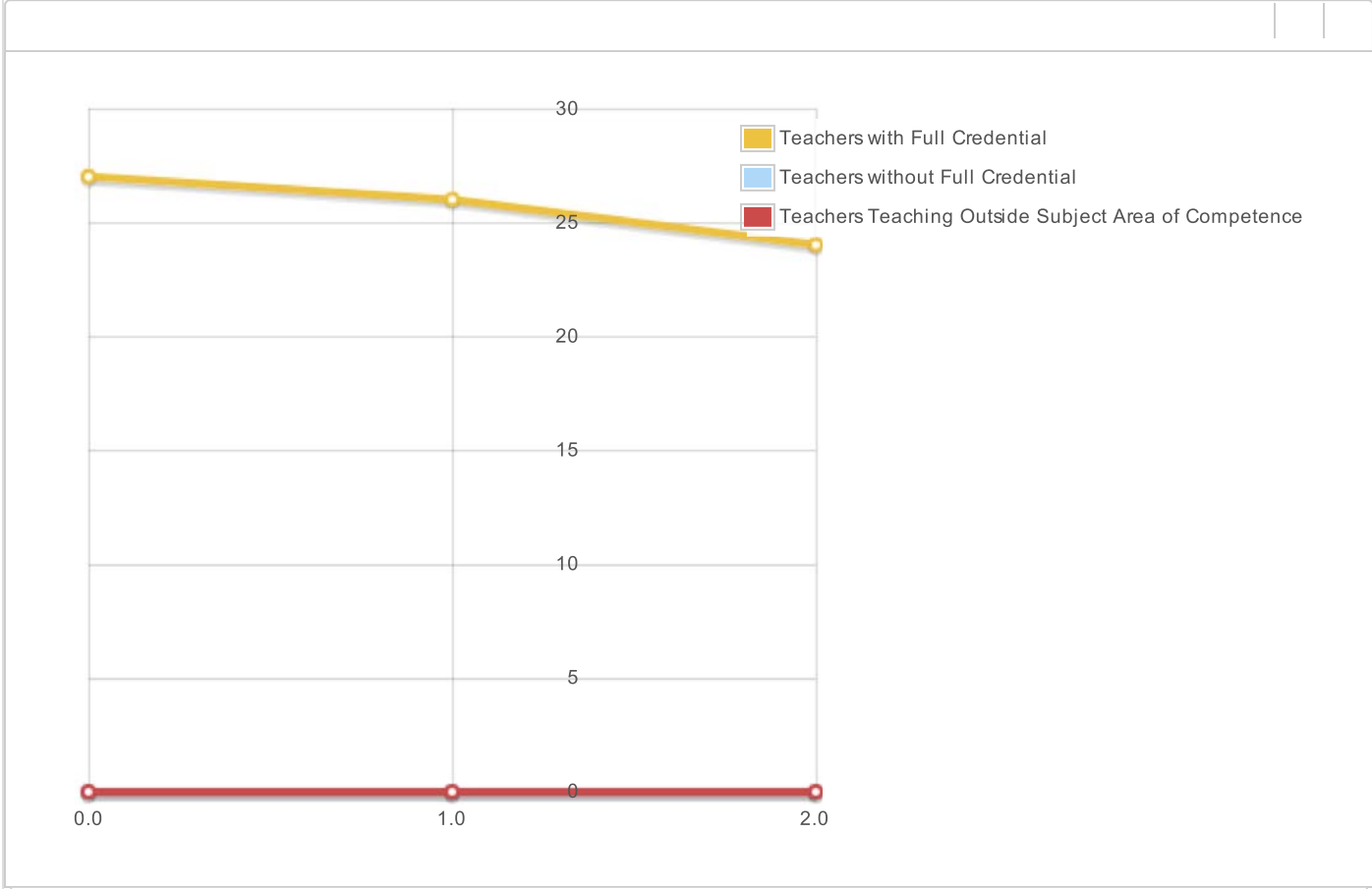
State Priority: Basic

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

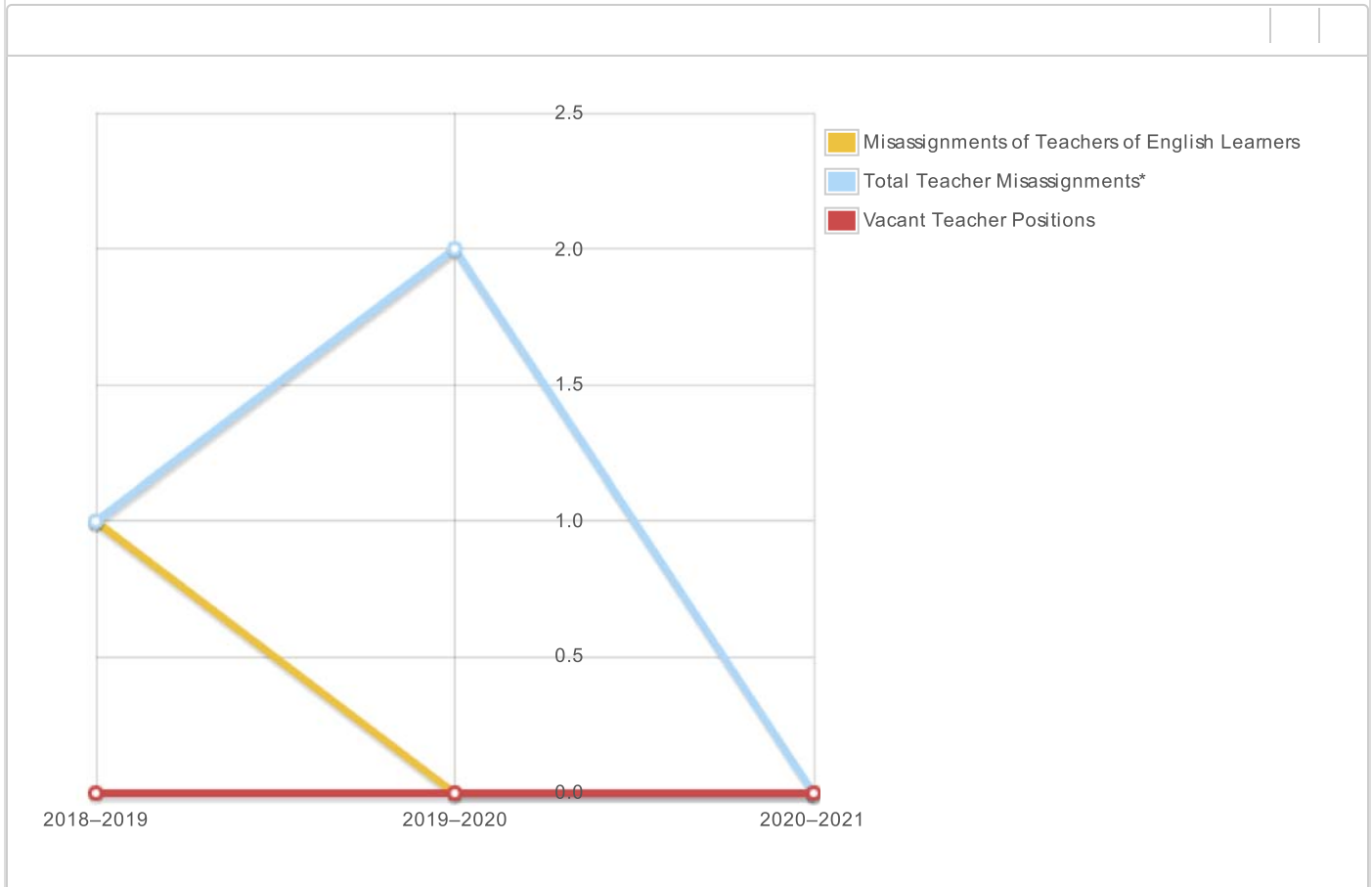
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	27	26	24	272
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

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

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 Eqmpt (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

Pennekamp Elementary School was remodeled thirteen years ago, resulting in functional, beautiful classrooms, offices, and learning environments. Pennekamp has over twenty classrooms, library, Dragon Innovation Den, art and music rooms, cafeteria, science lab, and offices for the school counselor, psychologist, and student support specialists (e.g., speech-language pathologist, occupational therapist and reading specialist). Upper grade and lower grade playgrounds, as well as a kindergarten playground provide developmentally appropriate venues for physical and recreational activity. Pennekamp Elementary School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

Pennekamp Elementary School has completed the project to secure its perimeters. The campus is now enclosed with a fence around all sides of the school. Staff and students are alert to the presence of unidentified visitors on the grounds. All adults must check in at the administration office where their California Driver's License is scanned which produces a visitor badge stating that they have been cleared to enter campus. Adults not wearing badges are courteously questioned by staff and directed back to the school office. All Pennekamp Staff wear badges throughout the day to identify themselves to students and parents.

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), construct a new two story building at Pennekamp, replace the Ladera building at Grand View, 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 anticipates construction projects beginning in January 2019. Pennekamp's construction was scheduled to begin the summer of 2020, but now has been pushed back one year.

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	
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)	91.0%	N/A	85.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	89.0%	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)	84	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, Karina Gerger, Ed.D., kgerger@mbusd.org

PTA President, Pip Coyne johnandpipcoyne@me.com

Pennekamp Website: <http://pennekampschool.org/>

Pennekamp Elementary School is committed to maintaining strong partnerships with parents and the community. Parents collaborate with teachers to support the education of their children at home and school. They volunteer in the classrooms, science lab, Maker's Space, Young at Art program, Growing Great program, library, playground, and within all aspects of the Pennekamp learning community. It is not unusual to find dozens of parent volunteers on campus at

any given time. Parents also donate many hours to fundraising for the school. Parents are valued partners in the Pennekamp community.

Our active and vibrant Parent Teacher Association organizes activities and programs to enrich the educational program. PTA volunteers log over 30,000 hours per year. Parents also participate in School Site Council/Social Emotional Wellness Committee, GATE Advisory Committee, Safety Committee, and the Manhattan Beach Education Foundation.

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)

Date of Last Review/Update: October 2020
Date Last Discussed with Staff: November 2020

Pennekamp School has a comprehensive plan that addresses fire, earthquake, shelter in place and lockdown emergencies, as well as protocols for communication with police and fire departments. Critical input is provided by Manhattan Beach Fire and Police Departments to the plan, which outlines evacuation procedures and lists staff responsibilities for search and rescue, first aid, and student management. Students and staff participate in emergency drills twice a month; a fire drill monthly and earthquake, shelter in place and lockdown drills periodically throughout the year. Continued monitoring by the Pennekamp staff ensure the regular maintenance of a safe and orderly school environment. Safety information is reviewed during faculty meetings and shared with parents.

Pennekamp has also installed a camera system across campus to monitor all activity.

Additionally, MBUSD has a comprehensive plan that includes policies and procedures addressing school crime, reporting of child abuse, suspensions and expulsions, sexual harassment, 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	22.00	24.00	24.00	25.00	30.00	30.00		
Number of Classes * 1-20	1							
Number of Classes * 21-32	3	3	4	3	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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	23.00	24.00	24.00	31.00	30.00		8.00
Number of Classes * 1-20	4	3	3	3	3	3		1
Number of Classes * 21-32								

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	31.00	24.00	24.00	23.00	24.00	31.00		5.00
Number of Classes * 1-20	3	3	3	3	3	3		1
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

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	1.60
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	\$14119.13	\$6217.72	\$7901.41	\$88694.13
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-42.94%	-1.03%
State	N/A	N/A	\$7750.12	\$79209.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	1.95%	11.97%

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

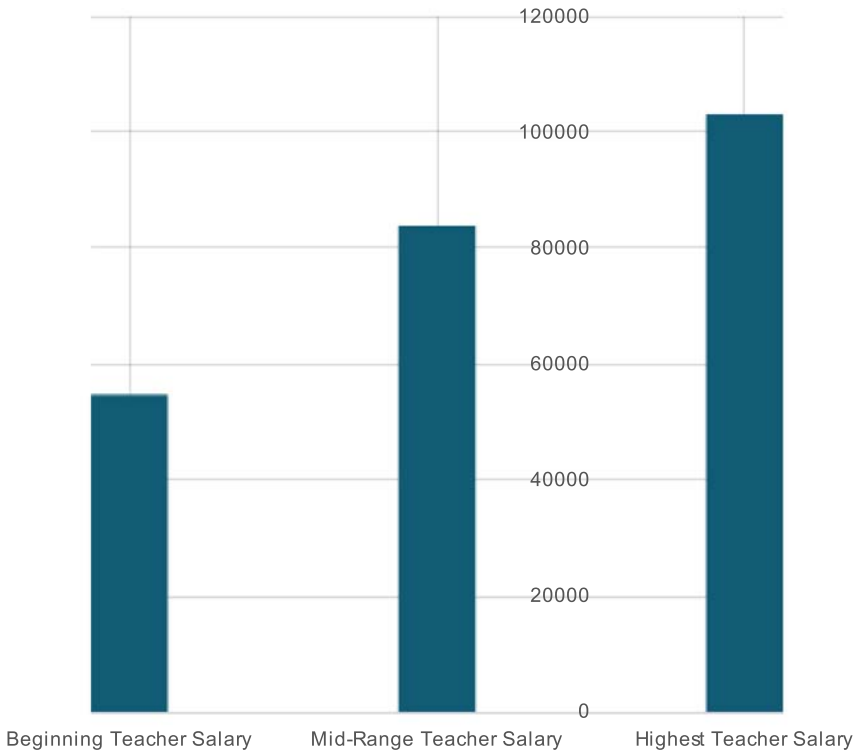
Last updated: 1/12/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

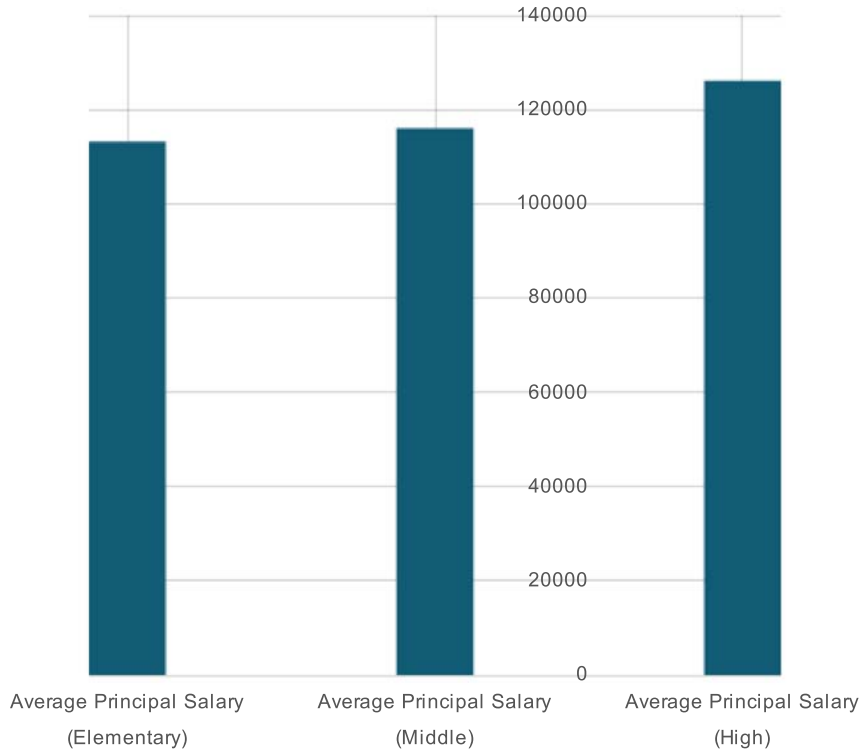
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629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

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814