

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 Manhattan Beach Middle

Street 1501 North Redondo Ave.

City, State, Zip Manhattan Beach, Ca, 90266-4214

Phone Number 310-545-4878

Principal Rose Ahrens, Principal

Email Address rahrens@mbusd.org

Website <http://www.mbmswaves.org>

**County-District-School
(CDS) Code** 19753336115307

Last updated: 1/14/2021

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

The mission of the Manhattan Beach Unified School District and Manhattan Beach Middle School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We teach our students to understand and appreciate human and cultural diversity. We harness the resources of the entire community, including students, parents, teachers, staff, administrators, and others. We empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

Manhattan Beach Middle School (MBMS) has earned a national reputation for excellence by providing an exemplary education to the middle school students of Manhattan Beach. The success of MBMS is attributable to many factors, including the commitment and dedication of our parents, students, and staff, and the high quality of instruction provided by our classroom teachers. Manhattan Beach Middle School opened in 1998 as a new, state-of-the-art facility. The school's philosophy is reflected in each grade level's "village" where classrooms, counseling services, and a workroom are centralized to meet students' needs efficiently and effectively.

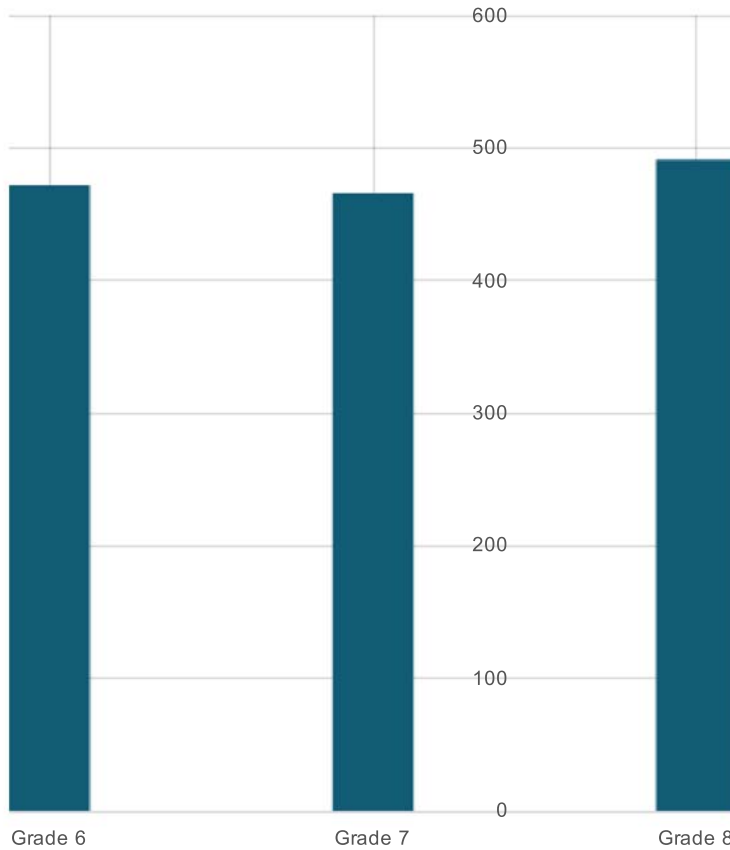
MBMS offers a challenging curriculum designed to meet the specific intellectual, physical, and social requirements of middle level children while preparing them for a rigorous high school experience and providing them with necessary life skills. The strong, student-centered core curriculum for each child is comprised of mathematics, English, science, social science, physical education, and exploratory or a yearlong elective. Highlights of the curriculum include the humanities block during which the sixth-grade students receive integrated instruction in reading, writing, and social science for three consecutive periods taught by one instructor. All seventh and eighth grade students at Manhattan Beach Middle School have the opportunity to enroll in Spanish, French, or Mandarin Chinese. MBMS exploratory "wheels" afford our sixth, seventh and eighth grade students the opportunity to investigate the fine and practical arts. In lieu of the exploratory wheel, students who are interested in vocal or instrumental music may choose from several outstanding yearlong elective options. MBMS offers multiple levels of chorus (2 levels), strings (4 levels), and band (3 levels) to foster musical ability and overall musicianship. Students who would like to take an exploratory wheel in addition to a yearlong music class may opt to schedule an eight-period day. MBMS also offers innovative year-long exploratories outside of music to seventh and eighth grade students including art, film, yearbook, leadership, mentorship programs, STEM electives, and Fab Lab.

You are encouraged to log on to the school's link on the district website at <http://www.mbusd.org>. The staff at Manhattan Beach Middle School is proud to offer a program that is forward thinking, standards-driven, and devoted to excellence.

Last updated: 1/14/2021

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

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	472	466	491	1429



Last updated: 1/14/2021

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	0.70 %	0.10 %	10.20 %	1.20 %	10.30 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
Percent of Total Enrollment	3.80 %	1.10 %	8.30 %	%	
◀ ▶					

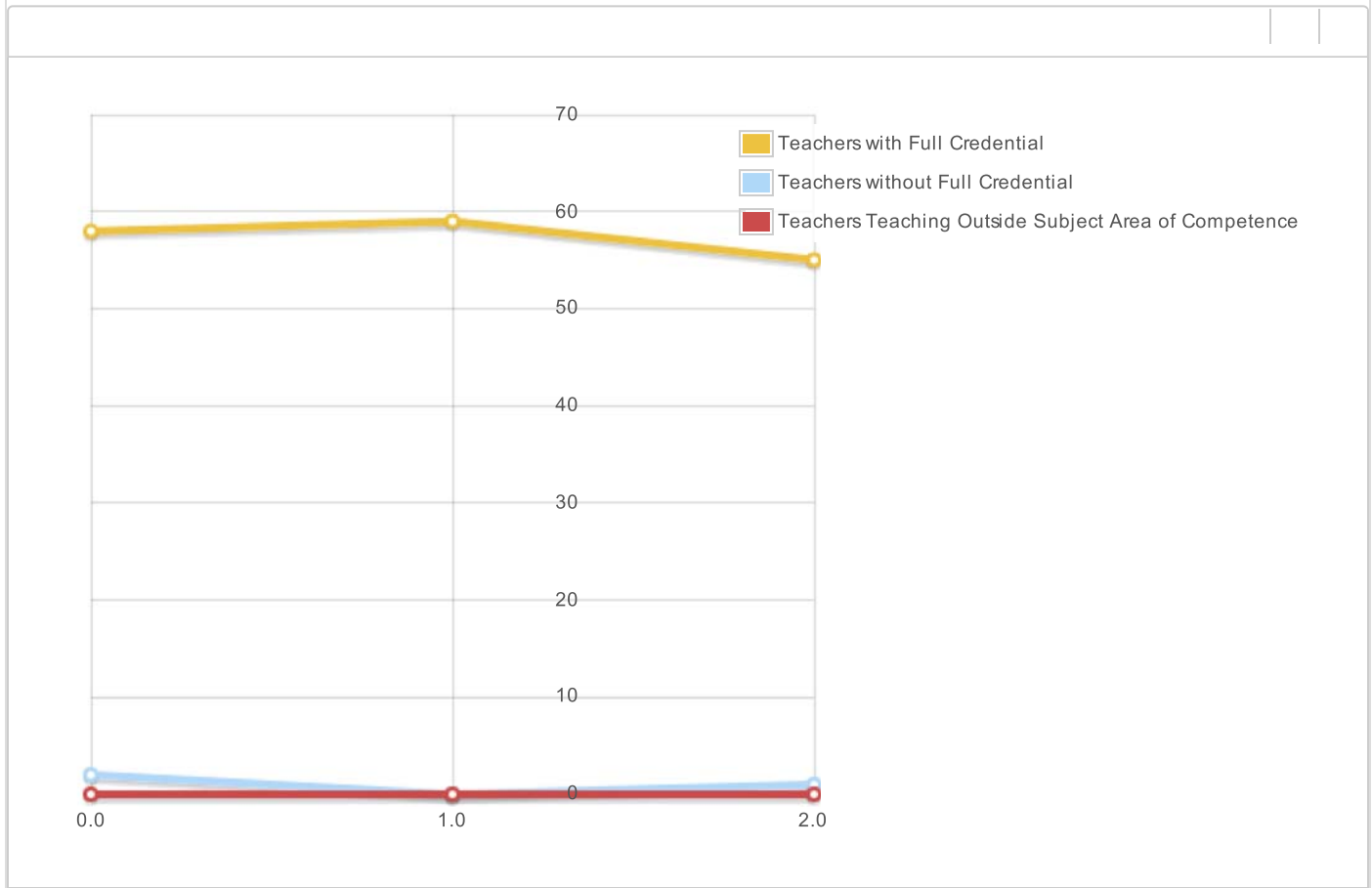
State Priority: Basic

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	58	59	55	272
Without Full Credential	2	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

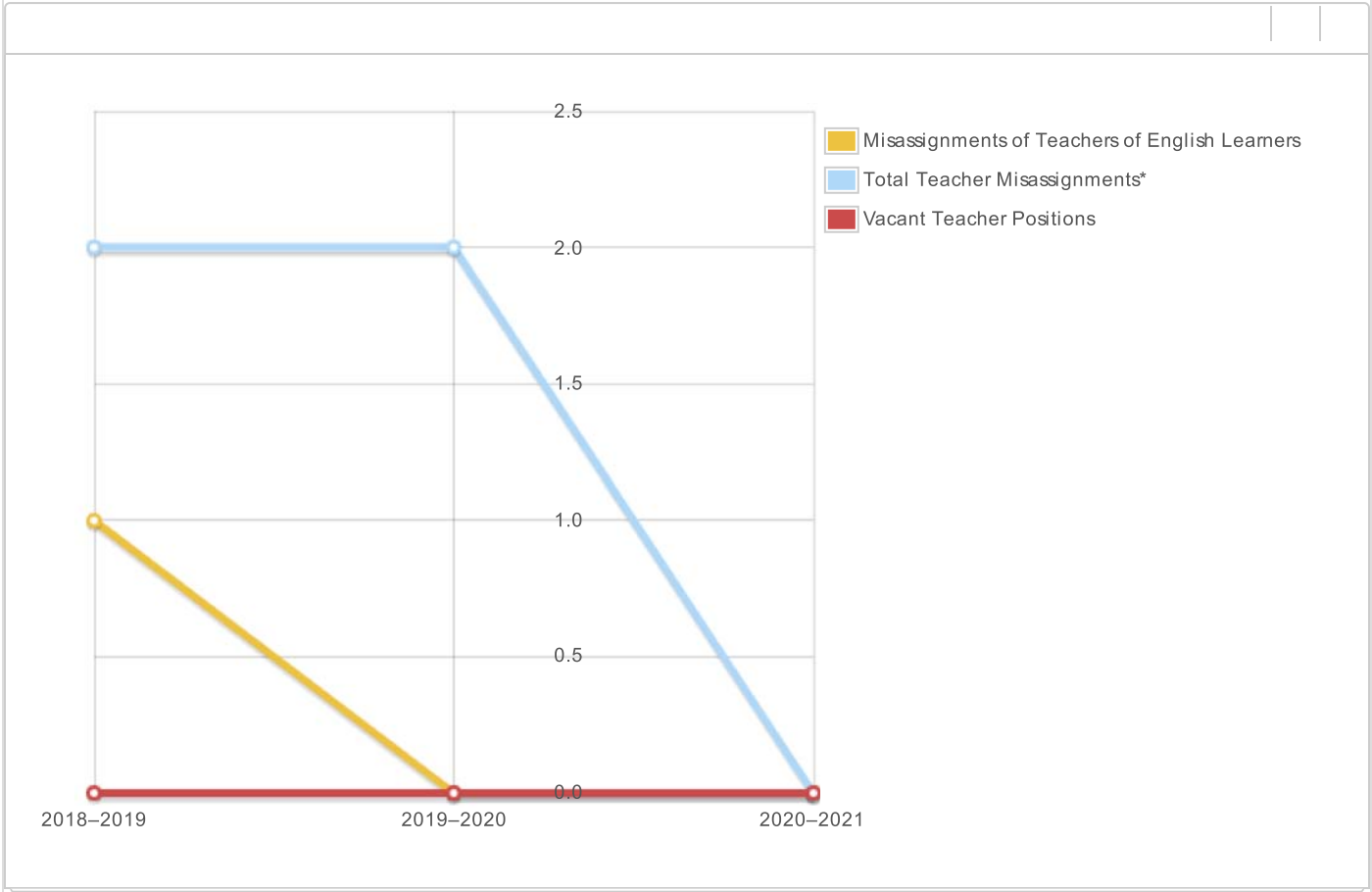


Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2018–2019	2019–2020	2020–2021
Total Teacher Misassignments*	2	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	Click here 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	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, BB, E and C were passed in 1995, 2000, 2008, and 2016 respectively. The first two measures supported the building of a new middle school and modernization of several school sites. Measure BB provided new, state-of-the-art science and academic classrooms at Mira Costa High School and funded new career technical education and arts facilities. Architectural planning for providing a state-of-the-art music facility will in the summer of 2021. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the 2022-2023 school year.

In addition, upgrade occurred in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process.

MBMS is fortunate to be located in a community that holds maintenance of school facilities and grounds in high regard.

In 1995, the community of Manhattan Beach strongly supported a bond issue, Measure A, which built Manhattan Beach Middle School. MBMS is unique in the South Bay because its architectural design is specific to the needs of middle school children. MBMS consists of 57 state-of-the-art classrooms, a multi-purpose room, a library media center, a gymnasium, and outdoor blacktop and field areas where instruction occurs.

Four full-time custodians maintain all classrooms, restrooms, and other campus areas daily. When an area of the campus requires maintenance, our site custodians or District maintenance staff work diligently to perform the needed task. The Director of Operations works with custodial staff to provide cleaning standards and develops cleaning schedules to ensure a clean and safe school. LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Students, parents, and staff are proud of MBMS and work together to keep the buildings and grounds tidy and well-maintained. MBMS incentivizes students to take responsibility for their campus by picking up their own trash through our PBIS ticket system. This program instills a sense of responsibility in our students.

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: August 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: August 2020

Overall Rating

Good

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)	79.0%	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: 1/14/2021

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: 1/14/2021

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: 1/14/2021

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)	65	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: 1/14/2021

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: 1/14/2021

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
7	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: 1/14/2021

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: Rose Ahrens- 310: 545-4878

MBMS PTA Presidents: Katie Gunther and Andrea Barker 310: 545-4878 or President@MBMSPTA.com

PTA website: <http://www.mbmswaves.com>

We believe that informed parent participation is essential to a student's educational success. Parents are strongly urged to be actively involved in their child's middle school experience. The MBMS PTA encourages parents to volunteer

by lending their talents and expertise to the school in numerous capacities including summer orientation, school pictures, book fair, yearbook, classroom assistance, fundraising, library, celebrations, Young at Art, capital improvements, Weekly Wave e-Blasts and several other areas. Parents also serve as vital members of school committees including PBIS, SEW, and safety committees.

In addition to coordinating volunteer efforts, the PTA provides parent education seminars throughout the school year. Topics that have been presented include understanding the adolescent child, Internet safety in the home, CyberCop, Pornography and the Internet, drug abuse prevention, screen time, and transitioning to the high school. Parents also support the school through their work as members of the Manhattan Beach Education Foundation. Additional community support for students at MBMS is provided by the Beach Cities Health District, the Manhattan Beach Coordinating Council, the Rotary Club, the Neptunian Society, South Bay Families Connected and other local organizations. For more information on how to become an involved parent at MBMS, please contact our PTA at <http://www.mbmswaves.com>.

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)

Suspensions	Expulsions
1.00%	0.00%
1.40%	0.00%
0.90%	0.00%
0.80%	0.00%
3.50%	0.10%
3.50%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

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

Rate	Suspensions	Expulsions
Rate		
School	--	--
2019–2020		
District	--	--
2019–2020	--	--

2017–2018

State

2019–2020

District

2018–2019

State

2017–2018

State

2018–2019

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: 1/14/2021

School Safety Plan (School Year 2020–2021)

Students at Manhattan Beach Middle School enjoy a safe and orderly climate that is conducive to teaching and learning. MBMS has a comprehensive school safety plan that was developed by teachers, staff, parents, city fire and police department representatives, and other school and District personnel. The plan is reviewed annually with the staff, parents, and Board of Trustees. Copies of the school emergency management system are located in each classroom and in the main office. The MBMS school safety plan outlines evacuation procedures and delineates staff members responsible for rescue, first aid, and student management. Fire and emergency drills are conducted regularly at various times throughout the school day. Every classroom is connected to the main office by a public address system, supported by battery power, and each classroom is equipped with telephone service. All staff members are part of our Emergency Communication system through email and through cell phone (optional). Safety supplies such as comprehensive search and rescue materials and first aid kits are located throughout the campus. The safety of all students is monitored daily by the principal, two assistant principal, four student counselors, two campus security personnel, and part-time noon supervisor. MBMS staff is trained in CPR, first aid, and AED use every two years. MBMS also has a School Resource Officer, funded by the Manhattan Beach Police Department. Her role is to work with students to provide preventative policing. She is also available for emergencies and to help maintain a safe atmosphere on campus.

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							27.00	
Number of Classes * 1-20							32	
Number of Classes * 21-32							27	
							36	

**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							26.00	
Number of Classes * 1-20							31	
Number of Classes * 21-32							41	
							17	

**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							26.00	
Number of Classes * 1-20							28	
Number of Classes * 21-32							58	
							22	

**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: 1/14/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	27.00	29.00	28.00
Number of Classes * 1-22	7	7	3	3
Number of Classes * 23-32	30	17	18	23
	1	11	14	7

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	26.00	26.00	30.00	30.00
Number of Classes * 1-22	6	6	2	2
Number of Classes * 23-32	29	25	15	17
	2	6	18	13

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

English	Mathematics	Science	Social Science
28.00	27.00	33.00	33.00
2	4		
		6	11
32	28		
		23	18
	4		

Subject**Average Class Size****Number of Classes ***

1-22

Number of Classes *

23-32

Number of Classes *

33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2021

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

Title	Ratio
Pupils to Academic Counselor*	310.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
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: 1/14/2021

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	\$12631.27	\$6020.51	\$6610.75	\$88199.50
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-52.26%	-1.58%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	-14.70%	11.35%

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

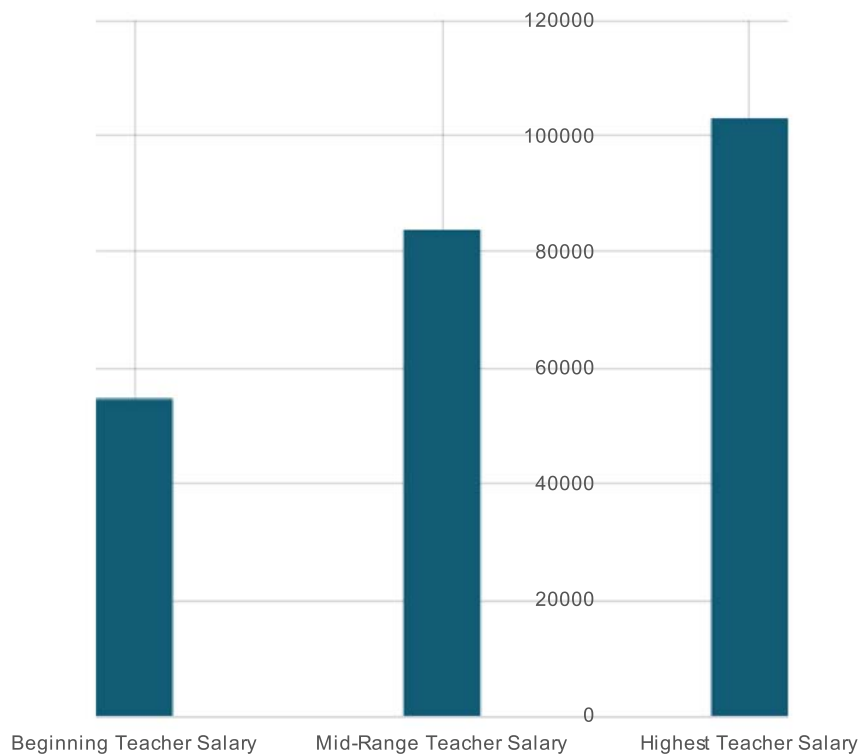
Last updated: 1/12/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

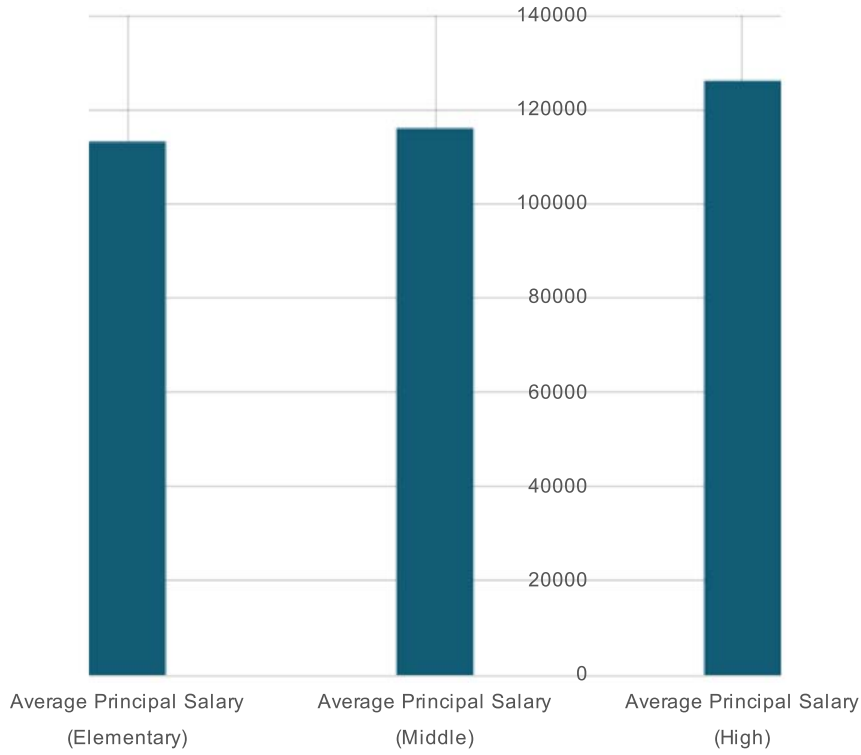
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629
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: 1/14/2021

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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