

[SARC Home](#) » Mira Costa High

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	Mira Costa High
Street	1401 Artesia Blvd.
City, State, Zip	Manhattan Beach, Ca, 90266-6968
Phone Number	310-318-7337
Principal	Dr. Ben Dale, Principal
Email Address	bdale@mbusd.org

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

**County-District-School
(CDS) Code** 19753331935808

Last updated: 1/15/2021

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

The mission of the Manhattan Beach Unified School District (MBUSD) is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others.

Manhattan Beach Unified School District provides a safe, learner-centered, engaging and challenging environment that focuses on inquiry and problem solving. MBUSD creates opportunities that foster collaboration, innovation, persistence and curiosity, inspiring students to be lifelong learners who contribute responsibly to their community and to the world.

The vision of Mira Costa is to be a community of learners where each member has the opportunity to achieve academic, creative, personal, and social excellence. Our tradition of excellence provides a positive learning environment, which includes:

- A wide range of curricular and co-curricular opportunities;
- Clear expectations for academic achievement and responsible behavior;
- Respect for people, property, and ideas;
- Programs that develop the skills of communication, teamwork, problem solving, technology, and information management; and
- Dedicated and supportive staff, parents and community partners who focus on “students first”.

Opened in 1950, Mira Costa High School is a high achieving comprehensive public high school, nationally recognized for academic excellence, serving 2,542 students in grades 9 through 12. Mira Costa is accredited by the Western Association of Schools and Colleges for a six-year term through Spring 2021.

High college entrance exam pass rates contribute to the university-bound culture. On 2018-2019 SATs, Mira Costa students achieved average scores of 633 in English and 632 in Math; the average total SAT score was 1265. Mira Costa has a 94.8% graduation rate. Over 92% of graduates report entering institutions of higher learning after high school.

Ninety-two percent of Mira Costa students participated on the 2018 California Assessment of Student Performance and Progress (CAASPP). Just over 80 percent of Mira Costa 11th graders demonstrated proficiency in English-Language Arts and just over 66 percent demonstrated proficiency in Math on the CAASPP exam.

Mira Costa takes pride in rich athletic and co-curricular programs. Students may participate in any of 38 varsity sports

and approximately 51 lower level teams; 63% of the student body participates in one or more sport each year.

Mira Costa's Programs of Excellence:

Associated Student Body

The ASB class implements and oversees all student activities at Mira Costa High School. Student activities range from pep rallies and dances, to awareness weeks and school-wide community service. The purpose of each activity is to engage students and create a welcoming, spirited, enriched and involved school community. The ASB Student Council also oversees 100+ student-run organizations in the areas of academics, politics, culture, religion, athletics, special interest and philanthropy. For a complete list of clubs on campus, please visit Club Information on the Activities tab of our website at www.miracosta.org.

Biotechnology Program

Rigorous three-year pathway in science that provides students with an opportunity for practical application of coursework, exposure to team problem-solving situations and industry internship experience. Applied laboratory skills include DNA extraction and precipitation, GRAM staining, forensic DNA mapping, and expertise in many other skills applicable to paid internships and jobs in biotechnology.

Drama and Tech Theater

Drama and Tech Theater is a robust program that engages over 100 students in the production of professional quality theater productions. Students can elect to take drama courses for both the theater and the screen that focus on acting, directing, and writing. These courses also engage students in both theater criticism and history. Technical theater courses provide student crew members with experience in all positions of production support, including lighting, sound, scenic, and show management. Tech Theater supports all performing arts groups, including two major theatrical productions each year.

Friendship Foundation

The Friendship Foundation supports parents and families who have children and young adults with special needs by providing a safe, accepting and inclusive environment where they can enjoy sports, art, music and many other social programs with their peers. Mira Costa students, general and special education, join together bi-weekly to eat lunch, socialize, play games, and attend school functions as a group. This gift of friendship augments the standard educational system and professional therapies by creating a natural setting for individuals with special needs to practice their learned skills amongst their peers.

Link Crew Leadership

Link Crew focuses on empowering a diverse group of junior/senior leaders to help create smooth transitions for new students. All incoming freshmen are "linked" with 2 leaders who spend the year mentoring their Crew, extending invitations to campus events, answering questions, and providing support. Link Crew aims to heighten school spirit, inclusivity, and acceptance on campus. The Link Crew class focuses on leadership skills through units and activities that address everything from goal setting and post-project reflections, to public speaking and giving/ receiving feedback.

Literary Magazine – Papercut

Papercut, the literary magazine of Mira Costa, offers a unique opportunity for students to showcase their poetry, prose, art, and photography. This compilation allows students to tap into the beauty of their imaginations and have a voice promoting creativity, collaboration, and most importantly, free expression. Students experiment in all facets of creativity and coordination of this annual publication.

Mustang Morning News

In this nationally award-winning program, students learn how to research, write and produce digital stories that have a positive impact on the world. These include short films, the award-winning Mustang Morning News live television broadcast, and documentaries produced in countries like Cuba and Cambodia. As part of their coursework, students learn media literacy and research skills, collaboration and problem solving, and how to be an ethical author and consumer of digital media. Find out more about classes and see examples of student work on our website: www.mcmediaarts.org.

Model United Nations

Model United Nations (MUN) is an international program that allows high school and college students to compete and engage in debate about global issues. Model UN conferences are held throughout the country and even overseas. MCHS competes in places as varied as UC Berkeley, Georgetown, New York, and Paris. Over its 25 year existence, Costa MUN is the most decorated program of its kind in the United States.

Music – Band, Choir and Orchestra

The GRAMMY® Award winning Music Department at Mira Costa High School is comprised of phenomenal Choirs, Bands, and Orchestras. Costa Choral singers not only develop their singing voices which create award winning choirs, but more importantly, they establish a voice for life. Mira Costa bands provide a broad range of musical opportunities, including Concert Ensembles, to Jazz Ensembles and Marching Ensembles. The Concert Ensembles have been featured at Carnegie Hall, our highly regarded Jazz program recently took the silver medal at the Berklee High School Jazz Festival (America's largest and oldest), and the Marching Band is a perennial finalist at Southern California Championships. The Orchestra program is comprised of three string ensembles and a full symphony orchestra. Organized by experience and level of proficiency, each group provides student musicians with several dynamic performance opportunities based on technique development and artistic programming. In recent years, Mira Costa orchestras have presented numerous times at music conferences, and performed at world class venues both domestically and internationally.

Newspaper – La Vista

More than 50 students work together to publish the student-run newspaper, La Vista, each school year. This highly collaborative and student-run publication requires students to report, investigate, interview, write, photograph, and design in order to publish the award-winning newspaper. Students write news, features, opinion, arts, and sports articles which are published in the monthly paper and online at www.LaVistaMCHS.com. La Vista, a top-ranked hybrid-news organization, has won the Columbia Scholastic Press Association's Silver Crown for the past three years. The program gives students the opportunity to develop important skills in time management, teamwork, communication, writing, editing, and leadership.

SoCal ROC

SoCal ROC provides career technical education programs that meet the demands of today's job market and prepare students through relevant career training. Through hands-on learning and theory-based instruction, students have the opportunity to develop the necessary skills to be successful in today's market and prepare for careers of the future. Approved by the Board of Education and certified by the California Department of Education, SoCal Roc programs are offered to Mira Costa students, as well as adults in the South Bay and surrounding communities.

Technology and Engineering

In the Technology and Engineering department, the many classes and clubs give students hands-on learning in different STEM fields such as Computer Science, Engineering, and Robotics. Computer Science prepares students to master the Information Age. The Engineering courses use the Project Lead the Way curriculum which empowers students to step into the role of an engineer by adopting a problem-solving mindset. Solar Boat Club offers an opportunity to design, build, and race a solar powered canoe. The Robotics Club offers an opportunity to compete against other clubs and schools in a build/programming challenge using the VEX system.

Visual Arts

This program engages students as creative and independent thinkers, preparing them for further academic studies, and encouraging a life-long appreciation for the visual arts. The courses cover a wide range of disciplines including: painting, drawing, sculpture, ceramics, printmaking, 3D fabrication, photography and art history. There are beginning, intermediate and advanced courses including Advanced Placement Studio Art and Art History. Skill development and creative thinking are stressed as students develop their portfolio of artwork.

Yearbook – Hoofprints

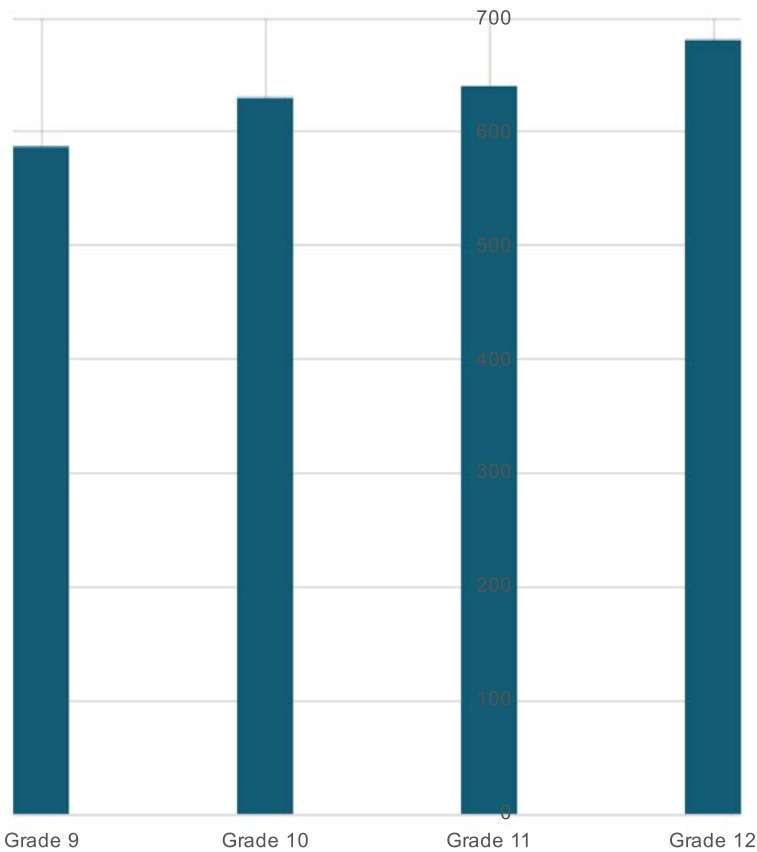
The Mira Costa yearbook program, Hoofprints, boasts over 30 students dedicated to storytelling through photography, writing, and design. The student-run publication summarizes the school year in just under 450 pages, and consistently wins awards of excellence. Students learn skills in communication, time management, leadership, design, photography, writing, editing, and publishing.

Mira Costa prioritizes the social-emotional health of its students. In 2016, in response to an awareness of the demands placed on today's high-school age students and their teachers, the school formed a group of students, teachers, staff, administrators, board members, parents and parent-leaders working to continually ensure the school is a place of support and care. The Social Emotional Wellness (SEW) Committee realizes that this is a long-term project that will do its best to create a climate of care that challenges, supports, and brings out the best in all of our students. This year, the SEW Committee, combined with other leadership committees and groups on campus including, Healthy Relationships, Scheduling Committee, HEART Club, and Link Crew to continue to focus on and implement research-based strategies that aim to reduce unhealthy campus stress. Based on surveys and teacher and student feedback, the school began design and creation of a handbook to support students in their efforts to advocate for themselves and their academic progress.

Last updated: 1/15/2021

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

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	587	630	640	681	2538



Last updated: 1/15/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	1.70 %	0.20 %	8.40 %	0.90 %	13.30 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
Percent of Total Enrollment	6.30 %	0.40 %	8.30 %	0.10 %	
◀ ▶					

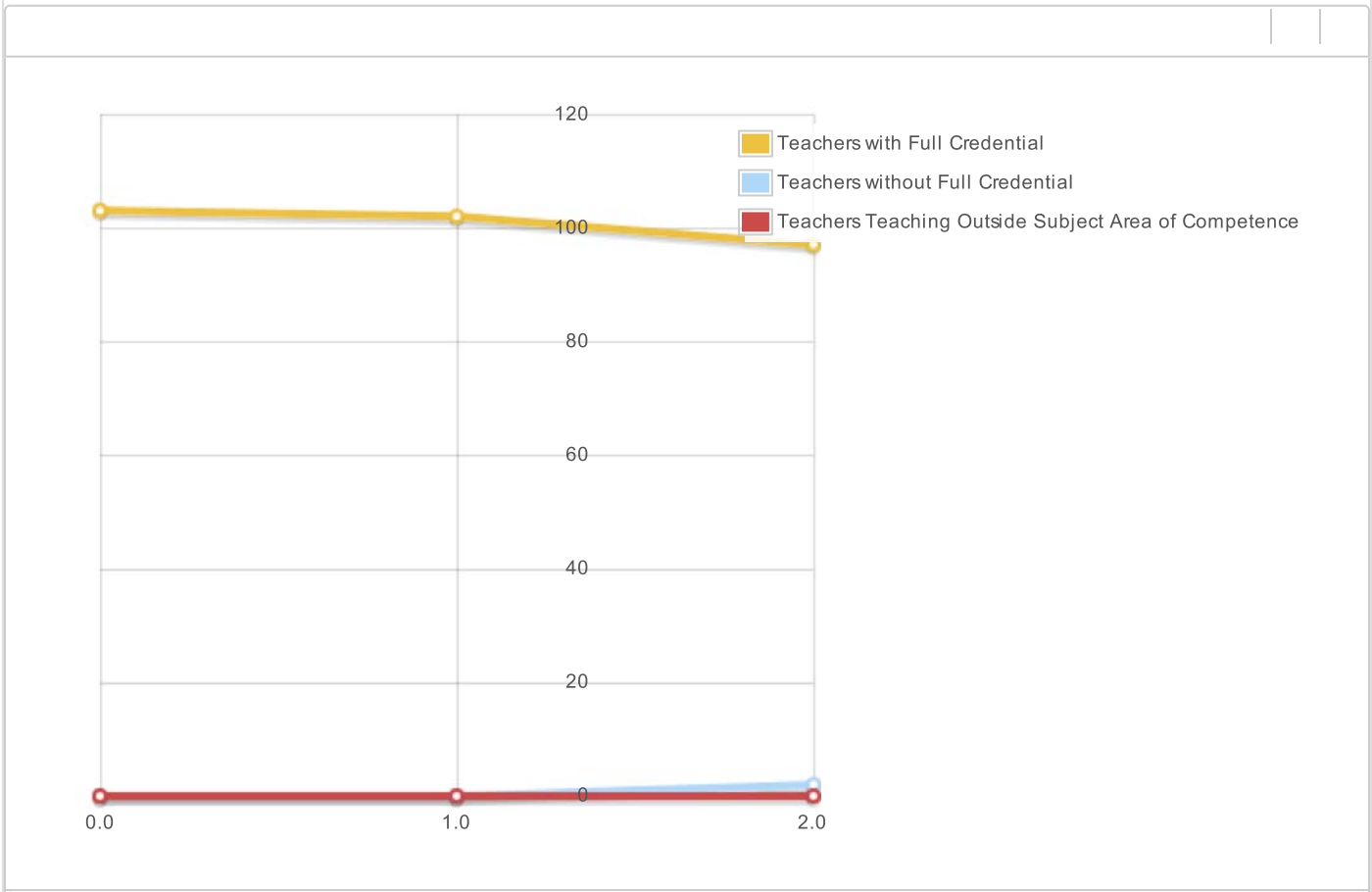
State Priority: Basic

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

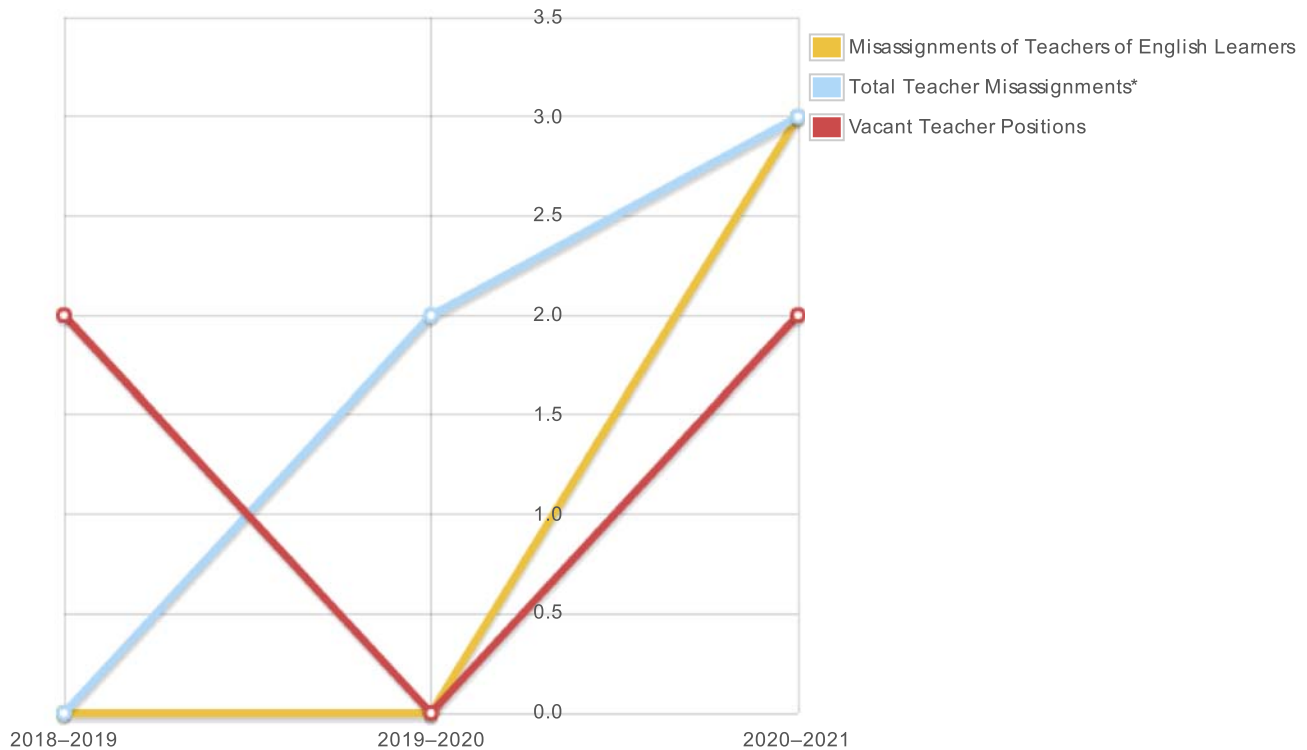
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	103	102	97	272
Without Full Credential	0	0	2	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	2	3
Vacant Teacher Positions	2	0	2



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 %
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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.

Mira Costa High School was originally built in 1950. Its current facilities comprise 325,000 square feet and the campus spans 37 acres. It has 124 classrooms. As of fall 2017, approximately 75 percent of teachers are in newly renovated instructional spaces. The school opened its brand-new state-of-the-art turf field. Students in all PE, and athletics are free to use it. It consists of a full-length multi-sport football, lacrosse, and soccer field, baseball practice field, and a discus throwing ring, as well as a conveniently located on-field equipment storage facility. This project was a gift from MBX. Staff, coaches, board members, and community members gathered to celebrate the ribbon cutting and grand opening.

In 2016, Measures C and EE passed. Measure C will improve infrastructure according to the Facilities Master Plan developed in 2015. Measure EE is a \$39 million measure to replace the outdated and undersized gymnasium at Mira Costa High School. Under the master plan the existing athletics building will be replaced by a new state-of-the-art athletics complex comprised of a new triple competition gymnasium, a practice gym, wrestling, dance, weight training and aerobics rooms along with the necessary coaches' offices, locker rooms and support facilities. The complex will function as part of the stadium, providing additional restrooms and food service for events.

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. Manhattan Beach Bond BB in 2008 funded a set of improvement and modernization projects for the Mira Costa High School campus, which resulted in a \$67 million renovation of the school. Renovations replaced outdated and unsafe facilities, clustered programs on campus with more effective adjacencies, improved heating and ventilation in select buildings, upgraded campus power and IT infrastructure, improved food service distribution, improved campus safety, and provided a central open space where all students may gather for school spirit activities. The official groundbreaking ceremony for this phase one project took place December 16, 2011. The first phase of this project, a 57,000 square foot state-of-the-art math and science building, with 25 classrooms and 9 labs, was completed in August 2013. The second phase of the project, the renovation of the “finger building” classrooms (40s – 80s) was completed in December of 2013. The third phase of construction began in December of 2013 and resulted in a new, 90,000 square foot open quad area. The new quad, finished in the spring of 2015, features a satellite cafeteria and picnic tables with solar paneled umbrella tops that host charging stations for students’ electronic devices. Renovations also were made to the band and orchestra rooms, complete with high ceilings for improved acoustics and high-quality lighting. In addition, the bond funded a brand new 300-seat theater/ multipurpose room for visual and performing arts.

In 2011, the auditorium lobby was renovated with an all new interior and extensive water-proofing of its windows; funding for this project was provided primarily from donations from the Manhattan Beach Property Owners Association.

The District’s Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process. Cleanliness and safety are addressed daily by both District and site maintenance staff that are responsive to all needs, including many special events and class schedules. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components such as roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Under this program, the English building and library of the school were painted during the summer of 2018.

Mira Costa prioritizes student safety. We have security staff on campus from 7:am to 10:30pm. During school hours visitors are expected to check in at the administration office using the Scholar Chip machine. This system has added an additional layer of security. Additional exterior lighting and upgrades to existing perimeter fences and gates were included in the scope of the Bond BB project as well.

Last updated: 1/15/2021

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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
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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)	82.0%	N/A	85.0%	N/A	50%	N/A

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Mathematics (grades 3-8 and 11)	68.0%	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)	63	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

Career Technical Education (CTE) Programs (School Year 2019–2020)

Mira Costa High School offers a wide variety of courses specifically focused on career preparation and/or preparation for the workforce. All of these courses are accepted for elective credit, some for subject-specific credit, toward graduation and each meet UC A-G requirements. In the fall of 2016, Mira Costa partnered with the Project Lead the Way (PLTW) Program. Project Lead the Way is a world-class partner in STEM education. Through PLTW, Mira Costa offers Principles of Engineering and Aerospace Engineering. Our STEM Department has also grown to include AP Computer Science A, AP Computer Science P, Human Centered Design, Robotics, and Cybersecurity. PLTW course offerings are continuing this year. Current CTE courses:

COURSE/STUDENTS ENROLLED

Tech & Engineering

Aerospace Engineering 11
AP Computer Science A 83
AP Computer Science Principles 248
Astrophysics 178
Biotechnology 58
Cybersecurity 6
Financial Algebra 181
H Engineering Design & Dev. 12
Human-Centered Design 19
Intro to Robotics 14
Principles of Engineering 48

Communication

Broadcast Journalism 38
Cinematic Arts 88
Journalism 35
Journalism Advanced 53
Industrial Arts
Technical Theater 28 SCROC
Technical Theater Advanced 19 SCROC

Arts

3-D Fabrication 67
AP Music Theory 25
Art 1, 2, 3 202
Band (Symphonic, Jazz, Wind Ensm.) 171
Ceramics 1, 2, 3 106
Choral Music 111
Music Theory 20
Painting 73
Philharmonic Orch. 112
Photo 54
Photo Advanced 9
Printmaking 73
SCROC Courses 36 SCROC
Total Students 1408

Students have the opportunity to take CTE completer courses in several areas. Completer courses are those that afford students the opportunity to earn a living in the field related to the curriculum of the course and which require prerequisite courses. Several programs at completer levels are also available at the SoCal ROC campus nearby. Students have free transportation to the SoCal ROC campus from Mira Costa.

The Southern California Regional Occupation Center (SoCal ROC) significantly widens the vocational education opportunities for all students, particularly in the areas of non-traditional training and employment. Access to SoCal ROC gives students the opportunity to explore non-traditional opportunities without the social constraints of their home campus and classrooms. Career Counselors and Guidance Counselors are well-versed in the SoCal ROC offerings, which include such diverse courses as Business Entrepreneur, Banking and Financial Services, Mobile Electronics, Digital Graphics and Publishing, and Internetworking (Cisco Academy). A representative from SoCal ROC visits campus weekly to meet with students in the College and Career Center in order to advise and to complete class registration. Representatives also speak to various classes about the offerings and how to sign up for the classes that are offered through SoCal ROC. The faculty from both institutions provide formal and informal technical assistance. In some cases, SoCal ROC classes are taught on the Mira Costa campus. Secondary technical skill standards are aligned to post-secondary standards. Additionally, students have access to El Camino Community College and Santa Monica College to earn both high school and college-level credits. The College and Career Center will regularly schedule representatives from both of these community colleges to conduct application workshops, answer parent and student questions, and to facilitate placement testing for El Camino Community College on the Mira Costa Campus.

Each Mira Costa student has a Four-Year Plan that has been developed with the help of an academic counselor. This plan works to encourage and support post-secondary plans and goals that best meet their interests and challenge their abilities all while aiming to supporting the student's social and emotional health. Mira Costa High School has comprehensive College and Career Counseling programs that help students prepare for a variety of post-secondary opportunities. In addition to a mini college fair, over 175 college representatives visit the College and Career Center each year to expose students to their program offerings and keep them updated on changing requirements. The College and Career Center's Career Speaker Series puts the professionals from the community directly in touch with the students to address them during school hours, to promote employment opportunities, and to discuss the professional preparation they require in their chosen field.

All students attend classes with rigorous curriculum aligned to state and local standards. Important dates related to registration, the College and Career Speaker Series, college planning workshops, parent information meetings, can be found in the school's daily bulletin, website, and Naviance. All courses are listed in the annually updated Course Description handbook, available online. Student progress is closely monitored by teachers and administrators to ensure that students are on track for meeting all graduation requirements and have made proper course selections that get them into the post-graduation path they seek. All vocational and technical classes are taught by highly qualified teachers, experienced and credentialed in their subject area. Teachers participate in ongoing staff development related to program articulation and the implementation of appropriate standards.

A variety of strategies are used to address needs of special populations. These strategies include instructional assistants, a learning center, assistive technology, job coaches, professional development for teachers, and alternative forms of assessment. In 2016, Mira Costa adopted the following Alternative Education programs:

Cyber High (CHIP)

Cyber High is an online-based program designed to help credit-deficient students and students with specific needs meet graduation and/or the A-G subject requirements for 4-year university eligibility. Students may enroll in either part-time CHIP (1 or 2 periods) or full-time CHIP (3 periods of CHIP plus 1 elective). UC A-G approved for English, History, and Math through Algebra 2. Science is graduation approved but not UC approved. Same with FL. All classes except Science are NCAA approved. CyberHigh is pre-approved; MCHS auto-adopts these classes through UC and NCAA.

Home Hospital Instruction

Home Instruction and/or Hospital Instruction are offered to students who are temporarily disabled for a minimum of two weeks by accident or by physical, mental or emotional illness. Students receive individual instruction from

California certificated teachers who consult with the students' current classroom teacher or teachers to ensure continuity of instruction that enables the student to keep up with the regular school programs.

Manhattan Beach Wellness Program (MWell)

MWell is a new MBUSD program starting 2019-2020 school year. It is similar to a Non Public School, except it is MBUSD's own program and only MBUSD students can attend. It is considered an extension of MCHS, and is located on the campus where the MB Preschool is. MWell is strictly for students that have school-phobia, high anxiety and/or depression. 6-15 students at a time. There is a Special Education Teacher, full time therapist (MFT) (still to be hired), two full time aides (Behavior and Academic), and a part time Behaviorist.

Edgenuity

Edgenuity is an online program offering A-G high school credit. It is authorized only for students qualified for Special Education services. Edgenuity is used mainly for MWell students, with some special cases of students using it at MCHS.

Independent Study

Independent Studies is designed to provide an option for students who can't attend class daily to complete their graduation and/or A-G requirements for 4-year university eligibility. Students may take IS for initial credit and/or credit remediation and can enroll full-time or part-time.

Non-Public School (NPS)

Non-Public Schools are essentially private schools that are certified by the state of California for Special Education. This allows an IEP team to place students at these schools if the student cannot be supported at their regular school. These are for special cases only and are considered to be highly restrictive. Most are therapeutic schools, while some specialize in learning differences and/or autism.

Last updated: 1/15/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	131
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.00%

Last updated: 1/15/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	98.74%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	77.99%

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
9	N/A	N/A	N/A

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

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

Last updated: 1/15/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Principal, Dr. Ben Dale – bdale@mbusd.org
 PTSA Presidents, Ann Marie Whitney and Andrea Hines
 Mira Costa’s PTSA website: <http://www.miracostahigh.org> (click on PTSA link)

Education is a team effort, with parents being important members of that team. Our very active PTSA encourages involvement of every student’s parents or guardians. Parent involvement is a key to the ongoing success of Mira Costa’s Social-Emotional Wellness committee, a taskforce of students, parents, teachers, staff, administrators, board members and other community leaders to continually support its students through a culture of care. Other organized opportunities for parental involvement include athletic booster clubs in each sport, performing arts and other co-curricular booster clubs, Manhattan Beach Education Foundation (MBEF), English Learner parent meetings, two annual parent nights for grade levels 9 and 12, one annual parent night for grades 10 and 11, one webinar for grades 10 and 11, Four-Year Planning Meetings, Financial Aid Night, Back-to-School Night, College Night, College Admissions

& Testing lecture, parent appointments with guidance counselors and the College and Career Center counselors, involvement on committees and in School Board workshops, and monthly Community Coffee with the Principal.

Last updated: 1/15/2021

State Priority: Pupil Engagement

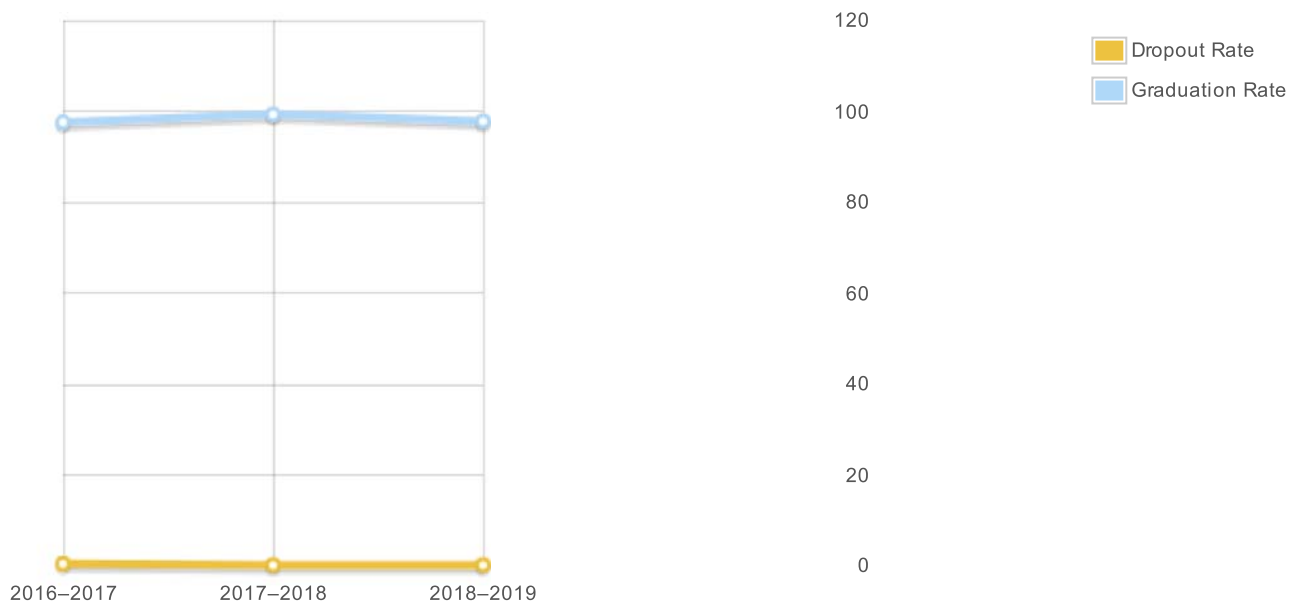
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.50%	0.20%	0.20%	0.60%	0.20%	0.20%	9.10%	9.60%	9.00%
Graduation Rate	97.60%	99.30%	97.80%	97.60%	99.30%	97.70%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/15/2021

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	1.60%	0.00%
School 2018–2019	1.00%	0.00%
District 2017–2018	0.90%	0.00%
District 2018–2019	0.80%	0.00%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (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)

Mira Costa has a standing School Safety Committee, which is comprised of faculty, staff (including Mira Costa security and the Health Office Assistant), the School Resource Officer from the Manhattan Beach Police Department, and an administrator. The goals of the School Safety Committee include:

- Ongoing evaluation and replenish first aid and disaster preparedness supplies in each Mira Costa classroom (currently working with PTSA regarding this);
- Implement monthly safety drills for shelter-in-place, lockdown, earthquake, fire and egress situations (including

during snack and lunch break); debrief after drills and refine protocols;

- District classified employees to assist in disaster drills;
- Continue to review and revise the School Safety Plan to ensure compliance with State laws and best practice protocols

In Fall of 2012, Mira Costa:

- Replenished first aid and disaster preparedness supplies in each Mira Costa classroom;
- Updated the School Safety Plan to ensure compliance with State laws;
- Evaluated and replenished emergency preparedness and safety supplies for the Search and Rescue Team;
- Began implementation of monthly drills and debriefs.

In the Spring 2016, Mira Costa:

- Conducted several meetings with the School Safety Committee, District Administration, local law enforcement, and school staff to re-examine our comprehensive safety plan;
- Modifications were made to the safety plan including creating uniform evacuation plans, three separate evacuation sites, three levels of lockdowns;
- Continued monthly drills and debriefs;
- Changed batteries in all site AED's
- Conducted full-scale campus egress drills—one with staff only and another with staff and students;
- Updated and streamlined school staff emergency folders.

In Fall of 2017, Mira Costa

- Conducted several meetings with the School Safety Committee, District Administration, local law enforcement, and school staff to re-examine our comprehensive safety plan;
- These meetings have continued monthly throughout the school year as the committee works with district personnel to improve procedures.
- Modifications were made to the safety plan including creating uniform evacuation plans, two separate evacuation sites, and three means of communication to alert staff of an emergency or drill (email, text message, and PA announcement);
 - Continued monthly drills
 - Updated and streamlined school staff emergency folders.
 - Are working in conjunction with District Administration regarding the implementation of "Active Shooter" training for all staff, parents, and students.
 - Continue to review and revise the School Safety Plan to ensure compliance with State laws and best practice protocols.

In 2019 created Emergency Preparedness Guide complete with student care/teacher responsibilities, directions to safe locations, MCHS critical incident roles, Command Incident Commander responsibilities, Command Safety Officer responsibilities, Command Public Information Officer responsibilities, Command Liaison Officer responsibilities, Operations Chief responsibilities, facility check/security processes, search and rescue processes, medical team leader responsibilities, along with descriptions of individual incidents and their procedures were developed.

In conjunction with the School Safety Committee, the administration at Mira Costa continues to improve emergency preparedness methods and communication with faculty, staff, and local first responders. The administration embraces a philosophy of continuous improvement of safety and security measures at Mira Costa. In 2017-2018, Mira Costa administrators and staff will participated in table discussions between the District and the Manhattan Beach Police Department to optimize communication and safety response protocols.

In 2018, Manhattan Beach Unified School District was awarded a \$1,000,000 grant from the city to improve safety at all nine schools; Mira Costa High School allocated most of its share of the grant to security fencing and blinds. The school enjoys an ongoing partnership with Manhattan Beach Police Department which enables the school to receive

safety-focused professional development. In the fall, MBPD trained the faculty and staff in proper lockdown procedures, as well as general emergency protocols.

Last updated: 1/15/2021

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 (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	28.00	30.00	27.00
Number of Classes * 1-22	24	10	10	14
Number of Classes * 23-32	76	41	20	15
Number of Classes * 33+	2	29	36	24

**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	23.00	29.00	29.00	27.00
Number of Classes * 1-22	27	17	13	17
Number of Classes * 23-32	77	24	24	28
Number of Classes * 33+	9	42	42	26

**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)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	27.00	29.00	27.00
Number of Classes * 1-22	28	13	8	15
Number of Classes * 23-32	77	46	36	26
	3	27	31	28

**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: 1/15/2021

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

Title	Ratio
Pupils to Academic Counselor*	390.5

*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)	7.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	
Other	1.00

*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	\$13674.03	\$6106.34	\$7567.69	\$90685.85
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-45.35%	1.19%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	-2.35%	14.49%

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

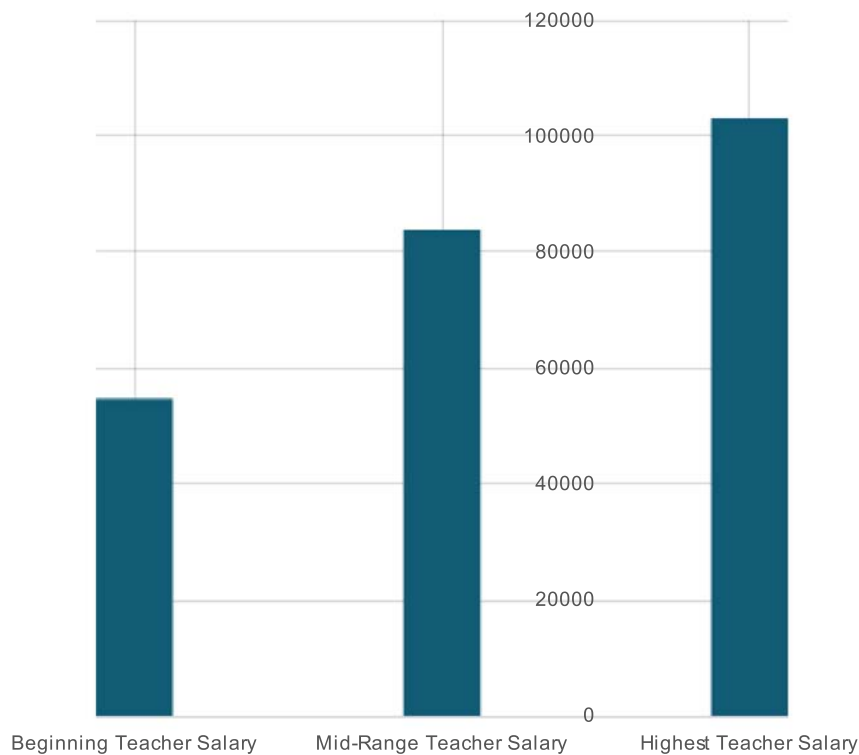
Last updated: 1/12/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

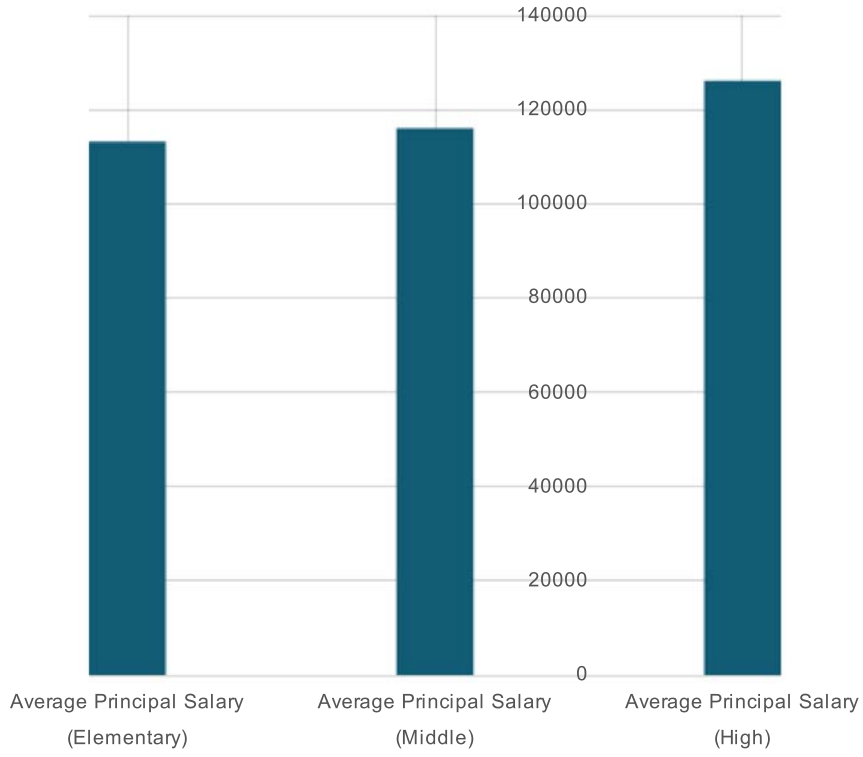
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 53.00%

Subject	Number of AP Courses Offered*
Computer Science	10
English	3
Fine and Performing Arts	4
Foreign Language	7
Mathematics	10
Science	17
Social Science	32
Total AP Courses Offered*	85

*Where there are student course enrollments of at least one student.

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

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