

## Manhattan Beach Middle

### School Accountability Report Card Reported Using Data from the 2017—18 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/fq/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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Rose Ahrens, Principal

Principal, Manhattan Beach Middle

#### About Our School

#### Contact

Manhattan Beach Middle  
1501 North Redondo Ave.  
Manhattan Beach, CA 90266-4214

Phone: 310-545-4878  
E-mail: [rahrens@mbusd.org](mailto:rahrens@mbusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Manhattan Beach Unified
<b>Phone Number</b>	(310) 318-7345
<b>Superintendent</b>	Dr. Michael Matthews
<b>E-mail Address</b>	<a href="mailto:mmatthews@mbusd.org">mmatthews@mbusd.org</a>
<b>Web Site</b>	<a href="http://www.mbusd.org">http://www.mbusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Manhattan Beach Middle
<b>Street</b>	1501 North Redondo Ave.
<b>City, State, Zip</b>	Manhattan Beach, Ca, 90266-4214
<b>Phone Number</b>	310-545-4878
<b>Principal</b>	Rose Ahrens, Principal
<b>E-mail Address</b>	<a href="mailto:rahrens@mbusd.org">rahrens@mbusd.org</a>
<b>Web Site</b>	<a href="https://mbmswaves.com/">https://mbmswaves.com/</a>
<b>County-District-School (CDS) Code</b>	19753336115307

*Last updated: 1/14/2019*

### School Description and Mission Statement (School Year 2018—19)

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, college and business leaders, 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.

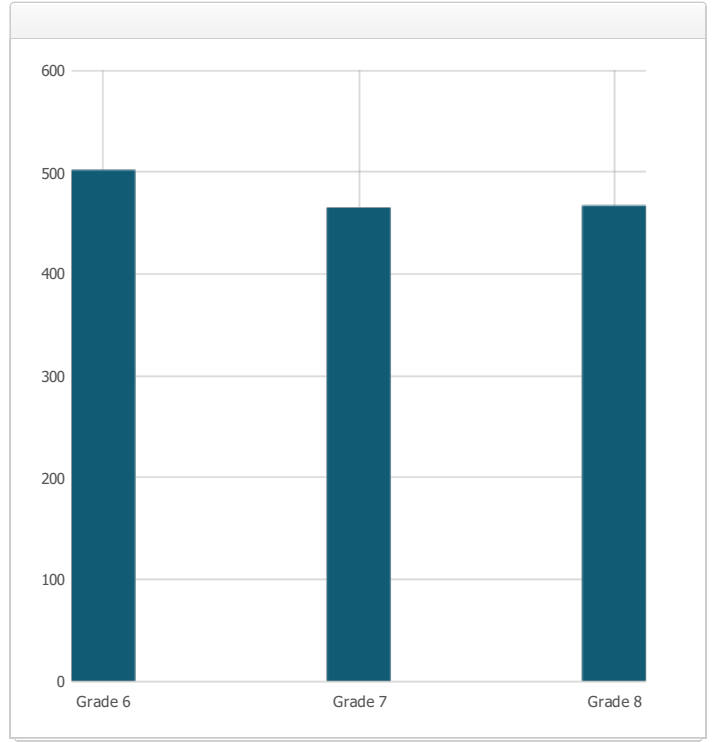
MBMS offers a challenging curriculum designed to meet the specific intellectual, physical, and social requirements of middle level children while preparing them for a rigorous high school experience and providing them with necessary life skills. The strong, student-centered core curriculum for each child 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 and seventh 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 (3 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, leadership, mentorship programs, STEM electives, robotics, 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: 12/18/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 6	502
Grade 7	465
Grade 8	467
Total Enrollment	1434



Last updated: 1/14/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.1 %
Asian	10.3 %
Filipino	1.2 %
Hispanic or Latino	10.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	63.8 %
Two or More Races	13.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	3.8 %
English Learners	0.8 %
Students with Disabilities	12.6 %
Foster Youth	0.2 %

## A. Conditions of Learning

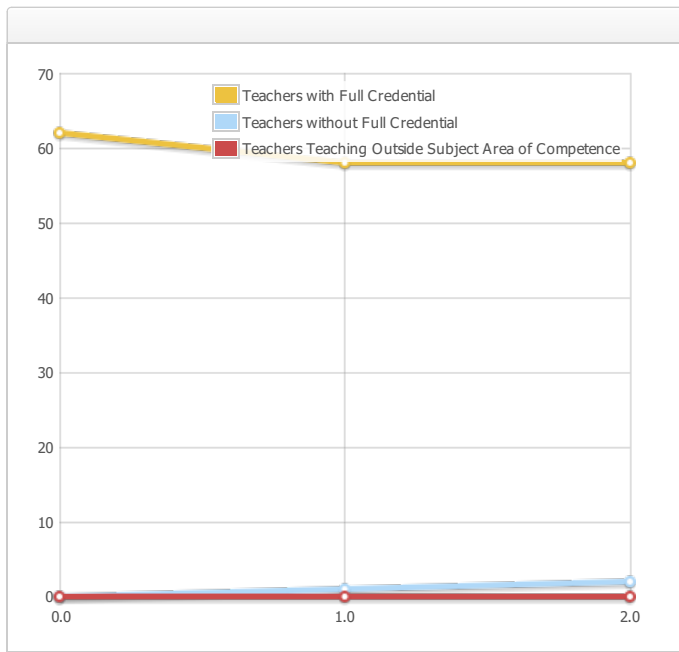
### State Priority: Basic

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

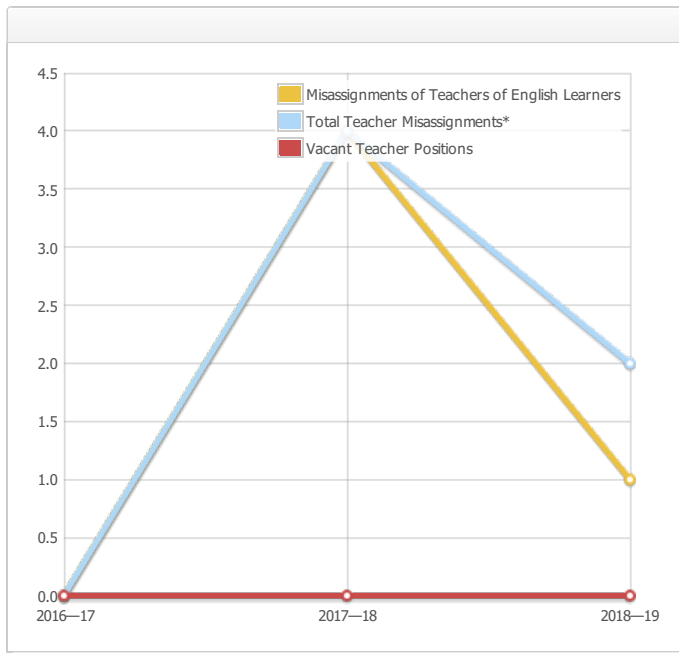
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	62	58	58	291
Without Full Credential	0	1	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/13/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	4	1
Total Teacher Misassignments*	0	4	2
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: 12/13/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Mathematics	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
History-Social Science	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Foreign Language	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Health	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Visual and Performing Arts	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

## 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. In addition, upgrade occurred in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support process. The District’s Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process. None of the emergency facilities needs specified in Education Code §17592.72(c)(1) exists at any of the school sites in the District.

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 computer lab, 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. 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: 12/18/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof leaks scheduled for repair summer, 2019.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Good
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*Last updated: 1/18/2019*

## B. Pupil Outcomes

### 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	83.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	72.0%	72.0%	74.0%	77.0%	37.0%	38.0%

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: 1/14/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1430	1402	98.04%	82.88%
Male	725	710	97.93%	79.01%
Female	705	692	98.16%	86.85%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	152	149	98.03%	91.28%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	145	143	98.62%	73.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	911	889	97.59%	82.45%
Two or More Races	198	197	99.49%	87.31%
Socioeconomically Disadvantaged	55	54	98.18%	59.26%
English Learners	31	30	96.77%	36.67%
Students with Disabilities	182	171	93.96%	42.69%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1430	1399	97.83%	72.05%
Male	725	710	97.93%	72.96%
Female	705	689	97.73%	71.12%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	152	149	98.03%	83.89%
Filipino	11	11	100.00%	81.82%
Hispanic or Latino	145	143	98.62%	59.44%
Native Hawaiian or Pacific Islander	--	--	--	
White	911	887	97.37%	70.46%
Two or More Races	198	196	98.99%	81.12%
Socioeconomically Disadvantaged	55	54	98.18%	51.85%
English Learners	31	31	100.00%	51.61%
Students with Disabilities	182	170	93.41%	36.47%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/14/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/14/2019*

# 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 2017—18)

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	12.1%	24.3%	56.2%

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.

*Last updated: 1/14/2019*

## C. Engagement

### 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 2018—19)

##### Contacts (2018-2019)

Principal- Rose Ahrens- 310: 545-4878  
 MBMS PTA Presidents- Stacey Myrose and Betsey Keely 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, lunch supervision, classroom assistance, fundraising, library, celebrations, Wednesday Wave Newsletters and several other areas. Over 83,560 parent volunteer hours were logged during the 2014-2015 school year. Parents also serve as vital members of school committees including PBIS, SEW and scheduling 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, guidance for parental assistance with homework, drug abuse prevention, the prevention of eating disorders, stranger safety for adolescents, and transitioning to the high school. Parents also support the school through their work as members of the Manhattan Beach Education Foundation and the MBMS School Site Council. 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, 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>.

# 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

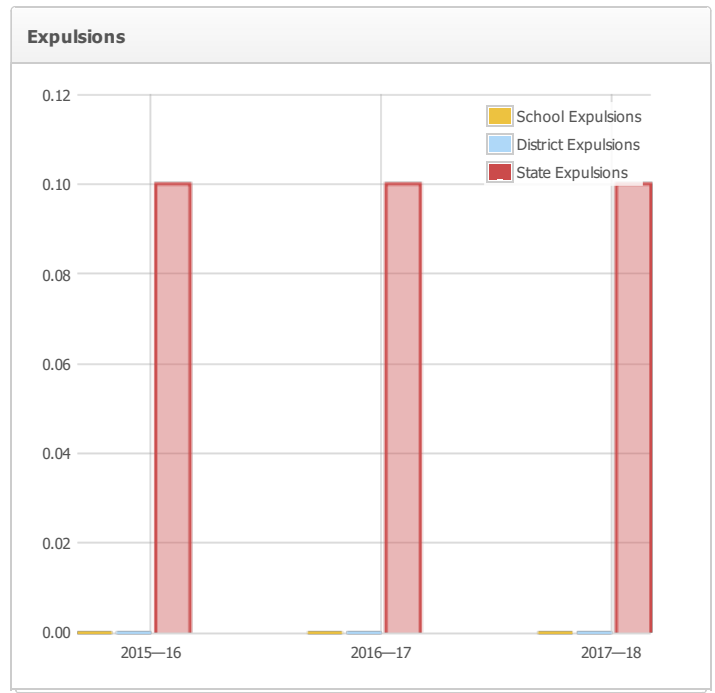
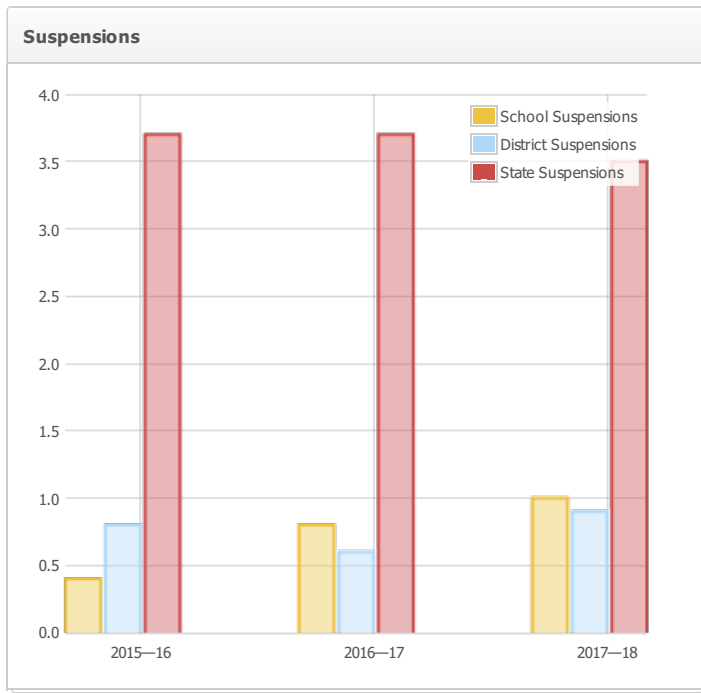
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.4%	0.8%	1.0%	0.8%	0.6%	0.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

## School Safety Plan (School Year 2018—19)

Date of Last Review/Update: October 2018

Date Last Discussed with Staff: October 2018

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, 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. 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, five student counselors, two campus security personnel, part-time noon supervisor, and parent volunteers. MBMS staff is trained in CPR, first aid, and AED use every two years. The administration has been trained in citywide disaster training. This training was repeated for the staff by the Manhattan Beach Fire Chief. MBMS also has a School Resource Officer, funded by the Manhattan Beach Police Department, on campus for much of the week and available at all times. 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: 12/18/2018

## D. Other SARC Information

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0	33	34	22
Other**				

\* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.0	35	23	33
Other**				

\* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.0	32	27	36
Other**				

\* 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: 1/14/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	10	31	3
Mathematics	28.0	8	20	9
Science	31.0	3	18	18
Social Science	29.0	3	25	8

\* 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	21	27	
Mathematics	35.0		3	14
Science	33.0		11	23
Social Science	29.0	4	18	11

\* 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 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	7	30	1
Mathematics	27.0	7	17	11
Science	29.0	3	18	14
Social Science	28.0	3	23	7

\* 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: 1/14/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	360.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	6.0	N/A

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

\*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: 11/30/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11227.2	\$5392.9	\$5834.4	\$85551.2
District	N/A	N/A	\$11121.6	\$85778.0
Percent Difference – School Site and District	N/A	N/A	-47.5%	-0.3%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-18.1%	11.8%

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

*Last updated: 1/16/2019*

## Types of Services Funded (Fiscal Year 2017—18)

**Beach Cities Health District (BCHD)** - PE instruction, counseling, and health assistants **\$192,786.00**

**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 **\$81,335.00**

**Manhattan Beach Education Foundation (MBEF)** - Non-profit organization that provides approximately \$5.7 million annually to pay for a variety of critical programs that would not be possible through public funding **\$5,923,282.00**

**PTA/PTSA** - Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$709,078.00**

**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. **\$15,329.00**

**State Lottery Revenue** - A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$402,885.00**

**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 **\$150,010.00**

**Title II, Part A** - Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$74,440.00**

**Economic Impact Aid (ELL)** - Curriculum and instruction for students identified as second language learners **\$86,146.00**

*Last updated: 1/14/2019*

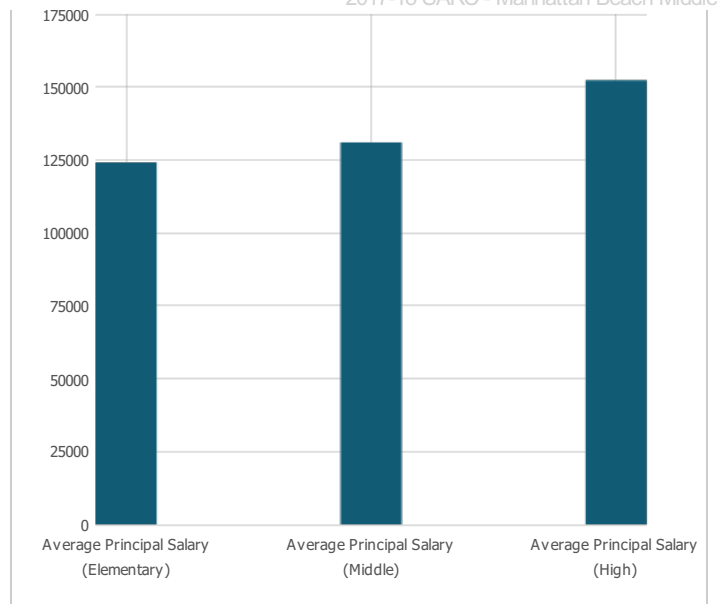
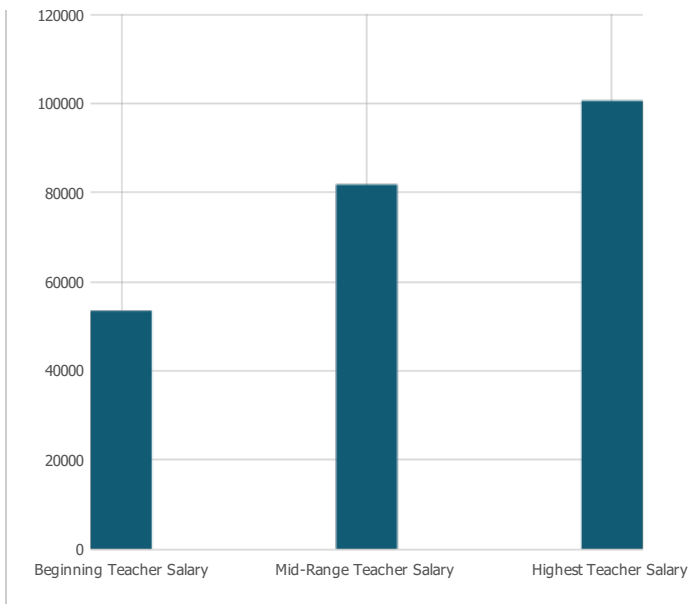
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,435	\$47,547
Mid-Range Teacher Salary	\$81,775	\$74,775
Highest Teacher Salary	\$100,572	\$93,651
Average Principal Salary (Elementary)	\$124,157	\$116,377
Average Principal Salary (Middle)	\$131,006	\$122,978
Average Principal Salary (High)	\$152,340	\$135,565
Superintendent Salary	\$235,900	\$222,853
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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: 1/14/2019*

## Professional Development

The Manhattan Beach Unified School District (MBUSD) recognizes the importance of offering high quality staff development opportunities for all personnel. We strive to provide personalized professional learning for all staff that includes, individual, grade level, department, school-wide, and district-wide support. During the 2017-18 school year, MBUSD provided one full-day of workshops for all teachers, and half-day or afterschool workshops for elementary teachers and teachers in the following secondary departments: science, world languages, math, visual and performing arts, English, and history/social studies. The focus of these workshops was on the implementation of the subject area standards.

During the school year Elementary teachers were provided on-going professional learning in both ELA and math and continuing education on implementation of Next Generation Science Standards and related science resources. Secondary teachers received department specific professional development on the shifts required in their content and pedagogy. In addition to teacher workshops, site administrators participated in about five professional learning opportunities focused on instructional leadership strategies to support teaching and learning.

Professional development activities (e.g. coaching, lesson study) focus on student achievement by providing staff with opportunities to learn skills and strategies that facilitate student progress. Nine Teachers on Special Assignment (TOSA) provided instructional coaching to peers and administrators in the areas of technology integration, literacy, mathematics, and science. TOSAs also facilitated vertical collaboration and articulation among the elementary, middle, and high school teams. Additional areas of focus for staff development have included curriculum mapping, common assessments, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, and several other topics. Through District and site funding to provide professional growth, teachers and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, the District and individual school sites provide staff development opportunities both during the day and outside of school hours.

To assist in determining focus areas for professional development, secondary department chairs participate in meetings with district office staff, elementary teachers participate in a variety of committees, and site leadership is also engaged in the process. The data gleaned from these venues provide information about the areas teachers have defined as being important to their professional growth.

Manhattan Beach Unified School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher. MBUSD also conducts New Teacher Institutes, which are comprised of multiple days of professional development in MBUSD signature practices and opportunities for personal coaching.

Teachers and staff at Manhattan Beach Middle School are committed to the success and safety of our students. Staff is encouraged to take part in professional development opportunities. These include both district provided and outside agency in-services. PTA supports these workshops by providing subs and registration fees. During the past several years the staff at MBMS has focused on student safety.

*Last updated: 12/18/2018*