

Mira Costa High

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.



Dr. Ben Dale, Principal

Principal, Mira Costa High

About Our School

Contact

Mira Costa High
1401 Artesia Blvd.
Manhattan Beach, CA 90266-6968

Phone: 310-318-7337
E-mail: bdale@mbusd.org

About This School

Contact Information (School Year 2018—19)

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

School Contact Information (School Year 2018—19)	
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
E-mail Address	bdale@mbusd.org
Web Site	https://www.miracostahigh.org/
County-District-School (CDS) Code	19753331935808

Last updated: 1/14/2019

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

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 2,570 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 2017-2018 SATs, Mira Costa students achieved average scores of 625 in English and 627 in Math; the average total SAT score was 1251. Mira Costa has a 94.8% graduation rate. Over 93% of graduates report entering institutions of higher learning after high school.

Mira Costa was one of few California high schools to have achieved 98 percent participation rate on the 2017 California Assessment of Student Performance and Progress (CAASPP). Just over 82 percent of Mira Costa 11th graders demonstrated proficiency in English-Language Arts and just over 71 percent demonstrated proficiency in Math on the CAASPP exam.

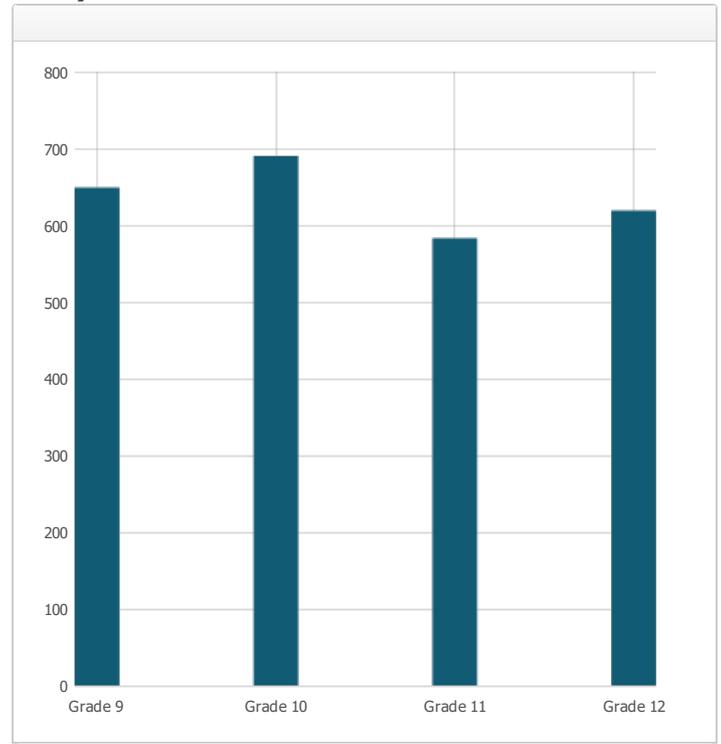
Mira Costa takes pride in rich athletic and co-curricular programs. Students may participate in any of 36 varsity sports and approximately 51 lower level teams; 65% of the student body participates in one or more sports each year. The Model United Nations program has been awarded the distinction of National Champion. The Journalism (La Vista) and Media Arts (Mustang Morning News) programs are both nationally distinguished. Performing Arts (drama, choir, band, and orchestra) are state and nationally recognized for their excellence. Each program challenges students to perform at a collegiate to professional level.

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 continues to focus on and implement research-based strategies that aim to reduce unhealthy campus stress. We have branched out to form committees which include the following major topics: Student Self-Advocacy, Fishbowl Shadow Days, Dream School, Communication Plan/Newsletter, HEART Club, Advisory/Link Crew, and Community Education/Engagement. In 2018, 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: 12/14/2018

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

Grade Level	Number of Students
Grade 9	649
Grade 10	690
Grade 11	583
Grade 12	619
Total Enrollment	2541



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.2 %
Asian	9.1 %
Filipino	1.0 %
Hispanic or Latino	14.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	60.3 %
Two or More Races	11.2 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.6 %
English Learners	0.5 %
Students with Disabilities	8.7 %
Foster Youth	0.0 %

A. Conditions of Learning

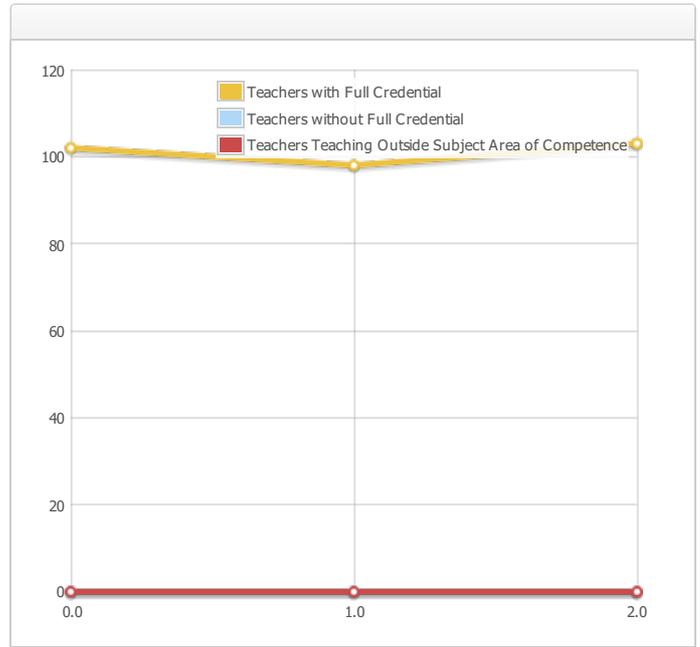
State Priority: Basic

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

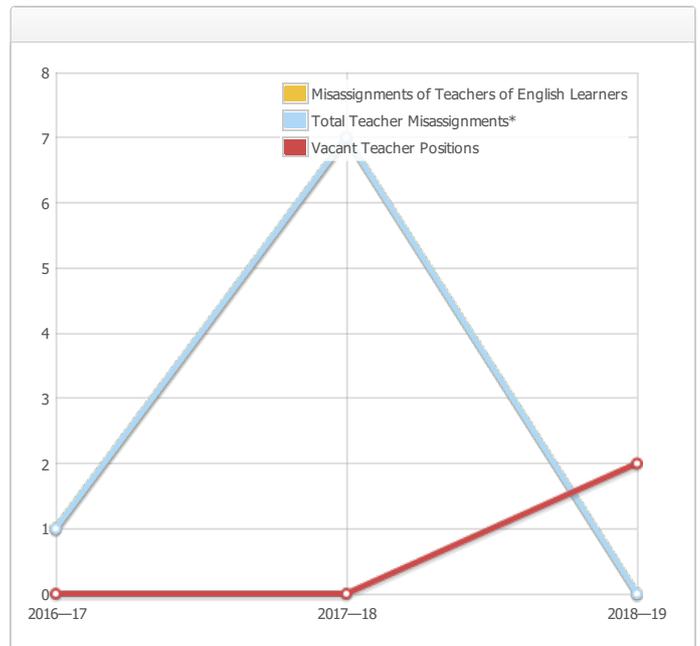
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	102	98	103	291
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/13/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	7	0
Total Teacher Misassignments*	1	7	0
Vacant Teacher Positions	0	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: 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	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
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: 1/15/2019

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.

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. In conjunction with the new athletics complex, 'Stadium Way' will be renovated to include additional bleachers and storage and to connect the promenade with Peck Avenue and the new Campus Quad. The existing Humanities classrooms, English classrooms and Media Center will be consolidated into a new three-story building. The Media Center will be located on the first floor with the English and Humanities department on the second and third floors. The educational specifications call for collaborative instructional environments encouraging interdisciplinary and co-teaching opportunities promoting the principles of Next Generation Learning.

Bond measures A, M, and BB were passed in 1995, 2000, and 2008, respectively. The first two measures supported the building of a new middle school and modernization of several school sites. 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 \$67million 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 existing gym underwent renovations during the 2007-2008 year including upgrades to the lobby, installation of a new gym floor, scoreboards, trophy case, lighting and skylights. The library also underwent renovations during the summer of 2008.

In 2006, the district completed the rewiring of all classrooms to ensure that students and teachers are able to hear announcements, bells, and alarms. A new sports complex is currently under construction and will be completed in 2020.

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) exist at Mira Costa or at any of the school sites in the District. 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 exterior of the school was completely painted during the 2005-2006 school year.

Mira Costa prioritizes student safety. We have security staff on campus from 7am to 10:30pm. During school hours visitors are expected to check in at the administration office. 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: 12/14/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

Year and month of the most recent FIT report: June 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)	85.0%	83.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	67.0%	71.0%	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	577	533	92.37%	82.77%
Male	285	262	91.93%	81.85%
Female	292	271	92.81%	83.66%
Black or African American	17	16	94.12%	81.25%
American Indian or Alaska Native				
Asian	56	54	96.43%	92.45%
Filipino	--	--	--	
Hispanic or Latino	105	97	92.38%	67.74%
Native Hawaiian or Pacific Islander				
White	335	305	91.04%	85.87%
Two or More Races	60	57	95.00%	82.14%
Socioeconomically Disadvantaged	47	42	89.36%	66.67%
English Learners	--	--	--	
Students with Disabilities	50	39	78.00%	25.00%
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	577	530	91.85%	71.46%
Male	285	262	91.93%	72.58%
Female	292	268	91.78%	70.36%
Black or African American	17	16	94.12%	43.75%
American Indian or Alaska Native				
Asian	56	52	92.86%	90.38%
Filipino	--	--	--	
Hispanic or Latino	105	97	92.38%	51.09%
Native Hawaiian or Pacific Islander				
White	335	304	90.75%	74.47%
Two or More Races	60	57	95.00%	78.18%
Socioeconomically Disadvantaged	47	41	87.23%	52.63%
English Learners	--	--	--	
Students with Disabilities	50	38	76.00%	13.89%
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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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

Career Technical Education (CTE) Programs (School Year 2017–18)

Mira Costa High School offers a wide variety of courses specifically focused on career preparation and/or preparation for work. All of these courses are accepted for elective credit, some for subject-specific credit, toward graduation and each meet UC A-G requirements. In addition, Mira Costa offers an internship placement course, driven by individual student interest; students receive elective credit for participation in the Mira Costa Internship Program. 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:

- AP Computer Science A
- Intro to Robotics
- Human-Centered Design
- Bio-Technology
- AP Computer Science Principles
- Computer Science Principles
- Principles of Engineering
- Financial Algebra
- Astrophysics
- Journalism Advanced
- Broadcast Journalism
- Cinematic Arts
- AP Seminar Broadcast Journalism
- Technical Theater
- Technical Theater Design
- AP Music Theory
- Music Theory
- Choral Music
- Philharmonic Orchestra
- Photography
- Band (Symphonic, Jazz, Wind Ensm.)
- Ceramics
- Sculpture
- MCHS Internship

- SoCalROC Courses

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 an Alternative Education program and offers online courses for both initial and remedial credit for students who could benefit from this format. The school also offers an Independent Study program in which students progress through curriculum at their own pace outside of the traditional school setting, supported by weekly on-campus meetings with an Independent Study Advisor.

Last updated: 12/14/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	189
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	11.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 12/14/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	80.5%

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
9	8.6%	20.4%	63.5%

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, Dr. Ben Dale – bdale@mbusd.org
PTSA Presidents, Ann Marie Whitney
Kristi Knowles
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.

State Priority: Pupil Engagement

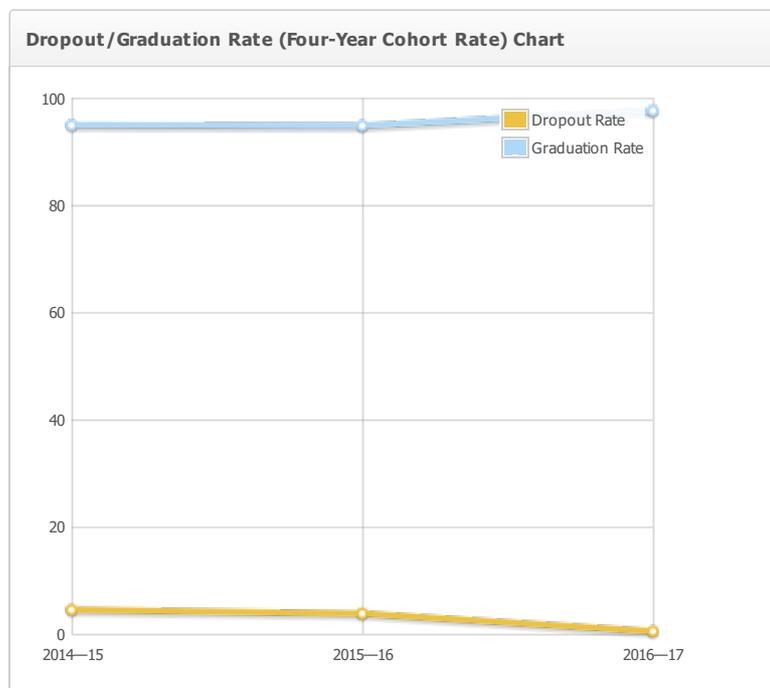
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.5%	3.8%	4.9%	4.2%	10.7%	9.7%
Graduation Rate	94.9%	94.8%	94.2%	93.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.5%	0.6%	9.1%
Graduation Rate	97.6%	97.3%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.4%	96.9%	88.7%
Black or African American	90.6%	90.6%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	97.6%	97.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	98.9%	97.4%	92.1%
Two or More Races	98.8%	96.4%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	96.5%	83.3%	67.1%
Foster Youth	0.0%	0.0%	74.1%

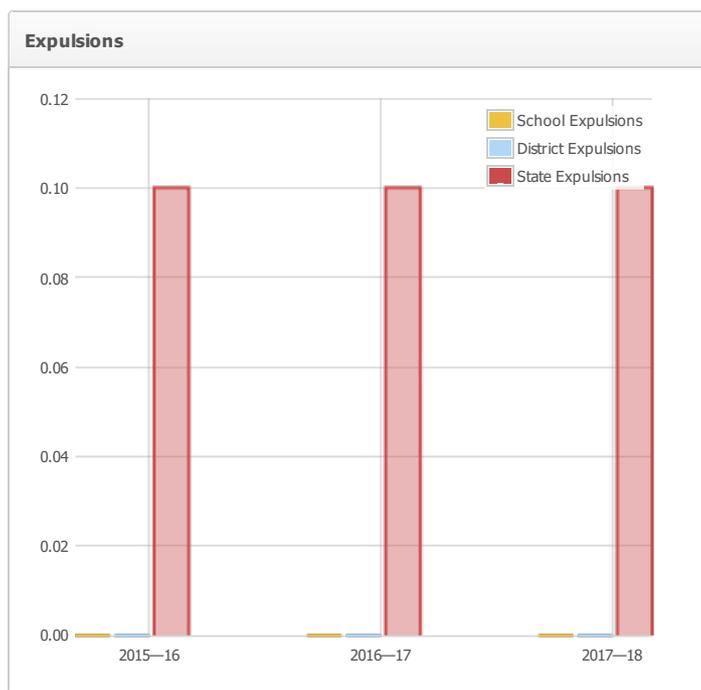
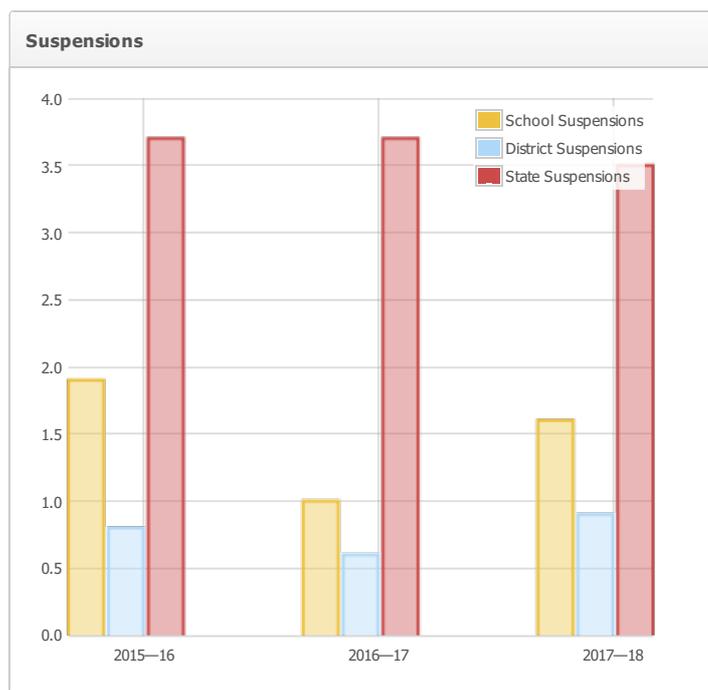
State Priority: School Climate

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	1.9%	1.0%	1.6%	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: December 2018

Date Last Discussed with Staff: December 2018

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 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: 12/14/2018

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	40	68	5
Mathematics	27.0	22	41	24
Science	28.0	14	39	25
Social Science	28.0	15	26	27

* 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	24.0	33	69	9
Mathematics	27.0	17	39	31
Science	30.0	12	23	38
Social Science	25.0	26	28	21

* 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	24	76	2
Mathematics	28.0	10	41	29
Science	30.0	10	20	36
Social Science	27.0	14	15	24

* 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)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.5	390.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	9.5	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11294.0	\$4931.2	\$6362.9	\$84344.2
District	N/A	N/A	\$11121.6	\$85778.0
Percent Difference – School Site and District	N/A	N/A	-42.8%	-1.7%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-10.7%	10.2%

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

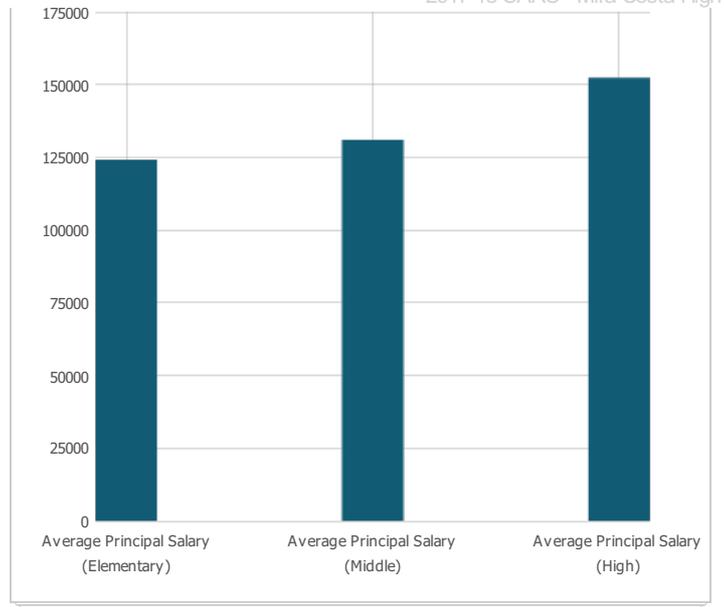
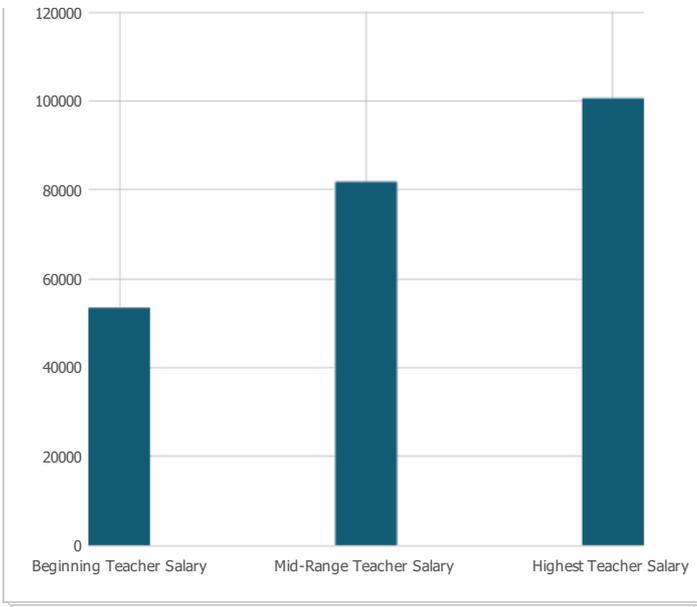
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	15	N/A
All Courses	48	30.0%

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

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

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.

The Mira Costa counseling department participates in a variety of workshops and conferences to remain current with best practices and abreast of changes to college admissions policies and protocols. Throughout 2017-2018 the counselors attended: the UC Counselor Conference, Cal State Counselor Conference, the National Association of College Admissions Counselor Conference, Challenge Success Conference (along with the school's Social Emotional Wellness Committee), National At-Risk Youth Conference. Counselors also will receive training on the school's college application portal, Naviance. In recent years, they have attended conferences on Response to Intervention (RTI).

Mira Costa classified staff has the opportunity to partake in professional development around the following topics: CPR/First Aid/AED Use; Group Dynamics; Prioritizing Important Work; Injury Illness Prevention; Child Abuse Reporting, and other relevant topics.

Through an ongoing collaboration with Los Angeles County Office of Education, a committee comprised of teachers, students, parents, administrators, and school staff have been training in Positive Behavioral Interventions and Supports (PBIS) in order to improve the effectiveness, efficiency, and equity of schools and other agencies.

Last updated: 12/14/2018