

# Manhattan Beach Middle

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



### John Jackson

Principal, Manhattan Beach Middle

## About Our School

## Contact

1501 Redondo Ave.  
Manhattan Beach, CA  
90266

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



# About This School

## Contact Information - Most Recent Year

School	
<b>School Name</b>	Manhattan Beach Middle
<b>Street</b>	1501 Redondo Ave.
<b>City, State, Zip</b>	Manhattan Beach, Ca, 90266
<b>Phone Number</b>	310-545-4878
<b>Principal</b>	John Jackson
<b>E-mail Address</b>	<a href="mailto:jjackson@mbusd.org">jjackson@mbusd.org</a>
<b>Web Site</b>	<a href="http://www.mbmswaves.com/">http://www.mbmswaves.com/</a>
<b>County-District-School (CDS) Code</b>	19753336115307

District	
<b>District Name</b>	Manhattan Beach Unified
<b>Phone Number</b>	(310) 318-7345
<b>Web Site</b>	<a href="http://www.mbusd.org">http://www.mbusd.org</a>
<b>Superintendent First Name</b>	Michael
<b>Superintendent Last Name</b>	Matthews, Ed.D.
<b>E-mail Address</b>	<a href="mailto:mmatthews@mbusd.org">mmatthews@mbusd.org</a>

*Last updated: 1/14/2015*

## School Description and Mission Statement (Most Recent Year)

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.

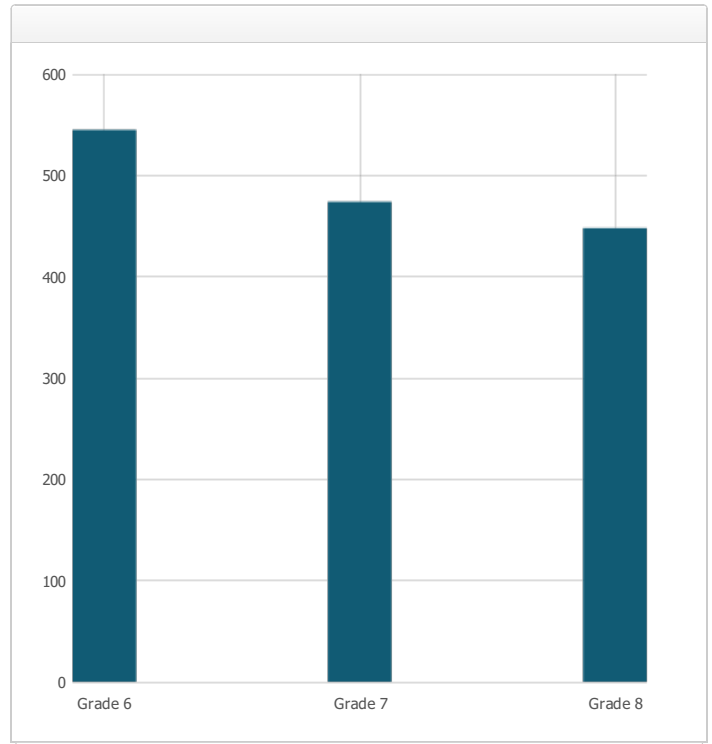
MBMS offers a challenging curriculum designed to meet the specific intellectual, physical, and social requirements of middle level children while preparing them for a rigorous high school experience and providing them with necessary life skills. The strong, student-centered core curriculum for each child 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, seventh, and eighth grade students the opportunity to investigate the fine and practical arts. In lieu of the exploratory wheel, students who are interested in vocal or instrumental music may choose from several outstanding yearlong elective options. MBMS offers three levels of chorus, strings, and band 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.

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

*Last updated: 1/15/2015*

**Student Enrollment by Grade Level (School Year 2013-14)**

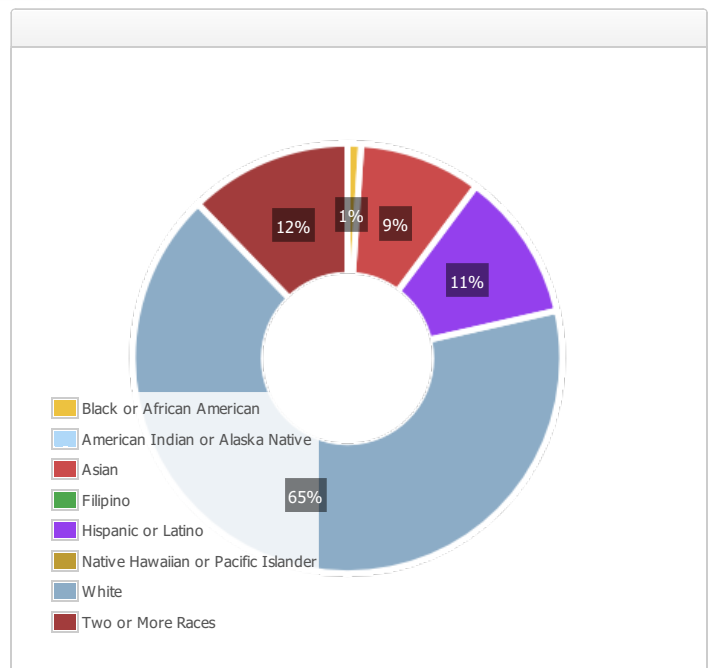
Grade Level	Number of Students
Grade 6	545
Grade 7	474
Grade 8	448
Total Enrollment	1467



Last updated: 12/16/2014

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	9.3
Filipino	0.5
Hispanic or Latino	11.0
Native Hawaiian or Pacific Islander	0.1
White	65.0
Two or More Races	12.1
Socioeconomically Disadvantaged	2.5
English Learners	1.1
Students with Disabilities	11.5



Last updated: 12/16/2014

## A. Conditions of Learning

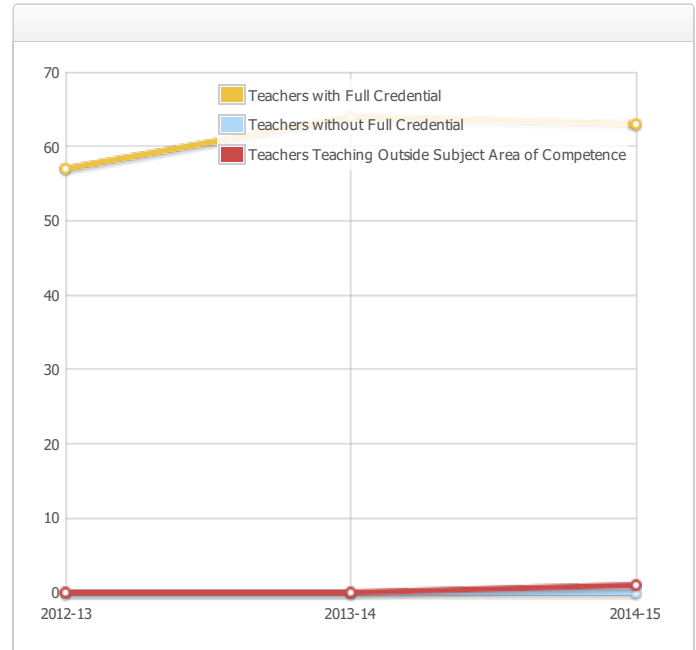
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

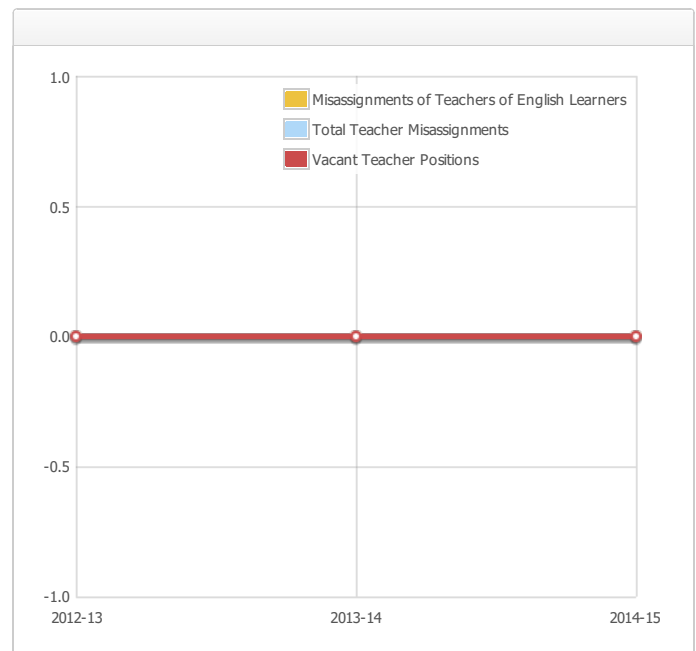
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	57	64	63	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4



Last updated: 1/14/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98	2
All Schools in District	97	3
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	97	3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 12/16/2014*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2014

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 Laboratory Equipment (grades 9-12)	<a href="#">Click here</a> to view the Curriculum and Instructional Materials chart.	Yes	0.0

*Last updated: 12/16/2014*

## School Facility Conditions and Planned Improvements - Most Recent Year

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, 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. Measure BB will provide new, state-of-the-art science and academic classrooms at Mira Costa High School and fund new career technical education and arts facilities. In addition, upgrades will occur in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process. 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 and one part-time custodian 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. Teachers and students volunteer on a rotating schedule to help collect and dispose of litter after the lunch period. This program instills a sense of responsibility in our students. In the spring of each school year, MBMS Pride Day occurs. Students, parents, and staff work with a district landscape expert to plant additional flowers and trees, pull weeds, and clean the facilities. Everyone involved enjoys working together to add to the aesthetic beauty of the campus.

*Last updated: 1/15/2015*

## School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Data collected: 12/15/14
Interior: Interior Surfaces	Good	Data collected: 12/15/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/15/14
Electrical: Electrical	Good	Data collected: 12/15/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/15/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/15/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/15/14
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Data collected: 12/15/14

## Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 1/13/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	93	92	93	91	91	92	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 12/16/2014*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92
All Students at the School	93
Male	92
Female	93
Black or African American	
American Indian or Alaska Native	
Asian	93
Filipino	
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	
White	94
Two or More Races	94
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	72
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 12/16/2014*

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	90%	91%	88%	88%	90%	89%	54%	56%	55%
Mathematics	84%	86%	84%	81%	82%	80%	49%	50%	50%
History-Social Science	91%	90%	89%	84%	84%	83%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 12/16/2014*

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	8	8	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

*Last updated: 12/16/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	4	4	-16
Black or African American			
American Indian or Alaska Native			
Asian	7	8	-12
Filipino			
Hispanic or Latino	38	14	-41
Native Hawaiian or Pacific Islander			
White	1	2	-15
Two or More Races	0	-1	5
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	2	-17	-15

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 12/16/2014*



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	8.9%	32.6%	51.0%

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.

*Last updated: 1/13/2015*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

##### Contacts (2014-2015):

Principal- John Jackson- 310: 545-4878

MBMS PTA Presidents- Ann Marie Whitney and Angela Bennet 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, dances and celebrations, Wednesday Wave Newsletters and several other areas. Over 83,000 parent volunteer hours were logged during the 2013-2014 school year.

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

*Last updated: 1/15/2015*

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

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

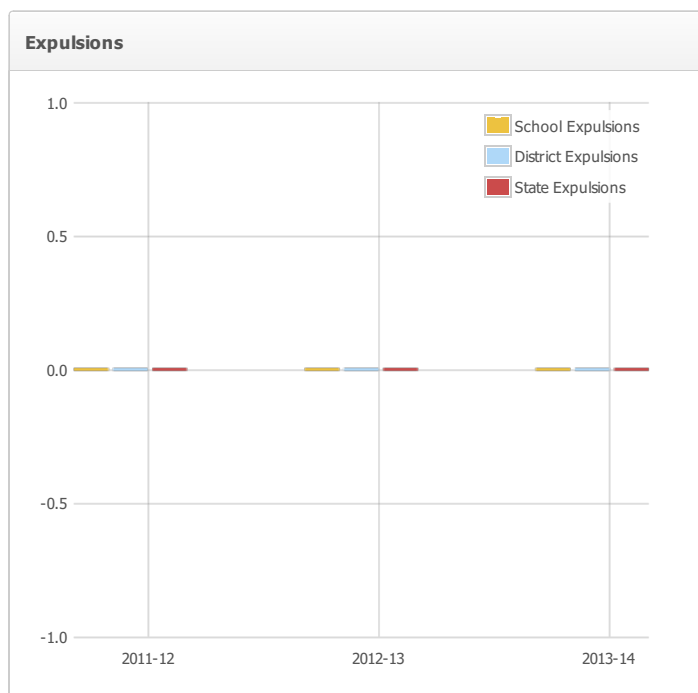
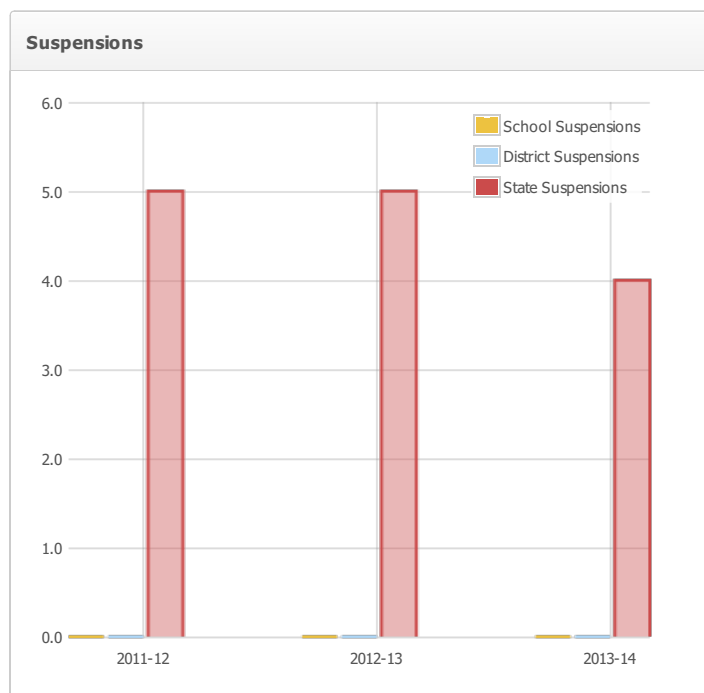
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.10	0.00	0.60	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/14/2015

## School Safety Plan - Most Recent Year

**Date of Last Review/Update:** October 2014

**Date Last Discussed with Staff:** October 2014

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, the assistant principal, three student advisors, an at-risk counselor, campus security personnel, part-time noon supervisors, and parent volunteers. All of the 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. His role is to work with students to provide preventative policing. He is also available for emergencies and to help maintain a safe atmosphere on campus.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		No
Met Participation Rate - English-Language Arts		Yes
Met Participation Rate - Mathematics		Yes
Met Percent Proficient - English-Language Arts		No
Met Percent Proficient - Mathematics		No
Met Graduation Rate		Yes

*Last updated: 1/14/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	14.3%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/14/2015*

**Average Class Size and Class Size Distribution (Elementary)**

2011-12					2012-13					2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K													
1													
2													
3													
4													
5													
6					24.0	33	66	20	27.0	27	53	29	
Other													

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/13/2015*

**Average Class Size and Class Size Distribution (Secondary)**

2011-12					2012-13					2013-14			
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+	
English	25.8	3	13	0	26.0	7	31		23.0	7	33		
Mathematics	30.0	0	15	3	28.0	2	28	3	28.0	4	22	6	
Science	31.3	0	11	5	32.0	1	16	14	29.0	2	23	8	
Social Science	32.3	0	7	11	32.0	1	11	17	29.0	2	20	9	

\* 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: 12/16/2014*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	367.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 1/14/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7,933	\$2,969	\$4,964	\$69,578
District	N/A	N/A	\$3,802	\$71,555
Percent Difference – School Site and District	N/A	N/A	31.00%	-2.80%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	5.80%	2.70%

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

*Last updated: 1/15/2015*

## Types of Services Funded (Fiscal Year 2013-14)

**Beach Cities Health District**-PE instruction, counseling, and health assistants **\$273,891.56**

**Chevron Futures Institute**-Grant to support STEM at MBMS. The grant will be utilized to purchase equipment including wind tunnels, gas chromatographs, earthquake boards and optical testing tables and also support curriculum provided by the Catalina Island Marine Institute. **\$70,289.36**

**Economic Impact Aid (ELL)**-Curriculum and instruction for students identified as second language learners **\$51,996.58**

**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 **\$258,827.43**

**Manhattan Beach Education Foundation**-Non-profit organization that provides approximately \$4.9 million annually to pay for a variety of critical programs that would not be possible through public funding **\$4,904,011.16**

**PTA/PTSA**-Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$856,815.28**

**State Lottery Revenue**-A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$978,433.73**

**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 **\$122,606.12**

**Title II, Part A - Improving Teacher Quality**-Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$137,364.64**

*Last updated: 1/15/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

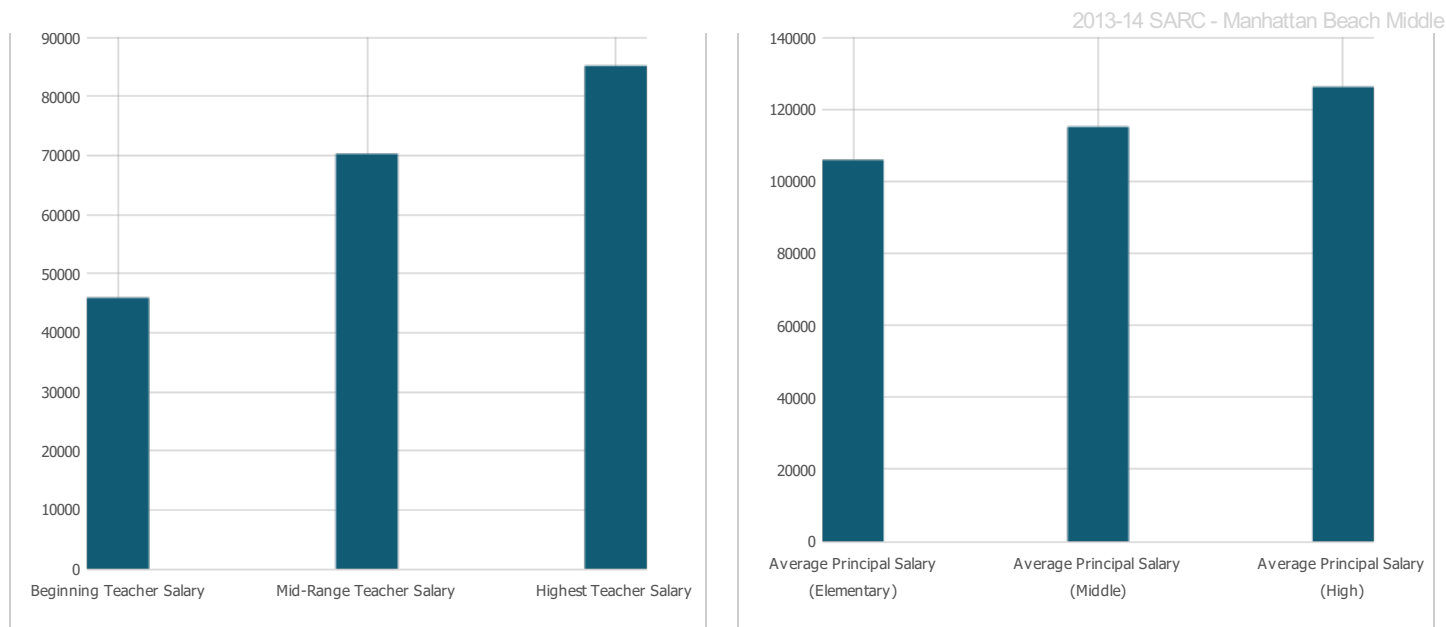
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$41,243
Mid-Range Teacher Salary	\$70,246	\$64,893
Highest Teacher Salary	\$85,158	\$83,507
Average Principal Salary (Elementary)	\$105,923	\$103,404
Average Principal Salary (Middle)	\$115,121	\$109,964
Average Principal Salary (High)	\$126,183	\$120,078
Superintendent Salary	\$207,618	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart





*Last updated: 12/16/2014*

## Professional Development – Most Recent Three Years

The Manhattan Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. In 2014-2015, the District will provide five contractual staff development days for all classroom teachers and the equivalent of two additional full days. Throughout the academic year, professional development activities focus on student achievement by providing staff with opportunities to learn skills and strategies they can implement that will facilitate all students in meeting the standards. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools. Additional areas of focus for staff development have included designing and modifying curriculum, 21st century teaching, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, including autism, and several other topics. The District and site fund our professional growth program. Teachers and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, staff development opportunities are provided by the District and individual school sites both during the day and outside of school hours.

To assist in determining focus areas for professional development, teachers complete a District staff development needs assessment. The data gleaned from this assessment provides 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 sessions and are coached and supported by their mentor teacher.

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. All of our teachers and support staff were given the opportunity to receive CPR and first aid training. We have also been working with the Los Angeles County of Education office, the Manhattan Beach Police and Fire Departments, and District personnel to update our safety plans and train our employees in case of an emergency. We have also provided various workshops on teaching techniques and technology strategies that can be used in the classroom. New teachers are provided training with their BTSA and buddy teacher mentors.

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