Mira Costa High

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/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.
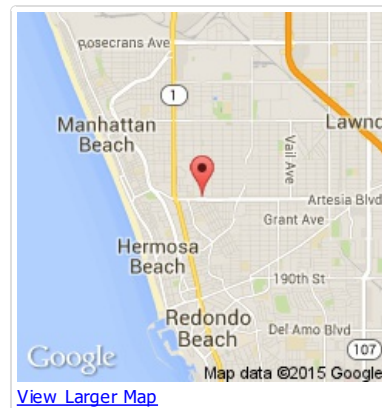
Ben Dale, Ed.D.

📍 Principal, Mira Costa High

About Our School

Contact

1401 Artesia Blvd.
Manhattan Beach, CA
90266

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

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Mira Costa High
Street	1401 Artesia Blvd.
City, State, Zip	Manhattan Beach, Ca, 90266
Phone Number	310-318-7337
Principal	Ben Dale, Ed.D.
E-mail Address	bdale@mbusd.org
Web Site	http://www.miracostahigh.org/
County-District-School (CDS) Code	19753331935808

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

Last updated: 1/14/2015

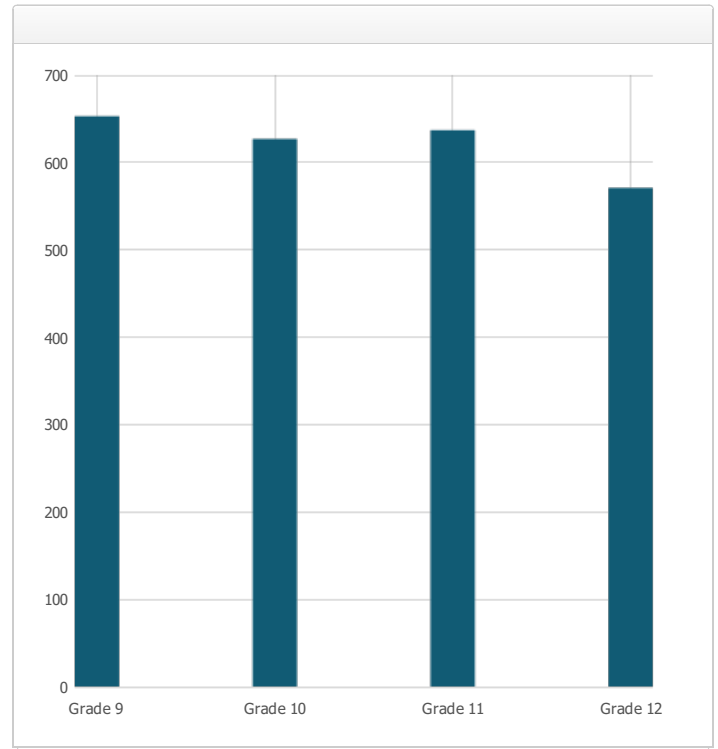## School Description and Mission Statement (Most Recent Year)

The mission of the Manhattan Beach Unified School District 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. We will empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

Since opening its doors in 1949, Mira Costa has been committed to the pursuit of excellence. Today, more than 24,000 graduates later, Mira Costa continues to provide the finest in educational resources and faculty knowledge within a community which values and supports high achievement in all areas. Our vision is a community of learners where each member has the opportunity to achieve academic, creative, personal, and social excellence. As a District, our mission is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology rich, global society.

Last updated: 1/15/2015
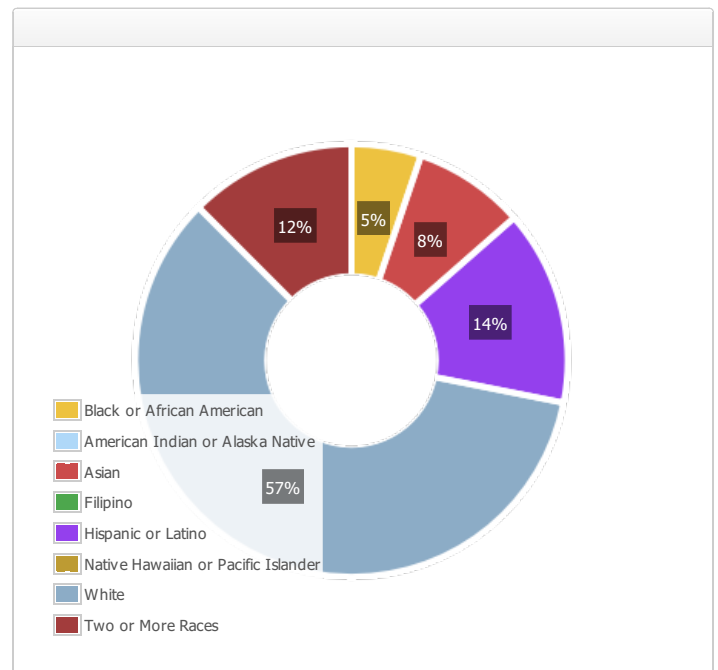
Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	653
Grade 10	627
Grade 11	637
Grade 12	571
Total Enrollment	2488

Last updated: 1/14/2015

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

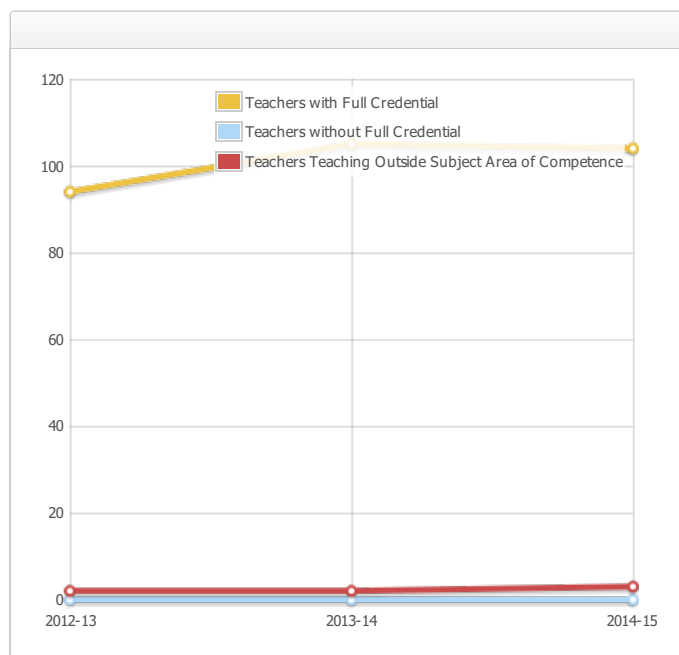| Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.1
Asian	8.9
Filipino	0.7
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.5
White	57.2
Two or More Races	12.2
Socioeconomically Disadvantaged	6.2
English Learners	0.9
Students with Disabilities	7.2

Last updated: 1/14/2015

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
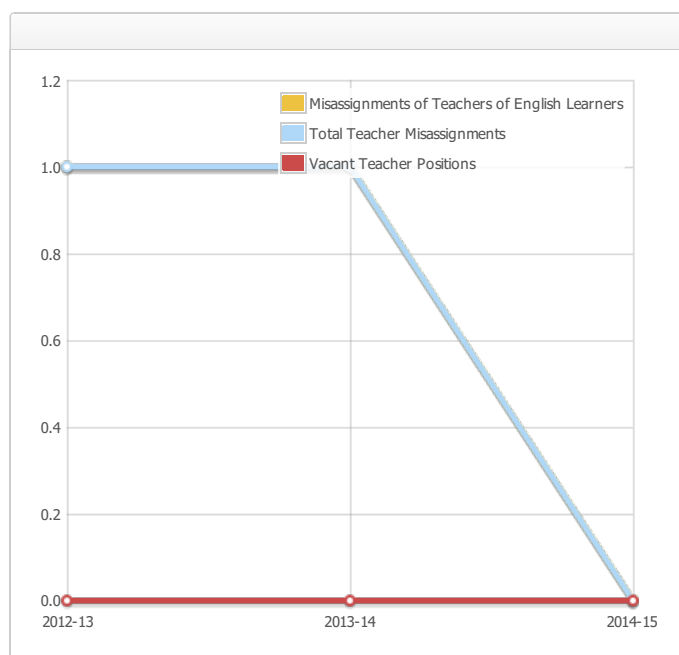- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	94	105	104	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	3	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	1	1	0
Total Teacher Misassignments*	1	1	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	96	5
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: 1/14/2015

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	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 Laboratory Equipment (grades 9-12)	Click here 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.

Mira Costa High School's original classrooms (the single stories known at the "finger buildings"), a library, and gym were built in 1950. All of the classrooms were modernized during the years 2000-2004. A new twelve-classroom building and student services building (seven classrooms and administrative offices) was built during 2002-2004. The gym underwent renovations during the 2007-2008 year. In 2006, the district completed the rewiring of all classrooms to ensure that students and teachers are able to hear announcements, bells, and alarms. In the summer of 2007 a new turf field was installed, along with renovations to the tartan track surface. Also during the summer of 2007 a Math and Science technology lab was created in the middle of campus for use by those departments. The library underwent renovations during the summer of 2008. 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.

With the passage of Manhattan Beach Bond BB in 2008, MBUSD received approval from the voters to fund a set of improvement and modernization projects for the Mira Costa High School campus. General goals for the master plan include replacing outdated and unsafe facilities, clustering programs on campus with more effective adjacencies, improving heating and ventilation in select buildings, upgrading campus power and IT infrastructure, improving food service distribution, improving campus safety, and providing 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 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 will result in a new, large open quad area, renovations to the band and orchestra rooms and a new building dedicated to visual and performing arts. A multi-purpose hall, including a stage and seating area for varying student activities, will be added at the west end of the new commons, and a new satellite food service will be located on the left-hand side of the outdoor stage. With the completion of the last phase of the proj¬ect, the entire renovation project is expected to be completed no later than fall of 2015.

The school has a complete School Safety Plan that outlines procedures for all types of emergency situations (fire, earthquake, lockdown, etc). We have campus security on campus before, during, and after school. Once school starts, visitors are expected to check in at the administration office. Additional exterior lighting and upgrades to existing perimeter fences and gates are included in the scope of the Bond BB project as well.

The campus is well maintained. Cleanliness and safety issues 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. Typically, these upgrades include roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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: 12/19/14
Interior: Interior Surfaces	Good	Data collected: 12/19/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/19/14
Electrical: Electrical	Good	Data collected: 12/19/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/19/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/19/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/19/14

| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | Data collected: 12/19/14 |

Overall Facility Rate - Most Recent Year

| Overall Rating | Good |

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)	89	89	90	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: 1/14/2015

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	90
Male	90
Female	89
Black or African American	85
American Indian or Alaska Native	
Asian	96
Filipino	
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	
White	91
Two or More Races	95
Socioeconomically Disadvantaged	88
English Learners	
Students with Disabilities	61
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.

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	86%	86%	87%	88%	90%	89%	54%	56%	55%
Mathematics	68%	66%	63%	81%	82%	80%	49%	50%	50%
History-Social Science	82%	81%	82%	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.

Academic Performance Index Ranks – Three-Year Comparison

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

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

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	12	2	-4
Black or African American			
American Indian or Alaska Native			
Asian	16	6	8
Filipino			
Hispanic or Latino	28	-1	-5
Native Hawaiian or Pacific Islander			
White	1	-3	-1
Two or More Races			-24
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	9	-6	30

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.

Career Technical Education Programs (School Year 2013-14)

Students have the opportunity to take 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 require 2 prerequisite courses. At Mira Costa they include: AP Java Computer Science, Furniture/Cabinet Making, Photo Advanced, Vocal Ensemble, MC Chorale, Broadcast Journalism Advanced, Cinematic Arts Advanced. However, other programs at completer levels are available at the SoCal ROC campus nearby. Students have free transportation to the SoCal ROC campus from Mira Costa. Each Mira Costa student has a Four-Year Plan, developed with an academic counselor, to encourage and support post-secondary plans and goals. Mira Costa High School offers a wide variety of courses specifically focused on career preparation and/or preparation for work. All these courses are accepted for elective credit toward graduation.

Business Education

- Introduction to Internet/Website Design

- AP Java Computer Science

Industrial Arts

- Furniture/Cabinet Making 1-4

- Wood 1-2

Arts

- Music Theory*

- Appreciating the Arts*

- Choral Music*

- Dance

- Technical Theater*

- Journalism & Advanced (La Vista)*

- Philharmonic Orchestra

- String Orchestra*

- Photography & Advanced

- Broadcast Journalism & Advanced

- Video Production & Advanced

* Classes that meet the UC/CSU a-g requirements

Students work with guidance counselors to select courses that best meet their interests in career and college preparation. Mira Costa High School has comprehensive College and Career Counseling programs that help students prepare for a variety of postsecondary opportunities. Mira Costa's College Fair is routinely attended by over 3,000 students from the South Bay. In addition to college fairs, the Chamber of Commerce works with the high school to sponsor job fairs and career days, when local employers and professionals visit the high schools to promote employment opportunities and the professional preparation they require.

All students attend classes with rigorous curriculum aligned to state and local standards. The school's daily bulletin and website post important dates related to registration and College and Career Center speakers. All courses are listed in the Course Description Book, available online. Student progress is closely monitored by teachers and administrators to ensure that students are on track for meeting all graduation requirements. 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, assistive technology, job coaches, professional development for teachers, and alternative forms of assessment.

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 Aircraft Mechanics, Custom Auto Upholstery, Mobile Electronics, Digital Graphics and Publishing, and Internetworking (Cisco Academy). A representative from SoCal ROC visits campus frequently to help students sign up for the classes and to talk 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 provides 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. Also, students have ready access to El Camino Community College to earn high school and college-level credits.

Last updated: 1/15/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	760
Percent of pupils completing a CTE program and earning a high school diploma	4.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81.0

Last updated: 1/14/2015

Courses for University of California and/or California State University Admission

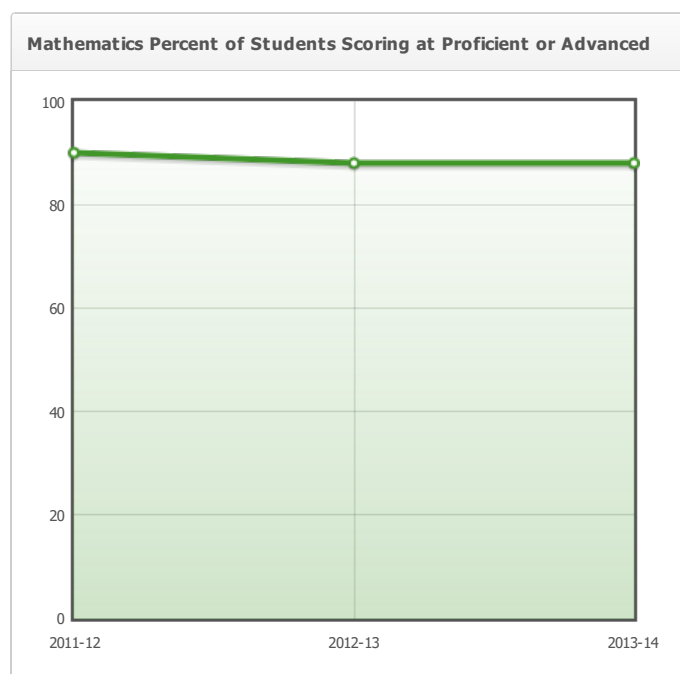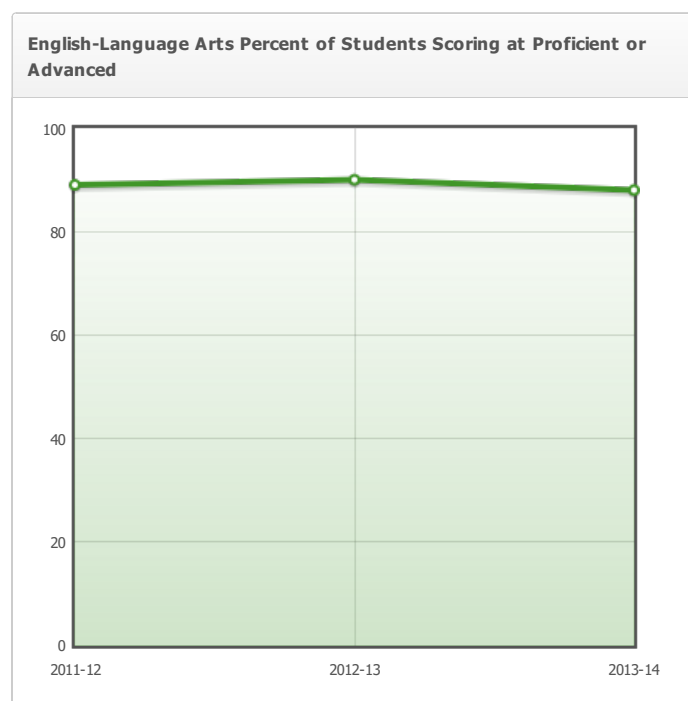| UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	86.4
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	88.5

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 High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	89%	90%	88%	89%	90%	45%	56%	57%	56%
Mathematics	90%	88%	88%	90%	88%	45%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	12%	23%	65%	12%	41%	47%
All Students at the School	12%	23%	65%	12%	41%	47%
Male	14%	23%	63%	11%	39%	50%
Female	9%	23%	68%	13%	42%	45%
Black or African American	25%	39%	36%	28%	56%	17%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	8%	23%	69%	4%	12%	84%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	13%	25%	62%	13%	55%	32%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	10%	21%	69%	11%	40%	49%
Two or More Races	8%	21%	71%	10%	40%	51%
Socioeconomically Disadvantaged	26%	37%	37%	20%	55%	25%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	51%	30%	19%	43%	54%	3%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/14/2015

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

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.8%	18.8%	66.3%

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: 1/14/2015

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 (2013-2014):

Principal, Dr. Ben Dale – bdale@mbusd.org
PTSA President, Sandi Gleason - 310-318-7337 x 5066
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 would love to have the involvement of every student's parents or guardians. Other organized opportunities for parental involvement include MBX (athletic booster clubs in each sport, performing arts and other co-curricular booster clubs) https://www.mbxfoundation.org, MBEF (Manhattan Beach Education Foundation) http://mbef.org, 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, Financial Aid Night, Back-to-School Night, College Night, Grad Night, College Admissions & Testing lecture and parent appointments with guidance counselors and the College and Career Center counselors. In addition, the annual Career Expo also encourages parents and community members to share their skills and interact with faculty and students.

State Priority: Pupil Engagement
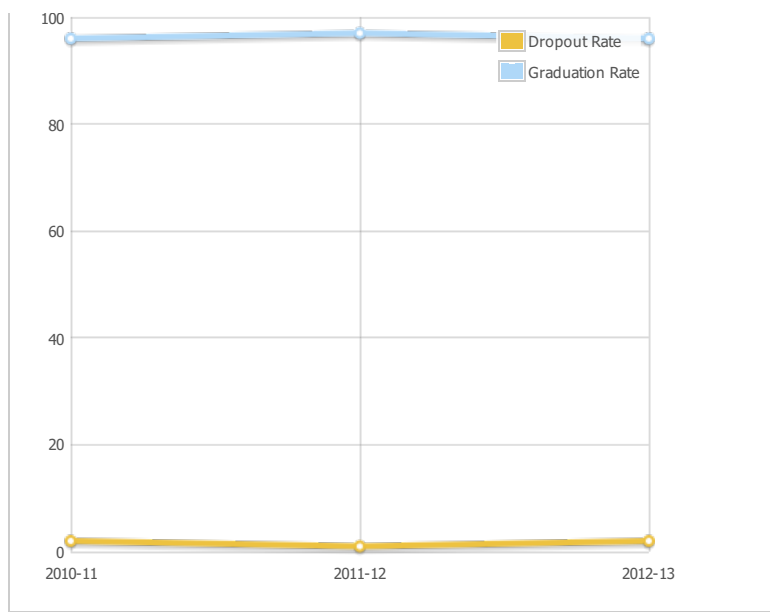
Last updated: 1/14/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	2.0	1.7	2.8	2.0	1.7	2.9	14.7	13.1	11.4
Graduation Rate	96.22	97.43	96.82	95.93	97.29	95.34	77.14	78.87	80.44

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

Completion of High School Graduation Requirements

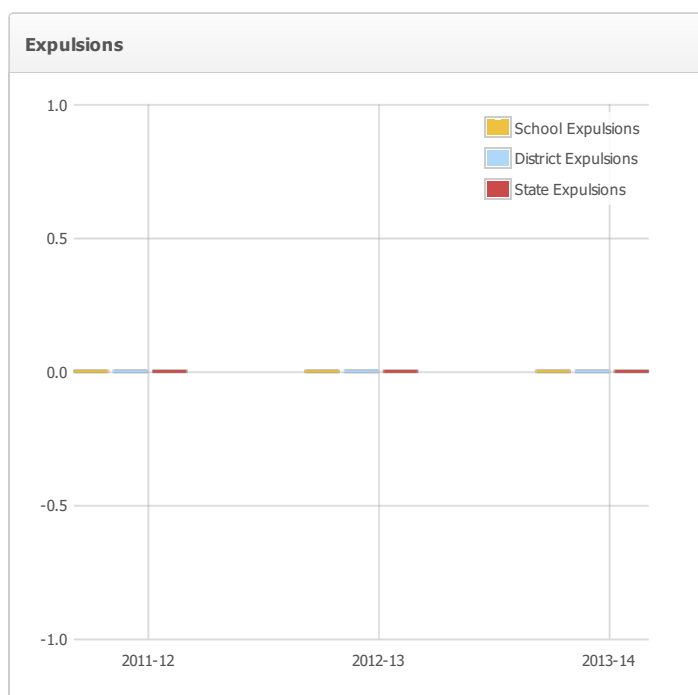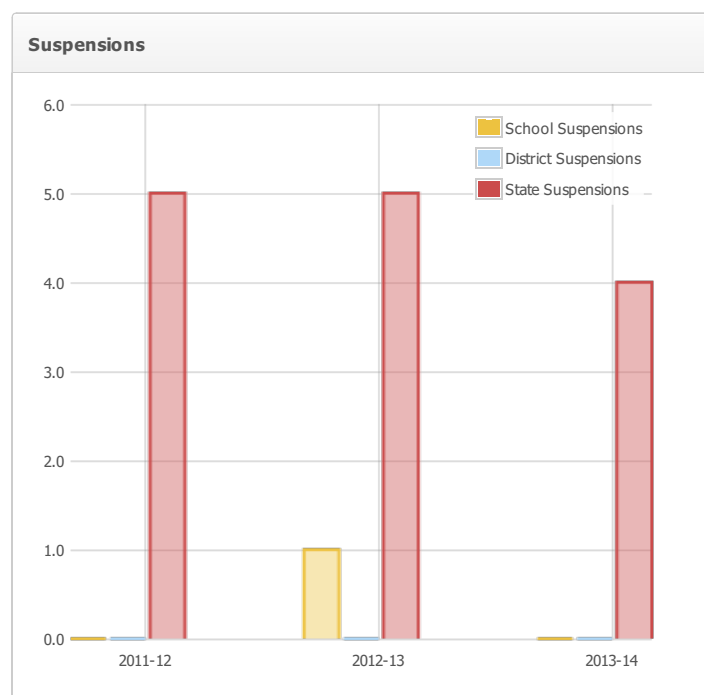| Group	Graduating Class of 2013		
	School	District	State
All Students	96	94	84
Black or African American	96	96	75
American Indian or Alaska Native	100	100	77
Asian	101	101	92
Filipino	100	100	92
Hispanic or Latino	88	88	80
Native Hawaiian or Pacific Islander			84
White	98	95	90
Two or More Races	94	92	89
Socioeconomically Disadvantaged	76	76	82
English Learners	500	500	53
Students with Disabilities	86	75	60

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

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	1.70	0.80	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

School Safety Plan - Most Recent Year

Date of Last Review/Update: September 2014   **Date Last Discussed with Staff:** September 2014

In 2006, Mira Costa instituted a School Safety Committee, which is comprised of faculty, staff, and one administrator. The immediate goals of the School Safety Committee include:
• Evaluate and replenish first aid and disaster preparedness supplies in each Mira Costa classroom;
• Evaluate and replenish emergency preparedness and safety supplies in the large storage bins that serve the entire campus in the event of a local disaster;
• Implement a minimum of two lockdowns (including during snack and lunch break), an earthquake drill, and two fire drills;
• Update the School Safety Plan to ensure compliance with State laws;
• Include District classified employees to assist in disaster drills.
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 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 a minimum of two lockdowns (including during snack and lunch break), an earthquake drill, and two fire drills

In 2013 - 14, Mira Costa:
• Conducted an emergency drill every month (4 – fire, 3 – earthquake, 3 – lockdown)
• Participated in the Great California Shake Out with a district-wide and state-wide earthquake drill
• Provided green and red cards to all teachers and trained and drilled their usage during emergencies

Last updated: 1/15/2015

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	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	Yes	Yes

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2014-2015	
Year in Program Improvement *	Year 1	
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 (Secondary)

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	25.5	27	54	19	24.0	27	57	26	23.0	32	61	17
Mathematics	29.0	6	41	20	28.0	17	33	35	28.0	13	43	27
Science	29.2	7	25	23	29.0	12	22	38	29.0	11	33	31
Social Science	29.0	6	25	20	28.0	13	20	34	26.0	19	25	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: 1/14/2015

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	276.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$9,099	$3,904	$5,195	$71,278
District	N/A	N/A	$3,802	$71,555
Percent Difference – School Site and District	N/A	N/A	37.00%	0.00%
State	N/A	N/A	$4,690	$67,762
Percent Difference – School Site and State	N/A	N/A	10.80%	5.20%

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**
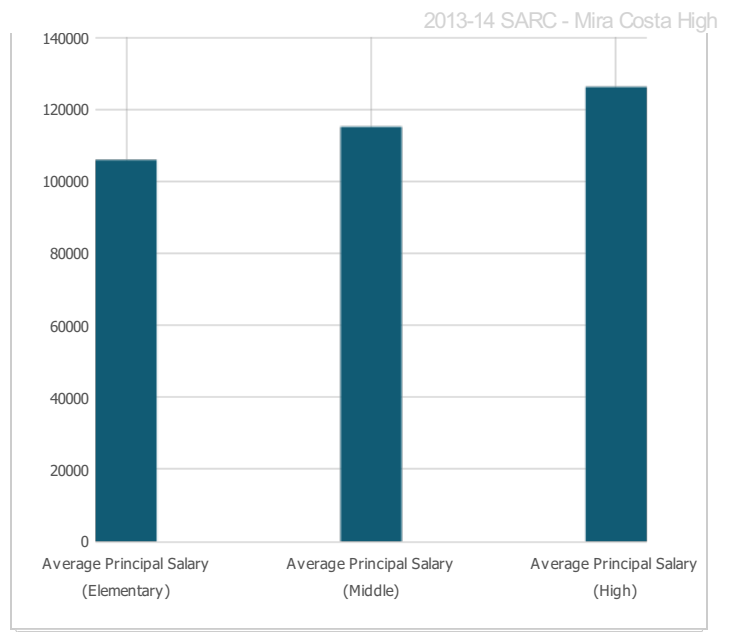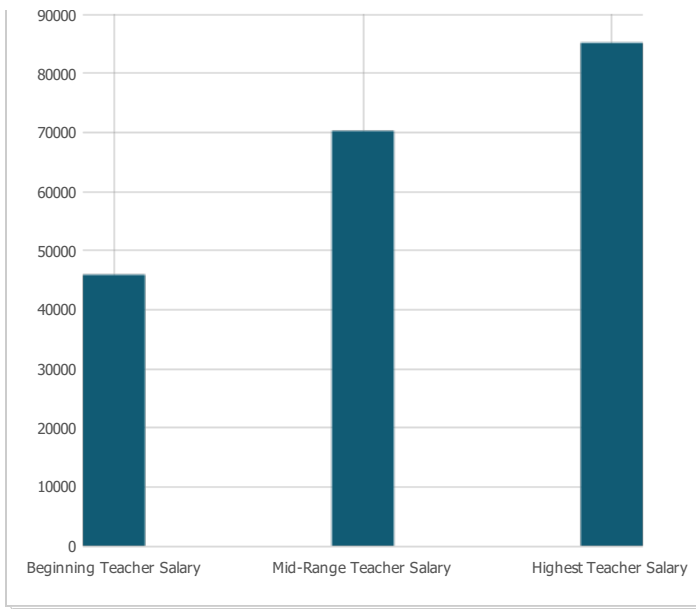
Last updated: 1/15/2015

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: 1/14/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	11	N/A
Science	18	N/A
Social Science	8	N/A
All Courses	47	0.6

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

*Where there are student course enrollments.

Last updated: 1/14/2015

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, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, including autism, 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, 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 opportunities and are coached and supported by their mentor teacher.

In the 2013-2014 school year, the Professional Development began to center on the shift from California State Standards to the Common Core State Standards (CCSS). In secondary English/Language Arts the focus is on three ELA shifts: reading and evaluating informational texts, complex texts, and use of textual evidence. In secondary math, the focus is on the three Math shifts: focus, coherence, and rigor. Center X has helped the math teachers with infusing critical thinking into the curriculum and differentiating the curriculum according to the CCSS. In secondary Science, the goal is to explore the Next Generation Science Standards (NGSS) and begin to implement the CCSS for Literacy in Science. In World Language, the focus has been on aligning the curriculum with the National Standards for Learning Languages and with CCSS Literacy in Technical Subjects. In secondary Social Studies, the goal is to move toward CCSS Literacy in Social Studies. This department has been working with CSUSB to examine curriculum and incorporate CCSS philosophy of reading, speaking, listening, and speaking. Visual and Performing Arts and Physical Education/Athletics have a goal of moving toward CCSS Literacy in Technical Arts. They have partnered with CPEHP to examine their curriculum, adopt the CCSS philosophy, and develop common assessments.

Last updated: 1/15/2015