

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Malibu High

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Malibu High	District Name	Santa Monica-Malibu Unified
Street	30215 Morningview Dr.	Phone Number	310 450-8338
City, State, Zip	Malibu, CA 90265-3616	Web Site	www.smmusd.org
Phone Number	310 457-6801	Superintendent	Tim Cuneo
Principal	Mark Kelly	E-mail Address	tim.cuneo@smmusd.org
E-mail Address	mkelly@smmusd.org	CDS Code	1-964980199573

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

VISION STATEMENT As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

School Mission Statement

Malibu High School is a collaborative community that respects individuals, teaches critical thinking, fosters a passion for learning and sets high expectations for all.

Malibu High School is located in the City of Malibu off the Pacific Coast Highway and Zuma Beach. Originally started as a junior high school, Malibu High expanded to include a high school program in 1992. Our first graduates walked the stage of our outdoor amphitheater in 1996. Malibu High is a different kind of public high school. We are modest in size, serving approximately 1200 students with approximately 170 students at each grade level. In hosting grades 6 through 12, we are able to get to know each student well and to watch them as they change from young sixth graders to emerging adults with dreams and purposeful missions. Our faculty and staff are committed to serving students and to helping them to succeed in the classroom, on the athletic field, on stage, and in serving the community. Our academic programs are comparable to the most challenging programs in any high school, public or private. Our students enjoy high quality teaching, good facilities and a shared commitment to learning. Parent and community support is outstanding and there are many opportunities for families to engage with the school.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Sandy Thacker

Contact Person Phone Number: 310-454-7450

Malibu High School has several volunteer and information networks: PTSA ensures open communication between the school and parent body, the Arts Angels support our arts programs, and the Athletic Booster Club support our sports programs. The highly successful fund-raising organization, The Shark Fund (<http://www.thesharkfund.org>), secures the necessary financial resources needed to support all of our programs including booster and academic programs. Information about all parent groups can be obtained by emailing PTSA president Mrs. Sandy Thacker at thackerca@aol.com or by contacting Ms. Nedra Gray at Malibu High at 310-457-6801 ext. 277.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	176
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	178
Grade 3	0	Grade 10	227
Grade 4	0	Grade 11	196
Grade 5	0	Grade 12	214
Grade 6	149	Ungraded Secondary	0
Grade 7	163	Total Enrollment	1303

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.46%	White (not Hispanic)	84.73%
American Indian or Alaska Native	0.31%	Multiple or No Response	0.15%
Asian	2.00%	Socioeconomically Disadvantaged	7.00%
Filipino	0.31%	English Learners	5.00%
Hispanic or Latino	9.21%	Students with Disabilities	1.00%
Pacific Islander	0.84%	n/a	n/a

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.5	7	16	17	26.1	8	28	10	28.1	5	28	11
Mathematics	29.0	6	25	11	27.7	8	29	7	27.2	8	24	11
Science	29.7	3	21	14	29.2	3	27	9	28.8	3	27	8
Social Science	30.0	3	20	11	31.0	1	21	12	32.2	0	19	13

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Malibu High School is committed to ensuring a safe school defined by a respectful learning environment, balanced with appropriate standards of behavior. Malibu High School offers students and parents the opportunities to engage in many activities including athletic and school-sponsored events, during and outside the school day. As a primary gathering place for young people in Malibu, administrators and campus security supervise activities ensuring that students, guests, and community feel welcomed. Working with our parents and community partners we work to ensure that all who come to our school are safe. The Malibu High School Safety Plan is reviewed and updated annually. Throughout the year we have safety and evacuation drills for fires, earthquakes and other emergency situations including campus lock-downs. Our PTSA generously provides a comprehensive reserve of supplies in the event of a significant emergency that would require us to hold our students (and members of the community) for more than a 24-hour period. We also have a relationship with the City of Malibu to assist us in the event of a significant emergency. Malibu High School updates its school safety plan each school year.

Malibu High School is committed to a safe environment that supports teaching and learning. Being a closed campus, visitors enter through our attendance office and must check in with the main office. School security staff, office staff and parent volunteers secure our campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	9.1	11.2	13.7	7.0	6.2	6.3
Expulsions	0.0	0.1	0.2	0.1	0.1	0.1

Date School Safety Plan last reviewed: 09-26-2008

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Malibu High facilities support the needs of comprehensive academic, co- and extra-curricular programs. The facilities include general education classrooms, science labs, visual arts classrooms, photography classroom with dark room and computer lab, instrumental and vocal music rooms with practice rooms, two computer labs, library with computer lab, swimming pool, tennis courts, baseball fields, softball fields, football field, state-of-the-art auditorium, a physical education gymnasium, a competitive gymnasium, outdoor amphitheater, and an all-weather track facility. Teachers have a faculty lounge with adjacent workroom used for producing instructional materials. Classrooms meet specific square footage guidelines and are equipped with whiteboards, classroom materials, audiovisual equipment, computers, laboratory equipment, and needed support materials. Classroom settings are structured by teachers to meet particular program needs. Classroom environments allow students to work individually, in small groups and in whole class settings. Physical education areas, athletic field space, and aquatic settings support physical education instruction, athletic competition and other instructional activities. The school library provides print materials, reference items, technology for student use, and space for students to engage in individual and group work.

We make every effort to keep our campus clean and graffiti-free; an environment that students can be proud of and that facilitates learning. Parents volunteer their time as Gardening Angels involved in maintaining the landscape of the campus. Our facility is well-maintained and is in well-functioning condition.

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, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$500,000 for the deferred maintenance program. This represents 0.4 percent of the district's general fund budget. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, lighting upgrades, minor classroom alterations, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes effort to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

Planned Improvement

Malibu High School is currently planning for a comprehensive \$33 million campus improvement project funded by the passage of the district facilities bond, Measure BB. Proposed improvements include new library, administrative and classroom building, modernized middle school classroom building, improved athletic facilities and health and safety improvements.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Instalación eléctrica (interior y exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection: 09-03-2008

Completion date of inspection form:

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	59	62	59	565
Without Full Credential	4	4	5	19
Teaching Outside Subject Area of Competence	6	9	4	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	15	23	17
Vacant Teacher Positions	0	0	1
Total Teacher Misassignments	21	23	17

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	84.3%	0.0%
All Schools in District	88.9%	11.1%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	88.8%	11.2%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	325
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	1.0	--
Social Worker	--	--
Nurse/a	1.0	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students at Malibu High have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state's K - 8 guidelines and cycles for textbook adoptions with new mathematics materials purchased and implemented in the 2008-2009 school year. All students, including English Learners, have their own copy of textbooks. K - 8 Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Texts and instructional materials for grades 9 - 12 are reviewed by a school site committee and submitted for review and approval by the School Board. Members of the public are invited to review recommended materials and make comments prior to Board approval.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Literature and Language Arts/Holt	2003
History-Social Science	Understanding Psychology/McGraw Hill	2004
History-Social Science	History Alive (Gr 6 - 8)	2006
History-Social Science	Modern World History	2004
History-Social Science	Economics, Principles and Practices	2001
History-Social Science	Government in America, People, Politics and Policy	2001
History-Social Science	Conflict and Consensus in American History	2001
History-Social Science	Psychology Principles in Practice/Feldman	2004
Mathematics	Before Calculus 3/Harper Collins	2001
Mathematics	Statistics through Applications	2006
Mathematics	Calculus: Graphical, Numeric, Algebraic	2006
Mathematics	CA Mathematics/Holt	2008
Science	Physics for Scientists and Engineers	2000
Science	Chemistry (Holt)	2007
Science	Earth Science/Glencoe	2000
Science	Health/Holt	2007
Science	Focus on Science/Prentice Hall (Gr 6 - 8)	2007
Science	Biology/Prentice Hall	2002
Science	Physics: Principles with Applications/Prentice Hall	2000

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/16/2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,924.00	\$559.00	\$5,365.00	\$70,137.00
District	n/a	n/a	--	\$65,461.00
Percent Difference – School Site and District	--	--	--	6.7%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	1.2%	9.5%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Malibu High School utilizes categorical and private funding to support teaching and learning. Programs include After School Library, Drop-In Tutoring, English Language Learner Support Tutoring, CAHSEE Tutoring, Council Program, Success through Awareness & Resistance, JFS Counseling, teacher professional development, teacher release time and Bilingual Family Counseling. Categorical funding also is used to purchase curriculum, and supplies and materials used to support teaching and learning.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,049.00	\$39,708.00
Mid-Range Teacher Salary	\$64,277.00	\$63,805.00
Highest Teacher Salary	\$86,539.00	\$82,081.00
Average Principal Salary (Elementary)	\$110,089.00	\$102,166.00
Average Principal Salary (Middle)	\$112,177.00	\$107,816.00
Average Principal Salary (High)	\$123,089.00	\$116,474.00
Superintendent Salary	\$187,460.00	\$183,478.00
Percent of Budget for Teacher Salaries	40.8%	40.6%
Percent of Budget for Administrative Salaries	6.6%	5.2%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	68%	69%	69%	64%	65%	67%	42%	43%	46%
Mathematics	49%	44%	43%	53%	52%	55%	40%	40%	43%
Science	53%	53%	66%	54%	58%	66%	35%	38%	46%
History-Social Science	64%	60%	60%	54%	50%	52%	33%	33%	36%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53%	16%	*	46%
American Indian or Alaska Native	*	*	*	*
Asian	75%	50%	*	69%
Filipino	*	*	*	*
Hispanic or Latino	37%	20%	48%	45%
Pacific Islander	*	*	--	--
White (not Hispanic)	73%	46%	68%	62%
Male	62%	43%	69%	62%
Female	77%	43%	63%	58%
Economically Disadvantaged	45%	30%	48%	--
English Learners	15%	10%	7%	15%
Students with Disabilities	*	*	--	--
Students Receiving Migrant Education Services	--	--	--	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	81.2%	80.8%	84.1%	73.9%	72.0%	73.6%	51.1%	48.6%	52.9%
Mathematics	75.5%	72.3%	81.4%	67.3%	67.8%	70.0%	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.9%	50.7%	33.3%	18.6%	41.0%	40.5%
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	40.0%	50.0%	10.0%	38.1%	33.3%	28.6%
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	11.7%	50.8%	37.4%	15.5%	40.9%	43.6%
Male	20.4%	51.5%	28.2%	15.9%	36.4%	47.7%
Female	11.5%	50.0%	38.5%	21.4%	45.6%	33.0%
Economically Disadvantaged	42.1%	47.4%	10.5%	52.6%	31.6%	15.8%
English Learners	50.0%	50.0%	0.0%	33.3%	50.0%	16.7%
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	49.40%
9	41.70%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	9
Similar Schools	6	5	3

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	3	-12	6	824
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	-2	-12	6	838
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	-11	-18	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	Not In PI
First Year of Program Improvement		
Yearh in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.0	0.0	2.0	0.5	0.3	2.9	3.1	3.5	4.4
Graduation Rate	100.0	100.0	98.0	97.9	97.8	90.8	85.0	83.0	79.5

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	99%	93%	n/a
African American	89%	82%	n/a
American Indian or Alaska Native	--	100%	n/a
Asian	100%	95%	n/a
Filipino	100%	100%	n/a
Latino	100%	86%	n/a
Pacific Islander	--	100%	n/a
White	98%	99%	n/a
Socioeconomically Disadvantaged	100%	90%	n/a
English Learners	100%	97%	n/a
Students with Disabilities	100%	91%	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

The district currently does not have CTE programs in place. ROP courses offered by the district include the following:

- Administrative Office Intern Level 1 & 2
- Banking and Financial Operations
- Diversified Occupations
- Floral Design and Sales
- Marketing Essentials
- Business Entrepreneurship
- Retail Sales Job Training 101
- Virtual Business Enterprise
- Computer Certification
- Web Design
- Financial Operations
- Food Service Operations
- Retail/Marketing Operations
- Auto Specialization
- Cosmetology
- Lifeguard and Water Safety
- Airbrush
- Audio Technology
- Digital Design Levels 1 - 4
- News and Video Production
- Film and Video Production
- Photography Levels 1 - 4
- Professional Acting
- Stagecraft Technology
- Technical Theater

The district does not currently have a career technical advisory committee but is in the process to establish one for Spring 2009.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	74.4%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	--
English	2	--
Fine and Performing Arts	3	--
Foreign Language	1	--
Mathematics	2	--
Science	3	--
Social Science	3	--
All Courses	14	68.0

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our academic calendar for intensive professional development and planning. One of these days is a district-wide focused professional development; the other two are developed by and conducted at individual school sites. The professional development activities were conducted in specific content areas.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in the SMMUSD schools are the following:

- *Literacy and Mathematics -- standards based curriculum and instructional delivery
- *Using data to improve classroom instruction
- *Supporting students with special needs
- *Safe schools and healthy students
- *Curriculum development and refinement in all content areas

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs such as BTSA, National Boards, literacy and ELD coaching, and teacher leadership. Additionally, professional development occurs through workshop series during banked time or after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. Teachers also have the opportunity to attend full-day professional development activities offered by our own staff or appropriately selected consultants. Malibu High School supports teachers seeking professional development through local, state and local professional organizations.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a three-day professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	3	3	3