



Malibu High School

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Vision Statement

As a community of learners, the Santa Monica-Malibu High Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual 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 ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children." We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Malibu High School.

Principal's Message

Malibu High School is truly the center of the Malibu community. We stress the importance of collaboration between teachers, students, parents and the community, and we know that it works. Our strong relationships with the City of Malibu and the Boys and Girls Club of American reflect that commitment. We are a public school that teaches respect for all, and we celebrate the diversity of our students and our community. We have high expectations for all of our students. Our test scores are among the very highest in the state, and we expect the very best from all of our students. Our teachers value critical thinking as a focus of our classrooms, and our assignments and teaching demonstrate that focus. Finally, it is our hope that we can foster passion for learning for every student here at MHS. Students may find that passion in our phenomenal arts program, our strong athletics program, in our many clubs and activities, or in the academics. We know that if a student develops a passion for learning, they



Michael D. Matthews, Principal

will be a lifelong learner and a wonderful contributing member of our democratic society. We are proud of who we are at Malibu High School. We are a California Distinguished School, we have extremely high test scores, and we are committed to continuous improvement.

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About Our School

School Vision

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

School Description

Malibu High School is located in the hills just above beautiful Zuma Beach. We are a rigorous and challenging college preparatory school that cares for and helps each student succeed. Our students enjoy high quality teaching, first-rate facilities and our enthusiastic commitment to learning.

Our middle school is ambitious and places among the highest test scores in the state. Our high school honors and Advanced Placement courses compete with the most challenging courses in any high school, public or private. Students also participate in many extracurricular activities, with nearly 70% involved in athletics and approximately 40% participating in music or drama. Parent and community support is outstanding. The Parent Teacher Student Association (PTSA) has many volunteer parents who enthusiastically support our student recognition programs, both curricular and extracurricular. Teachers at Malibu High set high standards for our students and strive to maintain that "small-school feel" even as we expand to meet the growing needs of our academic, arts, and athletic programs.

School Mission Statement

Malibu High School's curricula focuses on a rigorous, interdisciplinary, academic core that promotes lifelong learning, problem solving, and critical thinking skills often integrating the use of advanced, technological resources. We are committed to a nurturing and supportive environment in which students, staff, families, and community work in partnerships for the success of the students. The program employs a variety of accountability systems including traditional and performance-based assessments. Graduating candidates are expected to prepare and present portfolios and exhibitions that demonstrate the depth and diversity of their learning experiences. Students, parents, staff, and community participate in shared decision-making and cooperative leadership. The school, our community, and the surrounding natural environment serve as a living laboratory shaping the intellectual and imaginative power and competencies students will need to live productive, socially useful, and personally satisfying lives.

Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students
African-American	36	2.9
Amer. Indian or Alaska Native	8	0.7
Asian-American	40	3.3
Filipino-American	2	0.2
Hispanic or Latino	121	9.9
Pacific Islander	13	1.1
White (Not Hispanic)	1,002	82.0

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Grade Level	Enrollment
Grade 6	197
Grade 7	180
Grade 8	178
Grade 9	210
Grade 10	169
Grade 11	158
Grade 12	130
Total	1222

Opportunities for Parent Involvement

Malibu High School parents are highly involved in the school. Our Parent Teacher Student Association (PTSA) does an outstanding job of supporting the school, and it is easy to get involved. Call (310) 457-6801 to inquire about PTSA contacts.

School Safety, Discipline and Climate for Learning

In January, the school safety plan was updated and reviewed. We have safety drills for fires, earthquakes, and even a "lock down" drill, to be implemented in the event of a dangerous situation on campus. Our teachers review the plans carefully and are well prepared. Our last significant disaster was the fire of 1993, where some students had to remain on campus for over 24 hours. We have experienced crisis situations and found that our staff and the community all rallied to help our children.



Programs and Practices that Promote a Positive Learning Environment

Every student at Malibu High School is expected to complete community service: 10 hours per year for middle school students, and 20 hours per year for high school students. With a high regard for citizenship, we believe that community service is an effective way for students to experience what it feels like to help others. Strong mentoring and peer mediation programs help our students to get along and feel supported. Our library is open both before and after school and offers valuable resources for students.

Suspensions and Expulsions

Malibu High School is a small school and its students are known well. We use a variety of methods to help students achieve positive behavior, including counseling, parent involvement, teacher conferences, and administrative action. Students who engage in fighting are automatically suspended. Students who use or possess drugs or alcohol are suspended and transferred out of Malibu High School.

The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100.

	School			District All Middle/High		
	2000	2001	2002	2000	2001	2002
MiddleSchool Suspensions (number)	156	124	193	534	478	828
MiddleSchool Suspensions (rate)	13.78	10.31	12.48	14.04	11.76	11.27
High School Expulsions (number)	4	3	0	8	7	2
High School Expulsions (rate)	.35	.26	.00	.21	.17	.00

School Facilities

In the past eleven years, Malibu High School has completed two major renovation and building projects. Proposition ES, passed in 1994, provided \$7 million to upgrade the infrastructure of our school. This included internet access, new science labs, a swimming pool, tennis courts, and baseball and softball fields. This year, Malibu High School opened up four new facilities: our new classroom building, a beautiful state-of-the-art new theatre, a spectacular gymnasium, and our all-weather track facility. We make every effort to keep our campus clean and graffiti-free - an environment that students can be proud of and that facilitates learning.



About Our Students

California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001.

Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. In grade 8, mathematics questions on the Standards Tests were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth and ninth graders who were not taking algebra I, or who were in the first year of a two-year algebra I course were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. Students who had completed algebra II or 3rd-year integrated math

were given the High School Mathematics Standards Test. Students in grades 10 or 11 who were not enrolled in, or had not completed one of the specified math courses were not given a Mathematics Standards Test. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and http://www.cde.ca.gov/cdepress/standards_brochures.html. Additional information is available at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The tables below show the percentage of students scoring at the Proficient or Advanced level and have met state standards in that content area.

Note: To protect student privacy, scores are not shown when the number of students or subgroup tested is 10 or less.

CST - English Language Arts (ELA)

Grade Level	School		District		State	
	2001	2002	2001	2002	2001	2002
6	53	56	56	54	31	30
7	64	54	57	60	32	33
8	72	61	57	56	32	32
9	56	63	48	54	28	33
10	59	64	53	50	31	33
11	55	56	44	49	29	31

CST - ELA -Racial/Ethnic

Grade Level	Asian-American	Hispanic or Latino	White (not Hispanic)
6		47	60
7		25	58
8		21	66
9	55	24	69
10		38	68
11		22	63

CST - ELA Subgroups

Grade Level	Male	Female	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged
6	53	61	58	29	59
7	52	59	56	31	57
8	55	66	63	33	63
9	50	74	65	19	66
10	63	68			67
11	54	58			59

CST - Mathematics

Grade Level	School	District	State
	2002	2002	2002
6	55	51	32
7	45	48	30
8	42	50	27
9	52	39	21
10	38	33	21
11	18	9	8

CST - Math - Racial/Ethnic

Grade Level	Hispanic or Latino	White (not Hispanic)
6	47	58
7	20	49
8		80
9		63
10		38
11		23

CST - Math Subgroups

Grade Level	Male	Female	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged
6	55	54	56	24	58
7	44	44	45	7	48
8	44	45	45		47
9	55	51	53		54
10	48	35			39
11	21	20			20

CST - Science

Grade Level	School	District	State
	2002	2002	2002
9		78	22
10	65	48	26
11	33	39	25

CST - Science - Racial/Ethnic Subgroups

Grade Level	Hispanic or Latino	White (not Hispanic)
10	42	71
11		36

CST - Science - Subgroups

Grade Level	Male	Female	Not Socioeconomically Disadvantaged
10	61	52	59
11	67	53	62

CST - History/Social Science

Grade Level	School	District	State
	2002	2002	2002
9		40	24
10	56	35	24
11	61	46	31

CST - History/Social Science - Racial/Ethnic Subgroups

Grade Level	Hispanic or Latino	White (not Hispanic)
10	38	58
11	28	67

CST - History/Social Science - Subgroups

Grade Level	Male	Female	Not Socioeconomically Disadvantaged
10	61	52	59
11	67	53	62



STAR 9 Report

The Stanford 9 (STAR9) achievement test was first administered to all California students during spring 1998 and has been administered each spring since then. Spring 2002 is the last administration of this test as part of the STAR Program. The Stanford 9 is a national norm-referenced achievement test, and the test questions and scoring are the same from year-to-year. Therefore, results from the 2002 administration may be compared with the results from any of the previous four years. Students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the Stanford 9 is to determine how well each California student is achieving

Reading

Grade	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	78	75	76	70	74	73	46	47	48
7	82	84	73	72	73	73	46	48	48
8	89	87	88	72	73	74	49	50	49
9	61	63	72	56	53	56	35	35	34
10	69	63	74	51	54	51	34	34	34
11	57	67	70	53	53	52	36	37	37

Mathematics

Grade	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	72	78	77	72	78	76	55	57	60
7	83	76	72	71	70	71	48	50	52
8	76	82	72	65	66	66	48	49	50
9	69	80	82	74	70	71	51	51	52
10	68	66	75	62	63	63	46	45	46
11	68	64	76	65	57	62	47	46	47

California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. For more about fitness testing please see <http://www.cde.ca.gov/stateTests/pe/>. More about the *Fitnessgram* may be found in the Report to the Governor and Legislature <http://www.cde.ca.gov/statetests/pe/pftrptgov2002.pdf> and includes a list of standards and the activities used to measure these components.

academically compared to a national sample of students tested in the same grade at the same time of the school year. Information on STAR is available at <http://star.cde.ca.gov/star2002/>

Scoring: Percentage of students scoring at or above the 50th percentile.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Stanford 9 - Reading Racial/Ethnic - Subgroups

Grade Level	Asian-American	Hispanic or Latino	White (not Hispanic)
6		71	79
7		37	80
8		62	92
9	64	21	80
10		42	78
11		30	77

Stanford 9 - Mathematics Racial/Ethnic - Subgroups

Grade Level	Asian American	Hispanic or Latino	White (not Hispanic)
6		82	80
7		42	78
8		38	75
9	82	57	87
10		50	77
11		55	79

Stanford 9 - Mathematics - Subgroups

Grade Level	Male	Female	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	76	79	78	56	79
7	74	70	74	36	75
8	71	73	73	45	74
9	84	81	82		82
10	79	71	76		76
11	84	69	79		79

Stanford 9 - Reading - Subgroups

Grade Level	Male	Female	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	73	79	77	38	80
7	72	74	75	36	77
8	89	87	90	58	91
9	64	79	74		73
10	75	74	75		75
11	74	66	73		73



Percentage of 7th and 9th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	34.9	31.9	38.7	18.0	16.7	19.4	25.9	27.3	25.0
9	16.2	17.4	14.9	0.6	28.5	32.9	22.7	21.0	24.6



Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
6	85.0	92.1	92.3	88.6	89.9	91.0
7	94.1	90.3	89.9	95.1	93.7	93.6
8	95.0	93.5	79.8	84.2	85.4	73.9
9	87.4	91.5	86.9	79.4	89.0	88.9
10	81.9	87.5	91.0	79.9	90.5	80.0
11	96.6	88.0	81.7	84.0	85.4	80.7

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. Students may take the test more than once, but only the highest score is reported at the year of graduation.

The number of California college-bound students in the class of 2002 who took the SAT increased by 6,872 to 168,847. This represents a 4.2 percent increase in California over last year, exceeding the national increase of 4.0 percent. Nationally, the College Board reported that 46 percent of America's high school class of 2002 took the SAT. In California, 52 percent of high school seniors took the test.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	149	120	130	883	922	927	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	74	80	79	56	59	61	36	37	37
Average Verbal Score	542	522	550	531	519	530	492	492	490
Average Math Score	562	536	558	552	547	554	517	516	516

Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions.



Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02g.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

School Wide API

	API Base Data			API Growth Data		
	1999	2000	2001	From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	94	100	96	100	96	98
API Base Score	793	799	800	799	808	802
Growth Target	A	A	A	6	9	2
Statewide Rank	10	10	10	Unlike 2000 and 2001, the school was not eligible for the Governor's Performance Award in 2002. A = scored at or above Statewide Performance Target of 800		
Similar Schools Rank	10	7	8			

Subgroup APIs and Targets: Schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. A = scored at or above Statewide Performance Target of 800

	API Base Data			API Growth Data		
	1999	2000	2001	From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
White (Not Hispanic)						
API Base Score	813	819	824	819	834	822
Growth Target	A	A	A	6	15	2

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	1999	2000	2001	2000	1999	2000	2001
Enrollment (9-12)	602	601	613	3795	3803	4004	1659030	1703492	1735576
Number of Dropouts				28	24	9	46470	47282	47899
Dropout Rate				0.7	0.6	0.2	2.8	2.8	2.8

What We Teach

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	3	4	112
Computer Science	0	0	0
English	2	4	94
Foreign Language	1	4	104
Mathematics	1	1	7
Science	1	1	12
Social Science	2	3	88

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	# of Pupils Enrolled In Courses Req. for UC/CSU Admission	% of Pupils Enrolled In Courses Req. for UC/CSU Admission
3383	2814	83.2

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	# of Grads Who Passed Course Reqs. for UC/CSU Admission	% of Grads Who Passed Reqs. for UC/CSU Admission
118	103	87.3

College Admission Test Preparation Course Program

Having a full-time, college and career specialist is a luxury for a small school such as ours. College admission tests are given on our campus. Preparatory programs are on campus as well, but students are also provided with information about a variety of programs. College Information Nights and Financial Aid Nights help parents keep abreast of the complicated world of college admissions.

Degree to Which Students are Prepared to Enter Workforce

Malibu High School is a college preparatory school that sends 65% of its students to four-year colleges, and 30% to two-year colleges. We do not have an extensive vocational program, but do offer electives in many areas.

Average Class Size and Class Size Distribution

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English	24.78	17	15	8	24.43	18	23	6	22.92	20	29	2
Mathematics	24.60	14	15	6	25.63	11	15	9	26.91	7	19	6
Science	26.14	8	20	1	27.14	9	11	9	27.47	6	19	7
Social Science	29.85	4	18	11	30.90	3	13	13	30.36	3	18	7

Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions.

Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.



Instruction and Leadership/Curriculum Improvement

Michael Matthews has been the school principal for ten years. We have two assistant principals: John Davis, in charge of the middle school, and Gloria Matinez, in charge of the high school. There are two high school counselors and one middle school counselor. In addition, we have a full-time, college and career specialist to assist students and parents in the college application process. Since receiving our six-year term of accreditation from Western Association of Schools and Colleges (WASC), we have heightened our effort to align our curriculum with California State Standards. Malibu High School teachers meet regularly to review students' work and to review assessments and lessons given by other teachers. We are a data-driven school that is strong on self-examination with a desire for improvement.

Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.



Instructional Time and Minimum Days

The California Education Code requires 54,480 minutes per year for grades 6-8 and 64,800 minutes for grades 9-12. Malibu High School offered 61,080 minutes for grades 6-8 and 64,890 minutes for grades 9-12. Malibu had 9 minimum days for grades 6-12. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

Teachers and Staff

Credentials

Part-time teachers are counted as '.1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	56	58	59
Full Credential (Fully credentialed and teaching in subject area)	46	47	45
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)	0	0	0
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	9	12	17
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	1	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	2.00
Librarian	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Teacher Evaluations

Teachers are evaluated according to an agreement between the teachers and the administration. New teachers are evaluated frequently; experienced teachers are required to engage in professional growth activities, as well as an evaluation process. Malibu High School teachers utilize their Friday afternoon time for many staff development opportunities as well as parent conferences. Additionally, our teachers commonly attend conferences where they learn to maximize student learning from the experts.

Substitutes

Malibu has access to an excellent pool of highly competent substitutes who seek the opportunity of teach at our school.

Professional Development

This year, Malibu High School staff development has focused improving reading instruction across the curriculum. In addition, our math department has changed its curriculum so that 80% (rather than the current 40%) of our 8th grade students will have completed Algebra I by the 2004-05 school year. We are also developing methods for collecting data about our teaching and about student achievement. We then review this data to modify practices to improve our results.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
2.00	611.00



Fiscal Services

Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

*There are three kinds of districts in California: Elementary, High School and Unified.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
SUBTOTAL, REVENUE LIMIT SOURCES	\$56,506,092	\$4,613	103%	\$4,487	\$4,525
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
TOTAL	\$97,026,644	\$7,920	112%	\$7,066	\$7,054

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
SUBTOTAL	\$84,749,088	\$6,918	106%	\$6,509	\$6,454
OTHER	\$4,381,532				
TOTAL	\$89,130,620				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Avg	
			All Unified Districts	All Districts
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	12,250	\$6,806	\$6,414	\$6,360

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the Current Expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.

Source: California Department of Education, School Fiscal Services Division 2000 SACS Reports.

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

Salaries

Average Salaries (Fiscal Year 2000-2001)
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

