



# School Accountability Report Card (SARC) 2002-2003

## Malibu High School

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### 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.

### 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, 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.

#### Santa Monica-Malibu Unified School District

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#### School Board Members

José Escarce, *President*, Emily Bloomfield, *Vice President*,  
 Julia Brownley, Oscar de la Torre, Mike Jordan, Maria Leon-Vazquez,  
 Shane McLoud, John Deasy, *Superintendent of Schools*

### 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 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.



Mike Matthews, Principal

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# ABOUT OUR SCHOOL

## 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.

## Opportunities for Parent Involvement

There are three parent volunteer and information networks: The PTSA provides information and volunteers for all school activities, the Arts Angels support the arts programs, and the Athletic Booster Club supports the sports at MHS. The fundraising organization is The Shark Fund (<http://www.thesharkfund.org>). Information about all parent groups can be obtained by calling 310-457-6801.

**Notes regarding the source and currency of data:** Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, drop-out, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.

## School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	35	2.8	Grade 6	176
American Indian or Alaska Native	9	0.7	Grade 7	208
Asian	44	3.5	Grade 8	173
Filipino	2	0.2	Grade 9	172
Hispanic or Latino	134	10.6	Grade 10	204
Pacific Islander	7	0.6	Grade 11	163
White (Not Hispanic)	1,029	81.7	Grade 12	164
Multiple or No Response	0	0.0	<b>Total Enrollment</b>	<b>1,260</b>

## 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.

## 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.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

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		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	124	193	79	714	828	664
Rate of Suspensions	10.31	12.48	6.27	10.15	11.39	9.03
Number of Expulsions	3	0	0	7	1	9
Rate of Expulsions	.26	0.00	0.00	0.17	0.00	0.12

## 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

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

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

## CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	61	59	63	54	55	56	30	32	35
Mathematics		45	51		48	51		31	35
Science		51	52		52	52		30	27
History/Social Science		59	55		40	44		28	28

## CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	36		71		33		67
Mathematics	17		62		29		55
Science			43		43		55
History/Social Science	21		52		28		60

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	58	68	7	31	65	20	69
Mathematics	50	53	14	24	53	23	55
Science	53	51		27	53	17	54
History/Social Science	58	52	13	21	57	13	60

## Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

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

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	74	76	68	68	67	62	44	45	43
Mathematics	75	76	72	72	73	68	53	55	50

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	36		66		45		72
Mathematics	33		77		46		76

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	63	74	13	35	71	26	74
Mathematics	74	70	34	37	75	33	77

## Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.



## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

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

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	27.2	35.4	20.8	20.3	23.4	17.5	27.8	29.6	26.0
9	31.9	36.4	26.9	31.7	28.2	35.4	24.8	23.3	26.2

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. **Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
<b>Enrollment (9-12)</b>	601	613	667	3803	4004	4214	1703492	1735576	1772417
<b>Number of Dropouts</b>	0.0	0.0	0.0	24	9	6	47282	47899	48454
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.0	0.6	0.2	0.1	2.8	2.8	2.7
<b>Graduation Rate</b>	100.0	100.0	100.0	96.9	97.9	98.7	85.9	86.7	86.9

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>Percent Tested</b>	100	96	98	<b>Percent Tested</b>	96	98	99
<b>API Base Score</b>	799	800	788	<b>API Growth Score</b>	808	802	802
<b>Growth Target</b>	1	A	1	<b>Actual Growth</b>	9	2	14
<b>Statewide Rank</b>	10	10	10				
<b>Similar Schools Rank</b>	7	8	10				

*"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.*



## API Subgroups - Racial/Ethnic Groups

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

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score			674	API Base Score			688
Growth Target			1	Growth Target			14
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	819	824	806	API Base Score	834	822	822
Growth Target	A	A	A	Growth Target	15	-2	16

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

## API Subgroups - Socioeconomically Disadvantaged

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

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Base Score			
Growth Target				Growth Target			

## Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	N/A	---	---	YES
English Learners	---	---	N/A	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



# WHAT WE TEACH

## 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.

## Quality and Currency of Textbooks

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.



## Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days at Malibu High School. 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.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2001-2002 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
6 - 8	9	61,080	54,480
9 - 12	9	64,890	64,800

## Use of Technology

“The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.” *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
- Technology will be integrated into all curricular areas.
- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students and staff will practice positive, ethical attitudes about technology.
- Students and staff will practice appropriate and safe use of technology.

SMMUSD access to technology continues to positively impact student achievement.



## 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine & Performing Arts	1	2	40
Computer Science			
English	1	2	59
Foreign Language	1	1	13
Mathematics			
Science			
Social Science	3	9	297

### Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data are not available.

### 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.

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of students enrolled in all courses	Number of students enrolled in courses required for UC and/or CSU admission	Percent of students enrolled in courses required for UC and/or CSU admission
3450	3052	88.5

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of graduates	Number of graduates who have completed all courses required for UC and/or CSU admission	Percent of graduates who have completed all courses required for UC and/or CSU admission
135	99	73.3

### 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.



### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 enrollment	120	130	164	922	927	1004	357789	365907	385181
Percent of grade 12 enrollment taking test	80.00	79.23	75.60	58.89	60.84	63.55	36.66	37.26	36.63
Average verbal score	522	550	541	519	530	529	492	490	494
Average math score	536	558	562	547	554	557	516	516	518



# TEACHERS AND STAFF

## Average Teaching Load & Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Subject	2001			2002			2003					
	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	24.24	17	23	5	22.87	18	27	2	24.10	16	30	3
Mathematics	25.63	11	15	9	27.55	6	19	6	25.62	10	25	2
Science	27.82	8	11	9	27.97	5	19	7	28.06	5	22	6
Social Science	30.50	2	12	12	30.48	1	18	6	28.35	2	10	5

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	407.33

## Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level								Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
MALIBU HIGH	Female	1 (2.6 %)	7 (18.4 %)	12 (31.6 %)	12 (31.6 %)	6 (15.8 %)	0 (0.0 %)	0 (0.0 %)	38	11.6	6.1
	Male	2 (8.7 %)	7 (30.4 %)	1 (4.3 %)	10 (43.5 %)	3 (13.0 %)	0 (0.0 %)	0 (0.0 %)	23	14.9	11.9
<b>Total</b>		3 (4.9 %)	14 (23.0 %)	13 (21.3 %)	22 (36.1 %)	9 (14.8 %)	0 (0.0 %)	0 (0.0 %)	61	12.8	8.3
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
<b>Total</b>		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
<b>Total</b>		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
<b>Total</b>		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
<b>Total Teachers</b>	58	59	61
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	47	45	49
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	12	17	14
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	1

## Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*





### 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.

### 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.



### Availability of Substitutes

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

### Counselors and Other Support Staff

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

Title	FTE
Counselor	3.00
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



# FISCAL SERVICES

## Salaries

**Average Salaries** (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

## 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>.

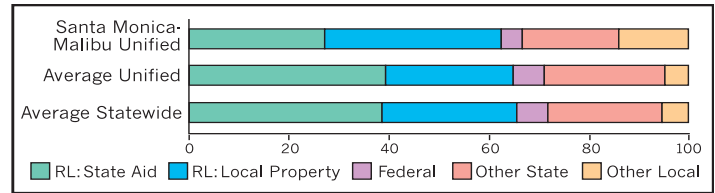
\*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
<b>Total, Revenues</b>	<b>7,859</b>	<b>100%</b>	<b>7,239</b>	<b>100%</b>	<b>7,236</b>	<b>100%</b>

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

## Revenues by Category



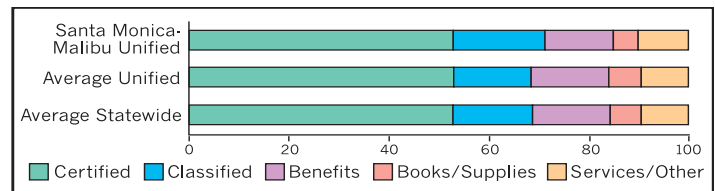
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
<b>Subtotal, Expenditures</b>	<b>8,035</b>	<b>100%</b>	<b>6,882</b>	<b>100%</b>	<b>6,830</b>	<b>100%</b>

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

## Expenditures by Category



**Expenditures** (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

## 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 \$2,283.

