

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

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	Dianne Talarico
Principal	Dr. Mark O. Kelly	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	mkelly@smmusd.org		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

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 1300 students with approximately 185 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

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.

Student Enrollment by Grade Level

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
Grade 6	161	Grade 10	197
Grade 7	174	Grade 11	202
Grade 8	173	Grade 12	168
Grade 9	219	Total Enrollment	1294

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Student Enrollment by Group

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	3.00%	Pacific Islander	1.00%
American Indian or Alaska Native	0.31%	White (Not Hispanic)	84.78%
Asian	1.78%	Economically Disadvantaged	8.00%
Filipino	0.00%	English Learners	4.00%
Hispanic or Latino	9.00%	Students With Disabilities	9.00%

Average Class Size and Class Size Distribution

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	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	28.4	12.0	17.0	20.0	28.5	7.0	16.0	17.0	26	8.0	28.0	10.0
Mathematics	26.6	12.0	22.0	9.0	29	6.0	25.0	11.0	28	8.0	29.0	7.0
Science	28.6	9.0	11.0	19.0	29.7	3.0	21.0	14.0	29	3.0	27.0	9.0
Social Science	31	3.0	17.0	13.0	30	3.0	20.0	11.0	31	1.0	21.0	12.0

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II. School Climate

School Safety Plan

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 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. 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.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.00%	9.00%	11.60%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.07%	0.07%	0.07%	0.04%

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III. School Facilities

School Facility Conditions and Improvements

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. 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. 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.

School Facility Good Repair Status

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			
Electrical (interior and 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

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

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	56	59	62	604
Without Full Credential	6	4	4	20
Teachers Teaching Outside Subject Area	3	6	9	--

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	15	--
Total Teacher Misassignments	4	21	--
Vacant Teacher Positions	0	0	--

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

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V. Support Staff

Academic Counselors and Other Support Staff

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	Academic Counselor
Academic Counselor	3.0	431
Library Media Teacher (Librarian)	1.0	--
Nurse	1.0	--
Psychologist	1.0	--
Speech/Language/Hearing Specialist	1.0	--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>All instructional materials are standards aligned. In middle school our adopted English Language Arts series is Holt Literature and Language Arts. In high school our program is literature based with core texts used in each grade level 9 - 12.</p> <p>Both middle and high school English Language Development classes use the state adopted High Point curriculum.</p>	0%

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<p>Mathematics</p>	<p>All instructional materials are standards aligned. In middle school our adopted mathematics series are Prentice Hall and McDougal Littell. In addition, courses are supplemental with state adopted College Preparatory Mathematics (CPM) materials. In high school texts are aligned to state standards. Text include: Algebra - College Preparatory Mathematics (CPM) & Forester Algebra One, Geometry - Serra Discovering Geometry, Algebra II - Larson Algebra II, PreCalculus - Larson & Hostetler PreCalculus, Calculus - Leithold The Calculus, and Statistics - Moore & Yates Statistics.</p>	<p>0%</p>
<p>Science</p>	<p>All instructional materials are standards aligned. In middle school our adopted science series is Prentice Hall. In high school texts are aligned to state standards. Text include: Earth Science – Tarbuck & Lutgens Earth Science, Biology – Miller Biology, Chemistry – Addison Wesley Chemistry & Zumdahl Chemistry, Physics – Holt Physics & Wilson Buffa Physics, and Environmental Science – Raven & Berg Environmental Science.</p>	<p>0%</p>
<p>History-Social Science</p>	<p>All instructional materials are standards aligned. In middle school social studies our adopted text is Teachers' Curriculum Institute (TCI). In high school texts are aligned to state standards. Text include: World History – McDougal Littell World History & McKay, Butler & Hill History of Western Society, US History – Nash American Odyssey & Kennedy American Pageant, US Government – Hardy Government in America, and Economics – Clayton Principles & Practices.</p>	<p>0%</p>

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<p>Foreign Language</p>	<p>The language teachers use adopted text for levels I – III. Advanced languages use adopted text, core literature and other supplemental materials that are made available to all students. Language text include: French – C'est a toi Levels I – III & C'est a toi Levels I – III Grammar and Vocabulary book, Spanish – Level I Somos asi En sus marcos, Level II Somos asi Listos, Level III & IV Somos asi iYa, Advanced Spanish – Prentice Hall Abriendo Paso Lectura & Gramatica.</p>	<p>0%</p>
<p>Health</p>	<p>In high school teachers use Meek & Heit Health as a class set reference text. All other instructional materials are made available to all students.</p>	<p>0%</p>
<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Middle and high school science classes are taught in classrooms that provide for direct teaching and laboratory experiences including demonstration. Additionally, laboratory equipment is made available to students at the discretion of the teacher and in a manner consistent with the particular course. Biology, Marine Biology and Advanced Placement Environmental Science class make use of the close proximity of local beaches and other natural spaces.</p>	<p>0%</p>

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,438.00	\$252.00	\$4,186.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	15%	-3%

Types of Services Funded

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, and Bilingual Family Counseling.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	69%	68%	69%	61%	64%	65%	40%	42%	43%
Mathematics	51%	49%	44%	51%	53%	52%	38%	40%	40%
Science	45%	53%	53%	40%	54%	58%	27%	35%	38%
History-Social Science	67%	64%	60%	49%	54%	50%	32%	33%	33%

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	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	45%	18%	--	19%
American Indian or Alaska Native	--	--	--	--
Asian	80%	72%	--	92%
Filipino	--	--	--	--
Hispanic or Latino	40%	22%	25%	50%
Pacific Islander	--	--	--	--
White (Not Hispanic)	72%	47%	55%	62%
Male	62%	44%	51%	58%
Female	76%	44%	55%	63%
Economically Disadvantaged	39%	22%	32%	35%
English Learners	17%	13%	15%	19%
Students With Disabilities	19%	5%	13%	17%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	81%	66%	79%	63%	60%	61%	41%	42%	42%
Mathematics	77%	70%	72%	68%	68%	68%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	29%	36%
White (Not Hispanic)	84%	75%
Male	76%	71%
Female	82%	72%
Economically Disadvantaged	43%	36%
Students With Disabilities	21%	21%

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California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	81	74	51	81	72	49	76	72	49
Mathematics	76	67	47	72	68	50	78.4	64	45

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	19	31	50	28	38	35
Male	28	34	39	31	39	31
Female	9	28	63	24	37	39
African American	75	25	0	100	0	0
Asian	0	20	80	0	0	100
Hispanic or Latino	58	25	17	46	46	9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	16	32	52	26	39	35
English Learners	55	9	36	60	30	10
Socioeconomically Disadvantaged	50	21	29	62	23	15
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	61	22	17	71	21	7

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California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site 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.

Grade Level	Percent of Students Meeting Fitness Standards
7	26.0%
9	29.0%

IX. 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 CDE Web site 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	2004	2005	2006
Statewide	10	10	10
Similar Schools	10	6	5

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			API Score
	2004-05	2005-06	2006-07	2007
All Students	21	3	-12	818
Hispanic or Latino	-3	--	--	--
White (Not Hispanic)	22	-2	-12	832
Students With Disabilities	--	-11	-18	563

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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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

X. School Completion and Postsecondary Preparation

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	--	--	--	1.0%	1.0%	0.0%	3.0%	3.0%	4.0%
Graduation Rate	100.0%	100.0%	100.0%	99.0%	98.0%	98.0%	85.0%	85.0%	83.0%

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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 2006-07 school year in the 12th grade, 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	99	94
African American	-	85
American Indian or Alaska Native	-	-
Asian	-	100
Filipino	-	-
Hispanic or Latino	94	92
Pacific Islander	0	-
White (not Hispanic)	0	95
Socioeconomically Disadvantaged	0	-
English Learners	75	79
Students with Disabilities	67	64

Career Technical Education Participation

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

No Data Available

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

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.5%
Graduates Who Completed All Courses Required for UC/CSU Admission	67.3%

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Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Fine and Performing Arts	2.0	--
English	2.0	--
Foreign Language	1.0	--
Mathematics	2.0	--
Science	2.0	--
Social Science	3.0	--
All Courses	12.0	71.0%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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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. In 2006, with the support of District's Education Services Department, elementary sites elected to pool resources and dedicated one of the site-based days. The professional development activities were conducted in several focused areas, including writers workshop, cognitively guided math instruction, and school climate.

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:

- * The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- *Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- *Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- *Literacy and Mathematics -- standards based curriculum and instructional delivery
- *Using data to improve classroom instruction
- *Culturally relevant and responsive pedagogy
- *Supporting students with special needs
- *Safe schools and healthy students
- *Character education
- *Frontloading instruction for English Language Learners
- *Differentiated Instruction for all 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, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. 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. In addition, teachers have the opportunity to attend a full-day professional development activities offered by our own staff or appropriately selected consultants. The District has worked closely with the Writing Workshop program of Teachers College, Columbia University as well as the Six Traits of Writing out of Great Source programs.

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.

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Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes
	State Requirement
9	180 Days
10	180 Days
11	180 Days
12	180 Days