

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



## Malibu High

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

## I. Data and Access

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Malibu High	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	30215 Morningview Dr.	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Malibu, CA 90265-3616	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 457-6801	<b>Superintendent</b>	Tim Cuneo
<b>Principal</b>	Mark Kelly	<b>E-mail Address</b>	<a href="mailto:tcuneo@smmusd.org">tcuneo@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:mkelly@smmusd.org">mkelly@smmusd.org</a>	<b>CDS Code</b>	19-64980-1995737

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## School Description and Mission Statement (School Year 2008-09)

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

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

### School Mission Statement

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

Malibu High School is a grade 6 - 12 middle and high school. In 1996, Malibu High School celebrated the graduation of its first senior class. It is the top performing high school in the Santa Monica-Malibu Unified School District and is the only public high school in Malibu. Students excel academically, as athletes, in the arts and in serving their community. Malibu High School is accredited by the Western Association of Schools and Colleges (WASC) for a full six-year term. We received a U.S. News & World Report Gold Medal Award for being ranked as one of the nation's top 100 (#98) public high schools in 2007. Malibu High was also ranked 175th on the Newsweek Challenge Index, indicating that an extraordinarily high percentage of the students are taking Advanced Placement classes. Located off the Pacific Ocean, Malibu High is the center of a community that commits time and resources to the success of the school. We have exceptional partnerships with the City of Malibu, the Malibu Foundation for Youth and Families, Pepperdine University, Malibu Chamber of Commerce, services organizations such as the Malibu Optimist and Kiwanis Clubs and the Malibu Special Education Foundation. There is a Boys and Girls Club ("The Club") on campus that provides after school and youth development programs. The Shark Fund is the school's non-profit umbrella fundraising organization, providing financial support to the PTSA, Athletic Booster Club, Arts Angels and specific school and capital campaigns. The Shark, symbol of Malibu High School, is a fitting image for a school that grew out of the ceaseless determination, tenacity and concerted efforts of a dedicated group of Malibu parents and community members.

## Opportunities for Parental Involvement (School Year 2008-09)

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

**Contact Person Name:** Wendy Sidley

**Contact Person Phone Number:** 310-456-7062

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. Wendy Sidley at [wendyhome@verizon.net](mailto:wendyhome@verizon.net) or by contacting Ms. Nedra Gray at Malibu High at 310-457-6801 ext. 277.

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## Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	165
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	182
Grade 3	0	Grade 10	178
Grade 4	0	Grade 11	222
Grade 5	0	Grade 12	184
Grade 6	140	Ungraded Secondary	0
Grade 7	164	Total Enrollment	1235

## Student Enrollment by Group (School Year 2008-09)

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	1.86%	White (not Hispanic)	85.18%
American Indian or Alaska Native	0.49%	Multiple or No Response	0.49%
Asian	2.11%	Socioeconomically Disadvantaged	10.00%
Filipino	0.24%	English Learners	5.00%
Hispanic or Latino	9.23%	Students with Disabilities	9.00%
Pacific Islander	0.40%	n/a	--

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## Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	29.0	0	1	0	34.0	0	0	1

## Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	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	26.1	8	28	10	28.1	5	28	11	28.5	4	23	12
Mathematics	27.7	8	29	7	27.2	8	24	11	26.4	10	24	8
Science	29.2	3	27	9	28.8	3	27	8	29.0	6	20	9
Social Science	31.0	1	21	12	32.2	0	19	13	31.9	2	13	19

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## III. School Climate

### School Safety Plan (School Year 2008-09)

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

Malibu High School is committed to a safe environment that supports teaching and learning. Being a closed campus, visitors enter through our attendance office and must check in with the Main Office. School security staff, administrative staff, support staff and parent volunteers (Parent Eyes) work together to ensure a safe and secure campus.

### Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	3.5	7.7	5.0	2.9	5.3	4.4
<b>Expulsions</b>	0.1	0.2	0.2	0.1	0.1	0.1

Date School Safety Plan last reviewed: October 9, 2009

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## IV. School Facilities

### School Facility Conditions

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

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

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

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$500,000 for the deferred maintenance program. This represents 0.4 percent of the district's general fund budget. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, lighting upgrades, minor classroom alterations, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes effort to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

### Planned Improvements (School Year 2009-2010)

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

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## School Facility Good Repair Status (School Year 2009-10)

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 (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection: 10/9/2009

Completion date of inspection form: 10/9/2009

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## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	62	59	59	568
<b>Without Full Credential</b>	4	5	1	14
<b>Teaching Outside Subject Area of Competence</b>	9	4	5	n/a

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	20	15	5
<b>Vacant Teacher Positions</b>	0	1	1
<b>Total Teacher Misassignments</b>	22	16	6

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	91.7%	8.3%
<b>All Schools in District</b>	90.3%	9.7%
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	89.6%	10.4%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	247
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	1.0	--
Social Worker	--	--
Nurse	1.0	--
Speech/Language/Hearing Specialist	0.5	--
Resource Specialist (non-teaching)	5.0	--
Other	--	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

#### Textbook Information

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

All students at Malibu High have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state's K - 8 guidelines and cycles for textbook adoptions with new mathematics materials purchased and implemented in the 2008-2009 school year and new English Language Arts for grades 6 - 8 adopted and implemented in the 2009-10 school year. All students, including English Learners, have their own copy of textbooks. K - 8 Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Texts and instructional materials for grades 9 - 12 are reviewed by a school site committee and submitted for review and approval by the School Board. Members of the public are invited to review recommended materials and make comments prior to Board approval.

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

## Textbook Availability

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

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Literature and Language Arts/Holt	2003
English-Language Arts	CA McDougal-Littell Literature (Gr 6 - 8)	2009
History-Social Science	Economics, Principles and Practices	2001
History-Social Science	Conflict and Consensus in American History	2001
History-Social Science	Psychology Principles in Practice/Feldman	2004
History-Social Science	History Alive (Gr 6 - 8)	2006
History-Social Science	Modern World History	2004
History-Social Science	Government in America, People, Politics and Policy	2001
History-Social Science	Understanding Psychology/McGraw Hill	2004
Mathematics	Statistics through Applications	2006
Mathematics	CA Mathematics/Holt	2008
Mathematics	Before Calculus 3/Harper Collins	2001
Mathematics	Calculus: Graphical, Numeric, Algebraic	2006
Science	Focus on Science/Prentice Hall (Gr 6 - 8)	2007
Science	Physics: Principles with Applications/Prentice Hall	2000
Science	Earth Science/Glencoe	2000
Science	Biology/Prentice Hall	2002
Science	Chemistry (Holt)	2007
Science	Health/Holt	2007
Science	Physics for Scientists and Engineers	2000

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

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

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

Textbook Information Collection Date: 10/15/2009

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,425.41	\$876.09	\$4,549.32	\$69,211.00
District	n/a	n/a	\$6,650.05	\$67,842.00
Percent Difference – School Site and District	--	--	46.2%	2.0%
State	n/a	n/a	\$5,512.00	\$65,905.00
Percent Difference – School Site and State	--	--	21.2%	4.8%

### Types of Services Funded (Fiscal Year 2008-09)

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 local funding to support teaching and learning. Programs include After School Library, Drop-In Tutoring, CAHSEE Tutoring, Council Program, Success through Awareness & Resistance, Family Services of Santa Monica Counseling, teacher professional development, teacher release time and Bilingual Family Counseling. Malibu High School routinely serves as an intern site for graduates students pursuing pupil services and school psychologist credentials. Categorical funding also is used to purchase curriculum, supplies and materials used to support teaching and learning.

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## Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,341.00	\$40,786.00
<b>Mid-Range Teacher Salary</b>	\$66,205.00	\$65,726.00
<b>Highest Teacher Salary</b>	\$89,135.00	\$85,230.00
<b>Average Principal Salary (Elementary)</b>	\$112,623.00	\$106,548.00
<b>Average Principal Salary (Middle)</b>	\$115,538.00	\$112,237.00
<b>Average Principal Salary (High)</b>	\$133,042.00	\$121,617.00
<b>Superintendent Salary</b>	\$193,090.00	\$191,155.00
<b>Percent of Budget for Teacher Salaries</b>	40.9%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	6.5%	5.3%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	69%	69%	70%	65%	67%	68%	43%	46%	50%
Mathematics	44%	43%	45%	52%	55%	56%	40%	43%	46%
Science	53%	66%	67%	58%	66%	69%	38%	46%	50%
History-Social Science	60%	60%	68%	50%	52%	57%	33%	36%	41%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	45%	32%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	77%	50%	--	--
Filipino	--	--	--	--
Hispanic or Latino	41%	23%	39%	49%
Pacific Islander	--	--	--	--
White (not Hispanic)	74%	48%	71%	70%
Male	65%	49%	66%	70%
Female	77%	41%	69%	65%
Economically Disadvantaged	45%	31%	41%	45%
English Learners	17%	17%	17%	26%
Students with Disabilities	31%	21%	40%	30%
Students Receiving Migrant Education Services	--	--	--	--

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## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	80.0%	78.0%	78.0%	72.1%	73.9%	70.0%	48.6%	52.9%	52.0%
Mathematics	70.0%	79.0%	78.0%	67.9%	70.3%	68.7%	49.9%	51.3%	53.3%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22.0%	33.0%	45.0%	22.0%	43.0%	35.0%
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	22.0%	31.0%	47.0%	22.0%	40.0%	38.0%
Male	26.0%	33.0%	41.0%	20.0%	40.0%	40.0%
Female	13.0%	43.0%	44.0%	26.0%	47.0%	27.0%
Economically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	81.0%	9.0%	0.0%	64.0%	36.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--	--	--

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Reported for School Year 2008-09

Published During 2009-10

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	11.00%	23.20%	51.00%
9	18.10%	33.80%	39.40%

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## X. Accountability

### Academic Performance Index

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

### API Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	10	9	9
Similar Schools	5	3	2

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## API Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-12	8	-3	820
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	-12	8	-2	835
Socioeconomically Disadvantaged	--	--	--	719
English Learners	--	--	--	--
Students with Disabilities	-18	1	--	--

## Adequate Yearly Progress

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

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

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

## AYP Overall and by Criteria (School Year 2008-09)

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

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## Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status	Not Title I	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

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

#### California State University

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

### Dropout Rate and Graduation Rate

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.0	1.5	1.3	0.3	2.9	2.2	3.5	4.4	3.9
Graduation Rate	0.0	97.7	96.2	97.8	90.8	91.1	83.4	80.6	80.2

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## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

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

## Career Technical Education Programs (School Year 2008-09)

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

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

(State course titles)

- Audio Production
- Automotive Technology
- Banking and Financial Operations
- Business Entrepreneurship (UC)
- Commercial Photography
- Computer Science and Information Systems
- Film and Video Production (UC)
- Floral Design and Sales
- Graphic Communications
- Information & Media Support Services
- Marketing Essentials
- Office Occupations
- Professional Actor
- Professional Dance
- Recreation Occupations
- Stagecraft Technology

The district does not currently have a career technical advisory committee but is in the process to establish one for Spring 2010.

## Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	1,429
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11.0%

## Courses for University of California and/or California State University Admission (School Year 2008-09)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	65.0%

## Advanced Placement Courses (School Year 2008-09)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	2	--
Fine and Performing Arts	3	--
Foreign Language	1	--
Mathematics	2	--
Science	2	--
Social Science	3	--
All Courses	13	70.0

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## XII. Instructional Planning and Scheduling

### Professional Development

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

All teachers and staff at school sites participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, three days are allocated in our academic calendar for intensive professional development and planning.

Areas of district-wide focus for teacher and administrator professional development include implementation of newly adopted textbooks and other areas that are determined by 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:

- \*Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- \*Literacy and Mathematics -- standards based curriculum and instructional delivery
- \*Using data to improve classroom instruction
- \*Supporting students with special needs
- \*Differentiated Instruction for all students, including English Learners
- \*Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, and Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a 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.

Malibu High School's professional development activities are both schoolwide and departmentally-based. Focus areas includes:

- \*Improving mathematics achievement through a strengthened focus on mathematics standards.
- \*Improving mathematics achievement through improved instructional practices and lesson planning.
- \*Improving literacy through a strengthened focus on writing and reading comprehension strategies.
- \*Development of schoolwide expected learning results.

### Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
<b>Annual number of school days dedicated to staff development</b>	3	3	3