



# Malibu High School

30215 Morning View Dr. • Malibu, CA 90265-3616 • (310) 457-6801 • Grades 6-12

Michelle Nye, Principal  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Santa Monica-Malibu Unified School District**

1651 16th St.  
Santa Monica, CA 90404-3891  
(310) 450-8338  
www.smmusd.org

#### **District Governing Board**

Oscar de la Torre  
Craig Foster  
Maria Leon-Vazquez  
Richard Tahvildaran-Jesswein  
Ralph Mechur, Vice President  
Jon Kean  
Laurie Lieberman, President

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Terry Deloria  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Janece Maez  
**Associate Superintendent, Business  
& Fiscal Services/CFO**

### **School Description**

#### **District Vision**

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, lifelong 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.

#### **Principal's Message**

Malibu High School is a comprehensive middle and high school, grades 6-12, that provides its students with a world-class, 21st-century education. We pride ourselves in our friendly, caring environment that prepares all of its students to be thoughtful, insightful, lifelong learners, who are responsible citizens of a global community. Situated on the Pacific Coast just outside Los Angeles, our students have access to hands-on, authentic learning opportunities for diverse courses of study, including marine and environmental sciences to visual and performing arts. Being both middle and high school, our faculty is highly adept at differentiating instruction and providing for the needs of all of our students. Additionally, we are able to provide an articulated academic program, which allows for a seamless transition from middle to high school. Our joint program also affords eighth-grade students an opportunity to try high school-level electives. In addition to having a highly dedicated and professional staff and faculty, MHS is also fortunate to have an engaged and supportive parent community. Thanks in large part to our various parent organizations and their contributions, Malibu High School thrives and continues to provide the quality programs and resources that our children deserve to be well-rounded individuals.

#### **Malibu High School Mission Statement**

Malibu High School strives to be a collaborative community that respects individuals, sets high expectations, encourages critical thinking, and fosters a passion for learning and creative expression.

Malibu High School students will be academic achievers who:

- Meet or exceed California State Standards.
- Demonstrate critical thinking and problem-solving skills.
- Communicate effectively.
- Implement technology responsibly and effectively.
- Read avidly for multiple purposes.

Malibu High School students will be healthy individuals who:

- Develop physical and emotional well-being.
- Plan for college and career by setting priorities and achievable goals.
- Explore a variety of activities including athletics, fine arts and school-sponsored clubs.
- Practice behaviors that are necessary for success in life.
- Demonstrate honesty and integrity.

Malibu High School students will be socially responsible citizens who:

- Show respect for self and appreciation of our diverse society.
- Learn through service to the community.
- Demonstrate environmental responsibility.
- Participate actively in the democratic process.
- Recognize their role in the local and global community.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	127
Grade 7	158
Grade 8	147
Grade 9	169
Grade 10	154
Grade 11	175
Grade 12	176
<b>Total Enrollment</b>	<b>1,106</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	2.7
Filipino	0.5
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.5
White	77.8
Two or More Races	4.2
Socioeconomically Disadvantaged	12
English Learners	1.9
Students with Disabilities	7.4
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Malibu High School	14-15	15-16	16-17
<b>With Full Credential</b>	55	52	60
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	1	0	1
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	565
<b>Without Full Credential</b>	♦	♦	9
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Malibu High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	5	1	3
<b>Total Teacher Misassignments</b>	6	1	3
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99.6	0.4
Districtwide		
<b>All Schools</b>	96.2	3.8
<b>High-Poverty Schools</b>	87.7	12.4
<b>Low-Poverty Schools</b>	98.9	1.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 2014-20015 school year and new English language arts for grades 6-8 adopted and implemented in the 2009-10 school year. In addition, a new math curriculum for the middle school students is aligned to the new Common Core standards. All students, including English learners, have their own copy of textbooks. K-8 textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide 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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: May 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>California Literature, McDougal-Littell (6-8) 2009 , adopted 5/21/2009 Literature and Language Arts, Holt 2003</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014 California Mathematics Geometry, Holt 2008, adopted 4/3/2008 CME Algebra, Pearson 2014, adopted 5/15/2014 Calculus: Graphical, Numeric, Algebraic 2006 SpringBoard: Middle School Math III, College Board 2011 California Mathematics, Holt 2008 Statistics Through Applications 2006 Before Calculus 3, HarperCollins 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Physics: Principles with Applications, Prentice Hall 2000 Focus on Science, Prentice Hall (6-8) 2007, adopted 4/19/2007 Earth Science, Glencoe 2000 Health, Holt 2007 Physics for Scientists and Engineers 2000 Biology, Prentice Hall 2002 Chemistry, Holt 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>History Alive!, TCI (6-8) 2006, adopted 6/1/2006 Conflict and Consensus in American History 2001 Understanding Psychology, McGraw-Hill 2004 Government in America: People, Politics, and Policy 2001 Psychology Principles in Practice, Feldman 2004 Economics: Principles &amp; Practices 2001 Modern World History 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Malibu High facilities support the needs of comprehensive academic, co- and extracurricular 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 field, softball field, football field, 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. Teachers structure their classroom settings to meet their program's 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 is conducive to student learning. Our facility is well maintained and is in well-functioning condition.

Due to the passage of several districtwide bond measures, Malibu High School is planning to replace its library and administration building with a new, state-of-the-art facility that includes a library, administrative offices and middle school classrooms. Our existing middle school building is slated to be completely renovated.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/26/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			401: Storage next to electrical panel, unsecure shelves, HVAC unit open, exit blocked, extinguisher blocked 908 Attendance: thermostat issues Auditorium: no rails on stairs, emergency lights out, chain missing at loading dock door, vents on HVAC missing new gym girls restroom: ventilation problems, difuser missing new gym team room: ventilation problem

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/26/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	201:00:00 604:00:00 10: Unsecure shelves, carpet transition strip missing, wall damage 101 A: Carpet old, ceiling tile damage 101 B: Carpet stained, Extinguisher not mounted 102: Minor wall damage, unsecure shelves 105: Floor tile damage 16: Carpet transition strip missing, overhead storage, holes in ceiling 2: unsecure shelves 202: Leak by window, paint on door worn, unsecure shelves 205: wall damage 206: Unsecure shelfe 207: Wall Damage , extinguisher not mounted 3: Unsecure cabinets, carpet old, extinguisher not serviced 300: carpet old, extinguisher not mounted 301: wall damage, extinguisher missing 4: carpet old, unsecure shelves, excessive artmissing carpet strips 401: Storage next to electrical panel, unsecure shelve, HVAC unit open, exit blocked, extinguisher blocked 5: carpet transition strip missing, carpet old, unsecure cabinets 501: unsecure shelves 502: unsecure shelfe 505: Unsecure shelves, Damage to walls from removed bulletin boards 511: Carpet old, fire extinguisher not mounted 512: Carpet old, Carpet transition strip missing 513: Floor tiles old, unsecure shelves 6: Carpet old, unsecure shelves, 603: Carpet old 605: Carpet old, unsecure shelfe 621: Carpet stained, unsecure shelve, lights out 622: Cabinets blocking extinguisher, carpet old, wall paper ripped 625: carpet old, 626: overhead storage, vent missing, 655: tiles broken at doorway 670: unsecure shelves 7: Carpet old, unsecure shelves, overhead storage, minor wall damage 722: ceiling tile missing, leaky shower 723: ceiling tile stained, difuser missing, paint on door chipped 8: Carpet old, unsecure shelves, 801 A: lights out 801: carpet old, ceiling tile stained 9: Wall damage, carpet old, carpet transition strip missing, unsecure shelves 905: paint needed

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/26/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				912 D: Auditorium: no rails on stairs, emergency lights out, chain missing at loading dock door, vents on HVAC missing boys locker room: no fire extinguisher, exit sign broken new gym girls restroom: ventilation problems, difuser missing Student store: windows old ceiling tiles falling rodents Workroom: Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			18 electrical room: storage in electrical room, messy 401: Storage next to electrical panel, unsecure shelve, HVAC unit open, exit blocked, extinguisher blocked 900 B: overhead storgae 908 E: vents dirty Student store: windows old ceiling tiles falling rodents
<b>Electrical:</b> Electrical	X			900 C: no gfci
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			606: Emergency shower disabled messy storage 722: ceiling tile missing, leaky shower Boys restroom old gym: sink not working

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/26/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			104:00:00 101 B: Carpet stained, Extinguisher not mounted 106: Extinguisher not mounted 207: Wall Damage , extinguisher not mounted 211: extinguisher not mounted 3: Unsecure cabinets, carpet old, extinguisher not serviced 300: carpet old, extinguisher not mounted 301: wall damage, extinguisher missing 303: Overhead storage, extinguisher not mounted 401: Storage next to electrical panel, unsecure shelve, HVAC unit open, exit blocked, extinguisher blocked 402: Back door blocked 500: extinguisher not mounted 502 A: Wall Dmage, extinguisher not serviced 622: Cabinets blocking extinguisher, carpet old, wall paper ripped 626: overhead storage, vent missing, Auditorium: no rails on stairs, emergency lights out, chain missing at loading dock door, vents on HVAC missing boys locker room: no fire extinguisher, exit sign broken New Gym: stairs blocked
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			209: chipping at door 723: ceiling tile stained, difuser missing, paint on door chipped Student store: windows old ceiling tiles falling rodents
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	77	68	71	44	48
Math	60	59	57	60	34	36

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	301	284	94.4	84.9
Male	162	153	94.4	85.0
Female	139	131	94.2	84.7
Hispanic or Latino	36	35	97.2	68.6
White	241	227	94.2	86.8
Two or More Races	13	13	100.0	92.3
Socioeconomically Disadvantaged	34	32	94.1	71.9
Students with Disabilities	14	13	92.9	53.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

\* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	75	82	85	77	78	77	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.4	28.1	47.7
9	10.2	32	49.7

\* Percentages are not calculated 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>6</b>	125	122	97.6	73.8
	<b>7</b>	162	159	98.2	76.1
	<b>8</b>	151	144	95.4	74.3
	<b>11</b>	164	156	95.1	84.0
<b>Male</b>	<b>6</b>	62	59	95.2	66.1
	<b>7</b>	88	87	98.9	78.2
	<b>8</b>	82	79	96.3	74.7
	<b>11</b>	88	82	93.2	81.7
<b>Female</b>	<b>6</b>	63	63	100.0	81.0
	<b>7</b>	74	72	97.3	73.6
	<b>8</b>	69	65	94.2	73.8
	<b>11</b>	76	74	97.4	86.5
<b>Black or African American</b>	<b>6</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>11</b>	--	--	--	--
<b>Asian</b>	<b>6</b>	--	--	--	--
	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>Filipino</b>	<b>7</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>6</b>	12	12	100.0	41.7
	<b>7</b>	21	21	100.0	57.1
	<b>8</b>	17	17	100.0	58.8
	<b>11</b>	16	16	100.0	75.0
<b>Native Hawaiian or Pacific Islander</b>	<b>8</b>	--	--	--	--
<b>White</b>	<b>6</b>	96	94	97.9	76.6
	<b>7</b>	125	123	98.4	80.5
	<b>8</b>	117	111	94.9	74.8
	<b>11</b>	130	122	93.8	86.1
<b>Two or More Races</b>	<b>6</b>	11	10	90.9	80.0
	<b>7</b>	12	12	100.0	75.0
	<b>8</b>	11	11	100.0	81.8
	<b>11</b>	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	14	14	100.0	50.0
	7	19	19	100.0	57.9
	8	16	16	100.0	68.8
	11	20	20	100.0	85.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	16	16	100.0	18.8
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	125	122	97.6	53.3
	7	162	159	98.2	66.0
	8	151	142	94.0	60.6
	11	164	156	95.1	55.8
Male	6	62	59	95.2	50.9
	7	88	87	98.9	72.4
	8	82	79	96.3	63.3
	11	88	82	93.2	59.8
Female	6	63	63	100.0	55.6
	7	74	72	97.3	58.3
	8	69	63	91.3	57.1
	11	76	74	97.4	51.4
Black or African American	6	--	--	--	--
	11	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	11	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	6	12	12	100.0	16.7
	7	21	21	100.0	42.9
	8	17	17	100.0	47.1
	11	16	16	100.0	50.0
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	96	94	97.9	58.5
	7	125	123	98.4	69.9
	8	117	109	93.2	59.6
	11	130	122	93.8	56.7
Two or More Races	6	11	10	90.9	60.0
	7	12	12	100.0	66.7
	8	11	11	100.0	81.8
	11	--	--	--	--
Socioeconomically Disadvantaged	6	14	14	100.0	35.7
	7	19	19	100.0	57.9
	8	16	16	100.0	43.8
	11	20	20	100.0	45.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	16	16	100.0	25.0
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students

who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Malibu High School has several volunteer parent and information networks: PTSA ensures open communication between the school and parents, the Arts Angels support our arts programs, and the Athletic Booster Club supports our athletic programs. The highly successful fundraising organization, The Shark Fund ([www.thesharkfund.org](http://www.thesharkfund.org)), secures the necessary financial resources needed to support all of our programs, including booster and academic programs.

For more information on how to become involved at the school, please contact Karen Ferrar, PTSA President, at (310) 457-6801.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School 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. We review and update the Malibu High School Safety Plan annually. Throughout the year, we have safety and evacuation drills for fires, earthquakes and other emergencies including campus lockdowns. 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 and the local American Red Cross agency to assist us in the event of a significant community emergency. Malibu High School is committed to a safe environment that supports teaching and learning. Visitors to the campus enter through our Attendance Office entry 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.

The School Safety Plan was last reviewed and discussed with the school faculty in September 2016. Malibu High School's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.0	1.3	2.5
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	292:1

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
6	29	22		5	13		5	11		20	8	

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	22	23	19	15	18	12	18	20	19	14	14
Mathematics	25	24	22	14	14	22	12	14	15	17	11	12
Science	31	24	26	5	12	10	6	12	16	19	11	12
Social Science	32	29	31	6	7	3	4	18	16	26	12	17

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of new Common Core standards 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 SMMUSD are the following: Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks

- Literacy and mathematics—Common Core standards-based curriculum and instructional delivery
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

A variety of methodologies is 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. 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 districtwide 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.

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

- To increase student achievement in mathematics by engaging department members in a self-study process of assessment norming and academic conferencing.
- To strengthen support and services to middle school students and families by examining and utilizing the findings from our middle school survey.
- To strengthen discipline-specific literacy by engaging high school teachers in multidisciplinary learning teams in a study of reading and vocabulary development strategies.
- To strengthen teaching of higher-order thinking and critical thinking by engaging high school teachers in a study of thinking strategies.

For the 2012-13 school year, we dedicated one day to professional development. In the 2013-14 and 2014-15 school years, there were two days dedicated to professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,115	\$44,958
Mid-Range Teacher Salary	\$68,853	\$70,581
Highest Teacher Salary	\$92,701	\$91,469
Average Principal Salary (ES)	\$116,790	\$113,994
Average Principal Salary (MS)	\$127,261	\$120,075
Average Principal Salary (HS)	\$136,956	\$130,249
Superintendent Salary	\$239,200	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Malibu High School utilizes categorical and local funding to support teaching and learning. Programs include After School Library Drop-in Tutoring, Council Program—in partnership with the Malibu Boys & Girls Club—teacher professional development, teacher release time and Bilingual Community Liaison. Malibu High School routinely serves as an intern site for graduate 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Malibu High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	2.20	5.30
Graduation Rate	97.16	96.69	94.74
Santa Monica-Malibu Unified School	2011-12	2013-14	2014-15
Dropout Rate	3.50	5.30	5.20
Graduation Rate	93.47	92.41	91.68
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	144
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$75,968
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	77.42
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	88.2

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	6	♦
Fine and Performing Arts	0	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	6	♦
All courses	20	.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	93	86
Black or African American	100	97	78
American Indian or Alaska Native	0	0	78
Asian	100	97	93
Filipino	100	100	93
Hispanic or Latino	87	89	83

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
Native Hawaiian/Pacific Islander	100	75	85
White	98	94	91
Two or More Races	100	94	89
Socioeconomically Disadvantaged	100	73	66
English Learners	0	73	54
Students with Disabilities	29	30	78

### Career Technical Education Programs

As we shift away from the former ROP structure, the opportunity for new and revised CTE program pathways are being developed through a strong collaborative partnership between SMMUSD and Santa Monica College. The purpose and focus of our CTE collaborative pathways is to educate and help to prepare our students for STEM careers involving sophisticated scientific, engineering and technological skills and knowledge, as well as a focus on fostering, nurturing and valuing imagination, creativity and innovation. Furthermore, our joint collaborative pathways enable dual enrollment academic opportunities for our secondary students with congruent transferability and bachelor degree goals.

The district currently does not have district-funded CTE programs in place. The SMMUSD CTE programs are offered collaboratively through the Los Angeles County Regional Occupational Program (LACOROP) which maintains advisory committees in each program area. ROP funded courses offered by the district include the following:

- (State course titles)
- Automotive Technology
- Business Entrepreneurship (UC)
- Commercial Photography (UC)
- Computer Science and Information Systems
- Film and Video Production (UC)
- Floral Design and Sales
- Graphic Communications (UC)
- Information & Media Support Services
- Marketing Essentials
- Marketing – Career & Job Readiness (IEP & 504)
- Office Occupations
- Professional Actor
- Professional Dance (UC)
- Recreation Occupations (UC)
- Stagecraft Technology
- Technical Theater

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.