

# Malibu High School

30215 Morning View Dr. • Malibu, CA 90265-3616 • (310) 457-6801 • Grades 9-12

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Santa Monica-Malibu Unified School District

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#### District Governing Board

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Dr. Richard Tahvildaran-Jesswein

Ralph Mechur

Jon Kean, President

Laurie Lieberman, Vice-President

#### District Administration

Ben Drati, Ed.D.

**Superintendent**

Dr. Jacqueline Mora

**Asst. Superintendent, Educational  
Services**

Dr. Mark Kelly

**Asst. Superintendent, Human  
Resources**

Melody Canady

**Asst. Superintendent, Business &  
Fiscal Services**

### 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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

### Malibu High School Mission:

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 School-wide Learner Outcomes:

#### MATURITY:

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.

#### HUMANITY:

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.

#### SCHOLARSHIP:

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.

### Principal's Message:

Malibu High School is a comprehensive high school, grades 9-12, 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. Our faculty is highly adept at differentiating instruction and providing for the needs of all of our students. Additionally, we provide an articulated academic program and our shared Malibu Middle School and Malibu High School campus allows for a seamless transition from middle to high school. 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.

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	116
Grade 7	112
Grade 8	112
Grade 9	136
Grade 10	163
Grade 11	152
Grade 12	157
<b>Total Enrollment</b>	<b>948</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0.3
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.3
White	75.6
Two or More Races	5.5
Socioeconomically Disadvantaged	12.6
English Learners	3.3
Students with Disabilities	9.3
Foster Youth	0.1
Homeless	0.3

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Malibu High School	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Malibu High School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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 2014-2015 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 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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>California Collections, HMHCO, adopted 6/2017 myPerspectives, Pearson, adopted 6/2016</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>
<p><b>Mathematics</b></p>	<p>Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015. CME Algebra, Pearson 2014, adopted 5/15/14, Big Ideas Algebra 2, , adopted 5/2015, Precalculus with Limits, A Graphing Approach 7th ed by Ron Larson, adopted 5/2015. Calculus: Graphical, Numerical, Algebraic 2006, adopted 4/3/2008, Elementary Statistics, Pearson, 5/2015.</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>
<p><b>Science</b></p>	<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>
<p><b>History-Social Science</b></p>	<p>World History: The Modern Era (Ellis &amp; Esner) Pearson (5/2019) Sources of Western Society-Since 1300 (McKay, Crowston, Wiesner-Hanks, &amp; Perry) Bedford (5/2019) Revolutions and the Revolutionary Tradition in the West 1560-1991 (Parker) (5/2019) A History of Western Society (McKay, Hill, Buckler, Crowston, Wiesner-Hanks, &amp; Perry) BFW (5/2019) United States History: The Twentieth Century (Lapsansky-Werner, Levy, Roberts, &amp; Taylor) Pearson (5/2019) Give Me Liberty!: An American History (Foner) Norton (5/2019) Documenting United States History: Themes, Concepts and Skills for the AP Course (Stacy, Jason, &amp; Heller) BFW (5/2019) Estados Unidos A Traves Del Lente (Hebert, Altoff, &amp; Fischer) National Geographic Foundation (5/2019) Magruder’s American Government (Shea) Pearson (5/2019) American Government: Stories of a Nation BFW (5/2019) Government in People, Politics, and Policy, AP*Edition (Edwards &amp; Wattenberg) Pearson (5/2019) Economics: Principles in Action (O’Sullivan &amp; Sheffrin) Prentice Hall (5/2019) Krugman’s Economics for AP (Ray &amp; Anderson) Worth (5/2019) Cultural Landscape (Rubenstein) Pearson (5/2019) Psychology in Everyday Life (Myers, David and DeWall) (5/2019) Myer’s Psychology for the AP Course (Myers, David and DeWall, &amp; Nathan) (5/2019) Sociology, A Down-To-Earth Approach (Hensel)</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>
<p><b>Science Laboratory Equipment</b></p>	<p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

Note: Cells with N/A values do not require data.

**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 district-wide 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. A new middle school building containing 12 classrooms opened in fall of 2019. With the voters approval of Measure M in the fall of 2019, the district recently completed a master plan process with plans to continue campus improvement to replace aging facilities. With the previous approval of Measure GSH, the district continues to be able to address 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: 1/15/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	102: 2. VENT COVER IS BROKEN. 4. CEILING TILE IS BROKEN. BOYS REST ROOM: 2. VENT COVER IS MISSING. 8. TWO TOILETS ARE LOOSE AT THE BASE.
<b>Interior:</b> Interior Surfaces	Poor	101A: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON LOCKERS NEAR ENTRY. 101B: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON THE DOOR. 102: 2. VENT COVER IS BROKEN. 4. CEILING TILE IS BROKEN. 103: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING KN COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 104: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. FORMICA IS CHIPPING ON CABINETS. 7. ELECTRICAL COVER IS MISSING IN CEILING. 105: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILES ARE MISSING. FORMICA IS CHIPPING AND MISSING ON COUNTER TOP. COUNTER TOP IS BROKEN. CEILING TILE T-BAR IS LOOSE. 7. CORDS ARE CREATING TRIP HAZARDS. 106: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>201: 4. CEILING TILES HAVE HOLES. 11. PAINT/PLASTER IS PEELING ON THE WALL.</p> <p>401: 4. CEILING TILE IS MISSING. 7. EXTERIOR OUTLET COVER IS MISSING. TWO ELECTRICAL COVERS ARE MISSING IN CEILING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET MAKES A LOUD VIBRATION (HAMMER EFFECT). 11. PAINT IS PEELING ON CEILING.</p> <p>402: 4. PLASTER IS CHIPPING ABOVE SINK. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORDS ARE BEING PERMANENTLY USED. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>500 B/ WORKROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>501: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.</p> <p>502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>505: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>506: 4. CEILING TILES HAVE WATER STAINS (BUCKETS TO CATCH WATER ON FLOOR). 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>601: 4. CEILING TILE IS LOOSE. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>602: 4. CEILING TILES HAVE WATER STAINS.</p> <p>603: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. (TEACHER SAYS WATER SEEPS IN UNDER WALL DURING HEAVY RAINS)</p> <p>604: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL PAPER IS TORN. 10. BURNED CANDLE IN ROOM.</p> <p>605: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE PLASTIC/GLASS IS LOOSE.</p> <p>606: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING.</p> <p>622: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. EXTERIOR OUTLET COVER IS MISSING.</p> <p>623: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS TORN/LOOSE/MISSING. WALL PAPER IS TORN. 7. EXTERIOR OUTLET COVER IS MISSING. EXTERIOR ELECTRICAL COVER IS MISSING. TWO OUTLET COVERS ARE MISSING.</p> <p>624: 4. WALL PAPER IS TORN.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>626: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FLOOR TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED (STORAGE ROOM). 10. EXTERIOR FIRE SPRINKLER ESCUTCHEON IS MISSING.</p> <p>723: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>BAND/ CHOIR ROOM: 4. CEILING TILES ARE MISSING IN STAIRWELL. 7. ONE LIGHT PANEL IS OUT.</p> <p>BAND/ ELECTRICAL MUSIC: 4. CEILING GILES HAVE HOLES. CEILING TILES ARE BROKEN. 5. DRINKING FOUNTAIN MOUTHGUARD IS EXTREMELY FILTHY.</p> <p>BOYS LOCKER ROOM: 4. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON CEILING AND HAND DRYER.</p> <p>BOYS REST ROOM: 4. WATER DAMAGE TO WALL AT ENTRY. 8. URINAL COVER PLATE IS LOOSE (FOR MISSING URINAL). 9. SINK IS CLOGGED. 11. PAINT IS PEELING (RUSTED) ON TOILET SEAT COVER HOLDER. 12. LARGE CRACK IS EAVES. 15. DOOR CLOSER IS BROKEN.</p> <p>C18: 4. CEILING TILE IS MISSING.</p> <p>C23: 4. CEILING TILE IS MISSING. CEILING TILE TRIM IS MISSING.</p> <p>COPY ROOM/ CONFERENCE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E21: 4. FORMICA IS CHIPPING ON CABINETS. 9. PIPES ARE LEAKING AT JUNCTION.</p> <p>ENHANCED LECTURE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. 7. LIGHT DIFFUSER HAS A WATER STAIN. 14. EXTERIOR STAIRWELL NOSEGUARDS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. WATER DAMAGE TO WALL. STALL DOOR IS BROKEN/WOBBLY. 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>GREEN ROOM: 4. CEILING TILE IS TORN.</p> <p>INDEPENDENT STUDY: 4. RUBBER MOLDING IS LOOSE. CEILING TILES HAVE WATER STAINS (ENTRYWAY). CEILING TILE IS BROKEN (ENTRYWAY). 11. PAINT IS PEELING ON WALL (ENTRYWAY).</p> <p>KITCHEN: 4. FLOOR TILES ARE BROKEN AT ENTRY TO SERVING AREA. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING (OFFICE). 8. TOILET LEAKS AT FITTING.</p> <p>OLD GYM: 4. WATER DAMAGE TO CEILING AND BEAM.</p> <p>P8: 4. CEILING TILES ARE TORN.</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 14. TRIP HAZARDS ON</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		WALKWAY. 15. DOOR FRAME IS DETERIORATING AT BASE. UNISEX REST ROOM: 4. RUBBER MOLDING IS MISSING.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	103: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING KN COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 402: 4. PLASTER IS CHIPPING ABOVE SINK. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORDS ARE BEING PERMANENTLY USED. 11. PAINT IS PEELING ON THE INTERIOR WALL. BAND/ ELECTRICAL MUSIC: 4. CEILING GILES HAVE HOLES. CEILING TILES ARE BROKEN. 5. DRINKING FOUNTAIN MOUTHGUARD IS EXTREMELY FILTHY. CONFERENCE ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. COPY ROOM/ CONFERENCE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
<b>Electrical:</b> Electrical	Fair	103: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING KN COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 104: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. FORMICA IS CHIPPING ON CABINETS. 7. ELECTRICAL COVER IS MISSING IN CEILING. 105: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILES ARE MISSING. FORMICA IS CHIPPING AND MISSING ON COUNTER TOP. COUNTER TOP IS BROKEN. CEILING TILE T-BAR IS LOOSE. 7. CORDS ARE CREATING TRIP HAZARDS. 401: 4. CEILING TILE IS MISSING. 7. EXTERIOR OUTLET COVER IS MISSING. TWO ELECTRICAL COVERS ARE MISSING IN CEILING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET MAKES A LOUD VIBRATION (HAMMER EFFECT). 11. PAINT IS PEELING ON CEILING. 402: 4. PLASTER IS CHIPPING ABOVE SINK. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. EXTENSION

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CORDS ARE BEING PERMANENTLY USED.</p> <p>11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>601: 4. CEILING TILE IS LOOSE. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>606: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING.</p> <p>622: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. EXTERIOR OUTLET COVER IS MISSING.</p> <p>623: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS TORN/LOOSE/MISSING. WALL PAPER IS TORN. 7. EXTERIOR OUTLET COVER IS MISSING. EXTERIOR ELECTRICAL COVER IS MISSING. TWO OUTLET COVERS ARE MISSING.</p> <p>626: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FLOOR TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED (STORAGE ROOM). 10. EXTERIOR FIRE SPRINKLER ESCUTCHEON IS MISSING.</p> <p>AUDITORIUM: 7. ONE CAN LIGHT IS OUT.</p> <p>BAND/ CHOIR ROOM: 4. CEILING TILES ARE MISSING IN STAIRWELL. 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS LOCKER ROOM: 4. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON CEILING AND HAND DRYER.</p> <p>BOYS REST ROOM: 7. SWITCH MOTION COVER IS MISSING.</p> <p>ELECTRICAL/ CUSTODIAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/4/2017). 14. EXTERIOR VENT COVER IS BROKEN.</p> <p>ELECTRICAL: 7. USED AS STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.</p> <p>ENHANCED LECTURE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. 7. LIGHT DIFFUSER HAS A WATER STAIN. 14. EXTERIOR STAIRWELL NOSEGUARDS ARE MISSING.</p> <p>KITCHEN: 4. FLOOR TILES ARE BROKEN AT ENTRY TO SERVING AREA. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING (OFFICE). 8. TOILET LEAKS AT FITTING.</p> <p>NEW GYM: 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. 10. TEACHER HAS TAPED OVER EMERGENCY EXIT LIGHT WITH BLACK TAPE.</p> <p>NURSE: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p>



System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		P3: 7. SWITCH PLATE IS BROKEN. 10. BURNED CANDLE IN CLASSROOM. SERVING AREA: 7. ONE LIGHT DIFFUSER IS DAMAGED. STUDENT STORE: 7. EXTERIOR OUTLET COVER IS MISSING. UNISEX REST ROOM: 7. SWITCH PLATE AND SWITCH ARE LOOSE.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	401: 4. CEILING TILE IS MISSING. 7. EXTERIOR OUTLET COVER IS MISSING. TWO ELECTRICAL COVERS ARE MISSING IN CEILING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET MAKES A LOUD VIBRATION (HAMMER EFFECT). 11. PAINT IS PEELING ON CEILING. 504/ WORKROOM: 9. LEAK AT WATER VALVE UNDER SINK CREATING A SLIP HAZARD. 506: 4. CEILING TILES HAVE WATER STAINS (BUCKETS TO CATCH WATER ON FLOOR). 9. DRINKING FOUNTAIN HAS NO FLOW. BOYS REST ROOM: 2. VENT COVER IS MISSING. 8. TWO TOILETS ARE LOOSE AT THE BASE. BOYS REST ROOM: 4. WATER DAMAGE TO WALL AT ENTRY. 8. URINAL COVER PLATE IS LOOSE (FOR MISSING URINAL). 9. SINK IS CLOGGED. 11. PAINT IS PEELING (RUSTED) ON TOILET SEAT COVER HOLDER. 12. LARGE CRACK IS EAVES. 15. DOOR CLOSER IS BROKEN. C20: 9. DRINKING FOUNTAIN HAS A LOW FLOW. E21: 4. FORMICA IS CHIPPING ON CABINETS. 9. PIPES ARE LEAKING AT JUNCTION. GIRLS REST ROOM: 4. WATER DAMAGE TO WALL. STALL DOOR IS BROKEN/WOBBLY. 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT THE BASE. KITCHEN: 4. FLOOR TILES ARE BROKEN AT ENTRY TO SERVING AREA. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING (OFFICE). 8. TOILET LEAKS AT FITTING. WOMENS REST ROOM: 8. ONE TOILET IS CLOGGED.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	101A: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON LOCKERS NEAR ENTRY. 101B: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON THE DOOR. 201: 4. CEILING TILES HAVE HOLES. 11. PAINT/PLASTER IS PEELING ON THE WALL. 215/ CUSTODIAN: 11. PAINT IS PEELING ON STAIRWELL RAILING (ALL).

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>401: 4. CEILING TILE IS MISSING. 7. EXTERIOR OUTLET COVER IS MISSING. TWO ELECTRICAL COVERS ARE MISSING IN CEILING. 9. ONE FAUCET HAS A LOW FLOW. ONE FAUCET MAKES A LOUD VIBRATION (HAMMER EFFECT). 11. PAINT IS PEELING ON CEILING.</p> <p>402: 4. PLASTER IS CHIPPING ABOVE SINK. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. EXTENSION CORDS ARE BEING PERMANENTLY USED. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>505: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>604: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL PAPER IS TORN. 10. BURNED CANDLE IN ROOM.</p> <p>605: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE PLASTIC/GLASS IS LOOSE.</p> <p>606: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT PIECE IS MISSING EXPOSING WIRES. 10. TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING.</p> <p>621: 10. FIRE EXTINGUISHER CASE HANDLE IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT.</p> <p>626: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. FLOOR TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED (STORAGE ROOM). 10. EXTERIOR FIRE SPRINKLER ESCUTCHEON IS MISSING.</p> <p>723: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>ADMIN: 10. BURNED CANDLE IN CLASSROOM.</p> <p>BOYS LOCKER ROOM: 4. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON CEILING AND HAND DRYER.</p> <p>BOYS REST ROOM: 4. WATER DAMAGE TO WALL AT ENTRY. 8. URINAL COVER PLATE IS LOOSE (FOR MISSING URINAL). 9. SINK IS CLOGGED. 11. PAINT IS PEELING (RUSTED) ON TOILET SEAT COVER HOLDER. 12. LARGE CRACK IN EAVES. 15. DOOR CLOSER IS BROKEN.</p> <p>C17: 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED.</p> <p>E12: 10. PLUG IN AIR FRESHENER.</p> <p>E15: 10. PLUG IN AIR FRESHENER.</p> <p>ELECTRICAL/ CUSTODIAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/4/2017). 14. EXTERIOR VENT COVER IS BROKEN.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>INDEPENDENT STUDY: 4. RUBBER MOLDING IS LOOSE. CEILING TILES HAVE WATER STAINS (ENTRYWAY). CEILING TILE IS BROKEN (ENTRYWAY). 11. PAINT IS PEELING ON WALL (ENTRYWAY). LIBRARY: 10. ONE FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/5/2016). MENS REST ROOM: 11. PAINT IS PEELING ON HAND DRYERS.</p> <p>NEW GYM: 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. 10. TEACHER HAS TAPED OVER EMERGENCY EXIT LIGHT WITH BLACK TAPE.</p> <p>P3: 7. SWITCH PLATE IS BROKEN. 10. BURNED CANDLE IN CLASSROOM.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	<p>ATTENDANCE: 12. DRY ROT ON SIDING AND RAMP.</p> <p>BOYS REST ROOM: 4. WATER DAMAGE TO WALL AT ENTRY. 8. URINAL COVER PLATE IS LOOSE (FOR MISSING URINAL). 9. SINK IS CLOGGED. 11. PAINT IS PEELING (RUSTED) ON TOILET SEAT COVER HOLDER. 12. LARGE CRACK IS EAVES. 15. DOOR CLOSER IS BROKEN.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>BOYS REST ROOM: 15. THRESHOLD IS BROKEN.</p> <p>BOYS REST ROOM: 4. WATER DAMAGE TO WALL AT ENTRY. 8. URINAL COVER PLATE IS LOOSE (FOR MISSING URINAL). 9. SINK IS CLOGGED. 11. PAINT IS PEELING (RUSTED) ON TOILET SEAT COVER HOLDER. 12. LARGE CRACK IS EAVES. 15. DOOR CLOSER IS BROKEN.</p> <p>ELECTRICAL/ CUSTODIAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/4/2017). 14. EXTERIOR VENT COVER IS BROKEN.</p> <p>ENHANCED LECTURE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. 7. LIGHT DIFFUSER HAS A WATER STAIN. 14. EXTERIOR STAIRWELL NOSEGUARDS ARE MISSING.</p> <p>SCHOOL NURSE: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 14. TRIP HAZARDS ON WALKWAY. 15. DOOR FRAME IS DETERIORATING AT BASE.</p>
<p><b>Overall Rating</b></p>	<p>Good</p>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	78	72	75	74	50	50
Math	58	55	61	61	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	12.4	24.8	43.8
9	15.1	26.1	37.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
 Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	468	442	94.44	71.95
Male	232	216	93.10	63.43
Female	236	226	95.76	80.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	75.00
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.61	54.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	335	94.10	74.03
Two or More Races	28	28	100.00	78.57
Socioeconomically Disadvantaged	69	63	91.30	58.73
English Learners	32	30	93.75	40.00
Students with Disabilities	44	39	88.64	25.64
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	468	442	94.44	54.98
Male	232	217	93.53	57.14
Female	236	225	95.34	52.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	66.67
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.61	40.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	335	94.10	55.22
Two or More Races	28	27	96.43	74.07
Socioeconomically Disadvantaged	69	63	91.30	44.44
English Learners	32	31	96.88	32.26
Students with Disabilities	44	40	90.91	17.50
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2019-20)**

Malibu High School has several volunteer parent and information networks.

These include:

- PTSA Executive Board
- PTSA General Assembly
- Arts Angels Booster Club
- Athletics Booster Club
- School Site Council
- Latino Parent Group (FIDA)
- School and District Committees

Additional school/community groups include:

- Malibu Schools Leadership Council (MSLC)
- A Malibu Public Schools (AMPS)

Our unique fundraising model is the result of the following community groups:

- The Shark Fund (TSF)
- Leading Educational Advancement and Development (Malibu LEAD)

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. Additionally, the PTSA and school staff help to provide a variety of parent education opportunities. Volunteer opportunities at the classroom and school level are provided throughout the school year. 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 and is currently transitioning to a Malibu Schools Fundraising entity, Malibu LEAD.

For more information on how to become involved at the school, please contact Alex Aspron-Ladesich, PTSA President, at [alexaspron8@gmail.com](mailto:alexaspron8@gmail.com)

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (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. A significant partnership includes the Malibu Boys and Girls Club that provides supervised after school programming, a Wellness Center, and substance abuse counseling.

We review and update the Malibu High School Safety Plan annually. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019. The School Safety plan is discussed and updated with the school safety committee/SSC in December, 2019 and approved in January 2020. Throughout the year, we have safety and evacuation drills for fires, earthquakes and other emergencies including campus lockdowns. Our 3-day emergency supplies of water and food as well as our disaster supplies are inventoried each year based on the district provided supplies list. Our PTSA generously supplements 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. The last annual inventory was completed in November, 2019 with many required items not available. 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 main driveway and must check in with security. A new visitor ID protocol was implemented in October, 2019 where all visitors must provide an ID which is screened through the Raptor Visitor Management System. School security staff, administrative staff, and support staff work together to ensure a safe and secure campus. All entrances and exits are locked during the school day and any open entrances/exits are monitored by campus security.

Administrators, athletics staff, campus security, and a number of other teachers and staff maintain basic first aid, CPR, AED training. Additionally, administrators and members of our special education department maintain training in CPI, Crisis Prevention Institute.

Due to ongoing campus improvements, traffic procedures and pick up and drop off routines have been reviewed and changed the last few years to ensure student safety and effective traffic circulation. The current improvement projects include plans for improved perimeter fencing and a single campus entry point as well as additional traffic and safety improvements. There are subsequent plans to improve campus facilities and the district has developed a strategic safety document that was reviewed with the school board in February of 2018 to include possible key fob systems.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.4	1.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	237.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.7

\* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	19	20	7	20	20	20	5	20	15	24	4
Mathematics	22	14	15	9	19	22	12	8	19	21	14	5
Science	24	10	18	6	23	12	17	4	24	11	17	3
Social Science	23	12	22	8	23	13	20	6	22	14	20	5

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 BTSAs, 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 BTSAs. 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. The district recently has provided a variety of cohort based professional development opportunities including around: social justice standards, restorative approaches, project based learning, blended learning, matrix of bias, deep learning, and NGSS.

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

- To strengthen teaching of higher-order thinking and critical thinking
- To increase students ability to independently and successfully complete tasks with a level 3 or 4 depth of knowledge
- To implement cycles of inquiry focused on analysis of student work
- To strengthen students’ academic language and close reading strategies

The School Leadership Team develops the annual professional development calendar around the site priorities in the implementation plan. The SLT team reviews data quarterly to inform the plan. Additionally, annual data is reviewed with all staff in August to frame the priorities for the year. Periodically, FAC distributes staff surveys to assess staff perception on the effectiveness of the modified day professional development schedule. During the 2019-2020 school year, a large amount of time was allocated to do the comprehensive self study reflection and analysis as part of the WASC process.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	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, STAR program, licenses, visual and performing arts programming, 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.

Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8658	11	8647	81933
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.5	-0.8
School Site/ State	14.1	-0.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Malibu High School	2015-16	2016-17	2017-18
Dropout Rate	1.1	2.5	8.9
Graduation Rate	98.3	96.3	91.1

Rate for Santa Monica-Malibu Unified	2015-16	2016-17	2017-18
Dropout Rate	6.2	2.5	6.7
Graduation Rate	90.7	92.5	91

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	95
% of pupils completing a CTE program and earning a high school diploma	-
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**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 <https://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.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	80.02
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	73.65

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	4	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	7	N/A
All courses	26	28.4

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.