

Malibu High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Malibu High School
Street	30215 Morning View Dr.
City, State, Zip	Malibu, CA 90265-3616
Phone Number	(310) 457-6801
Principal	Patrick Miller
Email Address	p.miller@smmusd.org
School Website	www.malibu.smmusd.org
County-District-School (CDS) Code	19-64980

2022-23 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Mark Kelly, Interim Superintendent
Email Address	swilliamson@smmusd.org
District Website Address	www.smmusd.org

2022-23 School Overview

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.

2022-23 School Overview

- 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	97
Grade 10	100
Grade 11	98
Grade 12	117
Total Enrollment	412

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	0.0
Asian	2.7
Black or African American	1.9
Filipino	0.0
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.6
White	74.8
English Learners	5.3
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	14.6
Students with Disabilities	9.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	80.58	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	3.12	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.56	8.80	1.76	12115.80	4.41
Unknown	4.20	14.71	23.70	4.72	18854.30	6.86
Total Teaching Positions	28.80	100.00	503.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	83.94	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	1.09	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.22	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	5.30	13.90	2.89	11953.10	4.28
Unknown	2.00	6.36	37.10	7.70	15831.90	5.67
Total Teaching Positions	32.20	100.00	482.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.90	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	1.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	1.70
Total Out-of-Field Teachers	0.40	1.70

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	2.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Malibu High have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. All students, including English learners, have their own copy of textbooks. 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.

Year and month in which the data were collected

December, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017 myPerspectives, Pearson, adopted 6/2016 Pernie's Literature, Cengage Learning	Yes	0%

	The Language of Composition, Bedford		
Mathematics	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. The Practice of Statistics, BFW Freeman	Yes	0%
Science	Amplify, Grades 6-8 Environment, Pearson, adopted 2019/2020 Chemistry, Cengage, Adopted 2021 Experience Biology, Savvas, adopted 2020 Physics of the Universe, Discovery, adopted 2021 Chemistry in the Earths Systems, Discover, adopted 2021	Yes	0%
History-Social Science	World History: The Modern Era (Ellis & Esner) Pearson (5/2019) Sources of Western Society-Since 1300 (McKay, Crowston, Wiesner-Hanks, & 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, & Perry) BFW (5/2019) United States History: The Twentieth Century (Lapsansky-Werner, Levy, Roberts, & 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, & Heller) BFW (5/2019) Estados Unidos A Traves Del Lente (Hebert, Altoff, & 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 & Wattenberg) Pearson (5/2019) Economics: Principles in Action (O'Sullivan & Sheffrin) Prentice Hall (5/2019) Krugman's Economics for AP (Ray & 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, & Nathan) (5/2019) Sociology, A Down-To-Earth Approach (Hensel)	Yes	0%
Foreign Language	Encuentos 1/2/3, Vista, adopted 2022 Perspectivas, Vista, adopted 2022 Bon Voyage 1/2, Glencoe		
Health	Career Choices and Changes, Academic Innovations, adopted 2018 Lifetime Health, Holt, adopted 2010		

Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

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 recently opened 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 and planning of a new high school campus is underway. The campus improvements are 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.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	83	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	N/A	58	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	80	81.63	18.37	82.50
Female	54	41	75.93	24.07	97.56
Male	44	39	88.64	11.36	66.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	13	86.67	13.33	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	56	78.87	21.13	94.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	14	12	85.71	14.29	66.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	80	81.63	18.37	57.50
Female	54	41	75.93	24.07	56.10
Male	44	39	88.64	11.36	58.97
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	13	86.67	13.33	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	56	78.87	21.13	62.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	14	12	85.71	14.29	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	54.7	55.75	54.7	55.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	174	80.56	19.44	55.75
Female	117	90	76.92	23.08	50
Male	99	84	84.85	15.15	61.9
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	26	81.25	18.75	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	36.36
White	158	127	80.38	19.62	62.2
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	24	77.42	22.58	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	8	66.67	33.33	--

2021-22 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.

Current CTE Coursework at MHS includes:

Film Production 1 and 2
 Broadcast TV Production 1 and 2
 Journalism 1 and 2

We are currently working to have our former ROP courses of Professional Actor and Stagecraft become CTE courses with future plans for visual arts and digital arts courses to become CTE.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	80.41

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	77%	80%	80%	77%	80%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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
- 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 group:

The Shark Fund (TSF)

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) 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 Karin Al Hardin, PTSA President, at ptsamalibu@gmail.com.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.7	0.8		2.5	1.1		8.9	7.8
Graduation Rate		95.3	98.3		94.2	97.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	119	117	98.3
Female	64	63	98.4
Male	55	54	98.2
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	88	87	98.9
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	25	25	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	427	132	30.9
Female	230	226	79	35.0
Male	207	201	53	26.4
American Indian or Alaska Native	0	0	0	0.0
Asian	13	12	1	8.3
Black or African American	9	9	2	22.2
Filipino	1	1	0	0.0
Hispanic or Latino	64	64	14	21.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	28	26	7	26.9
White	321	314	107	34.1
English Learners	24	24	5	20.8
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	74	72	23	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	43	14	32.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.30	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.52	0.20	2.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.52	0.00
Female	0.00	0.00
Male	5.31	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.49	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

2022-23 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 2022. The School Safety plan is discussed and updated with the school safety committee/SSC in October, 2022 and approved in November, 2022. 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. The last annual inventory was completed in October, 2022. 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 recent improvement projects included improved perimeter fencing, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	17	9	4
Mathematics	19	15	10	1
Science	18	15	7	1
Social Science	21	11	12	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	23	10	3
Mathematics	17	16	10	2
Science	16	16	5	2
Social Science	19	17	11	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	34	7	
Mathematics	12	24	6	2
Science	13	18	5	2
Social Science	12	31	4	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	103

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,835	0	\$15,835	\$70,798.92
District	N/A	N/A	\$7,242	\$86,935
Percent Difference - School Site and District	N/A	N/A	74.5	-20.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	82.4	-16.0

2021-22 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, Community Service Learning Coordinator, licenses, visual and performing arts programming, teacher professional development, teacher release time and Bilingual Community Liaison. Categorical funding also is used to purchase curriculum, supplies and materials used to support teaching and learning.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,531	\$52,478
Mid-Range Teacher Salary	\$76,941	\$80,810
Highest Teacher Salary	\$103,590	\$101,276
Average Principal Salary (Elementary)	\$130,757	\$127,080
Average Principal Salary (Middle)	\$134,664	\$134,264
Average Principal Salary (High)	\$144,513	\$147,200
Superintendent Salary	\$243,648	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	43.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	2
Foreign Language	2
Mathematics	3
Science	3
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

Professional Development

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. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4