

# Malibu High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Malibu High School
<b>Street</b>	30215 Morning View Dr.
<b>City, State, Zip</b>	Malibu, CA 90265-3616
<b>Phone Number</b>	(310) 457-6801
<b>Principal</b>	Adam Almeida
<b>Email Address</b>	aalmeida@smmusd.org
<b>School Website</b>	www.malibu.smmusd.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19-64980

2024-25 District Contact Information	
<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	p.miller@smmusd.org
<b>District Website</b>	www.smmusd.org

2024-25 School Description and Mission Statement
<p>District Vision:</p> <p>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.</p>

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.

SCHOOLWIDE LEARNER GOALS:

Maturity (Connectedness and Collaboration, Physical Safety and Emotional Safety)

Students will:

- Make sound decisions about their physical, emotional, and mental health
- Engage in healthy, interpersonal relationships
- Exercise leadership and teamwork when working together towards common goals related to class work and school activities within a diverse community
- Demand excellence from themselves, persevering through failures and struggles

Humanity (Citizenship and Ethic of Service)

Students will:

- Conduct themselves in an honest, ethical manner taking responsibility for their actions
- Create an inclusive environment by learning and understanding different worldviews and cultures
- Demonstrate environmental and civic responsibility
- Learn through service to the community

Scholarship (Growth and Learning, Creativity and Artistic Expression)

Students will:

- Meet and exceed SMMUSD graduation requirements and be prepared for success in college or career.
- As part of the academic program, explore a variety of activities including athletics, arts, and clubs as part of their academic, social, and personal growth
- Think at high levels and create high quality work in a rigorous academic setting
- Analyze critically all types of information and respond appropriately
- Synthesize ideas and communicate purposefully and persuasively both orally and in writing
- Demonstrate creativity through various projects and presentations
- Utilize all technology fluently and responsibly

Principal's Message:

Malibu High School (MHS) is a forward-thinking, comprehensive high school for students in grades 9-12, where we are committed to fostering an engaging, student-centered learning environment. We prepare our students not only with rigorous academic knowledge, but with the critical thinking, creativity, and collaboration skills needed to thrive in a rapidly evolving world. Located along the scenic Pacific Coast near Los Angeles, MHS offers a wide range of hands-on, real-world learning opportunities that encourage students to explore their passions. From cutting-edge courses in marine and environmental sciences to dynamic programs in the visual and performing arts, our school is dedicated to providing students with diverse pathways to success. Our faculty excels at creating inclusive, differentiated learning experiences that meet the needs of every student, fostering an environment where all students can excel. With a focus on engaging practices—such as project-based learning, student-driven inquiry, and technology integration—students are encouraged to take ownership of their learning and become active participants in their educational journeys. At MHS, we also prioritize smooth transitions, ensuring that our students move seamlessly from middle school to high school. The shared campus with Malibu Middle School creates a collaborative bridge between the two, offering a cohesive academic experience from grades 6-12. Our strong community is another key element of MHS's success. We are fortunate to have a dedicated, professional staff, as well as an active and supportive parent network. Thanks to their involvement and the many programs they support, MHS continues to offer rich resources and innovative opportunities that help our students grow into thoughtful, engaged, and responsible global citizens.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	92
Grade 10	102
Grade 11	94
Grade 12	102
Total Enrollment	390

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.4
Male	53.3
American Indian or Alaska Native	0.3
Asian	2.1
Black or African American	2.1
Filipino	0.5
Hispanic or Latino	16.2
Two or More Races	5.4
White	73.6
English Learners	5.1
Homeless	0.3
Socioeconomically Disadvantaged	17.2
Students with Disabilities	13.8

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.20	80.58	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	3.12	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.56	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	4.20	14.71	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.00	83.94	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.30	1.09	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.22	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.70	5.30	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	6.36	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.30	77.18	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.40	11.36	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	4.33	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.10	7.10	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	30.20	100.00	478.10	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.90	1.00	3.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.90	1.00	3.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.40	1.70	1.3
<b>Total Out-of-Field Teachers</b>	0.40	1.70	1.3

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	2.2	13.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.7

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

## 2024-25 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, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Collections, HMHCO, adopted 6/2017 myPerspectives, Pearson, adopted 6/2016 Pernie's Literature, Cengage Learning The Language of Composition, Bedford	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	World History: The Modern Era (Ellis & Esner) Pearson (5/2019) Sources of Western Society-Since 1300 (McKay, Crowston, Wiesner-Hanks, & Perry) Bedford (5/2019)	Yes	0%



	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) 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)		
<b>Foreign Language</b>	Encuentos 1/2/3, Vista, adopted 2022 Perspectivas, Vista, adopted 2022		
<b>Health</b>	Career Choices and Changes, Academic Innovations, adopted 2018 Lifetime Health, Holt, adopted 2010		
Note: Cells with N/A values do not require data.			



## 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				September, 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	69	76	72	72	46	47
Mathematics (grades 3-8 and 11)	33	47	57	59	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	94	86	91.49	8.51	75.58
<b>Female</b>	54	50	92.59	7.41	84.00
<b>Male</b>	40	36	90.00	10.00	63.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	68	61	89.71	10.29	73.77
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	15	88.24	11.76	73.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	11	73.33	26.67	27.27

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	94	86	91.49	8.51	46.51
<b>Female</b>	54	51	94.44	5.56	49.02
<b>Male</b>	40	35	87.50	12.50	42.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	68	61	89.71	10.29	47.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	17	15	88.24	11.76	26.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	11	73.33	26.67	9.09

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	49.12	47.40	57.29	57.44	30.29	30.73

## 2023-24 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
<b>All Students</b>	190	173	91.05	8.95	47.40
<b>Female</b>	98	91	92.86	7.14	54.95
<b>Male</b>	92	82	89.13	10.87	39.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	23	85.19	14.81	39.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	66.67
<b>White</b>	139	127	91.37	8.63	47.24
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	33	91.67	8.33	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	19	79.17	20.83	0.00

## 2023-24 Career Technical Education Programs

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, all in Arts, Media, and Entertainment, at MHS includes:

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

The primary representative for CTE is Devon Smith, Coordinator of Innovation and Learning, [devonsmith@smmUSD.org](mailto:devonsmith@smmUSD.org).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	93
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.23
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	50.98

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.

2023-24 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. The administration of the PFT requires only participation results 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	90%	84%	87%	88%	84%

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.

2024-25 Opportunities for Parental Involvement

All parents and family members are encouraged to take an active role in the school community by participating in site decision making councils, as well as district level advisory committees, in order to be involved in the development of school improvement plans. The primary parent volunteer and booster groups for Malibu High School include:



## 2024-25 Opportunities for Parental Involvement

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:

- Malibu Education Foundation (MEF)
- 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](http://www.thesharkfund.org)) secures the necessary financial resources needed to support all of our programs, including booster and academic programs.

For more information on how to become involved at the school, please contact Kevin Keegan, PTSA President, at [ptsamalibu@gmail.com](mailto:ptsamalibu@gmail.com).

For additional information regarding parental involvement, view the Family Engagement Policy and School Compact at: <https://www.smmusd.org/domain/4675>.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.8	2.0	0.9	1.1	2.9	1.3	7.8	8.2	8.9
Graduation Rate	98.3	96.0	99.1	97.5	95.0	97.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	105	99.1
Female	50	49	98.0
Male	56	56	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	16	16	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	81	80	98.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	31	31	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	17	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	399	109	27.3
Female	188	187	44	23.5
Male	211	211	65	30.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	63	16	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	6	27.3
White	294	294	83	28.2
English Learners	21	21	7	33.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	85	84	32	38.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	24	40.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.52	4.04	2.25	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25	0.00
Female	1.06	0.00
Male	3.32	0.00
Non-Binary		
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	2.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 routinely examine, review and assess safety at our school including identifying appropriate strategies and programs that will provide or maintain a high level of school safety. Additionally, we routinely examine, review and assess our procedures to ensure that we comply with existing laws relating to school safety. The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2024. The School Safety plan is discussed and updated with the school safety committee/SSC in October, 2024 and approved in October, 2024. 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, 2024. 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. MMS/MHS believes in the progressive discipline model grounded in Restorative Justice principles and approaches. The Code of Conduct for students is

## 2024-25 School Safety Plan

found in the student planners, on the school website, and posted in classroom and is a set of guidelines for students to live by while at school each day. Students who follow the Code of Conduct are meeting basic expectations allowing them to be successful students. All students are made aware of the schools rules and expectations at the beginning through discipline talks. Visitors to the campus enter and must check in through our main entrance. Any outside visitors must check in at the Attendance Office/Main Lobby. Each visitor must present a valid ID that will be run through the Raptor 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. The city of Malibu contracted to do a comprehensive safety assessment in 22-23 with Guidepost.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	8	1
Mathematics	12	29	3	1
Science	11	24	4	
Social Science	13	27	7	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	26	7	
Mathematics	10	29	5	
Science	11	24	3	1
Social Science	13	22	11	

## 2023-24 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	130

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$20,170	0	\$20,170	\$109,060
District	N/A	N/A	\$7,242	\$95,359
Percent Difference - School Site and District	N/A	N/A	94.3	13.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	60.8	14.1

## Fiscal Year 2023-24 Types of Services Funded

Malibu High School utilizes local funding (ie: formula, lottery, permit, donor) 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. Funding also is used to purchase curriculum, supplies and materials used to support teaching and learning.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%



2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	44.1
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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	6
Fine and Performing Arts	2
Foreign Language	2
Mathematics	3
Science	5
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

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 project-based, social-emotional learning and restorative practices 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:

- Literacy and mathematics
- 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:

Rigor: 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 strengthen students’ academic language and close reading strategies. To strengthen Tier 1 instruction.

Student Support: To identify students and inform tier 2 and 3 instruction. To understand the pre-referral intervention and SST process. To enhance the student support period to provide enrichment and intervention, beyond homework help.

Professional Development

Relevance: To increase staff capacity around project based learning. To increase student engagement through collaborative strategies and tools. To have students create products or performances for audience beyond teacher/classroom. To develop 1-2 guiding projects within existing coursework.

Department PLC: To implement cycles of inquiry focused on analysis of student work

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. The Professional Development Plan is aligned with the sites SPSA/WASC Action Plan.

The district calendar has 4 dedicated professional development days, 3 in August and 1 in January. The weekly banked time occurs around student instruction. Teachers are subbed out for various professional development opportunities but they fluctuate by teacher, by department and some are required while others are voluntarily.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4