Malibu Elementary 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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Malibu Elementary School
Street	Fernhill Drive
City, State, Zip	Malibu, CA 90265-3616
Phone Number	(310) 457-9370
Principal	Chris Hertz
Email Address	chertz@smmusd.org
School Website	https://www.smmusd.org/malibues
Grade Span	
County-District-School (CDS) Code	19 64980 6022602

2024-25 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	p.miller@smmusd.org
District Website	www.smmusd.org

2024-25 School Description and Mission Statement

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 Elementary Vision
Our school inspires a community of life-long learners to be global citizens and environmental stewards in an inclusive, rigorous, and innovative educational setting.

Welcome!

Malibu Elementary School is a TK-5 school that is part of the Santa Monica-Malibu Unified School District and founded in July of 2019, by merging former Juan Cabrillo Elementary and Point Dume Marine Science School. We have brought the best traditions and practices of both schools together, including programs that build a sense of belonging, programs to help students become more analytical, and thematic instruction with an emphasis on Marine Science. When an MES student graduates, they are life-long stewards of the ocean.

Our campus offers something for every student: an expansive play yard, an immaculate Marine Science Lab, a welcoming and inspiring school Library, an on-campus Boys and Girls Club, and so much more. While our program has a focus on Marine Science and our students take many field trips to the beach for tide pooling, we also offer music, performing arts, art, and have plans for a STEM Lab.

Every Friday during our Morning Assembly is our "Caught Demonstrating Character" tradition, where students are acknowledged and appreciated in front of the entire school for helpful and kind actions. MES students are seen as kind and capable learners who make a positive impact in society. Each child is valued, challenged, and prepared for success, in our safe, welcoming, and inclusive community.

Our low student-teacher ratio, with teachers that have taught at our school for decades, allows us to engage every child more effectively, truly connect with them, and understand their specific needs. Additionally, we are dedicated to the philosophy that families play an integral role in a child's achievement. Parents and other family members are encouraged to volunteer in the classroom, on campus, or at one of the many activities organized by our PTA. It is true that it takes a village, and we are here to support your student, and your family.

Please see our website to access staff contact information and weekly Parent Newsletters, which contain current information and events, from the Principal. We hope you will continue to learn more about us – schedule a campus tour or connect with a current parent today!

Thank you for your interest in Malibu Elementary School. We truly look forward to getting to know your child and your family!

With Gratitude,

Christopher Hertz, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	33
Grade 2	29
Grade 3	35
Grade 4	42
Grade 5	29
Total Enrollment	191

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.5
Asian	1
Black or African American	3.7
Filipino	2.1
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.5
White	80.1
English Learners	9.4
Homeless	0.5
Socioeconomically Disadvantaged	17.8
Students with Disabilities	14.1

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)	15.40	99.04	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)	0.00	0.00	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	1.76	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.96	23.70	4.72	18854.30	6.86
Total Teaching Positions	15.50	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)	10.00	83.33	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.33	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	13.90	2.89	11953.10	4.28
Unknown/Incomplete/NA	1.00	8.33	37.10	7.70	15831.90	5.67
Total Teaching Positions	12.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	82.10	408.20	85.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	9.17	20.50	4.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.10	1.90	11746.90	4.23
Unknown/Incomplete/NA	1.00	8.73	38.60	8.08	14303.80	5.15
Total Teaching Positions	11.40	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
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	11.1	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	0

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 Elementary have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions. All students, including English learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Year and month in which the data were collected	January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
Science	Amplify Science California, Amplify 2018, Adopted 3/17/2022	Yes	0
History-Social Science	California History-Social Science myWorld Interactive, Savvas Learning Company 2019, Adopted 6/2/2022	Yes	0

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

School Facility Conditions and Planned Improvements

Malibu Elementary is an exceptionally clean and attractive campus in excellent condition, overall, with beautifully decorated and well-maintained classrooms. The school opened in September 2020. The campus features impressive, professionally created murals, depicting the local Marine environment. We are located on more than 10 acres of land, with a large, grassy playground for grades 1-5 and a separate playground for the kindergarten children. Classrooms at Malibu are clean, comfortable, and are maintained on a daily basis by two full-time custodians on morning and afternoon shift and one part-time evening custodian. There is ample classroom space for students. In addition, our campus has state-of-the-art SMART Board technology, teacher laptop and document projectors in every classroom.

The campus features a library, multipurpose room, conference rooms, psychologist's office, vocal/instrumental music rooms, art studio, Marine Science Lab with 5 aquariums and one touch tank, before- and after-school Boys & Girls Club, computer lab, Specialized Academic Instruction (SAI) and Life Skills classrooms, nurse's office, community liaison office, PTA office, teacher workroom, staff lounge, outdoor and indoor cafeteria eating areas, track and field, two playground areas, outdoor reading/gathering areas, PE office, and principal's office. Our perimeter fencing provides security for the campus, and the outside gates are locked each morning following the final bell. Visitors are required to have their ID scanned at the office before entering the campus and must wear a visitor's badge or district I.D. while on campus. The staff is trained to challenge anyone not wearing a badge.

With the approval of Measure GSH, our school has improved its fencing, evening parking lot lighting, security entry system, replaced play area sand with artificial turf, added new sod to the kindergarten yard, added six new classrooms to accommodate our growing enrollment, and replaced our after-hours intrusion and fire monitoring systems. During the summer of 2020 the kindergarten and 1st-5th grade play structures were completely replaced.

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
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	

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)	68	62	72	72	46	47
Mathematics (grades 3-8 and 11)	62	61	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
All Students	109	107	98.17	1.83	61.68
Female	45	44	97.78	2.22	56.82
Male	64	63	98.44	1.56	65.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	89	87	97.75	2.25	65.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	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
All Students	109	105	96.33	3.67	60.95
Female	45	43	95.56	4.44	58.14
Male	64	62	96.88	3.12	62.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	89	86	96.63	3.37	65.12
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	38.10

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)	62.86	37.93	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
All Students	30	29	96.67	3.33	37.93
Female	14	13	92.86	7.14	30.77
Male	16	16	100.00	0.00	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	26	96.30	3.70	42.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 5	0%	0%	0%	0%	0%

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

PARENT INVOLVEMENT

It is the spirit of cooperation and mutual support that makes our school exceptional. We encourage and welcome parent involvement in all aspects of school life. We pride ourselves in our ability to provide a safe and supportive learning environment for our students. Malibu Elementary parents are encouraged to participate in the PTA, Site Council, ELAC, and volunteer in the classrooms and on the playground. Parents may also work in the office, art studio, marine science lab, computer lab, or help maintain our beautiful campus and library. Malibu Elementary welcomes and encourages parent at all levels. A major contributing factor to the success of our school is the active involvement of our parent community. Parents support the school with time, leadership, and fundraising. This is truly a family school where everyone is welcome.

Home-School Communication
GOAL: Maintain consistent two-way communication through the use of such tools as: School Website, PTA Website, weekly Principal's Newsletter, monthly PTA Newsletter, weekly teacher newsletters, email, Parent-Teacher conferences, informal meetings, report cards, and Open House.

Home-School Mutual Supporters
GOAL: Parents and Teachers will support to each other's effort to help students grow through such activities as Student Study Team meetings, Individualized Education Plans (IEP), parent-teacher conferences, student contracts, PTA, volunteerism, field trips, and fundraising.

Home-School as Teachers and Learners.
GOAL: Staff will help parents to help their students through reports, conferences, and articles in newsletters.

Home-School as Advisors, Decision Makers and Advocates
GOAL: School staff and parents will create opportunities to work together to problem solve and make decisions in the best interests of children through involvement in such committees as School Site Council, ELAC, and PTA. Through events and resouces, parents and teachers can become mutual advocates. Examples: SSC, ELAC, PTA Student Study Team Meetings, Back-to-School Night, Middle School transition programs, and the Parent Handbook.

For more information on how to become involved at the school, please contact Chris Hertz, Principal and/or MES PTA President at PTA@malibuelementary.org.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	221	218	43	19.7
Female	98	97	12	12.4
Male	123	121	31	25.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	5	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	178	175	33	18.9
English Learners	20	20	5	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	48	48	13	27.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	39	12	30.8

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	0.45	0.48	0.90	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	0.90	0.00
Female	0.00	0.00
Male	1.63	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	4.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	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

SARC Information:
School Safety
Malibu Elementary opened in August of 2019. The principal Chris Hertz has experience with school safety and Safe School Plans. Our campus is fenced in and is locked during school hours. All visitors including parents must pass through our single entrance and have their ID scanned. We use Raptor screening to ensure that no offenders ever enter our campus and to document who has entered, when they entered and left, and where they went on campus. We have also replaced our intrusion monitoring system to prevent after-hours theft and vandalism. The principal and the elected School Site Council annually review and adapt the Safe School Plan template provided to us by our school district. This plan includes procedures for every conceivable crisis or disaster including earthquake, fire, bad air quality, wind storm, bomb threat, bus crash, and threat on or near campus. It also have procedures for staff on how to mobilize after a disaster or crisis to care of students and adults, and systematically reunite students with their families. (No student may be released to anyone not listed on the student's emergency card.) A public hearing of this plan is conducted annually and is forwarded to the Board of Education for further review. The plan is annually given to both the local Sheriff and City Hall for feedback. The Safe School Plan is posted on the school website as required by California Code. All tactical and personal information is redacted prior to posted so as not to inform criminals. An abstract of the plan is found in the Parent Handbook for parent review. Staff training is ongoing and never-ending. Here is the link to the SSP Abstract: https://docs.google.com/document/d/14DGz0VJLYDOZJOlRygKmKQ0kdkZ-oZs7Y0RSro0_ZjE/edit?usp=sharing. Additionally our school has a Nurse and a Health assistant too, who monitor immunizations, communicable diseases, and help with injuries.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		1	
1	14	2		
2	20	2		
3	12	2		
4	21	1	1	
5	22	1	1	
Other	4	1		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	15	2		
2	15	1	1	
3	21	1	1	
4	7	8	1	
5	7	11		
Other	5	1		

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	17	2		
2	15	1	1	
3	18	1	1	
4	21		2	
5	29		1	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	
Other	2

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	$10,050	590	$9,460	$89,430
District	N/A	N/A	$7,242	$95,359
Percent Difference - School Site and District	N/A	N/A	26.6	-6.4
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-13.0	-5.7

Fiscal Year 2023-24 Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

Most staff and costs are paid for by local property taxes. SMMUS Is a Basic Aid District that replys on local property taxes.

Through tye generosity of our Board of Education Malibu Elementary has a special district-funded Marine Science teacher who works with K-5 students for 50 minutes weekly. Through PTA fundraising MES has a special Arts teacher who teaches all students for 50 minutes a week. Through District funding MES has twice-weekly instrumental music instruction in grades 3-5 (40 minutes). Through District Funding our library is staffed everyday with a dedicated library technician. Through District and some Federal funds we offer a complete special education program including occupational therapist, speech pathologist, psychologist, and teachers skilled in academic techniques (SAI and Life Skills).

SMMUSD uses Federal Title II funds to support a Math and and ELA Coordinator to help MES:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

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

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%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through Friday afternoon "banked time", a total of 90 minutes of meeting and professional development time each week at each site. At MES "banked time" is scheduled on Friday afternoons. This time is carved out of the school day without giving students less instructional time because we teach longer on Monday - Thursdays.

Malibu Elementary School's major focus areas for Professional Development are annually determined by a review of data and by reflecting on signature practices we hope to nurture as staff. Our coherence statement is: "Improving engagement and reading achievement in a highly positive environment through small group instruction." This statement best summarizes the Professional Goals and Actions for the 2024-2025 school year.

Major Goals:
Continue to define top practices through the Learning Rounds process.
Schedule meeting time to read and discuss Professional Articles.
Schedule meeting time to review Direct Reading Instruction Practices and practices that accelerate students' ability to read ever more complex texts.
Schedule meeting time to analyze formative 24-25 STAR Reading data.
Schedule meeting time to discuss CAASPP Interm Assessments.

All the professional development at MES during the 2024-2025 school year occurs outside of the instructional day and outside of the instructional year with the except of two leadership trainings days for our four leadership teachers.

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	3	2	2