Malibu Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Malibu Middle School
Street	30215 Morning View Dr.
City, State, Zip	Malibu, CA 90265-3616
Phone Number	(310) 457-6801
Principal	Melisa Andino
Email Address	mandino@smmusd.org
School Website	
County-District-School (CDS) Code	19-64980-0139311

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Principal's Message

Malibu Middle School officially became it's own school, separate from Malibu High School, at the start of the 2019-2020 school year. MMS is a comprehensive middle school, grades 6-8, that provides its students with a world-class, 21st-century education. We pride ourselves in our friendly, caring environment that prepares all of its students to be thoughtful, insightful, lifelong learners, who are responsible citizens of a global community. Situated on the Pacific Coast just outside Los Angeles, our students have access to hands-on, authentic learning opportunities for diverse courses of study, including marine and environmental sciences to visual and performing arts. In addition to having a highly dedicated and professional staff and faculty, MMS is also fortunate to have an engaged and supportive parent community. Thanks in large part to our various parent organizations and their contributions, Malibu Middle School thrives and continues to provide the quality programs and resources that our children deserve to be well-rounded individuals.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	85
Grade 7	125
Grade 8	115
Total Enrollment	325

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.6
Asian	1.8
Black or African American	1.8
Hispanic or Latino	14.2
Two or More Races	4
White	77.2
English Learners	7.1
Socioeconomically Disadvantaged	12.9
Students with Disabilities	11.7

A. Conditions of Learning

State Priority: Basic

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

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

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

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)	15.9	85.1	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	7.8	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.8	8.8	1.8	12115.8	4.4
Unknown	0.9	5.2	23.7	4.7	18854.3	6.9
Total Teaching Positions	18.6	100.0	503.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.4

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.3
Total Out-of-Field Teachers	0.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Malibu Middle have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state's K-8 guidelines and cycles for textbook adoptions In addition, a new math curriculum for the middle school students is aligned to the new Common Core standards. All students, including English learners, have their own copy of textbooks. K-8 textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Texts and instructional materials for grades 9-12 are reviewed by a school site committee and submitted for review and approval by the school board. Members of the public are invited to review recommended materials and make comments prior to board approval.

Year and month in which the data were collected	December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017 myPerspectives, Pearson, adopted 6/2016	Yes	0%
Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015. CME Algebra, Pearson 2014, adopted 5/15/14, Big Ideas Algebra 2, , adopted 5/2015, Precalculus with Limits, A Graphing Approach 7th ed by Ron Larson, adopted 5/2015. Calculus: Graphical, Numerical, Algebraic 2006, adopted 4/3/2008, Elementary Statistics, Pearson, 5/2015.	Yes	0%
Science	Physics: Principles with Applications, Prentice Hall 2000 Focus on Science, Prentice Hall (6-8) 2007, adopted 4/19/2007 Earth Science, Glencoe 2000 Health, Holt 2007 Physics for Scientists and Engineers 2000 Biology, Prentice Hall 2002 Chemistry, Holt 2007	Yes	0%
History-Social Science	History Alive! The Ancient World (TCI) (5/2019) ¡Historia Viva!: El Mundo Antiguo (TCI) (5/2019) History Alive: The Medieval World and Beyond (TCI) (5/2019) ¡Historia Viva!: El Mundo medieval y más allá (TCI) (5/2019) American History to 1914, MyWorld interactive (Davidson & Stoff) Pearson (5/2019) American History to 1914, MyWorld interactive (Spanish) (Davidson & Stoff) Pearson (5/2019)	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Malibu Middle facilities support the needs of comprehensive academic, co- and extracurricular programs. The facilities include general education classrooms, science labs, visual arts classrooms, instrumental and vocal music rooms with practice rooms, two computer labs, library with computer lab, swimming pool, tennis courts, baseball field, softball field, football field, auditorium, a physical education gymnasium, a competitive gymnasium, outdoor amphitheater, and an all-weather track facility. Teachers have a faculty lounge with adjacent workroom used for producing instructional materials. Classrooms meet specific square footage guidelines and are equipped with whiteboards, classroom materials, audiovisual equipment, computers, laboratory equipment, and needed support materials. Teachers structure their classroom settings to meet their program's needs. Classroom environments allow students to work individually, in small groups and in whole-class settings.

Physical education areas, athletic field space, and aquatic settings support physical education instruction, athletic competition and other instructional activities. The school library provides print materials, reference items, technology for student use, and space for students to engage in individual and group work. We make every effort to keep our campus clean and graffiti-free; we strive to have an environment that is conducive to student learning. Our facility is well maintained and is in well-functioning condition.

Due to the passage of several districtwide bond measures, Malibu Middle 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. Our new middle school building with 12 classrooms opened in the Fall of 2019. These classrooms are equipped with new flexible furniture seating and state of the art technology. With the voters approval of Measure M in the fall of 2019, the district recently completed a master plan process and planning is underway for a new high school campus which, when completed, will create a stand alone middle school. 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	9/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A001 ATTENDANCE OFFICE: 2. AIR SUPPLY TOO LOUD- IN TAKE TOO SHORT (630) A016: 1. GAS SMELL C4: 2. CHECK THERMOSTAT- READING LOW TEMP
Interior: Interior Surfaces		X		: 13: 4. SALTO MALFUNCTION (NEED TO SCAN MULTIPLE TIMES) 14: 4. SALTO MALFUNCTION (NEED TO SCAN MULTIPLE TIMES 602: 4. INSPECT WATER LEAK 606: 4. REINSTALL CLG TILE-ORGANIZE (STORAGE KEY SKD-2)., 623: 7. ELECTRICAL OUTLETS NEED COVERS 4. SCREENS AT ALL WINDOWS 626A: 4. CLOSET LIGHT INOPERABLE 707A: 4. TEST ABONDONED GAS LINE 714 MECHANICAL: 4. REPLACE 4TH WATER LINE AT 45 DEGREE A232: 4. ROLLERS SHADES FASCIA CAME OFF A242: 4. ADJUST DOOR CLOSER BOYS RESTROOM: 4. REPLACE DOOR SWEEP

School Facility Conditions and Planned Improvements

			CUSTODIAL CLOSET: 4. 2ND FLOOR CUSTODIAL ADJUST DOOR P1: 4. MISSING EXTERIOR ROOM NUMBER P5: 7. CLOCK INOPERABLE 4. MISSING EXTERIOR ROOM NUMBER P6: 4. MISSING EXTERIOR ROOM NUMBER
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		P9: 6. ANTS
Electrical		X	605: 7. KITCHEN HOOD LIGHTS INOPERABLE 605A: KITCHEN OFFICE: 7. CLOCK INOPERABLE 607: 7. REINFORCE FLOOR OUTLETS 623: 7. ELECTRICAL OUTLETS NEED COVERS 4. SCREENS AT ALL WINDOWS 700B: 7. LED FIXTURE OUT A029 RECORDS: 7. RECORDS ROOM RUN NEW OUTLET BOYS RESTROOM: 7. HAND DRYER INOPERABLE 15. DOOR STICKS C1: 7. CLOCK SHOWS WRONG TIME E13: 7. LIGHTS CANNOT TURN OFF P1: 4. MISSING EXTERIOR ROOM NUMBER P2: 7. ONE PROJECTOR INOPERABLE P3: 7. CLOCK INOPERABLE 4. RESET CEILING TILE NEAR SPEAKER P1,P8,P6,P5 P4: 7. CLOCK DOES NOT WORK P5: 7. CLOCK INOPERABLE 4. MISSING EXTERIOR ROOM NUMBER P6: 4. MISSING EXTERIOR ROOM NUMBER SNACK SHACK: 7. REPLACE ALL GFI OUTLESTS 9. HOT WATER INOPERABLE STUDENT STORE: 7. NEEDS EXTERIOR OUTLET BELOW WINDOWS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		606A RESTROOM: 9. FAUCET LOOSE 626: 9. MISSING FAUCET BOY'S LOCKERS ROOM: 9. REPLACE SHOWER HANDLES, TIMER TURNS ON FIRST STALL MANUAL GIRLS LOCKERS ROOM: 9. REPLACE SHOWER HEADS GYM GRILS RESTROOMS: 8. 1ST STALL AT RH SIDE REPLACE SEAT COVER SNACK SHACK: 7. REPLACE ALL GFI OUTLESTS 9. HOT WATER INOPERABLE

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			POOL ROOM: 11. PLACE CHEMICALS IN AIR-TIGHT CONTAINERS
Structural: Structural Damage, Roofs	X			BOYS/GIRLS CLUB: 12. PORTABLE RAMPS BUSTED NEEDS REPLACEMENT (JUAN CABRILLO)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			BOYS RESTROOM: 7. HAND DRYER INOPERABLE 15. DOOR STICKS

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	2	0.68	99.32	--
Female	142	0	0	100	--
Male	152	2	1.32	98.68	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	1	2.38	97.62	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	0	0	100	--
White	227	1	0.44	99.56	--
English Learners	22	2	9.09	90.91	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	1	2.5	97.5	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	2	5.71	94.29	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	2	0.68	99.32	--
Female	142	0	0.00	100.00	--
Male	152	2	1.32	98.68	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	1	2.38	97.62	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	0	0.00	100.00	--
White	227	1	0.44	99.56	--
English Learners	22	2	9.09	90.91	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	1	2.50	97.50	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	2	5.71	94.29	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	316	265	84%	16%	62%
Female	152	129	85%	15%	64%
Male	163	135	83%	17%	61%
American Indian or Alaska Native	1		0%	100%	0%

Asian	<11	<11	83%	17%	67%
Black or African American	<11	<11	71%	29%	57%
Hispanic or Latino	42	36	86%	14%	40%
Two or More Races	13	11	85%	15%	62%
White	247	208	84%	16%	66%
English Learners	21	14	67%	33%	0%
Socioeconomically Disadvantaged	60	49	82%	18%	47%
Students with Disabilities	31	17	55%	45%	13%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	316	255	81%	19%	52%
Female	152	126	83%	17%	53%
Male	163	128	21%	51%	83
American Indian or Alaska Native	<11		0%	100%	0%
Asian	<11	<11	83%	17%	67%
Black or African American	<11	<11	57%	43%	43%
Hispanic or Latino	42	33	79%	21%	36%
Two or More Races	3%	61%	<11	13	39%
White	62%	15%	202	247	85%
English Learners	21	12	57%	43%	0%
Socioeconomically Disadvantaged			50	60	
Students Receiving Migrant Education Services	79%				
Students with Disabilities	50%	17%	12	31	83%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	NT	NT	NT	NT
Female	57	NT	NT	NT	NT
Male	51	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	86	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Malibu Middle School has several volunteer parent and information networks.

These include:
PTSA Executive Board
PTSA General Assembly
Arts Angels Booster Club
School Site Council
Latino Parent Group (FIDA)
ELAC
School and District Committees

Additional school/community groups include:
Malibu Schools Leadership Council (MSLC)
A Malibu Public Schools (AMPS)

Our unique fundraising model is the result of the following community groups:
The Shark Fund (TSF)

PTSA ensures open communication between the school and parents, the Arts Angels support our arts programs, and the Athletic Booster Club supports our athletic programs. Additionally, the PTSA and school staff help to provide a variety of parent education opportunities. Volunteer opportunities at the classroom and school level are provided throughout the school year. The highly successful fundraising organization, The Shark Fund (www.thesharkfund.org), secures the necessary financial resources needed to support all of our programs, including booster and academic programs.

For more information on how to become involved at the school, please contact Soniya Perl, PTSA President, at soniya.perl@yahoo.com

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	310	3	1.0
Female	152	150	2	1.3
Male	162	160	1	0.6
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	7	6	1	16.7
Filipino	0	0	0	0.0
Hispanic or Latino	42	42	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	12	0	0.0
White	244	242	2	0.8
English Learners	24	23	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	43	43	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	1	2.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.00	1.98	0.20	3.47	0.20
Expulsions		0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.56	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Malibu Middle School is committed to ensuring a safe school defined by a respectful learning environment, balanced with appropriate standards of behavior. We offer students and parents the opportunities to engage in many activities including athletic and school-sponsored events, during and outside the school day. As a primary gathering place for young people in Malibu, administrators and campus security supervise activities ensuring that students, guests and community feel welcomed. Working with our parents and community partners, we work to ensure that all who come to our school are safe. A significant partnership includes the Malibu Boys and Girls Club that provides supervised after school programming, a Wellness Center, and substance abuse counseling.

We review and update the Malibu Middle School Safety Plan annually. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2020. The School Safety plan is discussed and updated with the school safety committee/SSC in December, 2020 and approved in January 2021.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 December, 2020. 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 Middle School is committed to a safe environment that supports teaching and learning. Visitors to the campus enter through our main driveway and must check in with security. A new visitor ID protocol was implemented in October, 2019 where all visitors must provide an ID which is screened through the Raptor Visitor Management System. School security staff, administrative staff, and support staff work together to ensure a safe and secure campus. All entrances and exits are locked during the school day and any open entrances/exits are monitored by campus security.

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	5	6	
Mathematics	18	9	2	1
Science	22	3	6	1
Social Science	22	4	5	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	7	5	1
Mathematics	17	7	4	2
Science	22	3	7	
Social Science	24	1	8	

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9536	23	9513	80984
District	N/A	N/A	$8,432	$86,443
Percent Difference - School Site and District	N/A	N/A	12.0	-6.5
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	11.9	-0.1

2020-21 Types of Services Funded

Malibu Middle School utilizes categorical and local funding to support teaching and learning. Programs include After School Library Drop-in Tutoring, STAR Program, licenses, visual and performing arts programming, teacher professional development, teacher release time and Bilingual Community Liaison. Malibu Middle School routinely serves as an intern site for graduate students pursuing pupil services and school psychologist credentials. Categorical funding also is used to purchase curriculum, supplies and instructional materials used to support teaching and learning.

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$50,980	$51,029
Mid-Range Teacher Salary	$76,119	$78,583
Highest Teacher Salary	$102,483	$99,506
Average Principal Salary (Elementary)	$124,753	$124,576
Average Principal Salary (Middle)	$130,846	$131,395
Average Principal Salary (High)	$153,122	$144,697
Superintendent Salary	$240,000	$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of new Common Core standards and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks

- Literacy and mathematics—Common Core standards-based curriculum and instructional delivery

- Using data to improve classroom instruction

- Culturally relevant and responsive pedagogy

- Supporting students with special needs

- Differentiated instruction for all students, including English learners

- Technology integration

A variety of methodologies is used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, and Instructional Leadership Teams. Additionally, professional development occurs through workshop series during banked time and/ or after-school opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification. The district recently has provided a variety of cohort based professional development opportunities including around: social justice standards, restorative approaches, project based learning, blended learning, matrix of bias, deep learning, and NGSS.

Professional Development

Malibu Middle School's professional development activities are both schoolwide, grade level core, and departmentally based. Our focus area is:

Using data to drive instruction and decisions, we will address the needs of all students by supporting the development of effective communication and reasoning skills so students will be able to use academic language to justify their claims in completing cross curricular PBL/Deep Learning projects.

PRIORITIES: (as a new school)
Vision/Mission
Culture/Climate
Core Values
Core Time/PLC (PLCs are now core, not dept.)
Core PLC Time to co-design, co-plan PBL and Deep Learning Projects which include: 6 Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity, Critical Thinking and 4 Elements of Learning Design: Pedagogical Practices, Learning Partnerships, Learning Environments, Leveraging Digital
Review Student Work, Revise Instruction

SLT (School Leadership Team) PLAN:
Academic Language
Strategies for EL students
DOK 3/4
Increasing Student talk
Tech Integration/Google Classroom
Performance assessments
Increasing student choice and agency
Student Engagement
RJ circles in all classes

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.