Malibu Middle 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 Middle School
Street	30215 Morning View Dr.
City, State, Zip	Malibu, CA 90265-3616
Phone Number	(310) 457-6801
Principal	Greg Schellenberg
Email Address	gschellenberg@smmusd.org
School Website	www.smmusd.org/malibums
Grade Span	
County-District-School (CDS) Code	19-64980-0139311

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.

2024-25 School Description and Mission Statement

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, relevant education. We pride ourselves in our friendly, caring environment that prepares all of its students to be creative, thoughtful, insightful, lifelong learners, who are responsible citizens of a global community. Situated on the Pacific Coast just outside Los Angeles and steps away from Zuma Beach, 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	77
Grade 7	98
Grade 8	72
Total Enrollment	247

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
American Indian or Alaska Native	0.8
Asian	4
Black or African American	2.4
Filipino	1.2
Hispanic or Latino	12.6
Two or More Races	3.2
White	75.3
English Learners	4.5
Socioeconomically Disadvantaged	15.4
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.90	85.13	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)	1.40	7.81	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.77	8.80	1.76	12115.80	4.41
Unknown/Incomplete/NA	0.90	5.24	23.70	4.72	18854.30	6.86
Total Teaching Positions	18.60	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)	14.00	83.37	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	1.83	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	6.69	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	1.30	8.05	37.10	7.70	15831.90	5.67
Total Teaching Positions	16.90	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)	14.00	82.74	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)	1.30	8.01	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	1.50	9.19	38.60	8.08	14303.80	5.15
Total Teaching Positions	16.90	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	1.40	1.10	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.40	1.10	1.3

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	0.30	0.00	0
Total Out-of-Field Teachers	0.30	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)	6.60	9	11.5
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 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 2022

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	Amplify, Grades 6-8	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	Encuentos 1/2/3, Vista, adopted 2022 Perspectivas, Vista, adopted 2022 Bon Voyage 1/2, Glencoe		

Health	Health, Holt 2007		

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

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	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)	62	69	72	72	46	47
Mathematics (grades 3-8 and 11)	51	52	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	252	243	96.43	3.57	68.72
Female	111	109	98.20	1.80	77.06
Male	141	134	95.04	4.96	61.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	191	183	95.81	4.19	72.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	51.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	5.88

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	252	241	95.63	4.37	52.08
Female	111	108	97.30	2.70	55.56
Male	141	133	94.33	5.67	49.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	25.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	191	182	95.29	4.71	54.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	42	95.45	4.55	40.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	23.53

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)	63.51	52.11	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	78	71	91.03	8.97	52.11
Female	36	35	97.22	2.78	40.00
Male	42	36	85.71	14.29	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	48	88.89	11.11	52.08
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	54.55
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 7	97%	97%	97%	97%	97%

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

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
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:
Malbu Education Foundation (MEF)
The Shark Fund (TSF)

PTSA ensures open communication between the school and parents, the Arts Angels support our arts programs, and the Athletic Booster Club supports our athletic programs. Additionally, the PTSA and school staff help to provide a variety of parent education opportunities including a monthly Parents of Middle Schoolers (POMS) meeting. The PTSA has revived the Friendly Faces Parent Volunteer program during the 2022-2023 school year. Volunteer opportunities at the classroom and school level are provided throughout the school year. The highly successful fundraising organization, The Shark Fund secures the necessary financial resources needed to support all of our programs, including booster and academic programs.

For more information on how to become involved at the school, please contact Kevin Keegan, PTSA President, at ptsamalibu@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	261	258	37	14.3
Female	116	114	20	17.5
Male	145	144	17	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	5	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	200	197	31	15.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	47	46	7	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	25	5	20.0

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

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	3.85	2.96	1.92	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	1.92	0.00
Female	0.86	0.00
Male	2.76	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

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

2024-25 School Safety Plan

Malibu 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 2024. The School Safety plan is discussed and updated with the school safety committee/SSC in October, 2024 and approved in November, 2024.Throughout the year, we have safety and evacuation drills for fires, earthquakes and other emergencies including campus lockdowns. Our 3-day emergency supplies of water and food as well as our disaster supplies are inventoried each year based on the district provided supplies list. The last annual inventory was completed in October, 2024. We also have a relationship with the City of Malibu and the local American Red Cross agency to assist us in the event of a significant community emergency.

Malibu 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.

2024-25 School Safety Plan

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	8	3	
Mathematics	16	9	3	
Science	25	3	9	
Social Science	25	3	8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	5	4	
Mathematics	15	10	1	
Science	20	5	4	
Social Science	20	4	4	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	7	4	
Mathematics	11	12	4	
Science	21	5	3	2
Social Science	21	4	4	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	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$1,439	0	$1,439	$109.060
District	N/A	N/A	$7,242	$95,359
Percent Difference - School Site and District	N/A	N/A	-133.7	-199.5
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-152.9	-199.5

Fiscal Year 2023-24 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, 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.

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 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 Social Emotional Learning (SEL), Restorative Justice (RJ), and Project Based Learning (PBL). 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

- Using data to improve classroom instruction

- Culturally relevant and responsive pedagogy

- Supporting students with special needs

- Differentiated instruction for all students, including English learners

- Technology integration

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

Malibu 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:
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
Student Engagement and Engagement Strategies

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

Professional Development

Student Engagement
RJ circles in all classes
A School Culture of Inclusivity

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