

# The Single Plan for Student Achievement

**School:** Malibu High School  
**CDS Code:** 19-64980-1995737  
**District:** Santa Monica-Malibu Unified School District  
**Principal:** Michelle Nye  
**Revision Date:** November 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on November 16, 2017.**

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## School Mission Statement

### Malibu High School's Vision and Mission Statements

#### Mission Statement:

Malibu High School strives to be a collaborative community that respects individuals, sets high expectations, encourages critical thinking, and fosters a passion for learning and creative expression.

#### Malibu High School Expected Schoolwide Learning Results (ESLRs):

**Maturity:** Students will analyze critically all types of information and respond appropriately; synthesize ideas and communicate effectively both orally and in writing; utilize all technology responsibly; collaborate effectively within a diverse community.

**Humanity:** Students will show respect for themselves and for others; demonstrate environmental and civic responsibility; exhibit honesty and integrity; learn through service to the community; explore a variety of activities including athletics, arts, and clubs.

**Scholarship:** Students will create high quality work and achieve success in a rigorous academic setting; apply critical thinking skills; exercise leadership and teamwork when working toward a common goal; demand excellence from themselves.

## School Profile

Malibu High School is a sixth through twelfth grade school operating in the Santa Monica Malibu Unified School District. MHS is a small school with 434 students in grades 6-8 and 655 students in grades 9-12. Malibu continues to be ranked in the top 100 schools in California and operates a college preparation program with a graduation rate at or near 100% annually.

The current year saw another change in administration at MHS, with a new principal for the school and a new assistant principal for the high school grades programs. Additionally, the school has been focused on improvement efforts centered around collaboration

within professional learning communities (PLCs) and targeted professional development to meet the needs of staff and students. To this end, the school adopted a block schedule with a support period in order to give students additional assistance in academics. To help coordinate the needs of the instructional program, the professional development lead helped to schedule staff development on Fridays throughout the school year, organized professional development with administration, and attended district provided professional development to help ensure alignment between the district initiatives and site programs. Malibu High School looks to leverage this work on professional development within PLCs and the student instructional program to continue to achieve success and close the achievement gap for our student subgroups.

in 2016, Malibu High School participated in a WASC mid-cycle visit, where the intent of the staff was to demonstrate that despite challenges with environmental concerns, staff turn-over, and academic transitions, MHS is moving forward on a path toward success. Malibu High School mid-year review was verified and will be a new cycle for the 2018-2019 school year.

## **SPSA Executive Summary with SLT Plan Narrative**

State assessment data has continued to show that while MHS performs well overall in CAASPP, AP scores, and graduation rate, there is still a need to address the gap between ELA and math performance, as well as an achievement gap among our subgroups (Socio-economically disadvantaged and Hispanic/Latino).

In January 2017, Malibu High School administered the Challenge Success Survey to all high school students, grades 9-12. The survey was analyzed by a research team out of Stanford University headed by Denise Pope. We received their findings in March 2017. The results were reviewed via phone conference with members of the school site council, administration and the research team. The data showed many areas of strength for Malibu High. One area of concern that presented from the data was students' perception of the work that they were being asked to complete in and out of class. The researchers articulated it as students feel personally supported and appreciated, but not academically supported or appreciated.

The administration and teachers from the site council took this information back to the whole school to determine next steps. As a staff, we reviewed the data and the conversations and interpretations from the researchers were relayed. As a staff, MHS decided to focus on examining the work that is given to students.

The PD Team (SLT) took this information and created a plan that focused the student learning on increasing the depth of knowledge through higher order thinking skills. In addition, the team focused the PLC teams on cycles of inquiry to ensure implementation and accountability to the work. Finally, the PD Team itself is focus on fostering a collaborative culture to promote PLC work.

The plan includes five cycles of inquiry: depth of knowledge (DOK), looking at student work, grading, increasing DOK in an existing lesson; and homework. This year MHS will re-administer the Challenge Success Survey to the Middle School, grade 6-8, and plan to cycle back to the high school in 2019.

These goals primarily focus on Goal 1 on the SMMUSD LCAP. MHS will focus on increasing academic language in order to address Goal 2 and adding on to the Challenge Success survey, MHS will be looking to increase student input and student voice opportunities, addressing Goal 3.

### **SMART GOALS:**

#### **1) Academic Improvement**

By June 2018, all students will be able demonstrate knowledge on a DOK 3/4 tasks in all subjects with minimal teacher guidance as determined by receiving a level 3 or 4 on department/school generated rubric for DOK tasks 3/4. In addition, by June 2018, all students will increase their performance on higher order thinking skills as measured by CAASSP subsections of Writing and Research/Inquiry of the ELA section and Problem Solving & Modeling Data and Communicating Reasoning of the Math Section and guided by the PLC's cycle of inquiry with a focus on the examining student work.

#### **2) EL Students and Academic Language**

By June 2018, all students will demonstrate academic fluency through increase in knowledge and use of academic language as measured by either the CPAK and/or as determined by receiving a level 3 or 4 on department/school generated rubric for DOK tasks 3/4.

### 3) Student Connectedness and Parent/Community Involvement.

By June 2018, increase communication of the platforms and process of student connectedness, parent involvement and monitor use and response measure by fluency of communication and website metrics.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Improvements</b>
<b>District LCAP Goal 1:</b>
All graduates are ready for college and careers.
<b>Data and analysis used to form school-specific SMART goal(s)</b>
CAASPP, AP test results, course grades, UC A-G rates [See attachments]
<b>How the school will measure progress toward this goal</b>
Analysis of CAASP, grades and AP data as a school, departments, and PLCs.  Teachers will collect student samples to monitor progress of integration of targeted skills across content areas. This data will be monitored in PLCs.  Setting of goals for the use of support and modified block schedule, along with analysis of progress toward reaching specified goals.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Substitutes to allow teachers to observe other teachers, plan curriculum and analyze data.	August 2017-May 2018	Administration, PD Team, teaching staff		0000: Unrestricted	Site Formula Funds	1500

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring program needs, and systemic school feedback to plan/support staff professional development	August 2017-May 2018	Administration, PD Team		1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	3056
Creation, planning and implementation of the professional development plan.	August 2017-May 2018	PD team		1000-1999: Certificated Personnel Salaries	Site Formula Funds	3000
Continue after school tutoring with Math and English teachers.	August 2017-May 2018	Teaching staff		1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	9000
Analysis of master schedule to support conservation of staffing ratios for instructional purposes and students' needs.	August 2017-May 2018	Administration and counseling staff				
Increase access to appropriate teacher and student technology to support instruction and learning goals. To include wireless access in all classes and moving to 1:1 student to device ratio in all English classes. Establish ongoing funding source and annual costs.	August 2017-May 2018	Site and district administration	Labs, teacher laptops/tablets, student laptops/tablets	0000: Unrestricted	Site Formula Funds	25000
Monitor and evaluate support time within a modified schedule to determine best practices and increase student supports.	August 2017-May 2018	Administration, PD Team, teaching staff.				
Conferences related to AP classes, PLTW, ERWC and common core/NGSS implementation.	August 2017-May 2018	Administration, teaching staff				
Continue to identify essential standards, develop formative assessments, and analyze student work	Annually	Administration and counselors.				
Continue Community Service Coordinator and review current goals	August 2017 - May 2018	Administration, counselors				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and student participation						
Increase instructional assistant (one period)	August 2017 - May 2018	Administration		2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	5484
Maintain a high school graduation rate equal to or greater than district LCAP defined goals.	Annually	Administration, Counselors				

**Total Expenditures for Goal 1**

Goal Number	Total Expenditures
<b>Goal 1</b>	47,040.00

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: EL Curriculum and Academic Language</b>
<b>District LCAP Goal 2</b>
English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
<b>Data and analysis used to form school-specific SMART goal(s)</b>
Attendance data, discipline data, student surveys.
<b>How the school will measure progress toward this goal</b>

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued trainings on academic language and EL Standards through the PLC Inquiry Cycle	August 2017 - May 2018	Administration, Teaching Staff				
Trainings for ELAC on Academic Language and EL Standards to support success in ELA, Math Science, and History, A-G requirements and college and career readiness.	August 2017 - May 2018	Administration,				
Monitor EL Students including students who have been reclassified	August 2017 - May 2018	Administration, counselors				



Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FEP in academics and attendance						
Parents of Middle Schoolers and Coffee with Counselors meetings	Monthly	Administration and counselors		0000: Unrestricted	Site Formula Funds	1000

**Total Expenditures for Goal 2**

Goal Number	Total Expenditures
<b>Goal 2</b>	1,000.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent/Community Involvement</b>
<b>District LCAP Goal 3</b>
All students engage in schools that are safe, well-maintained and family-friendly.
<b>Data and analysis used to form school-specific SMART goal(s)</b>
District parent engagement survey. [see attachments] Website usage statistics.
<b>How the school will measure progress toward this goal</b>
Monitoring of feedback on district parent engagement survey. Monthly monitoring of website usage statistics. Monitoring of delivery of MHS Blackboard communication/outreach messages. Digital feedback from online resources from MHS. Monitor attendance reports on a monthly basis. Monitor student discipline reports on a monthly basis. Analyze student survey data from student representatives, Challenge/Success and CA Healthy Kids. Monitor student participation in clubs, programs, activities and athletics. Monitor students progress in service learning requirements.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer student surveys (anti-bullying, CA Healthy Kids, Challenge/Success) and analyze data from these surveys and the district parent engagement survey.	August 2017 - May 2018	Administration, PD team, counselors, teaching staff		0000: Unrestricted	Site Formula Funds	3500
Continue Parents of Middle Schoolers and Coffee with Counselors meetings	August 2017 - May 2018	Administration, counselors				
Review and evaluate homework policy to set principles/standards around homework.	August 2017 - May 2018	Administration, counselors, teaching staff				
Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.	August 2017 - May 2018	Administration	Personnel to upkeep	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	5000
			Blackboard contract year 1	0000: Unrestricted	Site Formula Funds	13555
Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism.	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Site Formula Funds	1500
Continue Wellness Center and Substance abuse counseling for students and families	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Stretch Grant (Ed Foundation)	3500
				0000: Unrestricted	Parent-Teacher Association (PTA)	2500
Promote Student Voice and ASB as a way to increase student input. Communicate through meetings between these groups and administration to hear student concerns and disseminate information through Shark Week.	August 2017 - May 2018	Administration, teaching staff				
LA Sheriff's STAR program	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Stretch Grant (Ed Foundation)	10000

**Total Expenditures for Goal 3**

Goal Number	Total Expenditures
Goal 3	39,555.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michelle Nye	X				
Bonnie Thoreson		X			
Kim Auer		X			
Juliacheri Hoos		X			
Seth Jacobsen				X	
Mindy Petersen				X	
Nancy Levy				X	
Kellye McKinna				X	
Beth Soloway			X		
Dillon Eisman					X
Ingred Peterson			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/19/2017.

Attested:

Michelle Nye

\_\_\_\_\_  
Typed Name of School Principal



\_\_\_\_\_  
Signature of School Principal

10/19/2017

\_\_\_\_\_  
Date

Seth Jacobsen

\_\_\_\_\_  
Typed Name of SSC Chairperson



\_\_\_\_\_  
Signature of SSC Chairperson

10/19/2017

\_\_\_\_\_  
Date

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
American Book Drive	985	985.00
Title II (Teacher Improvement)		
Site Formula Funds	107,643.00	53,588.00
Stretch Grant (Ed Foundation)	34,570	3,530.00
Parent-Teacher Association (PTA)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Parent-Teacher Association (PTA)	2,500.00
Site Formula Funds	54,055.00
Stretch Grant (Ed Foundation)	31,040.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	62,055.00
1000-1999: Certificated Personnel Salaries	15,056.00
2000-2999: Classified Personnel Salaries	5,484.00
5800: Professional/Consulting Services And Operating	5,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Parent-Teacher Association (PTA)	2,500.00
0000: Unrestricted	Site Formula Funds	46,055.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,000.00
5800: Professional/Consulting Services And	Site Formula Funds	5,000.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	13,500.00
1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	12,056.00
2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	5,484.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	47,040.00
<b>Goal 2</b>	1,000.00
<b>Goal 3</b>	39,555.00



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## California Model Five-by-Five Placement Reports & Data

Malibu High (Malibu, CA)  
 Santa Monica-Malibu Unified

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[View District Five-by-Five Placement](#)

### English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

[View Detailed Data](#)

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
<b>Very High</b> 45 or more points above	Yellow  (None)	Green  (None)	Blue  (None)	Blue  <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>White</li> </ul>	Blue  (None)
<b>High</b> 10 points above to less than 45 points above	Orange  (None)	Yellow  (None)	Green  (None)	Green  (None)	Blue  <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> </ul>
<b>Medium</b> 5 points below to less than 10 points above	Orange  (None)	Orange  (None)	Yellow  <ul style="list-style-type: none"> <li>Hispanic or Latino</li> </ul>	Green  (None)	Green  (None)
<b>Low</b> More than 5 points below to 70 points below	Red  (None)	Orange  (None)	Yellow  (None)	Yellow  (None)	Yellow  (None)
<b>Very Low</b> More than 70 points below	Red  (None)	Red  (None)	Red  (None)	Orange  (None)	Yellow  (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

#### Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	1	0	2

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.



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## California Model Five-by-Five Placement Reports & Data

Malibu High (Malibu, CA)  
 Santa Monica-Malibu Unified

[Return to Search](#)

[View the Dashboard Report](#)

### Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: Mathematics (Grades 3-8) Indicator Reporting Year: 2017 (Spring)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
<b>Very High</b> 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>High</b> 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green ▪ All Students (School Placement) ▪ White	Blue (None)
<b>Medium</b> More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green ▪ Socioeconomically Disadvantaged ▪ Hispanic or Latino
<b>Low</b> More than 25 points below to 95 points below	Red (None)	Orange (None)	Yellow (None)	Yellow (None)	Yellow (None)
<b>Very Low</b> More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

#### Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	0	3	0

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

# AP<sup>®</sup> Equity and Excellence (2017)

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2017.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

✔ Data Updated Oct 13, 2017, Report Run Nov 12, 2017

## Malibu High School (051896)

Group	Percentage	How is this calculated?
Graduating Class Summary	65.6	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school <b>divided by</b> the total number of your school's seniors.
12th Grade	51.9	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year <b>divided by</b> the total number of students in each grade.
11th Grade	51.0	
10th Grade	21.7	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.





## 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance All Students

### Malibu High--Santa Monica-Ma--1964980-1995737 (2015-16)

Select School

Select Report

Select Year

Select SubGroup

School	Gender	# of Grads	None Reported		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		Two or More Races		Total	
			# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
Malibu H 1995737	Female	0	0 (0.0%)	0	0 (0.0%)	4	4 (100.0%)	0	0 (0.0%)	1	1 (100.0%)	13	10 (76.9%)	3	3 (100.0%)	70	54 (77.1%)	0	0 (0.0%)	91	72 (79.1%)	
	Male	0	0 (0.0%)	1	0 (0.0%)	2	1 (50.0%)	2	2 (100.0%)	1	1 (100.0%)	11	6 (54.5%)	4	2 (50.0%)	60	43 (71.7%)	0	0 (0.0%)	81	55 (67.9%)	
	Total	0	0 (0.0%)	1	0 (0.0%)	6	5 (83.3%)	2	2 (100.0%)	2	2 (100.0%)	24	16 (66.7%)	7	5 (71.4%)	130	97 (74.6%)	0	0 (0.0%)	172	127 (73.8%)	
<b>District Total</b>	Female	6	5 (83.3%)	1	1 (100.0%)	33	32 (97.0%)	0	0 (0.0%)	4	4 (100.0%)	137	88 (64.2%)	43	26 (60.5%)	211	167 (79.1%)	19	11 (57.9%)	454	334 (73.6%)	
	Male	1	1 (100.0%)	2	0 (0.0%)	23	18 (78.3%)	2	2 (100.0%)	7	4 (57.1%)	150	70 (46.7%)	40	18 (45.0%)	221	160 (72.4%)	25	18 (72.0%)	471	291 (61.8%)	
	Total	7	6 (85.7%)	3	1 (33.3%)	56	50 (89.3%)	2	2 (100.0%)	11	8 (72.7%)	287	158 (55.1%)	83	44 (53.0%)	432	327 (75.7%)	44	29 (65.9%)	925	625 (67.6%)	
<b>County Total</b>	Female	170	90 (52.9%)	142	60 (42.3%)	4,552	3,600 (79.1%)	215	102 (47.4%)	1,527	1,127 (73.8%)	33,587	17,171 (51.1%)	4,202	1,904 (45.3%)	7,929	4,987 (62.9%)	787	475 (60.4%)	53,111	29,516 (55.6%)	
	Male	182	71 (39.0%)	130	40 (30.8%)	4,781	3,361 (70.3%)	232	91 (39.2%)	1,699	1,028 (60.5%)	31,816	11,939 (37.5%)	3,897	1,231 (31.6%)	8,168	4,263 (52.2%)	712	357 (50.1%)	51,617	22,381 (43.4%)	
	Total	352	161 (45.7%)	272	100 (36.8%)	9,333	6,961 (74.6%)	447	193 (43.2%)	3,226	2,155 (66.8%)	65,403	29,110 (44.5%)	8,099	3,135 (38.7%)	16,097	9,250 (57.5%)	1,499	832 (55.5%)	104,728	51,897 (49.6%)	
<b>State Total</b>	Female	701	327 (46.6%)	1,292	463 (35.8%)	19,621	15,253 (77.7%)	1,195	536 (44.9%)	6,762	4,705 (69.6%)	111,494	48,179 (43.2%)	13,223	5,398 (40.8%)	56,919	32,556 (57.2%)	5,690	3,119 (54.8%)	216,897	110,536 (51.0%)	
	Male	765	255 (33.3%)	1,303	349 (26.8%)	20,615	13,905 (67.5%)	1,222	398 (32.6%)	7,146	3,996 (55.9%)	105,903	32,724 (30.9%)	12,674	3,514 (27.7%)	57,489	26,601 (46.3%)	5,309	2,420 (45.6%)	212,426	84,162 (39.6%)	
	Total	1,466	582 (39.7%)	2,595	812 (31.3%)	40,236	29,158 (72.5%)	2,417	934 (38.6%)	13,908	8,701 (62.6%)	217,397	80,903 (37.2%)	25,897	8,912 (34.4%)	114,408	59,157 (51.7%)	10,999	5,539 (50.4%)	429,323	194,698 (45.4%)	

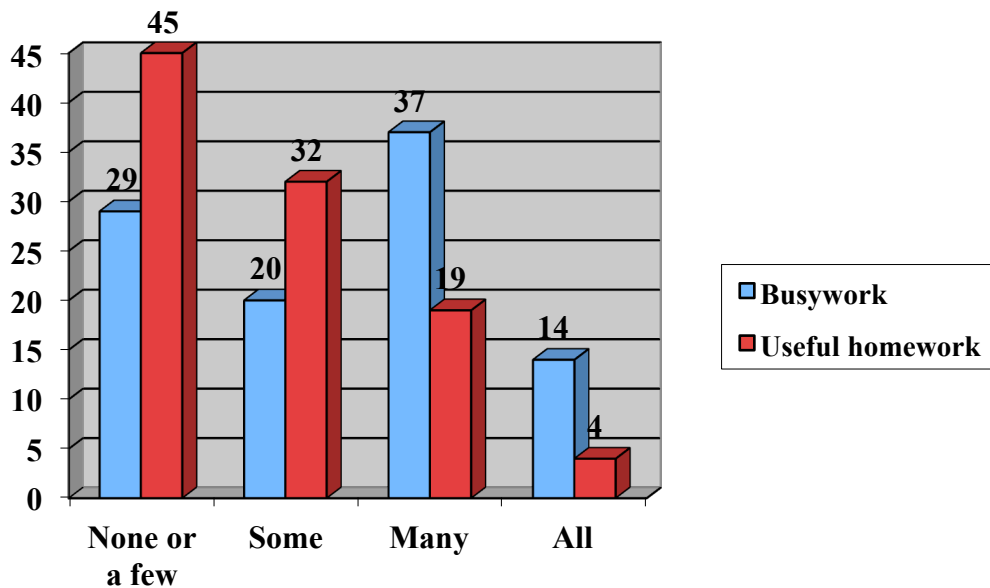
[Web Policy](#)

# Excerpt from MHS Challenge Success Survey

## Perceptions of Homework

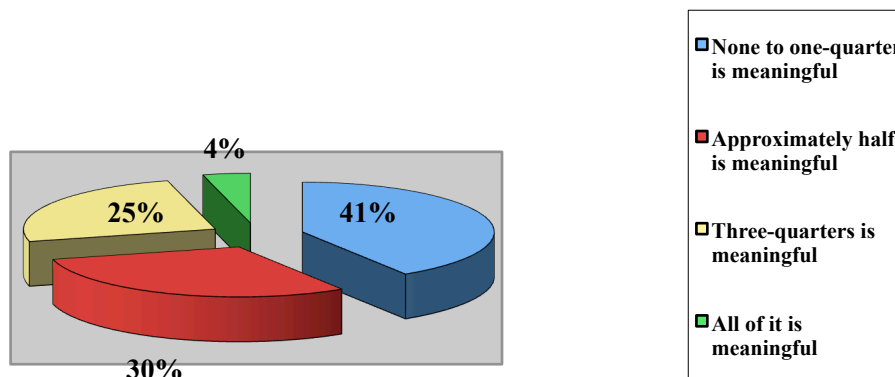
Fifty-one percent of the participants felt that *many or all* of their classes assign busywork. Forty-five percent reported that *none or a few* of their classes assign homework that helps them to learn the material, whereas 23% of the participants felt that *many or all* of their classes assign homework that helps them learn the material. (See Figure 2 below.)

**Figure 2. Percent of Students Reporting How Many of their Classes Assign Busywork vs. Homework that Helps Them to Learn the Material.**



As seen in Figure 3 below, 29% of students felt that between three-quarters and all of the homework they do during a typical week is meaningful.

**Figure 3. What Percent of Students' Homework is Meaningful?**



### Group Differences in Homework

Comparisons of means analyses were conducted to examine differences in time spent doing homework and ratings of homework load by gender, grade level, ethnicity, and course enrollment. All differences reported below were statistically significant.

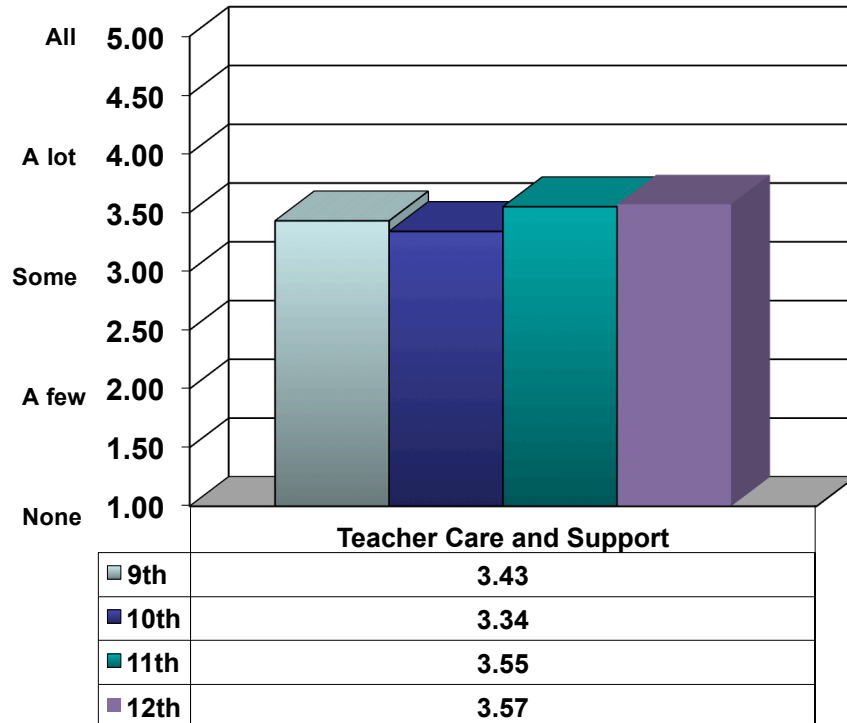
- *School-assigned homework during weekdays:* On average, 10<sup>th</sup> graders reported spending significantly more time on school-assigned homework on weekdays than students in all other grade levels. Females reported spending significantly more time on school-assigned homework on weekdays than males. Students taking 1 or more Honors course reported spending significantly more time on school-assigned homework on weekdays than students not taking any Honors courses. There were no significant differences by student ethnic background or the number of AP courses.
- *Non school-assigned homework during weekdays:* There were no significant differences by student grade level, gender, ethnic background or the number of AP or Honors courses.
- *School-assigned homework on weekends:* On average, 10<sup>th</sup> graders reported spending significantly more time on school-assigned homework on weekends than 9<sup>th</sup> and 12<sup>th</sup> graders; and 11<sup>th</sup> graders reported spending significantly more time on school-assigned homework on weekends than 9<sup>th</sup> graders. Females reported spending significantly more time on school-assigned homework on weekends than males. Students taking 1 or more AP courses reported spending significantly more time on school-assigned homework on weekends than students not taking any AP courses. Students taking 1 or more Honors course reported spending significantly more time on school-assigned homework on weekends than students not taking any Honors courses. There were no significant differences by student ethnic background.
- *Non school-assigned homework on weekends:* On average, 11<sup>th</sup> graders reported spending significantly more time on non school-assigned homework on weekends than 9<sup>th</sup> graders. Students taking 2 or more AP courses reported spending significantly more time on non school-assigned homework on weekends than students not taking any AP courses. There were no significant differences by student gender, ethnic background, or the number of Honors courses.
- *Overall Homework Load:* On average, 9<sup>th</sup> and 10<sup>th</sup> graders reported significantly more of an overall homework load than 12<sup>th</sup> graders. Students not taking any AP courses reported significantly more of an overall homework load than students taking 1 AP course. Students taking 1 Honors course reported significantly more of an overall homework load than students not taking any Honors courses. There were no significant differences by student gender or ethnic background.



## Teacher Care & Support

Students were asked how many of their teachers cared about them and supported them. Figure 5 shows results by grade level.

**Figure 5. Students' Average Perceptions of the Number of Teachers Who Care about Them and Support Them by Grade**



68% of respondents reported they have at least one adult in the school they can go to if they have problems. Of those that have an adult to go to with a problem, the results indicated the following percentages by grade level:

9<sup>th</sup> graders: 62%  
10<sup>th</sup> graders: 66%  
11<sup>th</sup> graders: 68%  
12<sup>th</sup> graders: 75%

Of those students who reported that they have someone to go to on campus, the following adults were the most frequently cited as primary sources of support:

Teacher 72%  
Counselor 12%  
Boys and Girls Club Staff 4%  
Assistant Principal 2%  
College Counselor 1%  
Social and Emotional Wellness Program Staff 1%  
Other Staff 8%

#### Group differences in Teacher Care and Support

Group differences in the mean amount of teacher support were examined.

- On average, 12<sup>th</sup> graders reported significantly more teachers supported them than 10<sup>th</sup> graders.
- There were no significant differences by student gender, ethnic background, or the number of AP or Honors courses.

## Academic Engagement

We asked students how often they felt engaged in school using several items regarding how often they enjoyed their schoolwork and found it interesting; how often they worked hard and put effort into their schoolwork, and how often they found their schoolwork valuable and useful. Students answered on a scale from 1=Never to 5=Always.

- 53% of the students “do school”: they often or always work hard, but they rarely, if ever, find their schoolwork interesting, fun, or valuable.
- 18% of students report working hard on their schoolwork and finding their schoolwork meaningful. We consider these students “purposefully engaged.”
- 13% of the students reported “full engagement.” These students often or always work hard, enjoy the work, and find it meaningful.
- 12% of students reported no engagement in their schoolwork. These students did not work hard, enjoy, or find value in their schoolwork.

\*The remaining 4% percent marked affective engagement (enjoyment of schoolwork) and behavioral engagement (working hard) or just cognitive engagement (finding schoolwork interesting).

Students were also asked to indicate what makes their classes most interesting to them (they were able to choose one or two choices). The most commonly selected answers were the following:

- When the topic is interesting (70%)
- When the teacher is enthusiastic (48%)
- When what I am learning is relevant to my life (38%)
- When I have friends in the class (34%)
- When the class includes discussions, debates, and experiments (33%)
- When we get to work in groups (21%)

## Group differences in Student Academic Engagement

In a comparison of mean differences the following results were indicated:

- *Behavioral Engagement:* On average, 9<sup>th</sup> through 11<sup>th</sup> graders reported significantly more behavioral engagement than 12<sup>th</sup> graders. Females reported significantly more behavioral engagement than males. Students taking 2 or more Honors courses reported significantly more behavioral engagement than students taking 1 or no Honors courses. There were no significant differences by student ethnic background or the number of AP courses.
- *Affective Engagement:* On average, students taking 2 or more Honors courses reported significantly more affective engagement than students taking 1 or no Honors courses. Students of color reported significantly more affective engagement than White students. There were no significant differences by student grade level, gender or by the number of AP courses.
- *Cognitive Engagement:* On average, students taking 2 or more Honors courses reported significantly more cognitive engagement than students taking 1 or no Honors courses. There were no significant differences by student grade level, gender, ethnic background, or by the number of AP courses.

## What factors are associated with student engagement?

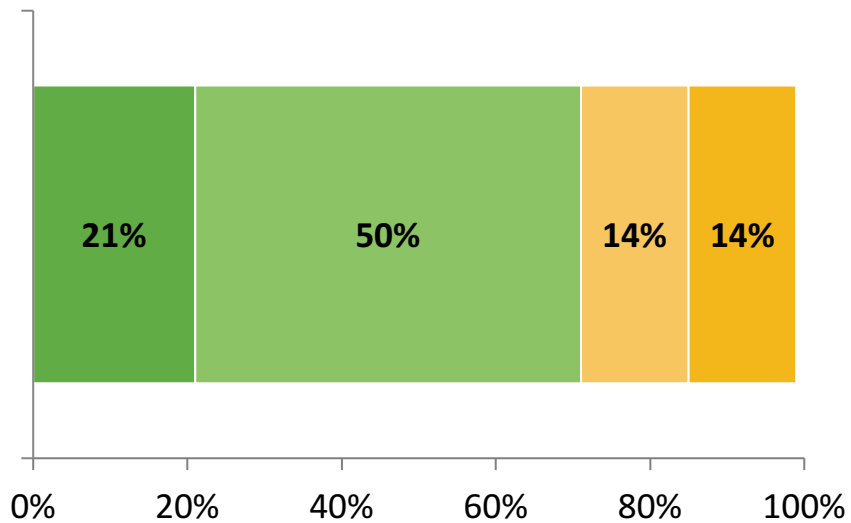
We found that all three dimensions of student engagement are significantly correlated with the following factors:

- *Cheating: the more fully engaged in school students are, the less likely they are to report cheating on schoolwork.*
- *Teacher care and support: the more fully engaged in school students are, the more likely they are to report support from their teachers.*
- *Sleep: the more sleep students get, the more likely they are to be fully engaged in school.*
- *Academic worry: the more academic worry students report, the less likely they are to be fully engaged.*
- *Parent mastery: the more fully engaged students are, the more likely they are to report their parents as mastery oriented.*
- *Parent expectations: students who are more likely to report that they can meet their parents' expectations of them are more likely to be fully engaged in school.*

# Building Relationships (Continued)

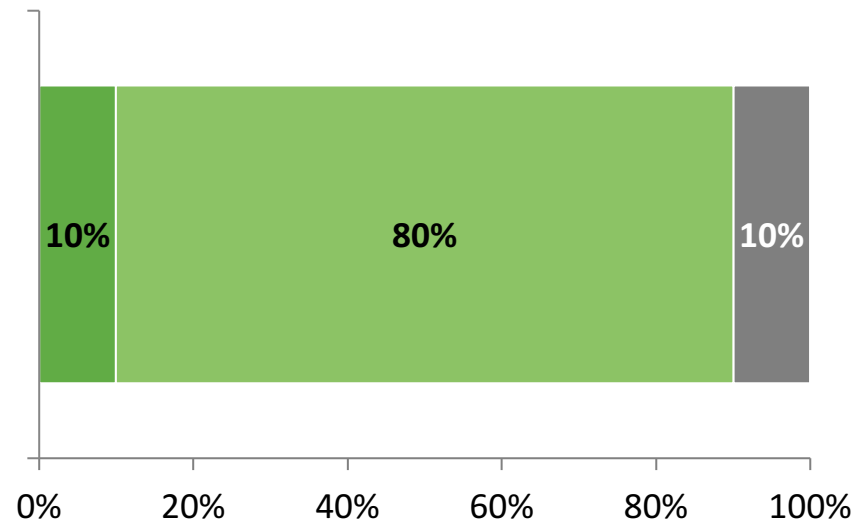
## Excerpt from Family & Community Engagement Survey (middle school)

There are many ways to be involved with my child's school, either at school, at home, or in the community. (N=14)



■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ Don't Know

I can share ideas about how I would like to be involved in my child's education at my child's school. (N=10)

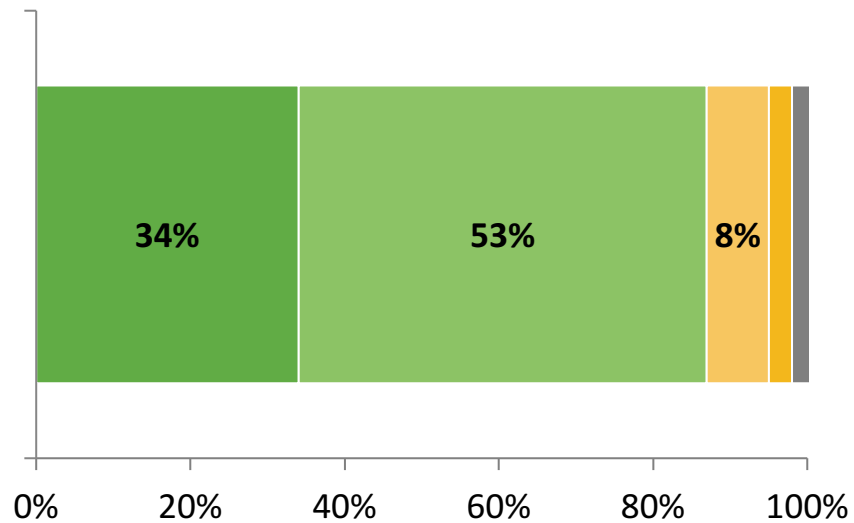


■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ Don't Know

# Building Relationships (Continued)

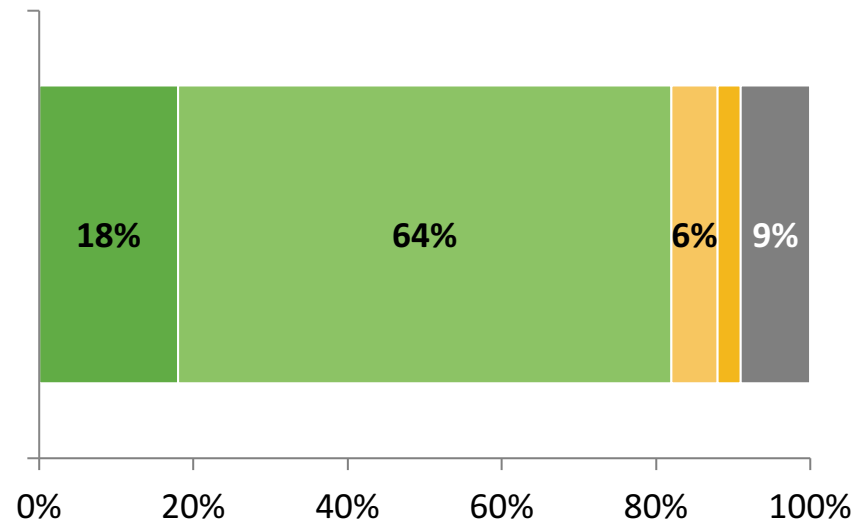
## Excerpt from Family & Community Engagement Survey (high school)

There are many ways to be involved with my child's school, either at school, at home, or in the community. (N=38)



■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ Don't Know

I can share ideas about how I would like to be involved in my child's education at my child's school. (N=33)



■ Strongly Agree   ■ Agree   ■ Disagree  
■ Strongly Disagree   ■ Don't Know

# Budget By Expenditures

## Malibu High School

**Funding Source: Parent-Teacher Association (PTA) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$2,500.00	Parent/Community Involvement	Continue Wellness Center and Substance abuse counseling for students and families
Parent-Teacher Association (PTA) Total Expenditures:		\$2,500.00		
Parent-Teacher Association (PTA) Allocation Balance:		\$0.00		

**Funding Source: Site Formula Funds \$107,643.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Labs, teacher laptops/tablets, student laptops/tablets	0000: Unrestricted	\$25,000.00	Academic Improvements	Increase access to appropriate teacher and student technology to support instruction and learning goals. To include wireless access in all classes and moving to 1:1 student to device ratio in all English classes. Establish ongoing funding source and annual costs.
	0000: Unrestricted	\$1,500.00	Academic Improvements	Substitutes to allow teachers to observe other teachers, plan curriculum and analyze data.
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Academic Improvements	Creation, planning and implementation of the professional development plan.
	0000: Unrestricted	\$1,000.00	EL Curriculum and Academic Language	Parents of Middle Schoolers and Coffee with Counselors meetings
	0000: Unrestricted	\$3,500.00	Parent/Community Involvement	Administer student surveys (anti-bullying, CA Healthy Kids, Challenge/Success) and analyze data from these surveys and the district parent engagement survey.
Personnel to upkeep	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Parent/Community Involvement	Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.

## Malibu High School

Blackboard contract year 1	0000: Unrestricted	\$13,555.00	Parent/Community Involvement	Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.
	0000: Unrestricted	\$1,500.00	Parent/Community Involvement	Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism.

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Site Formula Funds Total Expenditures: \$54,055.00

Site Formula Funds Allocation Balance: \$53,588.00

### Funding Source: Stretch Grant (Ed Foundation)

**\$34,570.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$3,500.00	Parent/Community Involvement	Continue Wellness Center and Substance abuse counseling for students and families
	1000-1999: Certificated Personnel Salaries	\$9,000.00	Academic Improvements	Continue after school tutoring with Math and English teachers.
	1000-1999: Certificated Personnel Salaries	\$3,056.00	Academic Improvements	Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring program needs, and systemic school feedback to plan/support staff professional development
	2000-2999: Classified Personnel Salaries	\$5,484.00	Academic Improvements	Increase instructional assistant (one period)
	0000: Unrestricted	\$10,000.00	Parent/Community Involvement	LA Sheriff's STAR program

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Stretch Grant (Ed Foundation) Total Expenditures: \$31,040.00

Stretch Grant (Ed Foundation) Allocation Balance: \$3,530.00

Malibu High School Total Expenditures: \$87,595.00