



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee

Dr. Stacy Williamson

Director of Assessment, Research, and Evaluation

November 14, 2023



Agenda

- Welcome
- Review our Norms
- 2022-23 Lag Data Review: Key Findings
 - Local Assessments and Additional Indicators
 - Provide Suggestions for Next Steps
- Closure

Community Agreements



Be
part of
the
SOLUTION



Keep
EQUITY
at the
center



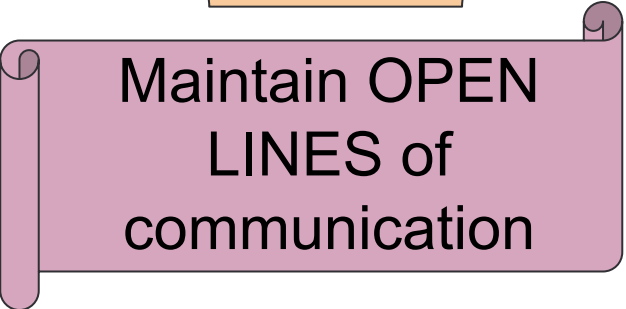
Be
PRESENT



VALUE each
other's time



RESPECT
different
perspectives



Maintain OPEN
LINES of
communication



HONESTY
(Share Your
Truth)



Stay
CURIOUS



2023-24 Goal Teams

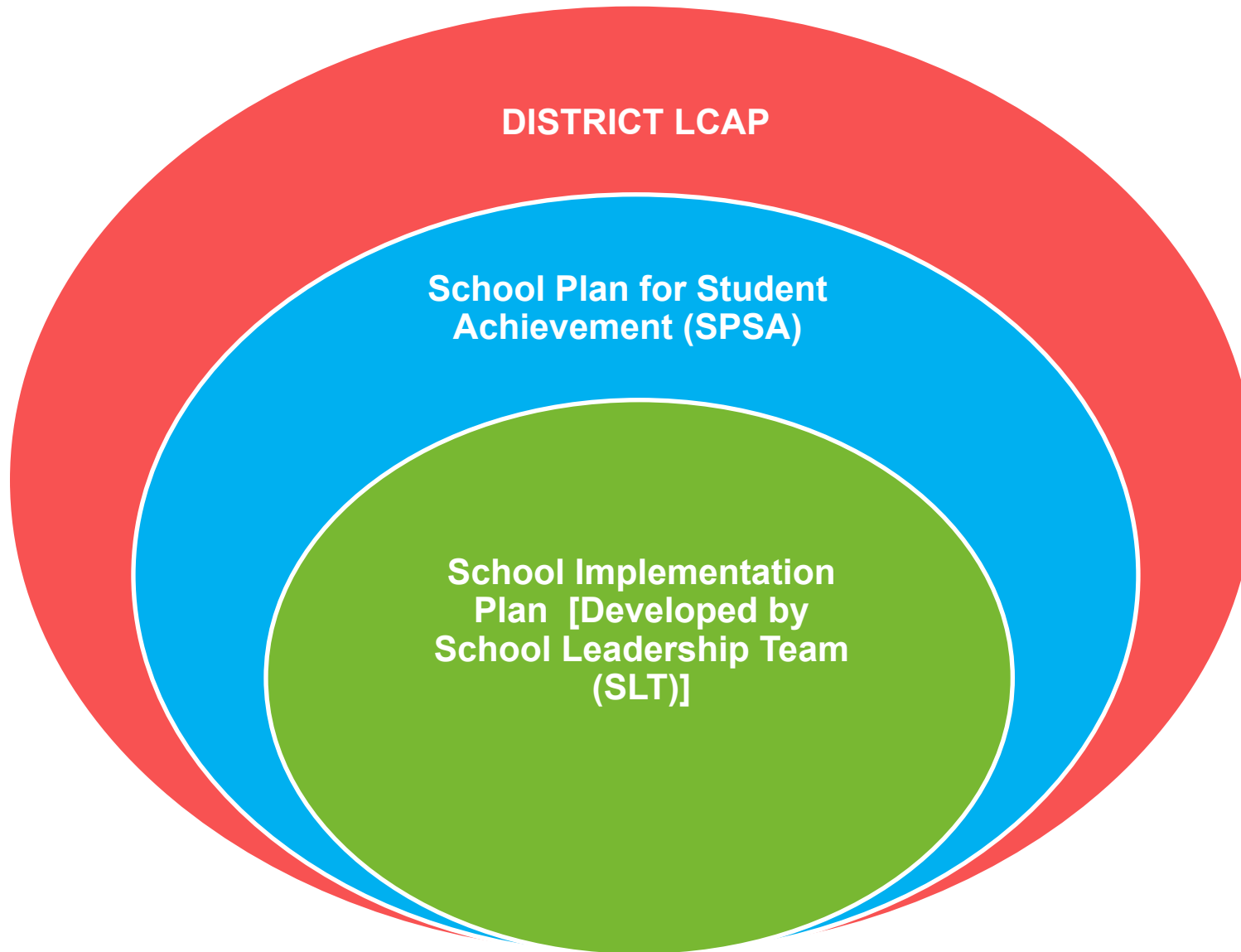
- Goal 1a: [Ashley Benjamin](#), Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
- Goal 1b: [Rosa Serratore](#), Isaac Burgess, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
- Goal 2: [Carmen Durand](#), Yvonne Strahan, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2022-23 Q1 Lag Data: Key Findings

LCAP: One Unifying Plan



- G1: All graduates are socially just and ready for college and careers
- G2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum
- G3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning



SMMUSD Cycle of Inquiry





Cycle of Inquiry

- An Inquiry Cycle is designed to monitor student progress in goals over the course of the year and from year to year.
- Essential Questions:
 - How are our students performing?
 - How are our Black, Indigenous People Of Color (BIPOC) students performing?

State Testing & Local Assessments

- State Testing: Goal 1 & 2
 - CAASPP ELA and Math: 3-8 and 11
 - CAST: 5, 8, 11, and 12

- Local Assessments: Goal 1 & 2
 - Interim Assessments
 - *Fall*
 - ELA DIWA TK-12
 - Math Grades 1-8 and high school math courses
 - Renaissance Star Early Literacy (TK-1), Star Reading and Math (6-12)
 - *Winter*
 - ELA DIWA TK-12
 - Math Grades K-8 and high school math courses
 - Renaissance Star Early Literacy (TK-1), Star Reading and Math (6-12)





Additional Indicators

Goal 1

- Graduates meeting SAT College and Career Readiness (CCR) benchmarks
- PSAT participants meeting College and Career Readiness (CCR) benchmarks
- Educational Development Instrument (EDI)
- Cohort graduation rate
- Graduates meeting UC/CSU A-G requirements
- AP course enrollment
- Graduates passing one or more AP exams (3+)

Goal 2

- Annual reclassification of English Learners
- Annual progress of LTELs

Goal 3

- Student attendance
 - Chronic absenteeism
 - Daily attendance
- Student engagement survey
- Dropout rate
- Suspension and expulsions



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Initial Findings

From 2023 Spring State Testing, Local Assessment and
Additional Indicators



Q1: Goal 1 Initial Findings

Celebrations

- Close alignment with the scores Star shows with CAASPP in both ELA and Math (Exceeded/Met Standard)
 - Math CAASPP: 57%
 - *Star Math: 50%*
 - ELA CAASPP: 72%
 - *Star Reading: 70%*
- CAST (Exceeded/Met Standard): 58%
- ELPAC (Level 4): 38%

Areas of Growth

- Participation Rates Vary with Star assessment data (declines in spring)
- Overall Math performance continues to be an area of need
- Significant % of LatinX and Black/African American students do not meet standards in ELA and Math



Q1: Goal 1 Initial Findings

PSAT & SAT

- SAT Suite Report – Benchmarks
 - 12th Grade Participants: 75% (568)
 - Met both benchmarks – 51% (290)
 - Met Evidence-Based Reading and Writing (ERW) benchmark – 76% (432)
 - Met Math benchmark – 52% (295)
- SAT Suite Report – PSAT/NMSQT
 - 11th Grade Participants – 80% (621) , 10th Grade Participants – 86% (678)
 - 10th Grade – 47% (319) met both, 75% (508) met ERW, 50% (339) met math
 - 11th Grade – 47% (292) met both, 73% (453) met ERW, 49% (304) met math

Early Developmental Instrument

- 1% increase in our kindergartners who scored at the “Vulnerable” rate on the Educational Development Instrument (EDI)
 - Our students went from 12% to 13%

Post -secondary Plans for Foster Youth

- 100% of our foster youth have a literacy, culmination, or graduation and post-secondary plan as grade-level appropriate



Q1: Goal 2 Initial Findings

- 2022-23 Reclassification (Aug 2022-June 2023)
 - 20.8% (142 students out of 682 students)
- 2021-22 Reclassification (Aug 2021- June 2022)
 - 14.6% (106 students out of 725 students)
- LTEL data over the past three years (CDE DataQuest)
 - 2020-2021 257 students
 - 2021-2022 245 students
 - 2022-2023 113 students



Chronic Absenteeism (2022-2023) DataQuest

2021-2022

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Santa Monica-Malibu Unified	9,323	2,189	23.5%
Los Angeles	1,155,403	366,704	31.7%
Statewide	5,315,973	1,639,092	30.8%

2022-2023

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Santa Monica-Malibu Unified	8,989	1,780	19.8%
Los Angeles	1,136,155	305,421	26.9%
Statewide	5,268,302	1,339,670	25.4%



Q1: Initial Findings

California Healthy Kids Survey Participation Rates		
2019-2020	2021-2022	2022-2023
520 Parents	305 Parents	940 Parents
300 Staff Members	171 Staff Members	410 Staff Members
361 5th Grade Students	337 5th Grade Students	151 5th Grade Students
775 7th Grade Students	433 7th Grade Students	602 7th Grade Students
617 9th Grade Students	545 9th Grade Students	546 9th Grade Students
680 11th Grade Students	416 11th Grade Students	484 11th Grade Students



Q1: Initial Findings

Percent of students, parents, and staff who feel safe at school

	2021-2022	2022-2023
Students	5th Grade - 89% 7th Grade - 65% 9th Grade - 58% 11th Grade - 57%	5th Grade - 92% 7th Grade - 63% 9th Grade - 62% 11th Grade - 64%
Parents	91%	91%
Staff	90%	89%

Percent of students who feel connected to the school

	2021-2022	2022-2023
Students	5th Grade - 81% 7th Grade - 67% 9th Grade - 60% 11th Grade - 57%	5th Grade - 85% 7th Grade - 67% 9th Grade - 66% 11th Grade - 65%



Q1: Initial Findings

Percent of parents who feel connected to the school

Parents	2021-2022	2022-2023
School allows input and welcomes parent's contributions	N/A	86%
School encourages me to be an active partner with the school in educating my child	90%	89%
School actively seeks the input of parents before making important decisions	78%	71%

Percent of staff who feel connected to the school

Staff	2021-2022	2022-2023
Staff working environment is positive	39%	81%
Staff collegiality	39%	81%




Q1: Initial Findings Culture and Climate Survey

Areas of Success

- The majority of responses express positive opinions of instructional expectations of SMMUSD schools. Respondents indicate higher satisfaction with SMMUSD schools' instructional expectations, with responses showing significantly more positive opinions in 2022-23 compared to the previous year, with current levels rising back to or above the levels from the 2020-21 survey.
- Student perceptions of classroom instruction have improved in 2022-2023 compared to previous years.
- Most parents indicate that they participate in engagement opportunities offered by the school, with more indicating that they engage in activities at school and with their child at home compared to previous years.

Areas of Need

- Enhance structures to include and elicit student voice that allow for students to effectively and confidently raise issues as they occur.
- Maintain effective communication channels between parents and administration by maintaining and/or increasing engagement opportunities.
- Further gauge education partners' perceptions around developing skills that would prepare students for college or a future career.
- Students report increased challenges related to discrimination based on their race/ethnicity compared to previous years. Most students in 2022-23 indicate that they do not feel comfortable issuing complaints regarding these issues.




Group Activity: Q1 Initial Findings Review and Suggestions for Next Steps

- In your Goal teams identify a recorder and time keeper
- Review initial findings using the following guiding questions (60 min):
 - What do the initial findings suggest?
 - What questions about curriculum, instruction, assessment, and systems arose from the initial findings?
 - What actions/services may have contributed to the growth or lack thereof?
 - What suggestions do you have for next steps?
- Share out in larger group (10 min)
- Reflection (5 min)



2022-23 Goal Teams

- Goal 1a: [Ashley Benjamin](#), Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
- Goal 1b: [Isaac Burgess](#), Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
- Goal 2: [Victoria Hurst](#), Yvonne Strahan, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan



Group Activity: Q1 Initial Findings Review and Suggestions for Next Steps

- In your Goal teams identify a recorder and time keeper
- Review initial findings using the following guiding questions (60 min):
 - What do the initial findings suggest?
 - What questions about curriculum, instruction, assessment, and systems arose from the initial findings?
 - What actions/services may have contributed to the growth or lack thereof?
 - What suggestions do you have for next steps?
- Share out in larger group (10 min)
- Reflection (5 min)





Thank you for your time

■ Next Meeting

- Date: January 23, 2024
- Time: 4:00 – 6:00
- Location: Zoom
- Topic:
 - *Draft Annual Update*
 - *Review 2023-24 Q2 Lead Data*
 - *Provide Suggestions for Next Step*



LCAP Goal 1:

- All graduates are socially just and ready for college and careers

Appendix A



District-Wide Overall Data

for:

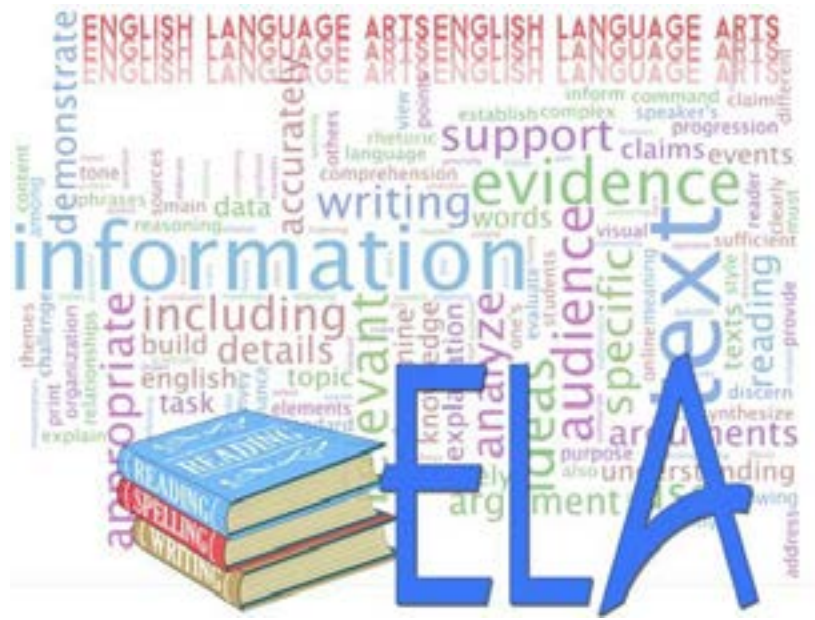
- CAASPP
- CAST



LCAP Goal 1:

- All graduates are socially just and ready for college and careers

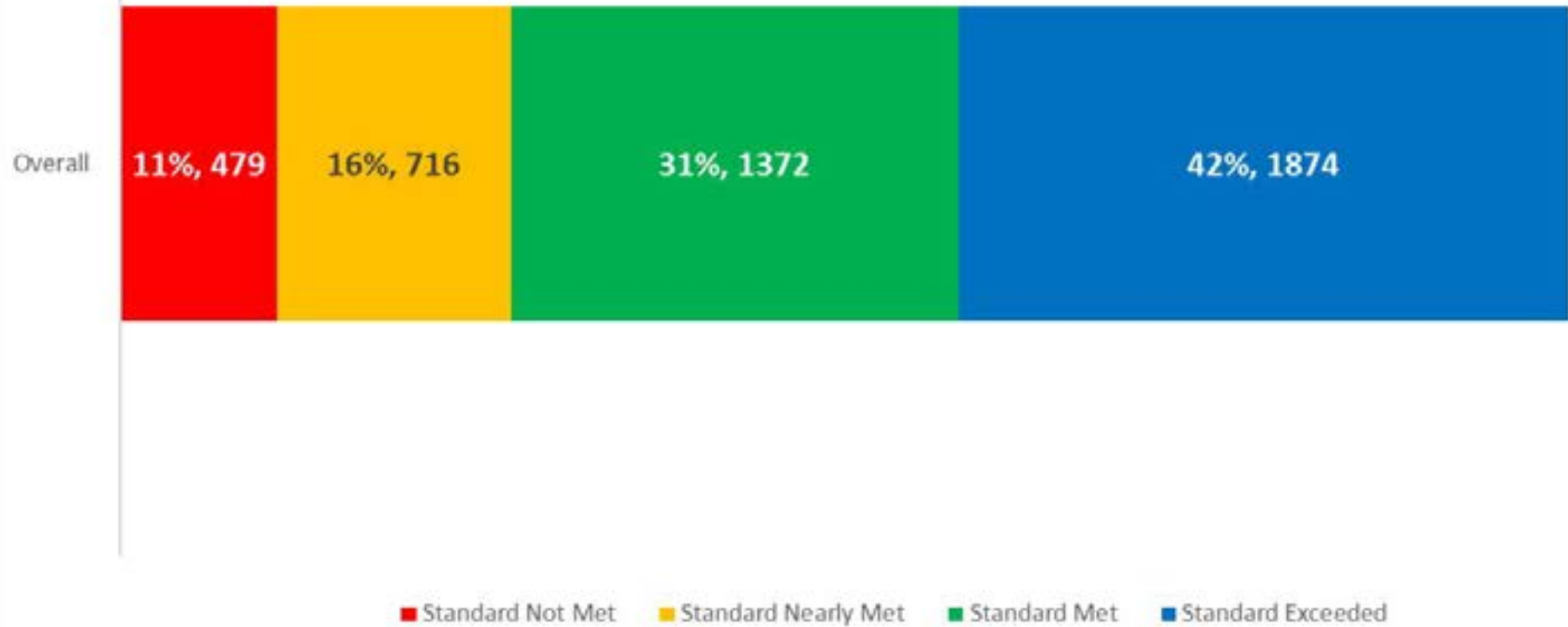
Appendix A



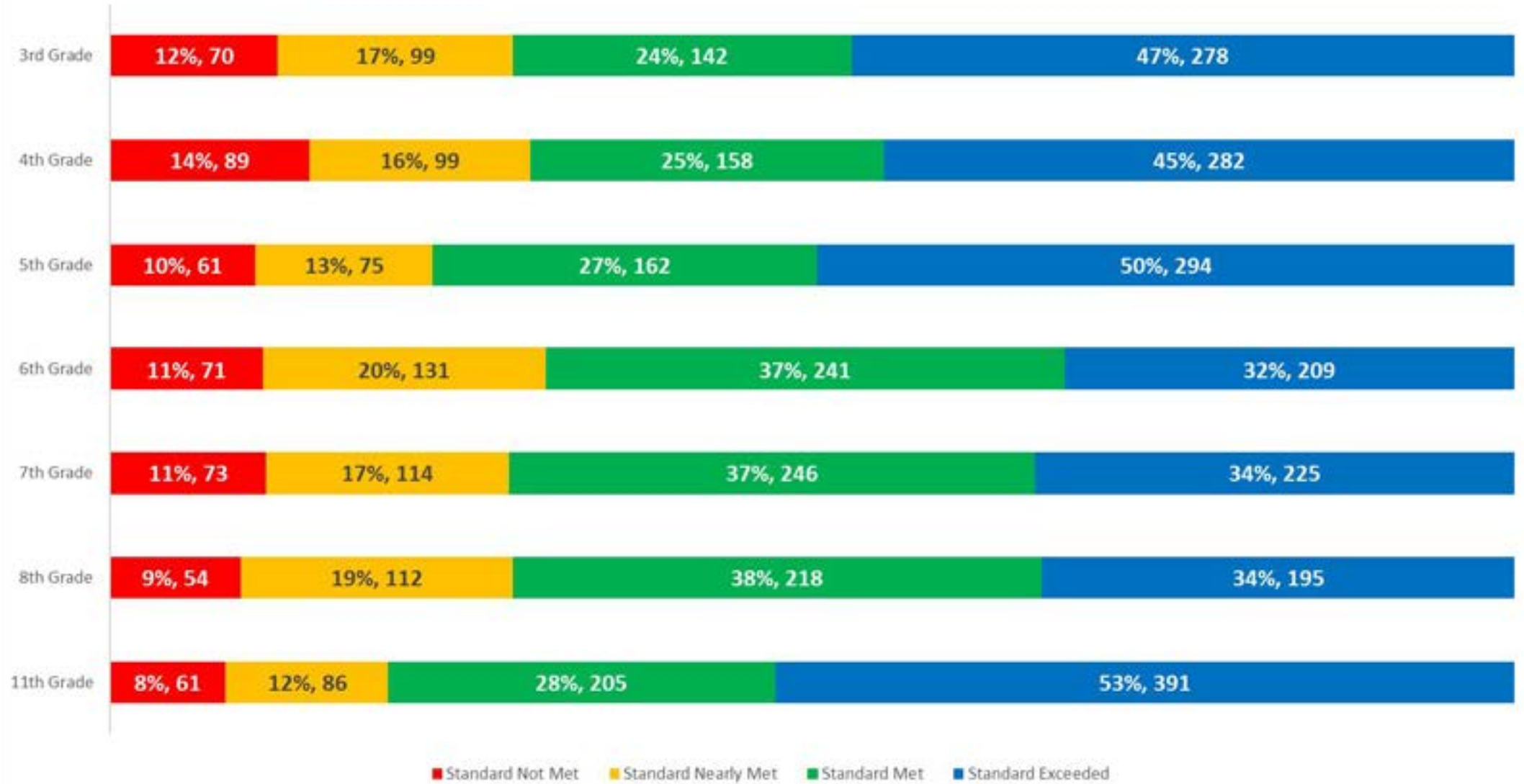
CAASPP Data



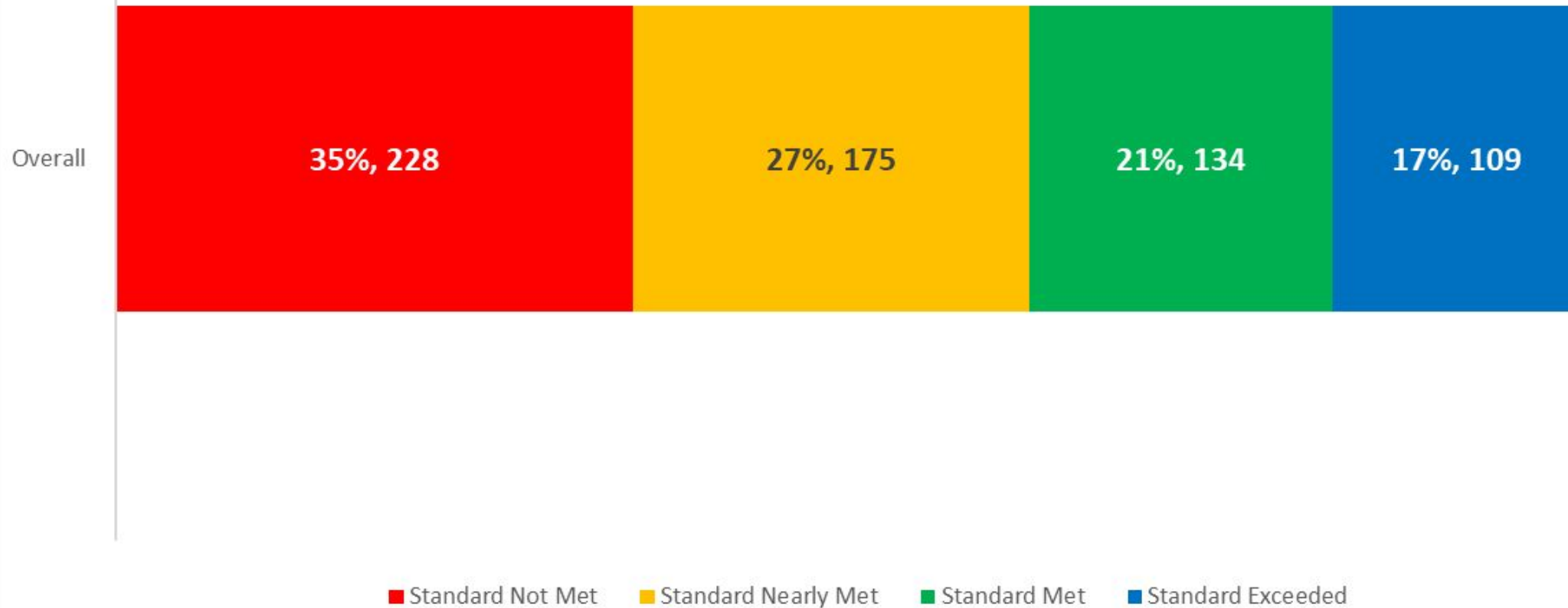
22-23 CAASPP ELA District Wide



22-23 CAASPP ELA District Wide

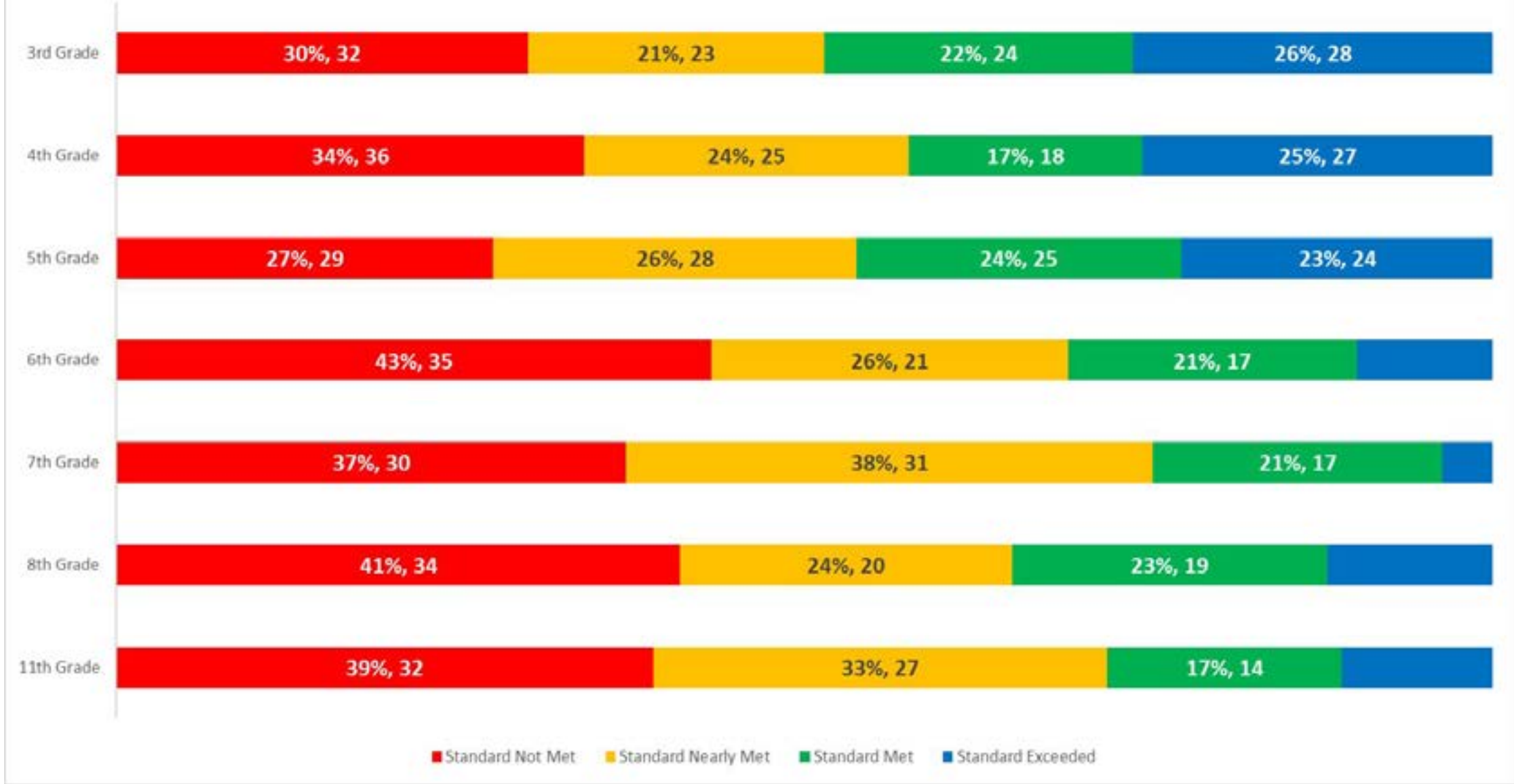


22-23 CAASPP ELA District Wide Special Education



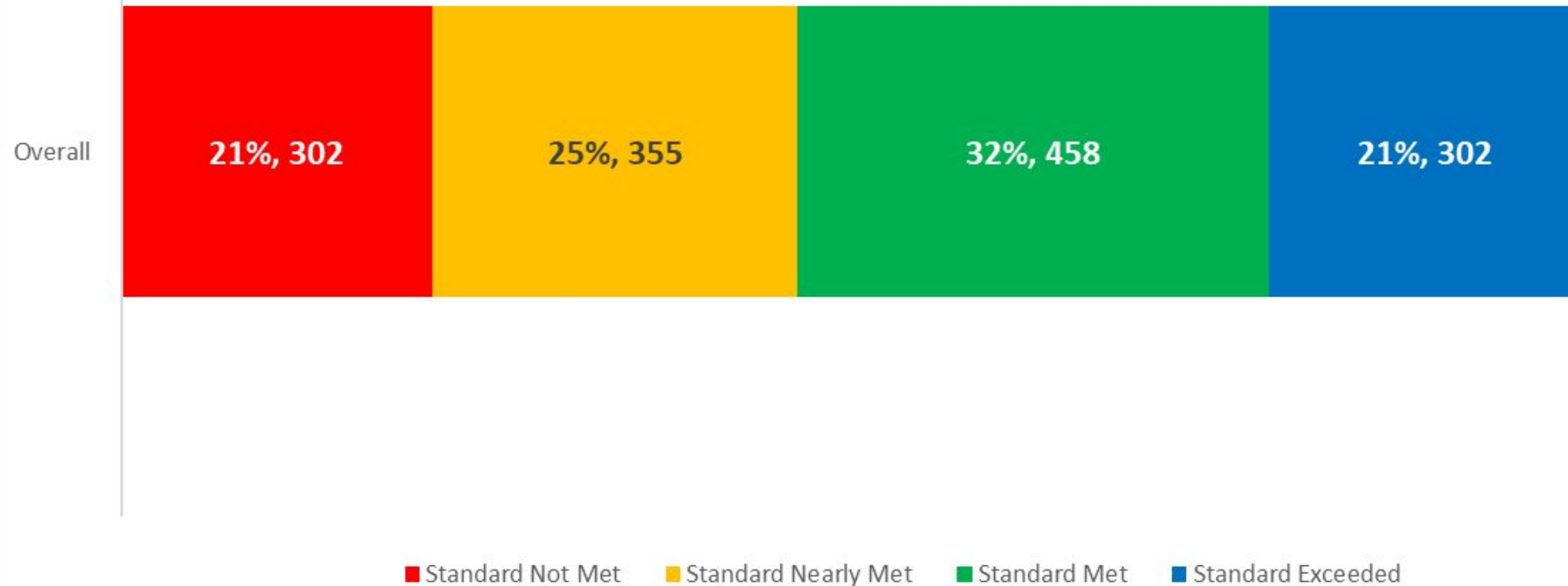
Preliminary data- for planning purposes only

22-23 CAASPP ELA District Wide Special Education

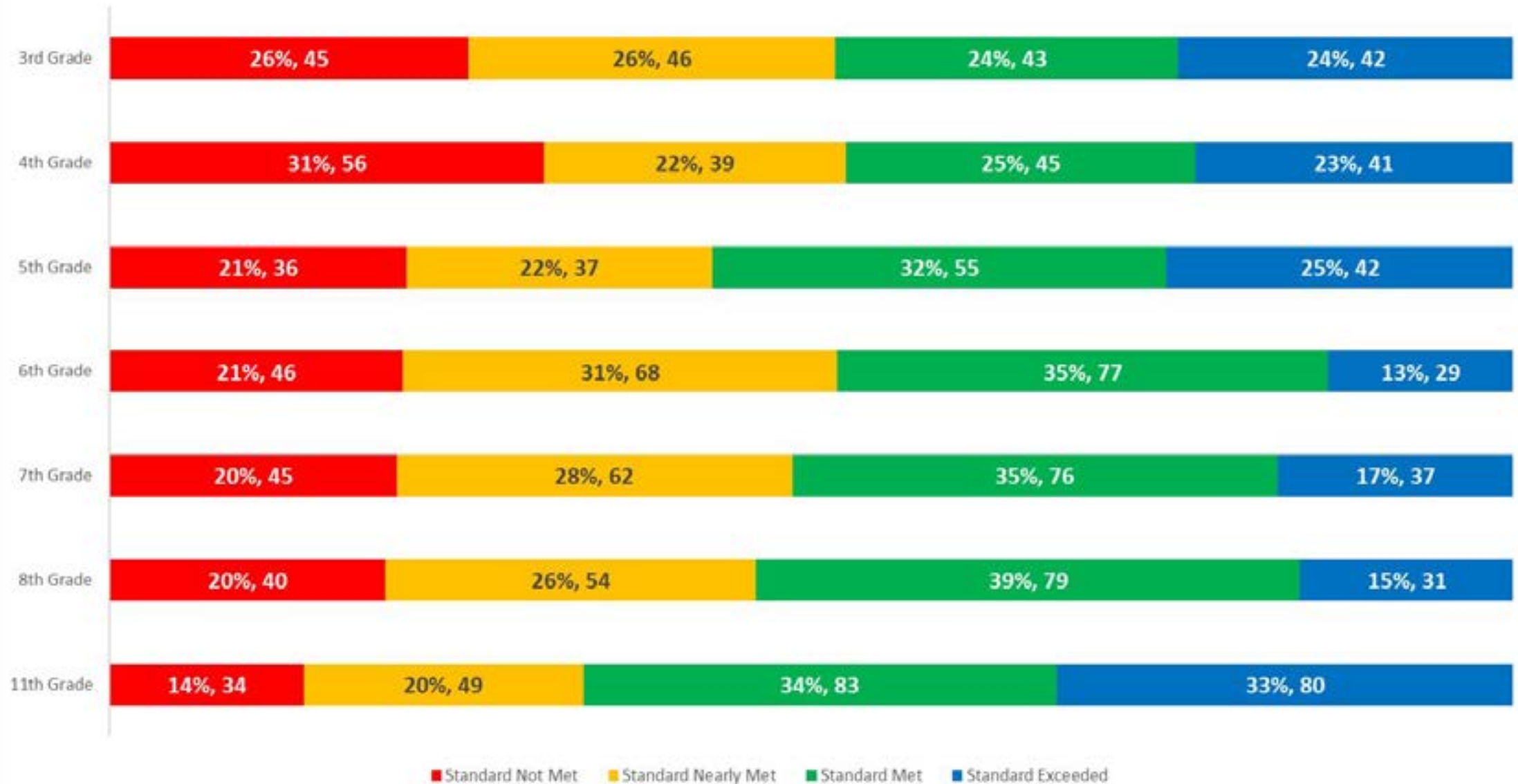


Preliminary data- for planning purposes only

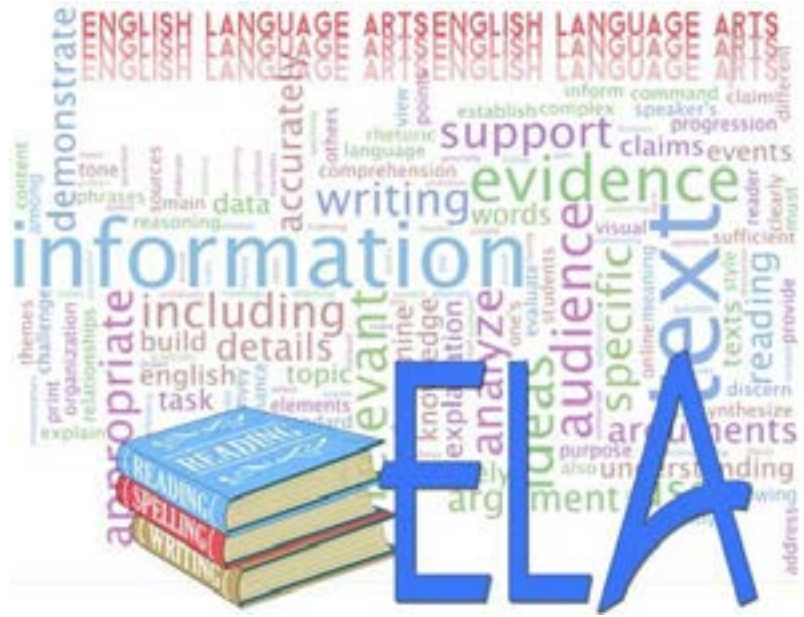
22-23 CAASPP ELA District Wide Socially Disadvantaged Students (SED)



22-23 CAASPP ELA District Wide Socially Disadvantaged Students (SED)

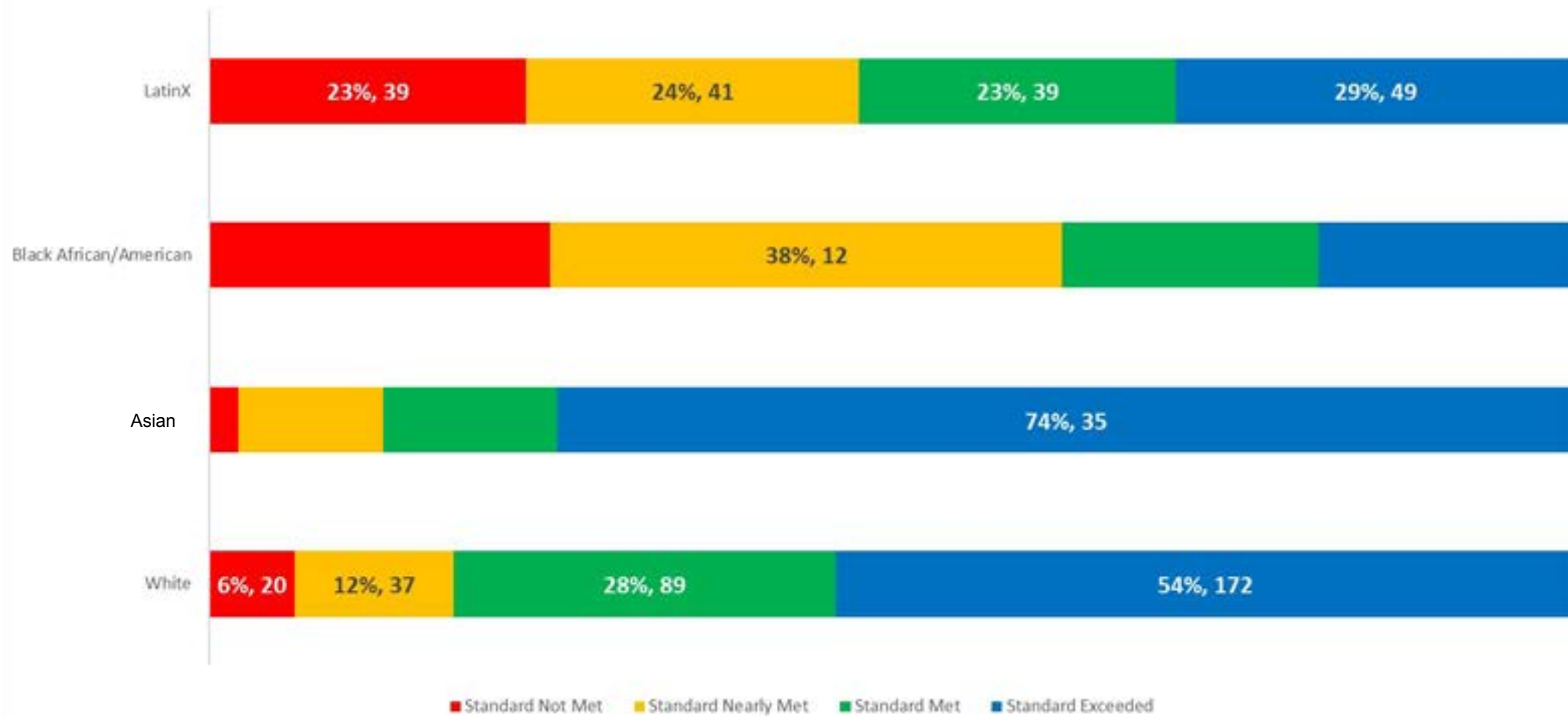


Preliminary data- for planning purposes only



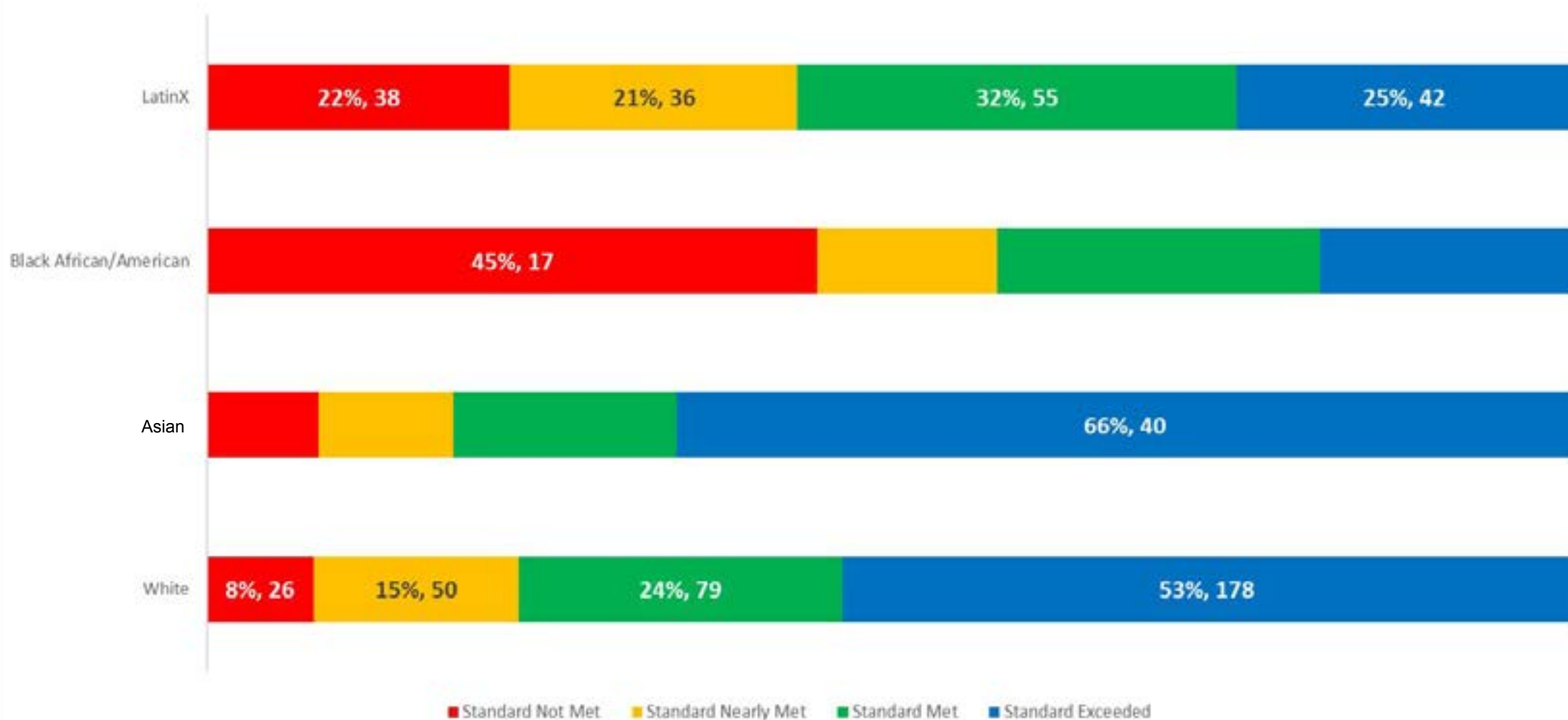
CAASPP Disaggregated by Race/Ethnicity

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 3rd Grade



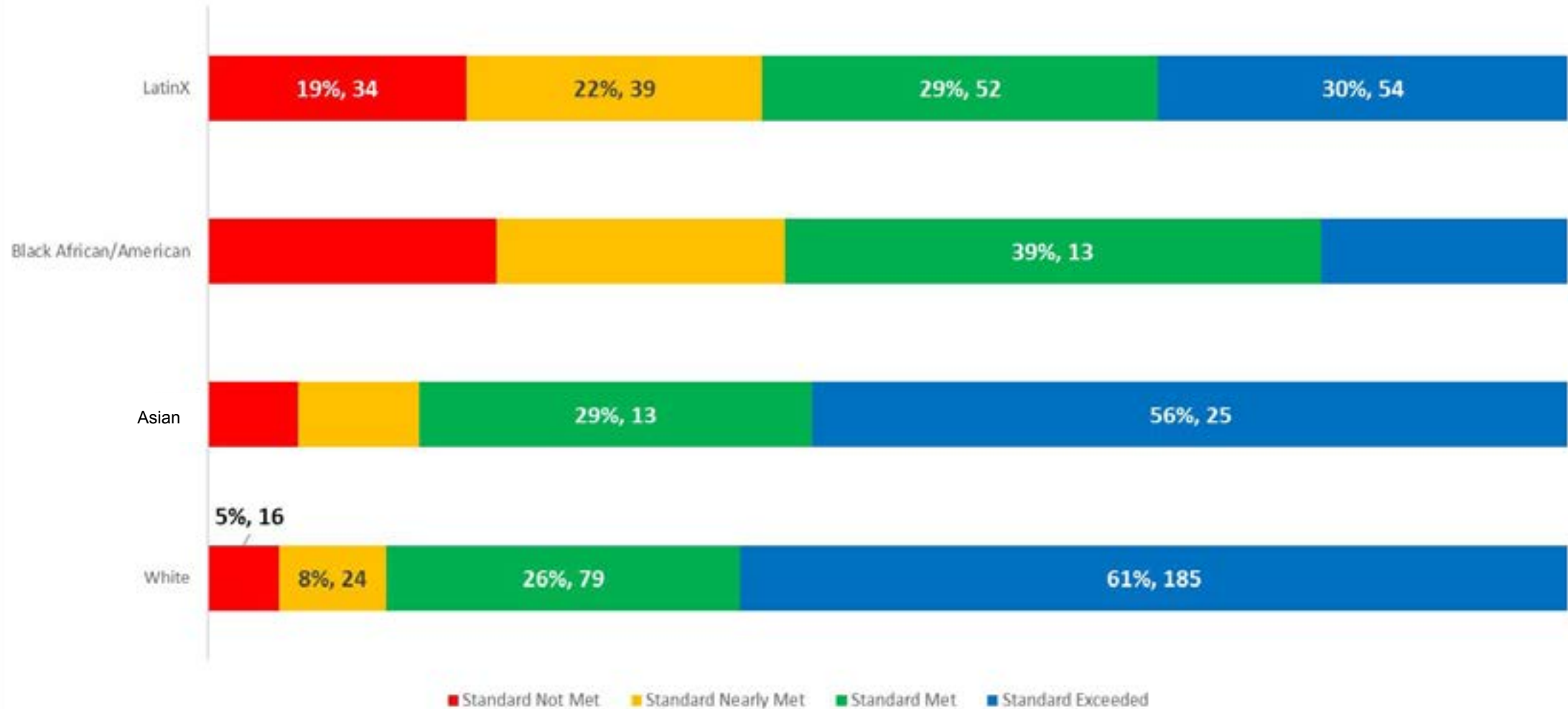
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 4th Grade



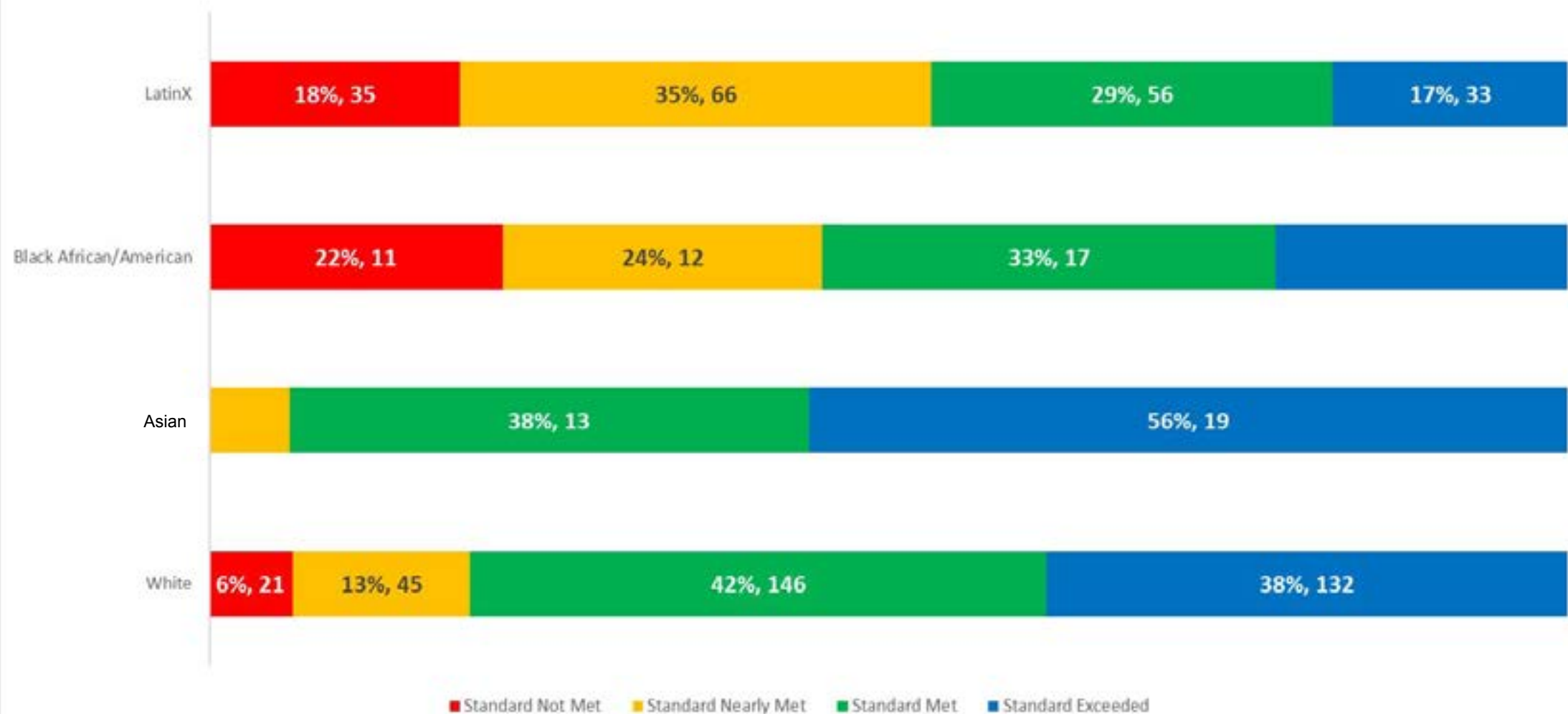
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 5th Grade



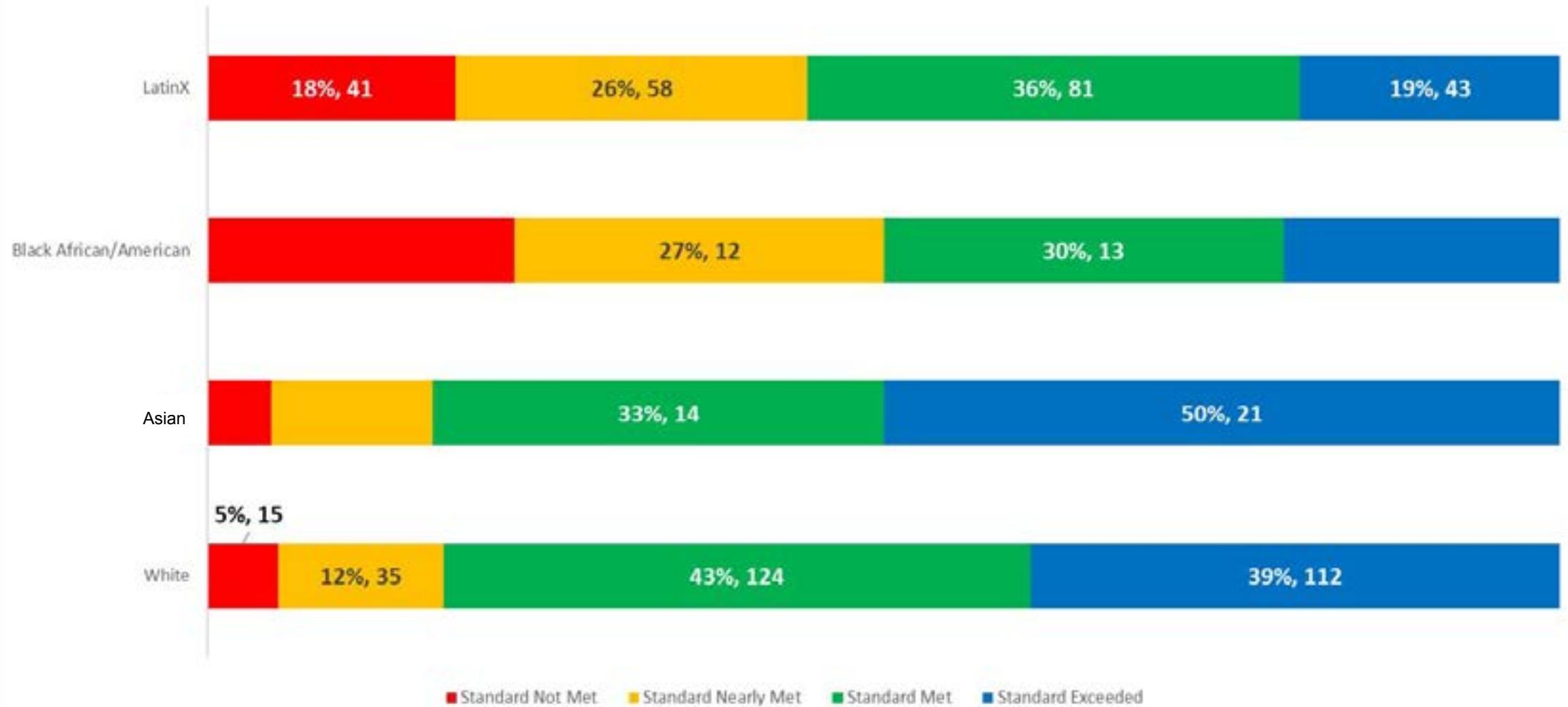
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 6th Grade



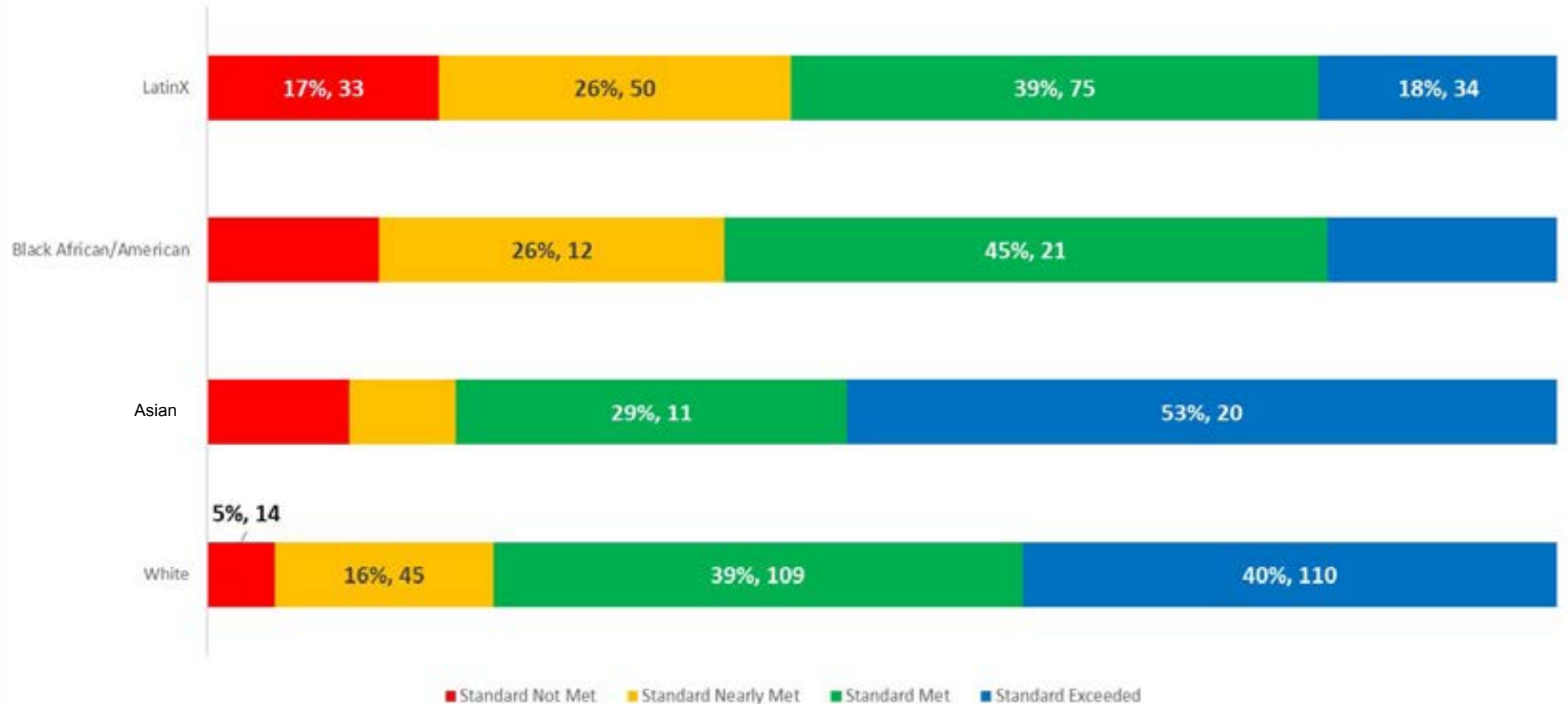
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 7th Grade



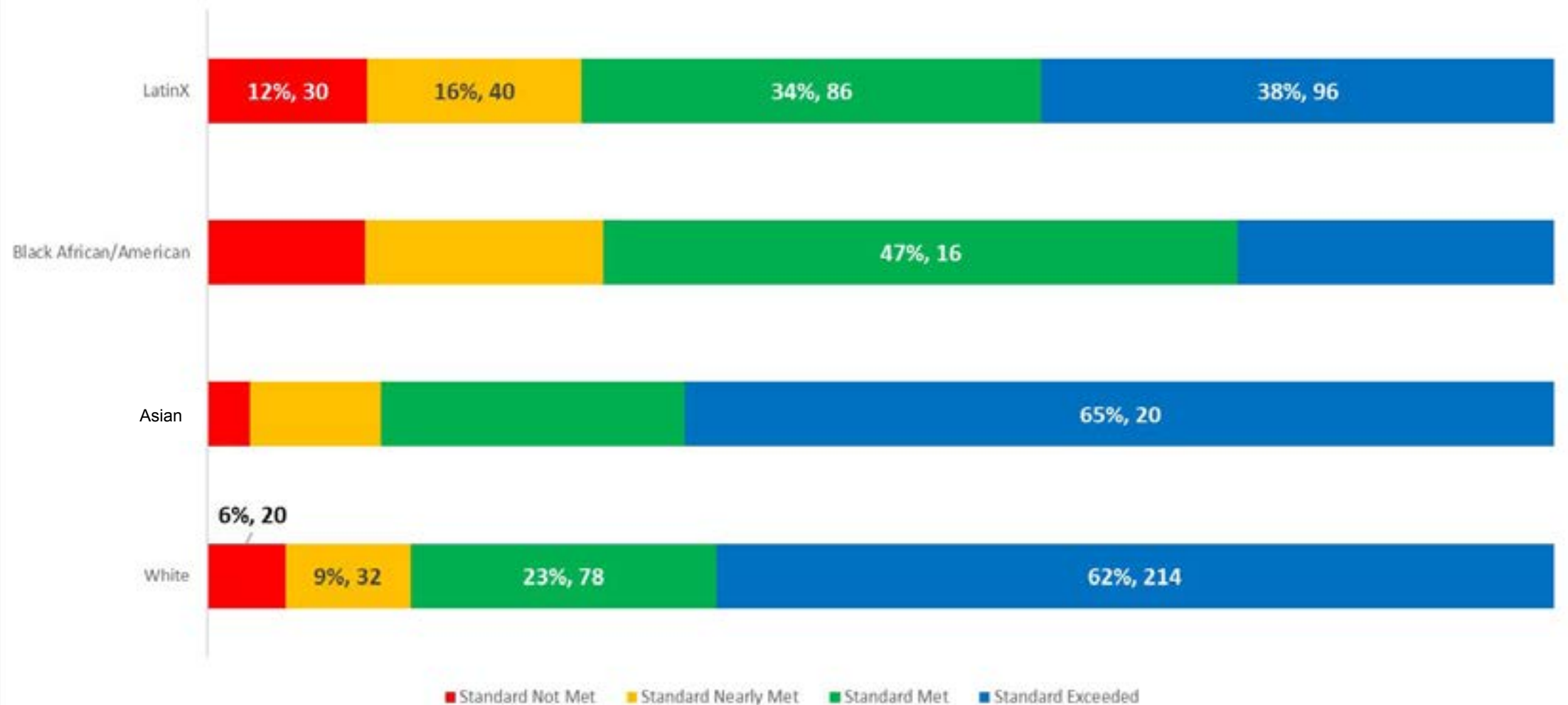
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 8th Grade



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 11th Grade



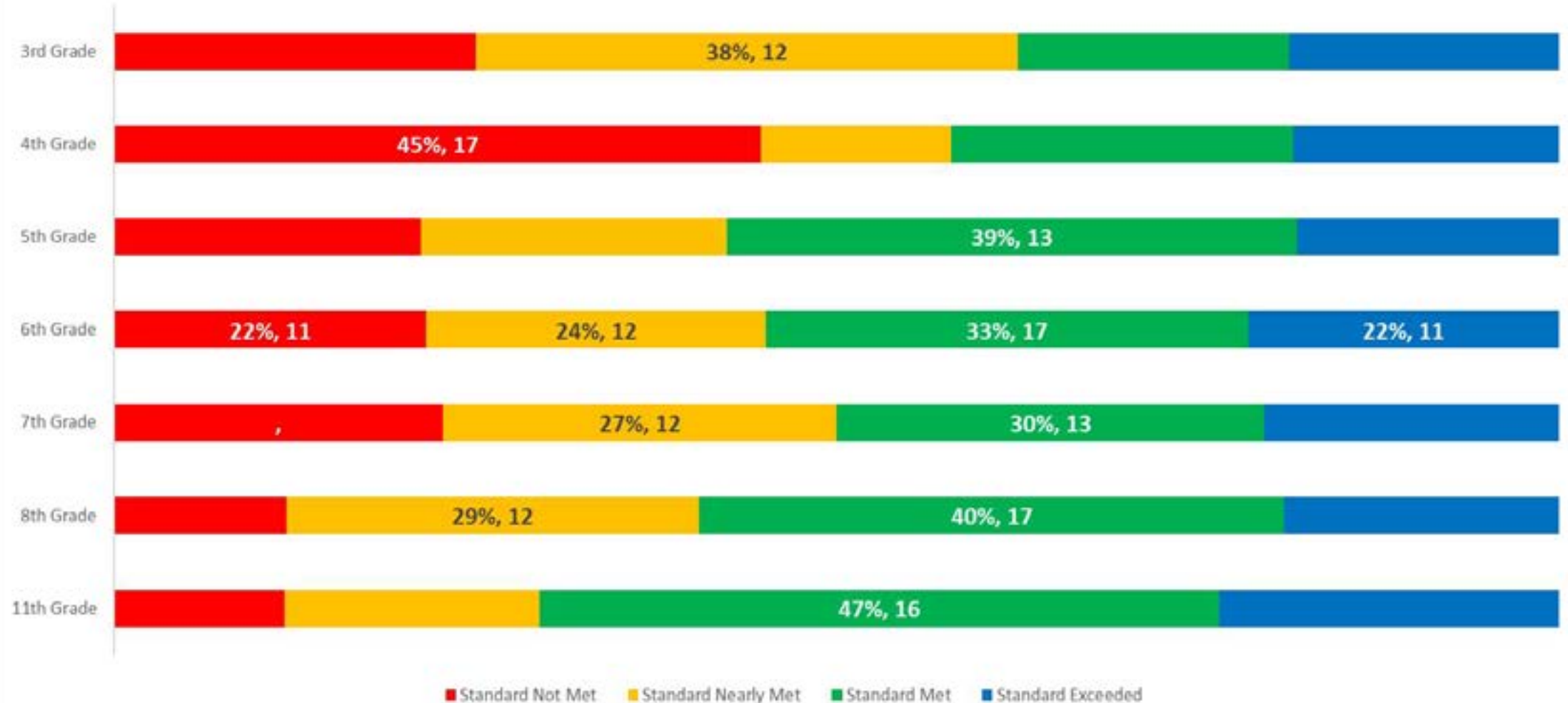
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity Black African/American



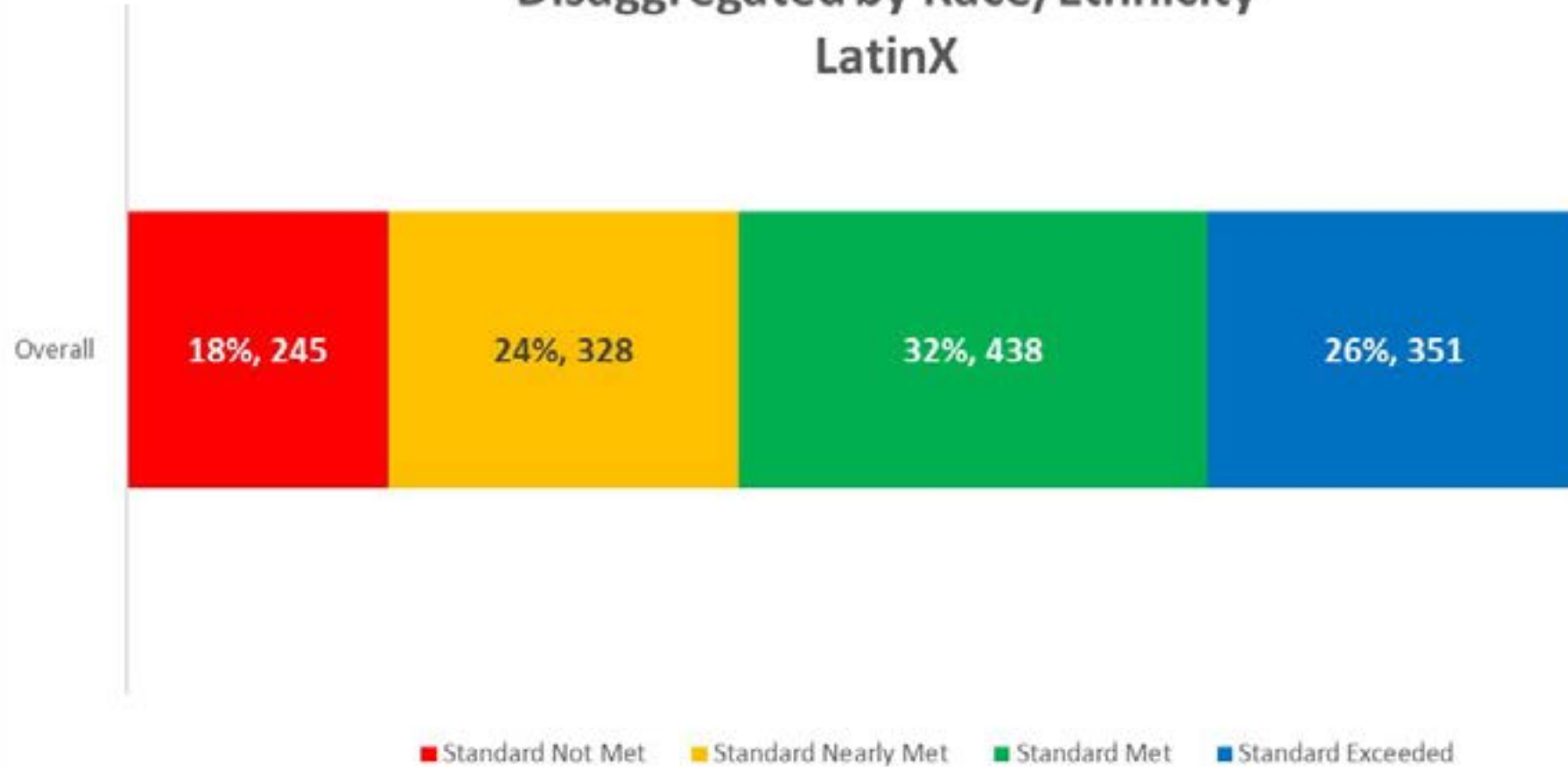
22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity Black African/American



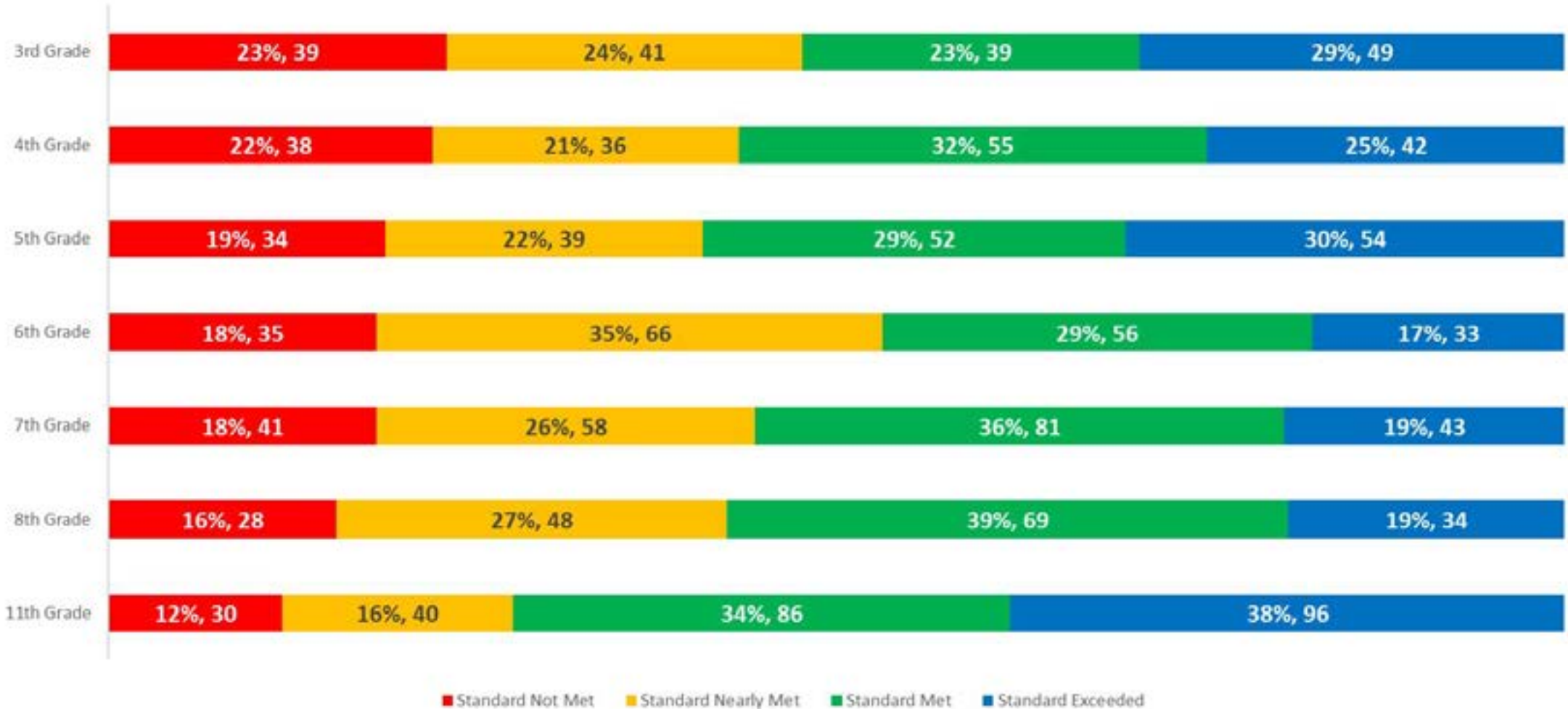
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity LatinX



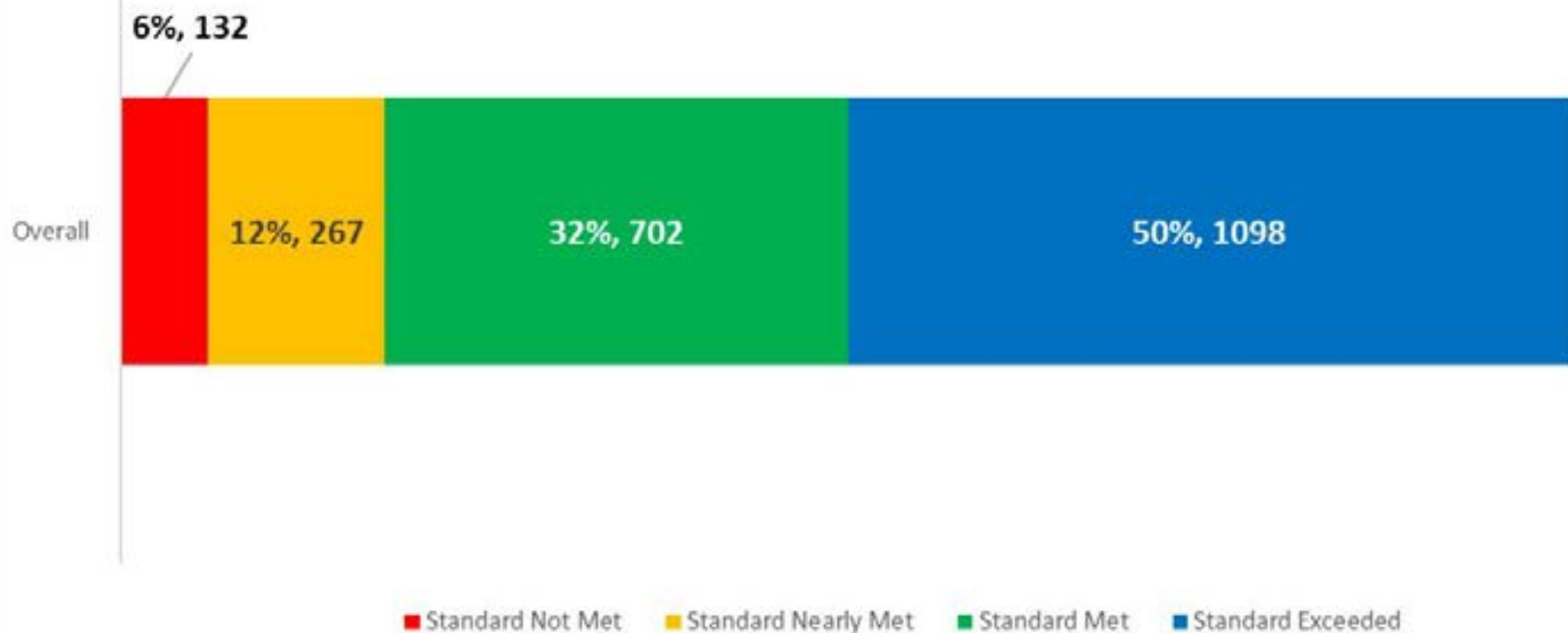
22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity LatinX



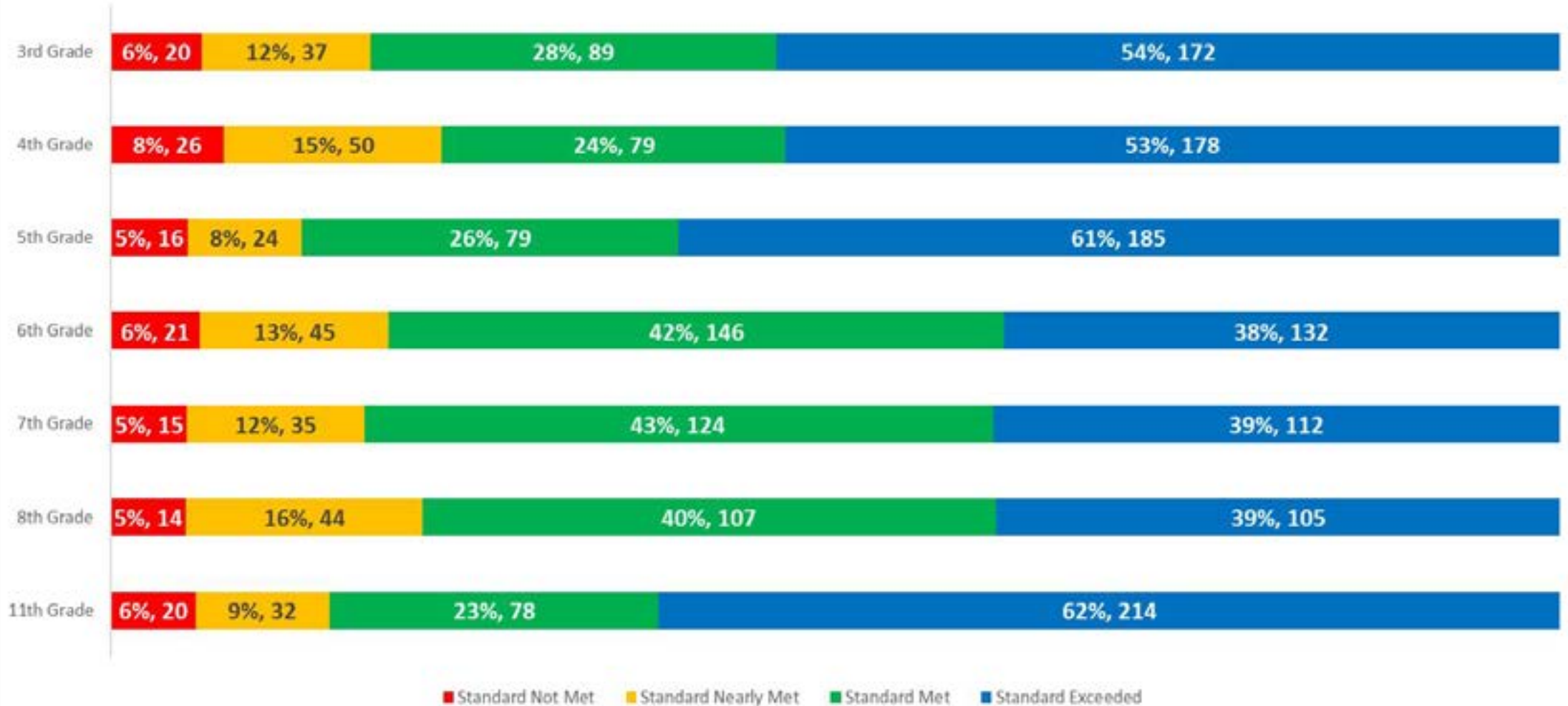
Preliminary data- for planning purposes only



22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity White



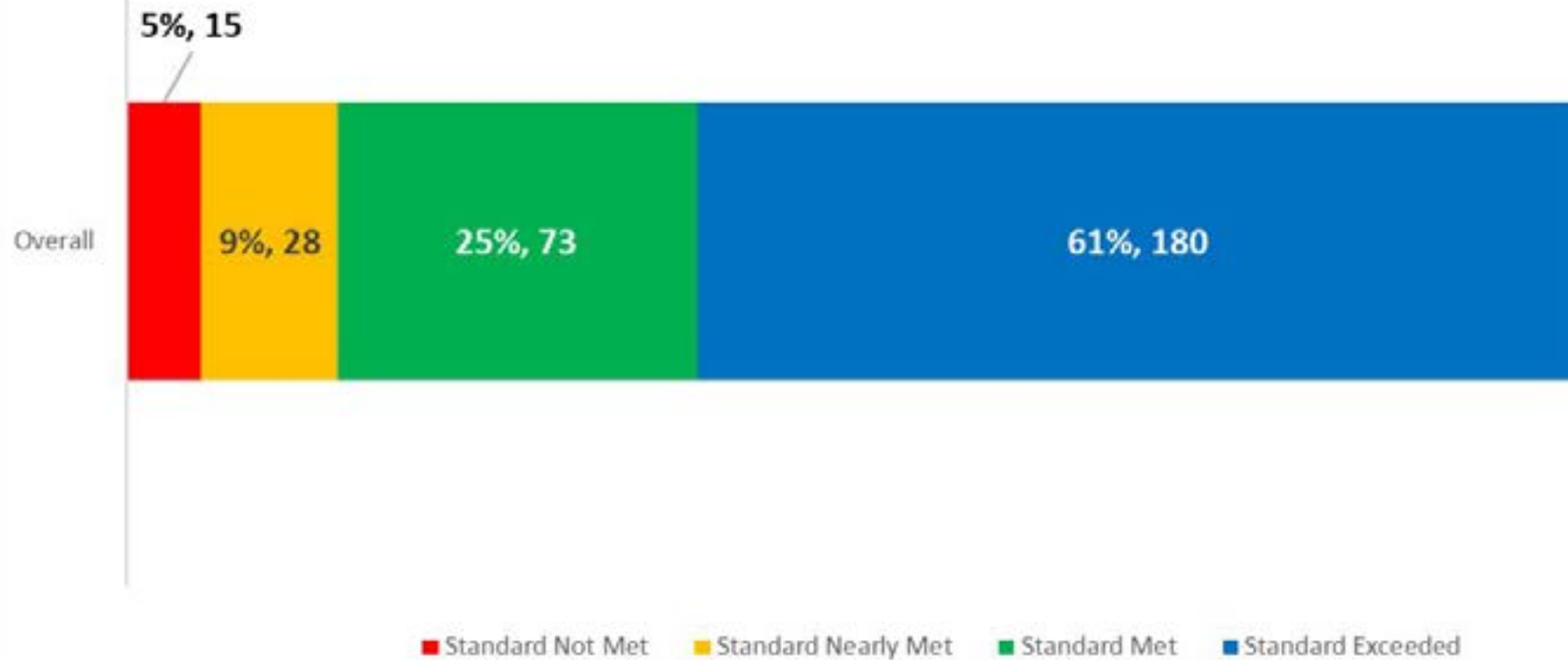
22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity White



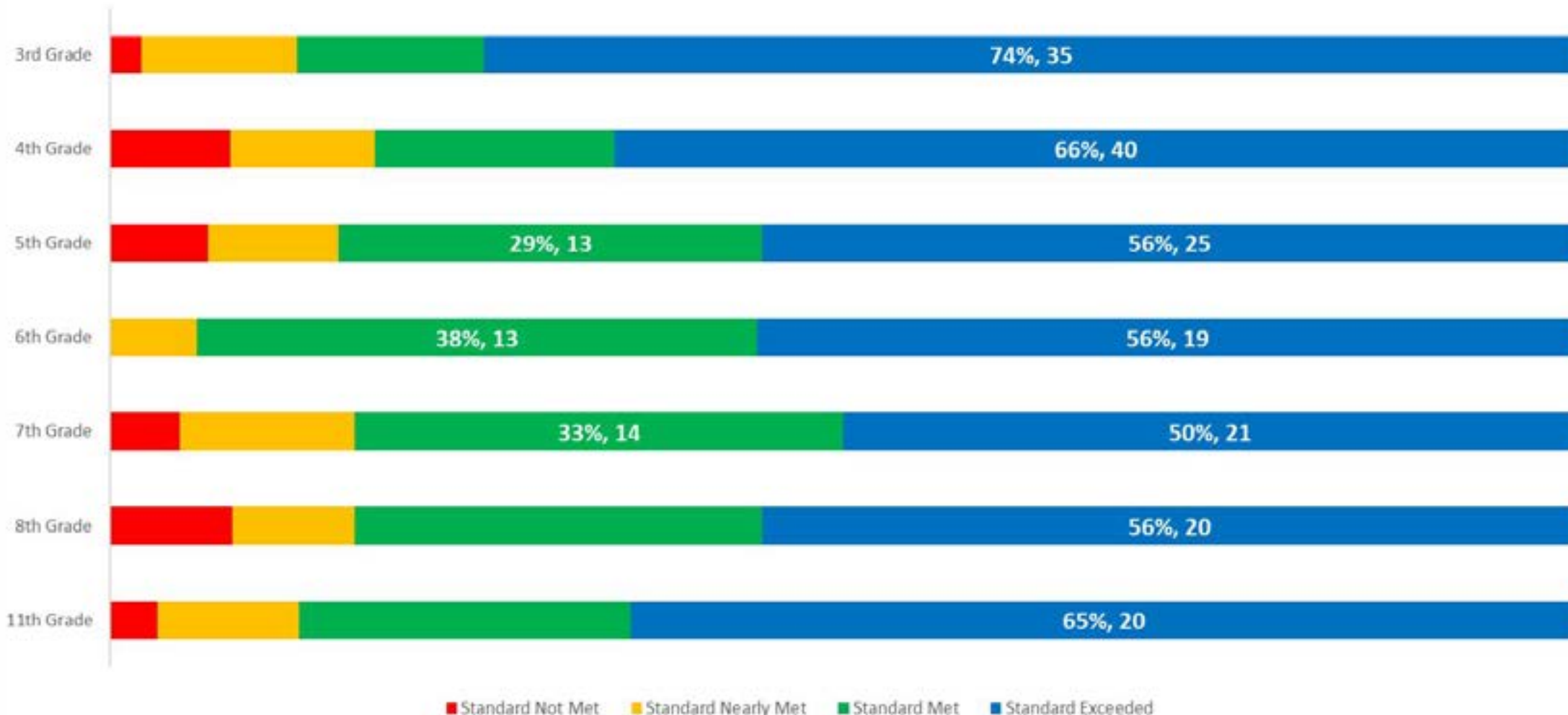
Preliminary data- for planning purposes only



22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity Asian



22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity Asian



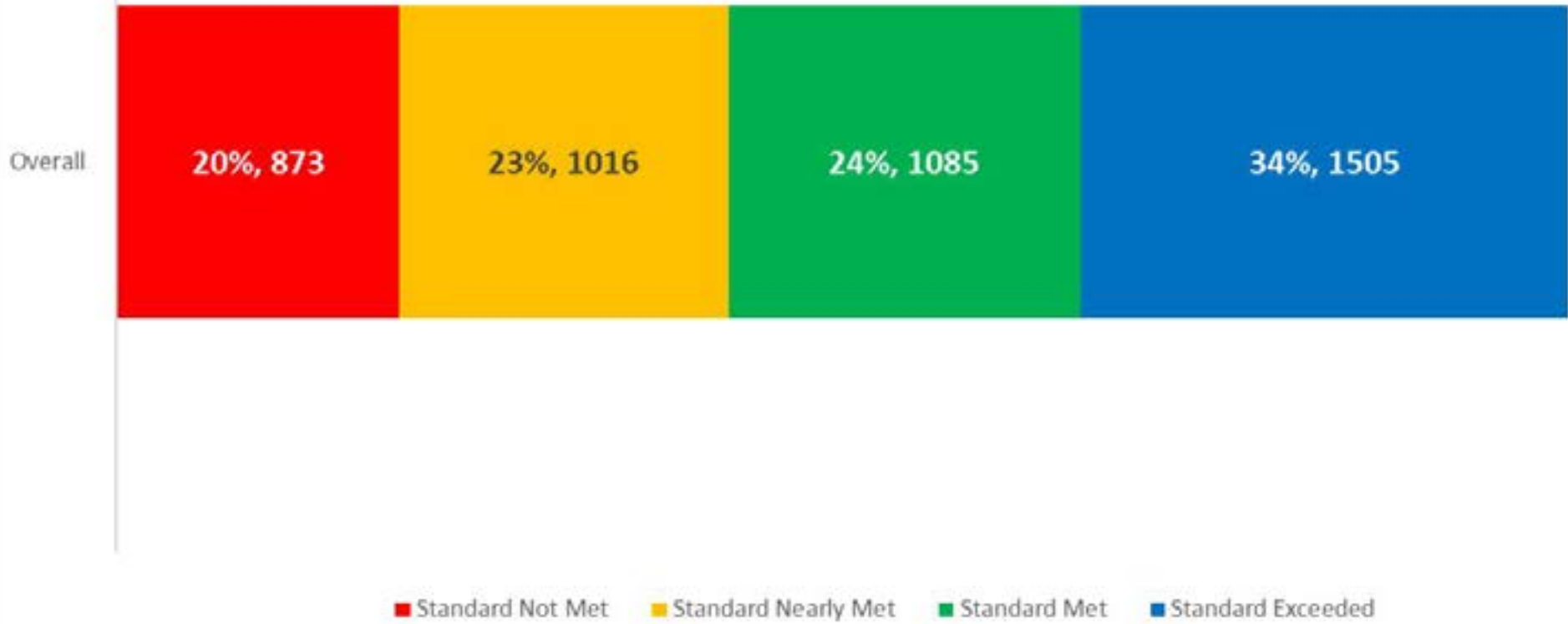
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



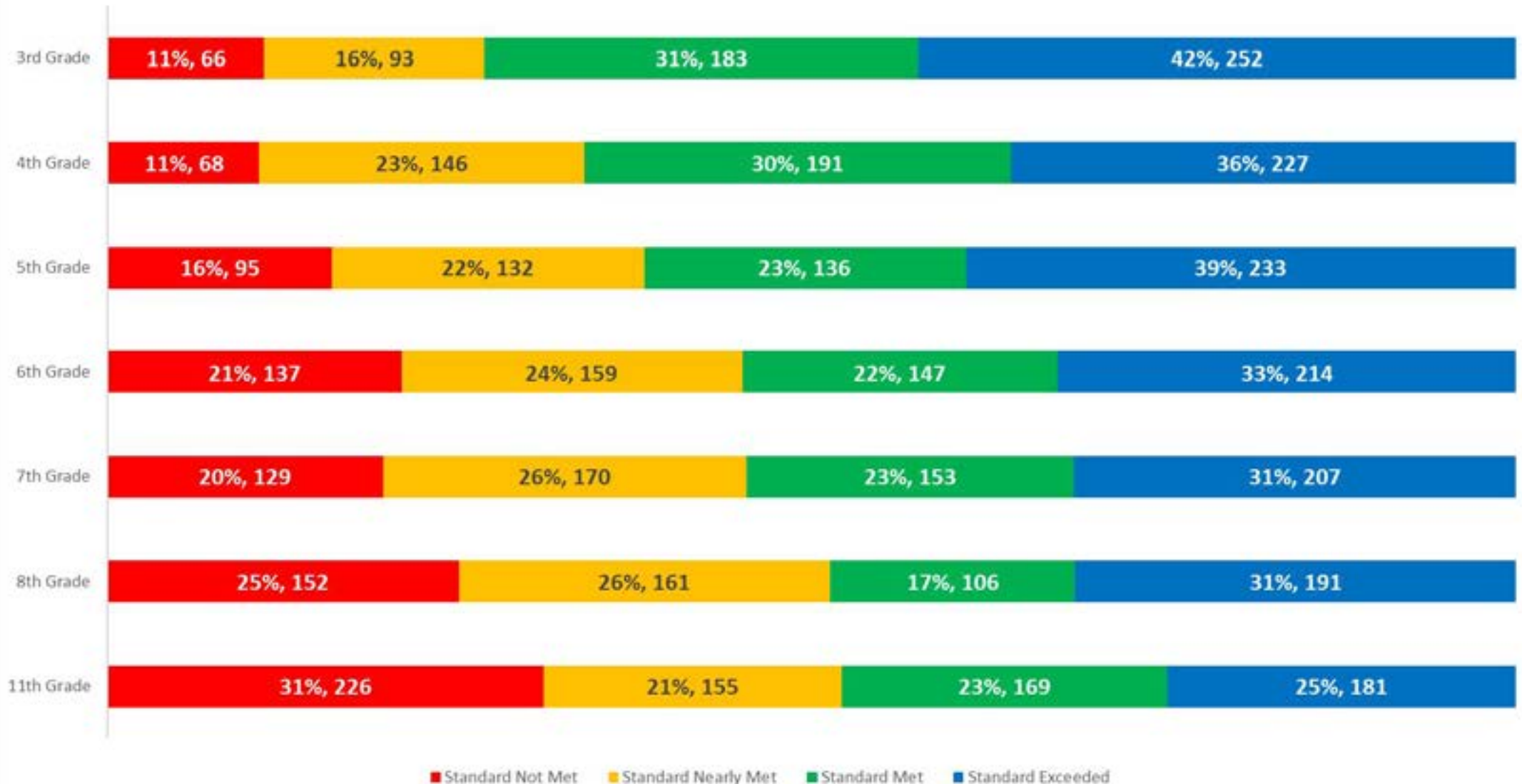
CAASPP Data



22-23 CAASPP Math District Wide

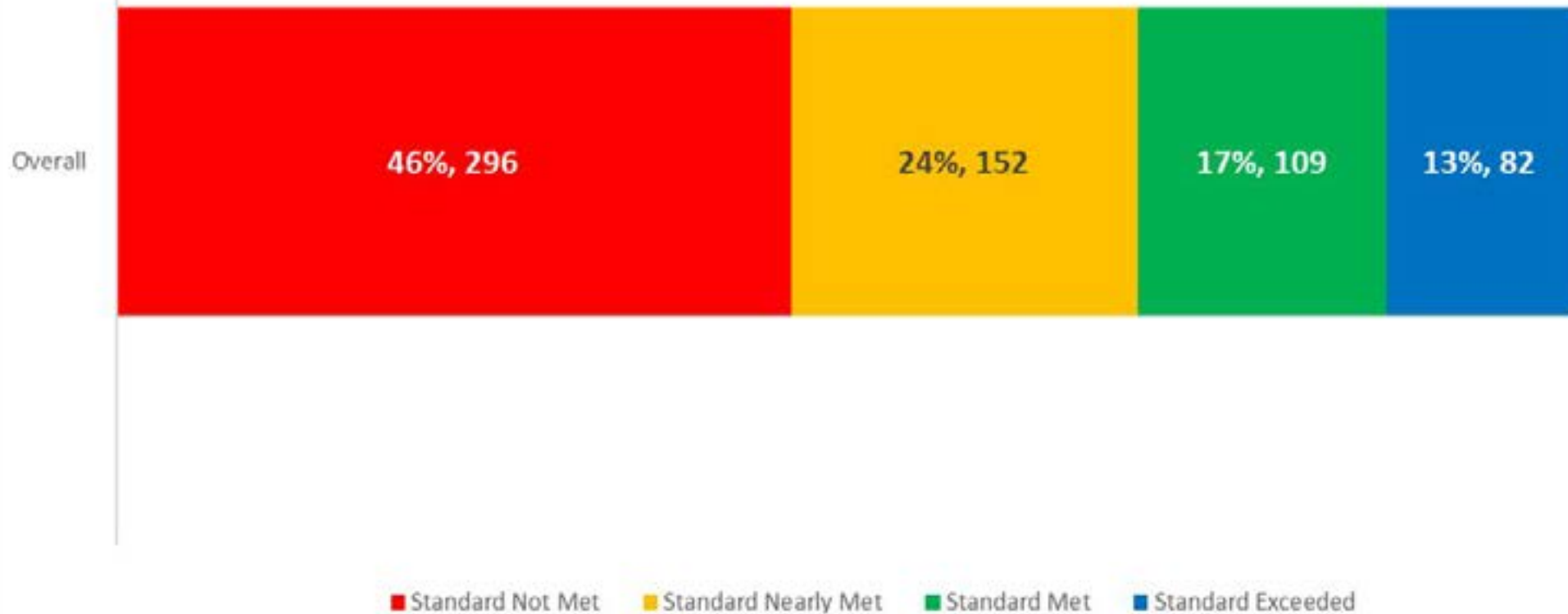


22-23 CAASPP Math District Wide

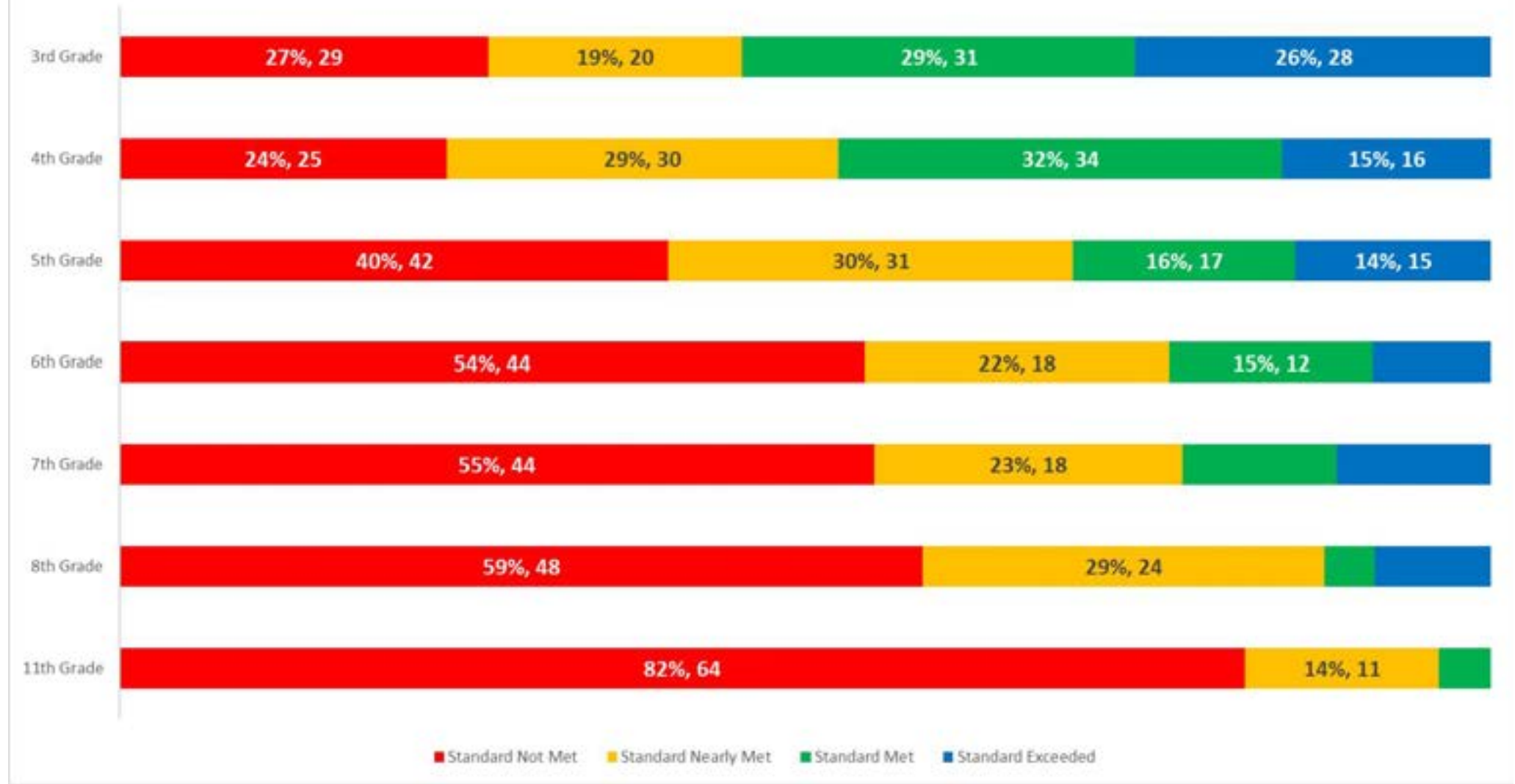




22-23 CAASPP Math District Wide Special Education



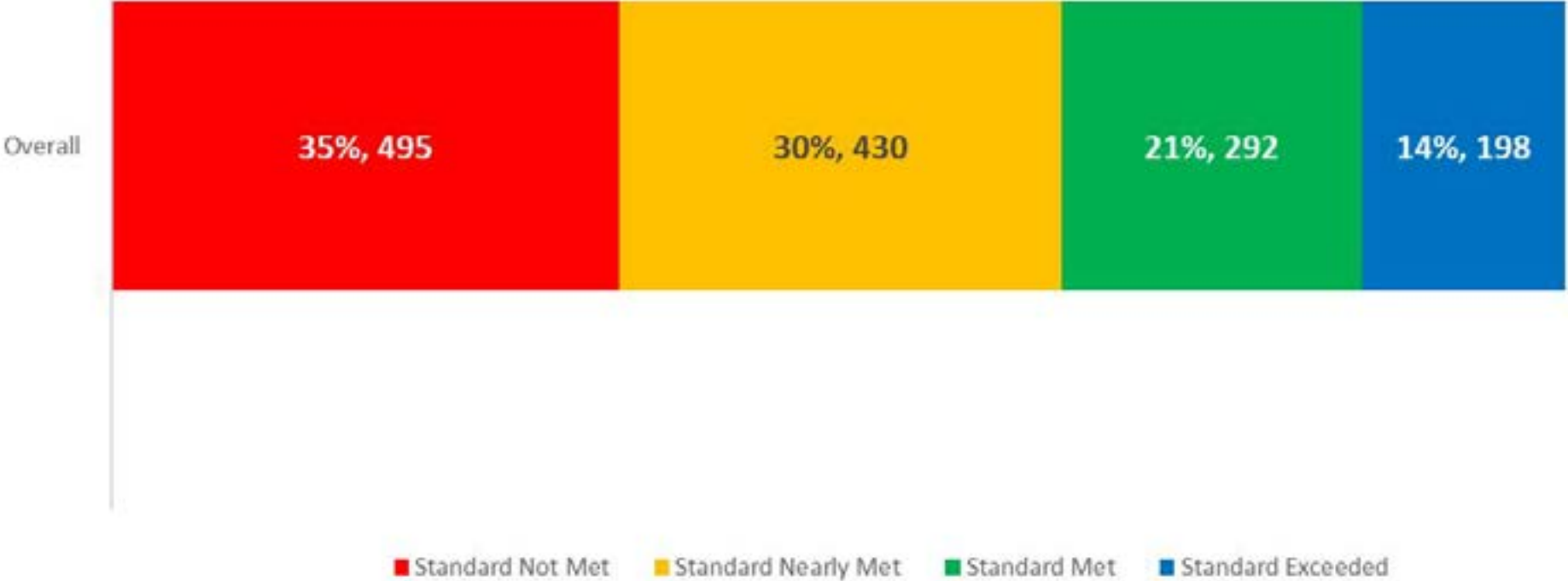
22-23 CAASPP Math District Wide Special Education



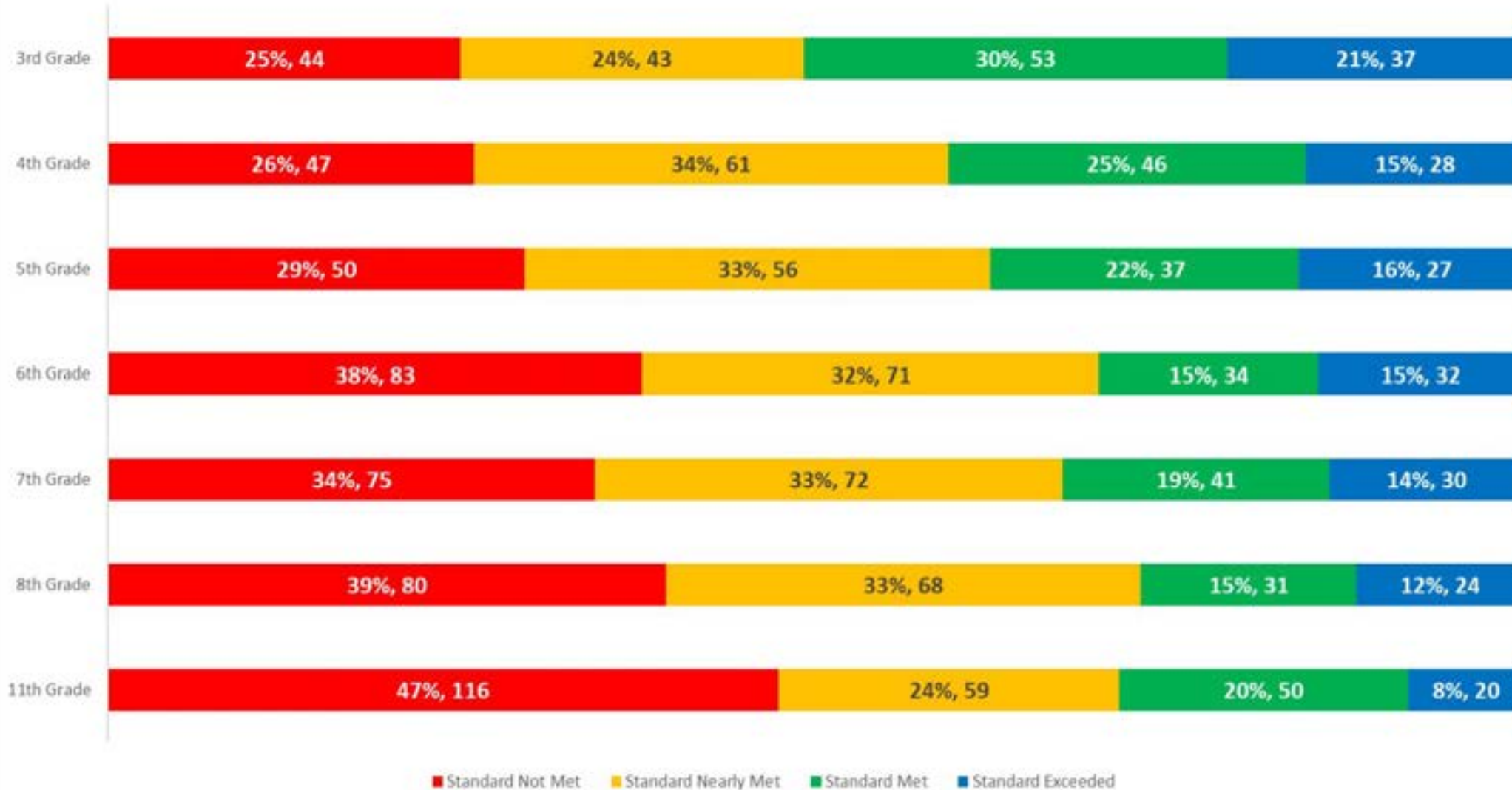
Preliminary data- for planning purposes only **Data fewer than 10 cannot be shown



22-23 CAASPP Math District Wide Socially Disadvantaged Students (SED)



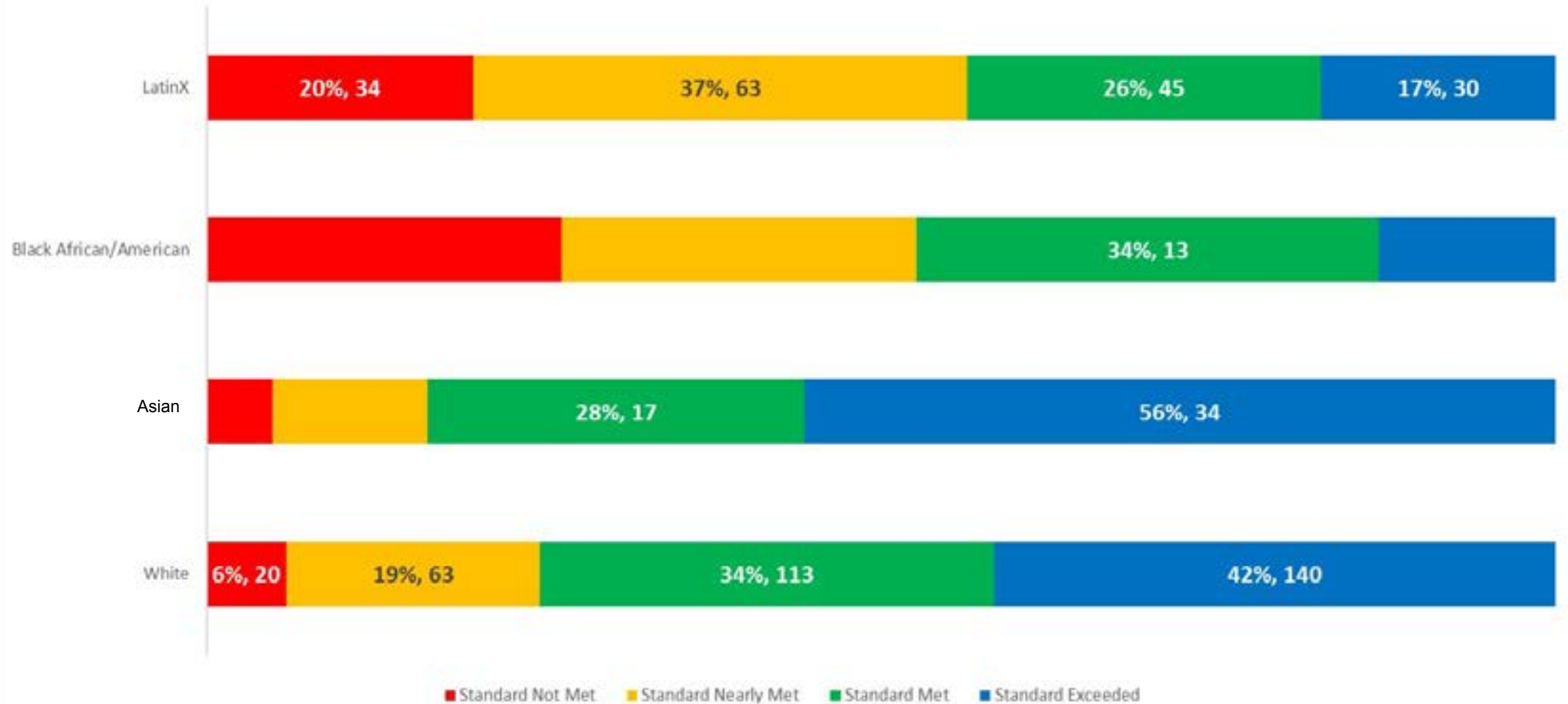
22-23 CAASPP Math District Wide Socially Disadvantaged Students (SED)





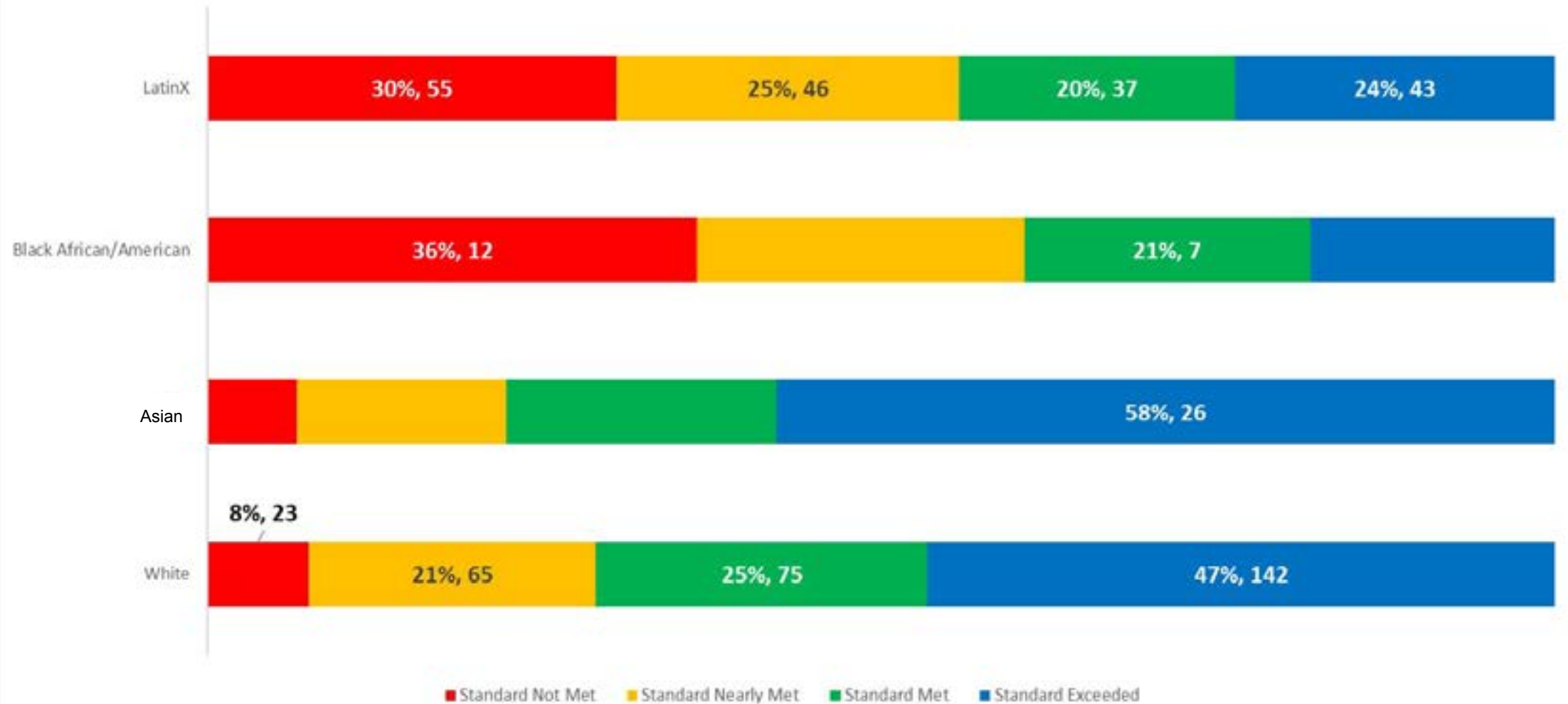
CAASPP Data Disaggregated by Race/Ethnicity

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 4th Grade



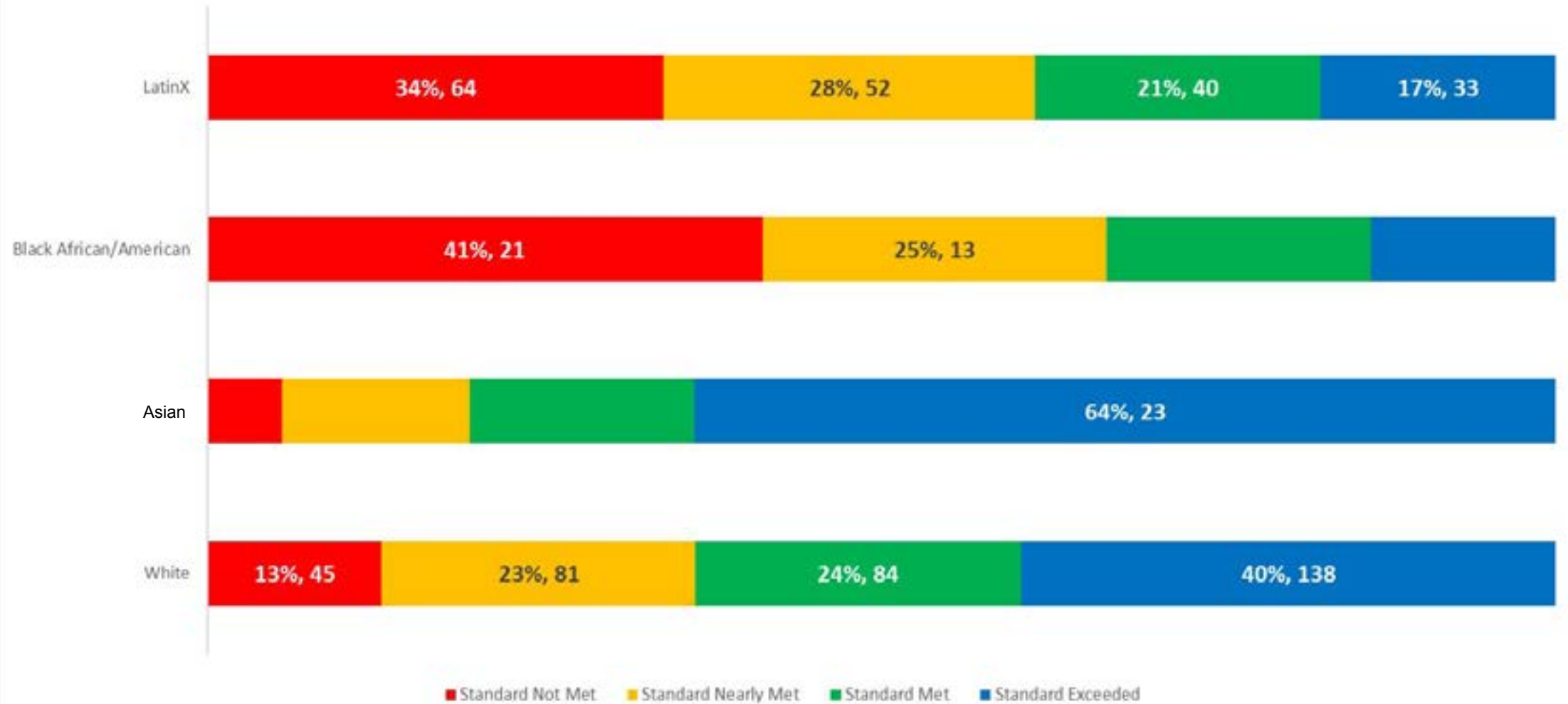
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 5th Grade



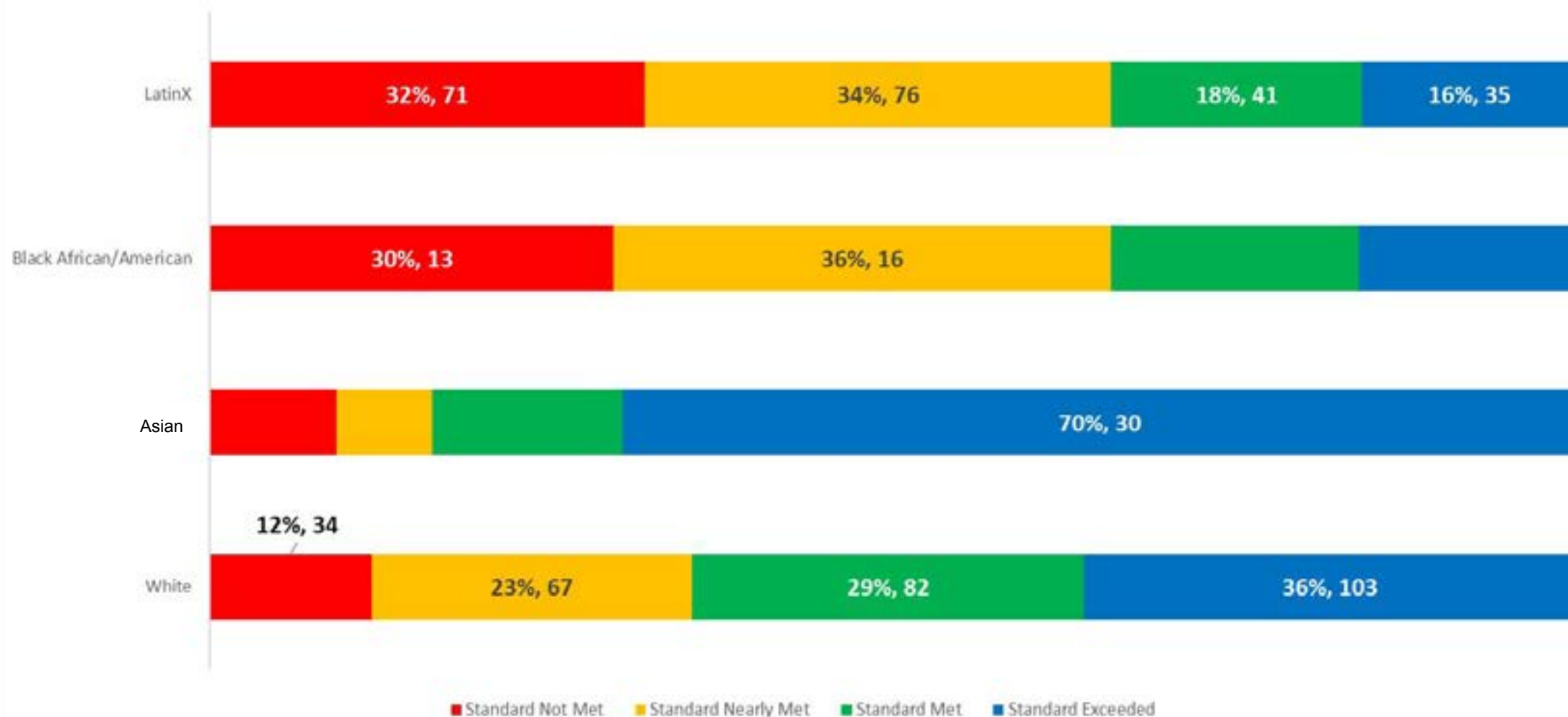
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 6th Grade



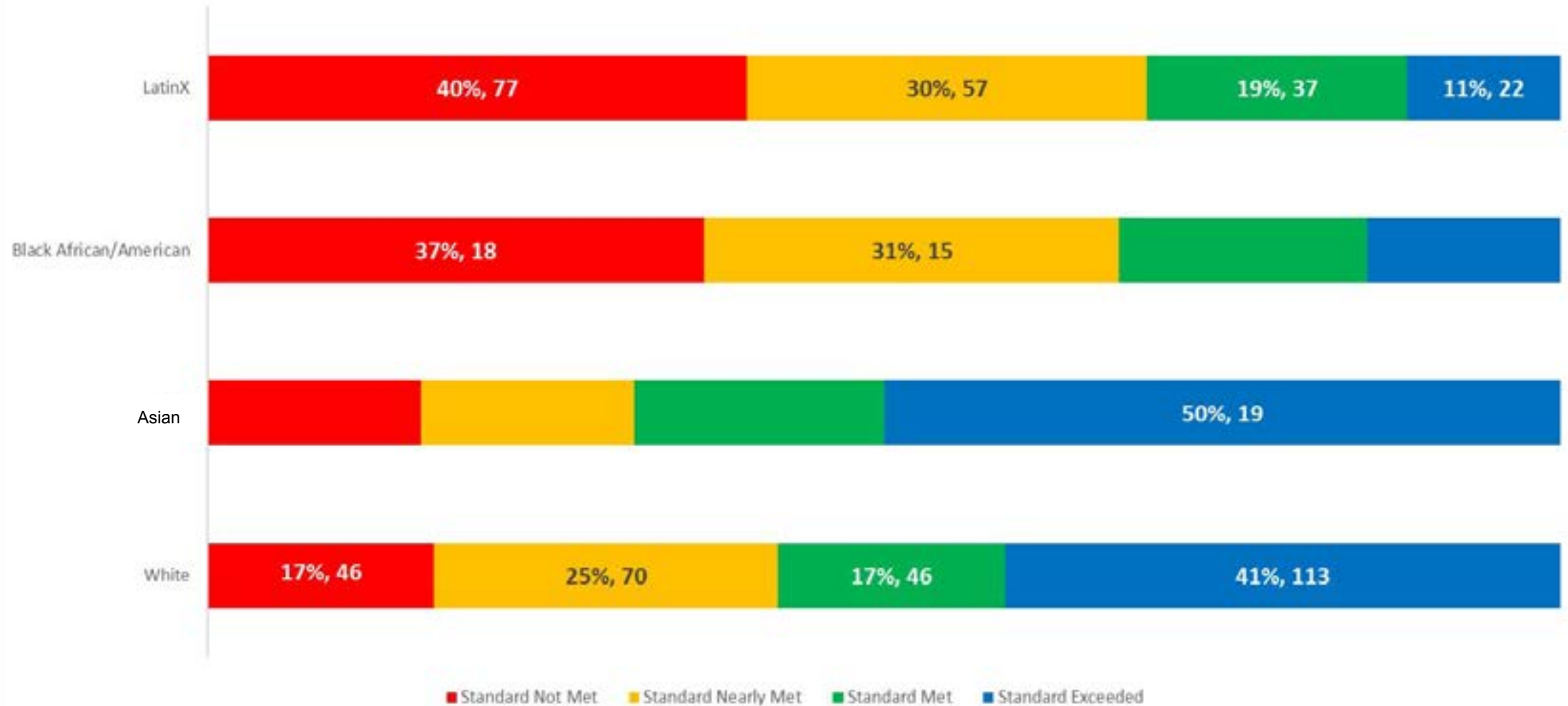
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 7th Grade



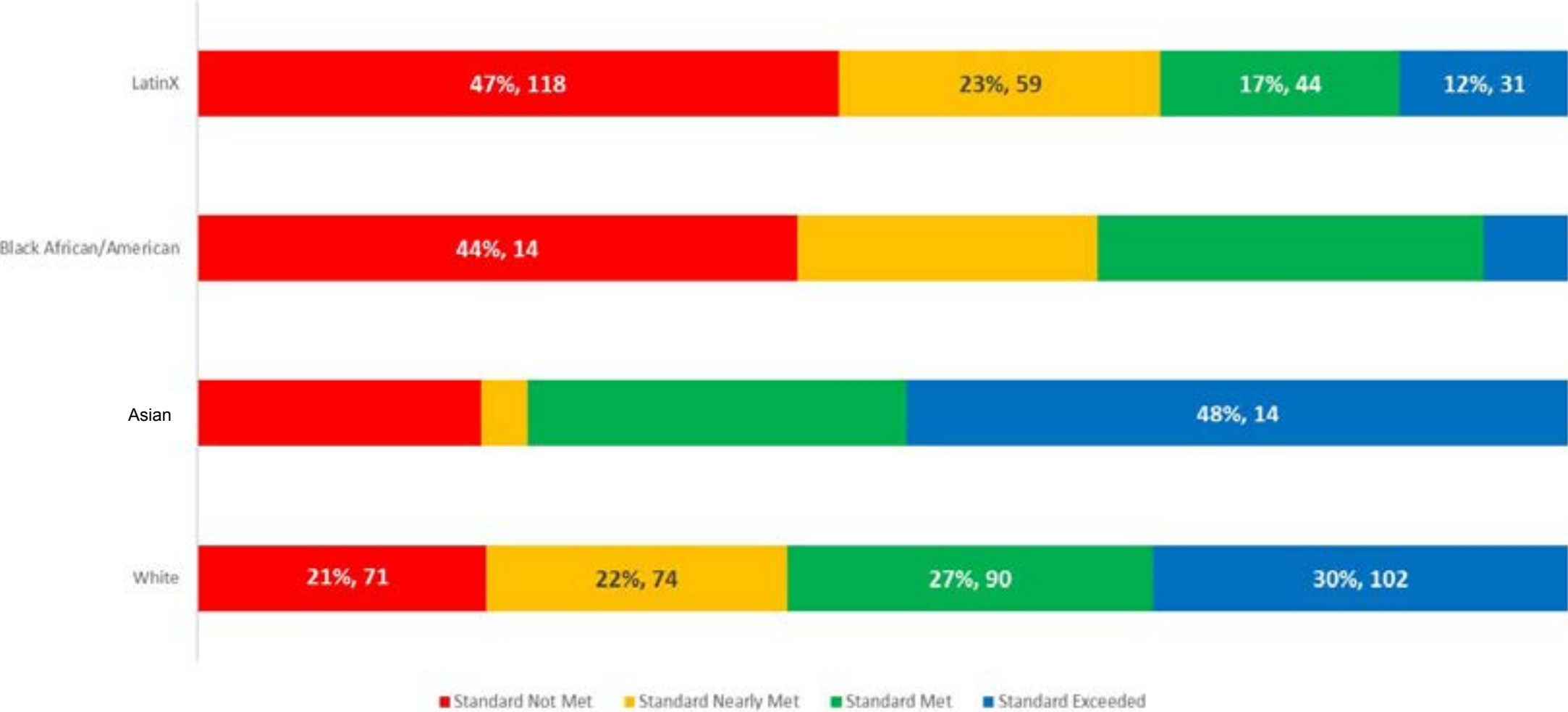
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 8th Grade



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide
Disaggregated by Race/Ethnicity
11th Grade



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity Black African/American

Overall

36%, 100

27%, 75

23%, 65

14%, 40

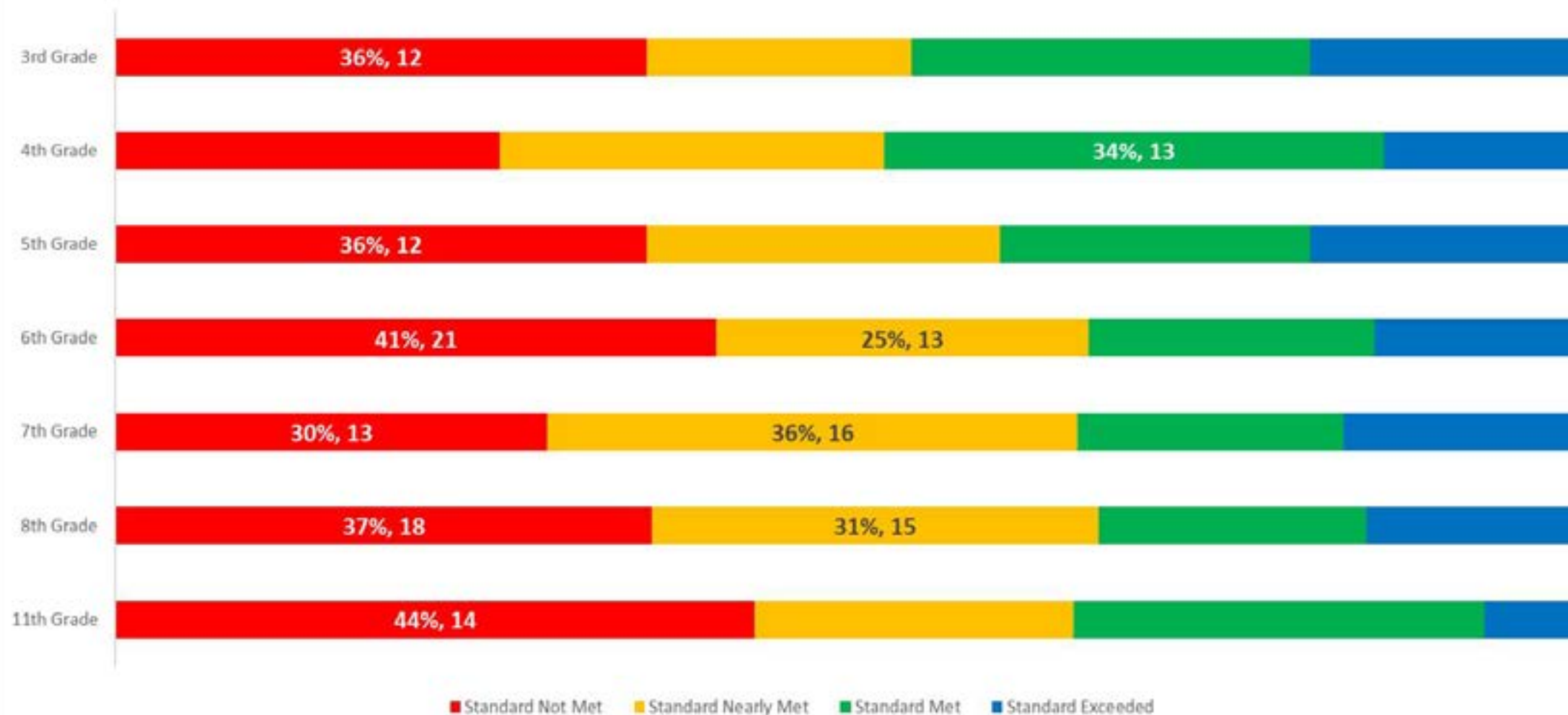
Standard Not Met

Standard Nearly Met

Standard Met

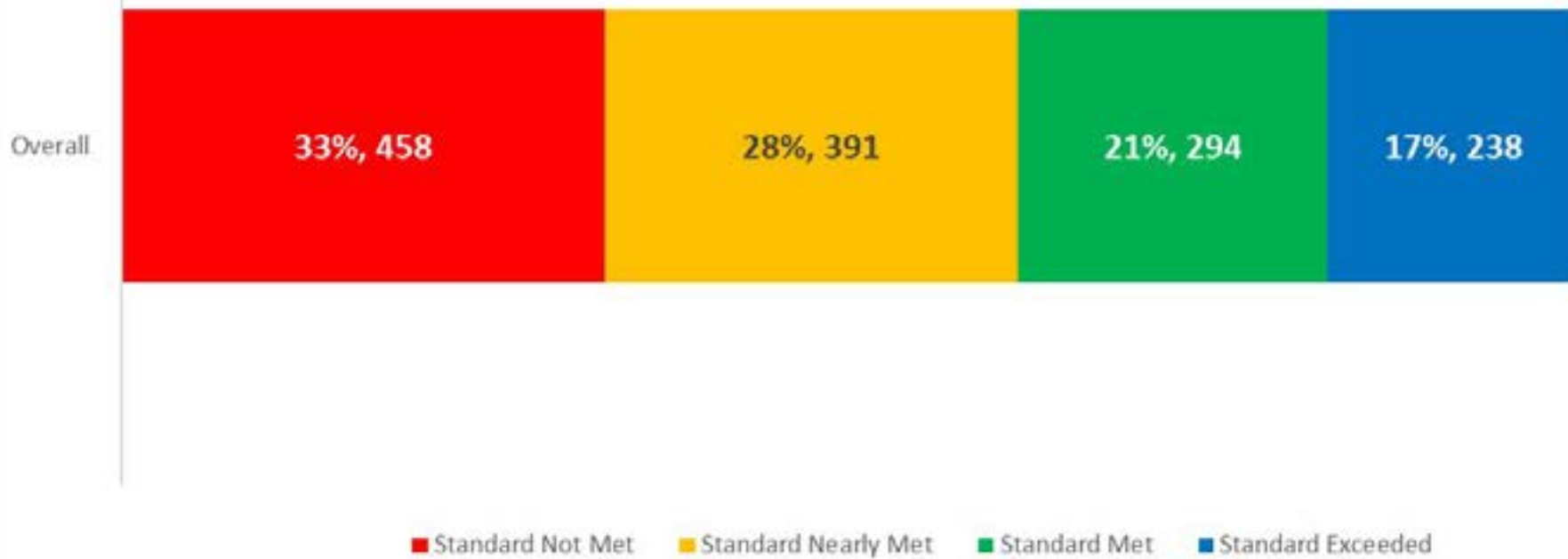
Standard Exceeded

22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity Black African/American

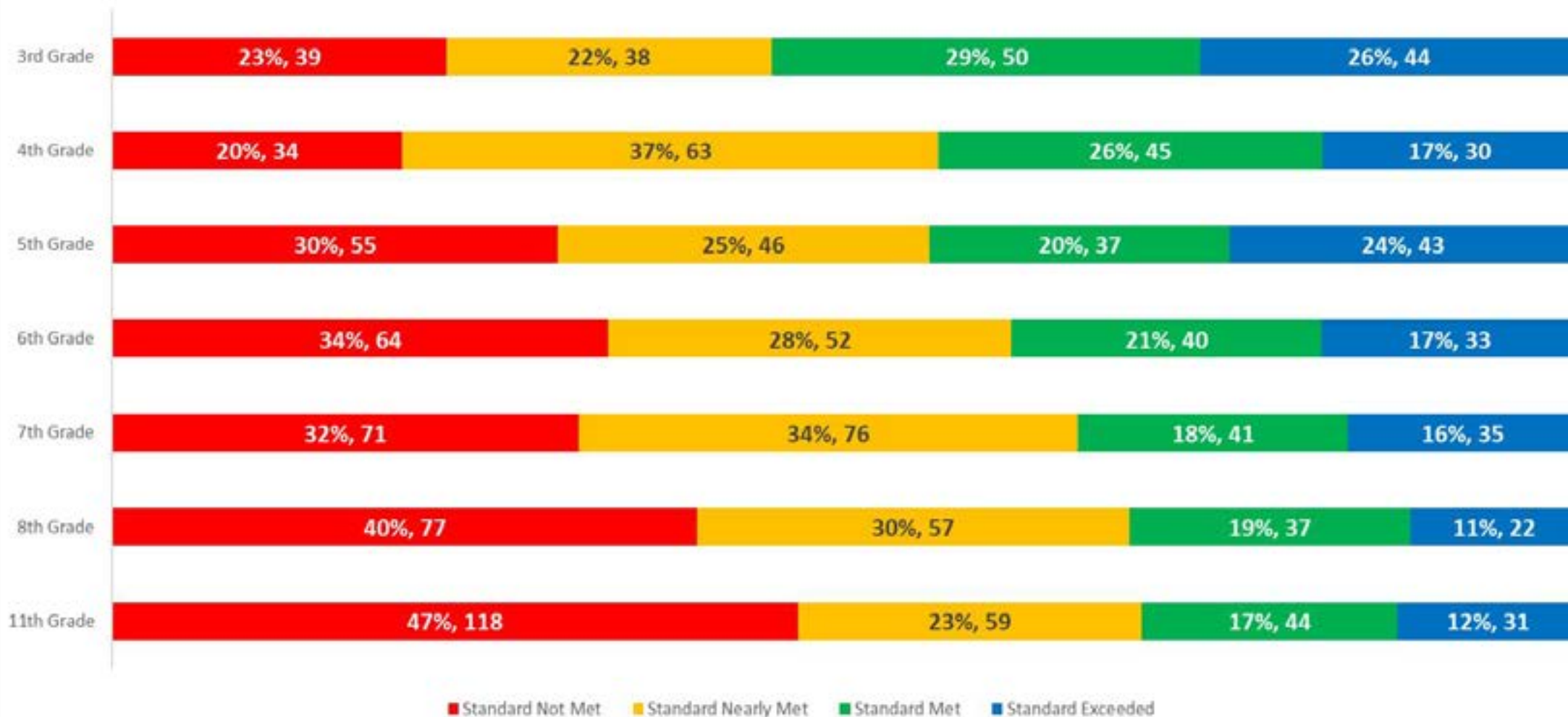




22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity LatinX



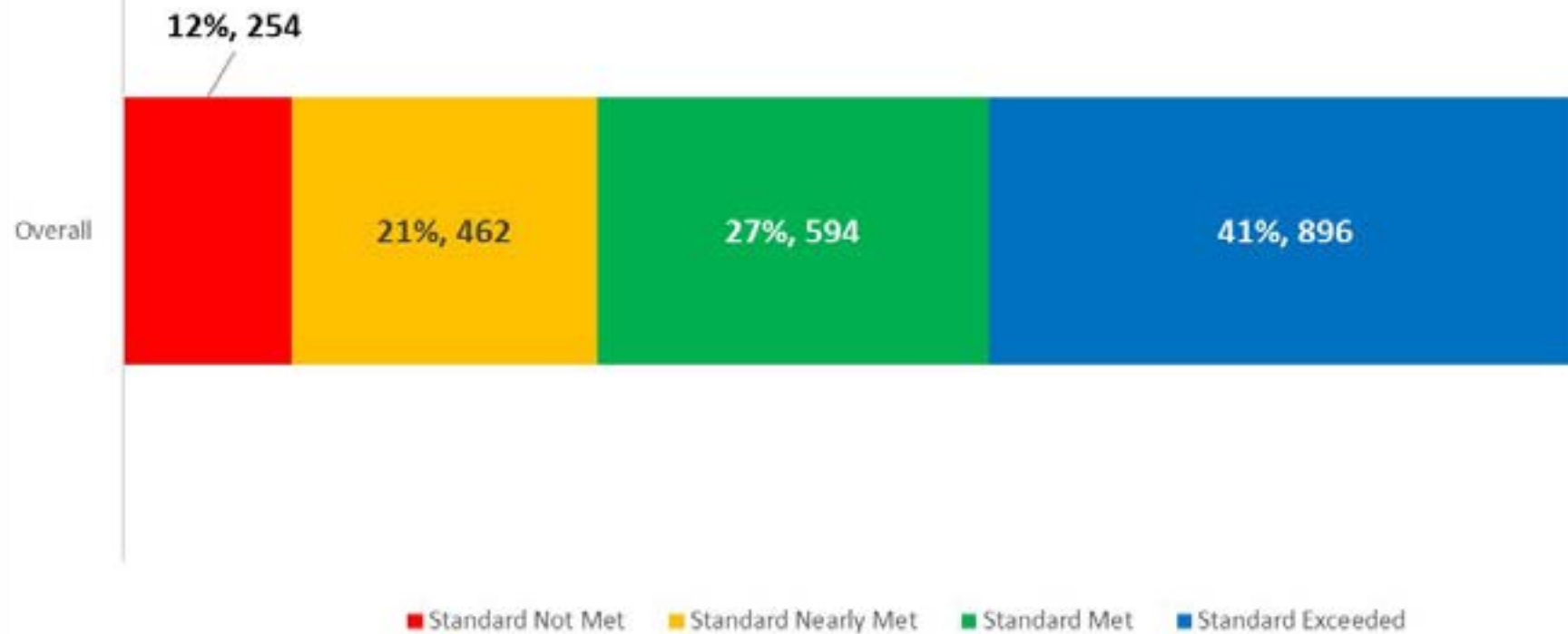
22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity LatinX



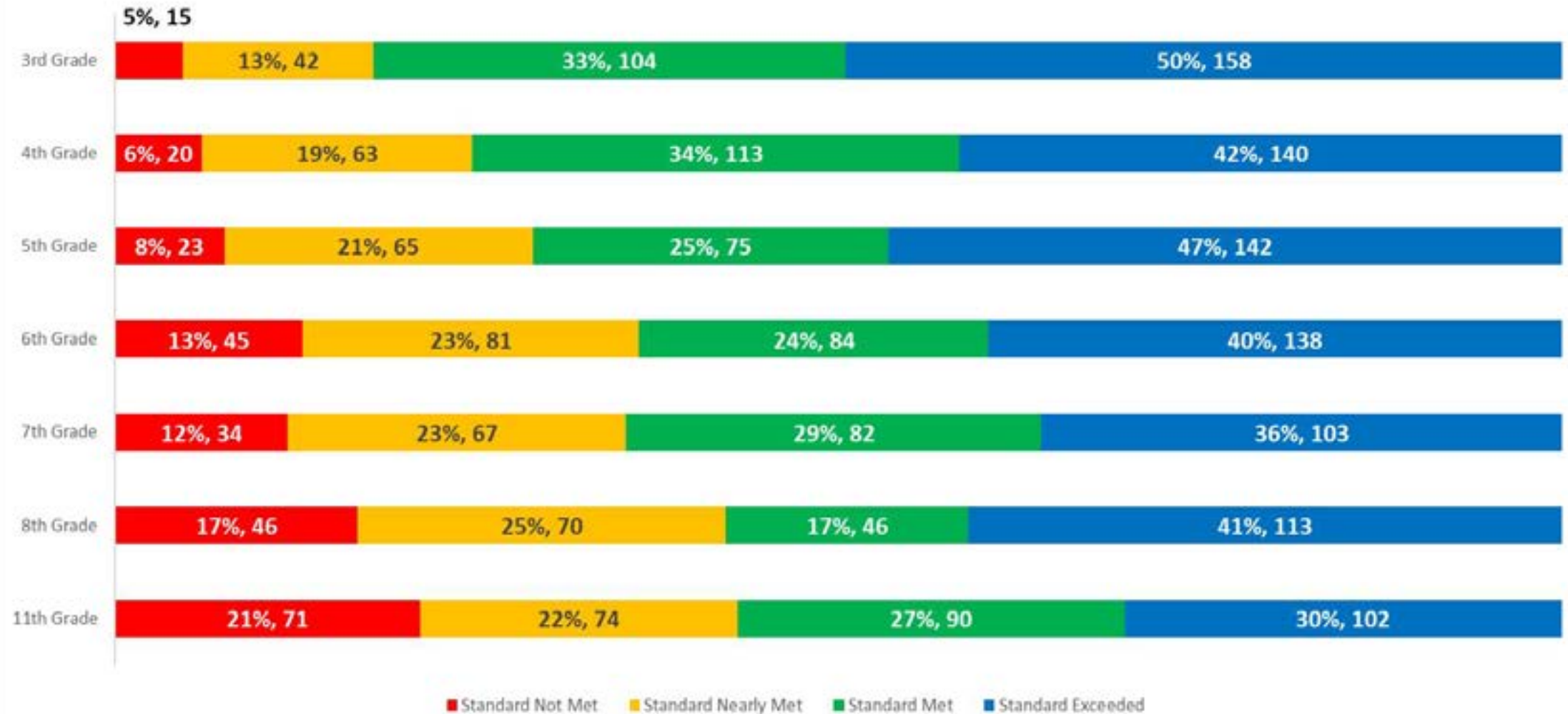
Preliminary data- for planning purposes only



22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity White



22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity White

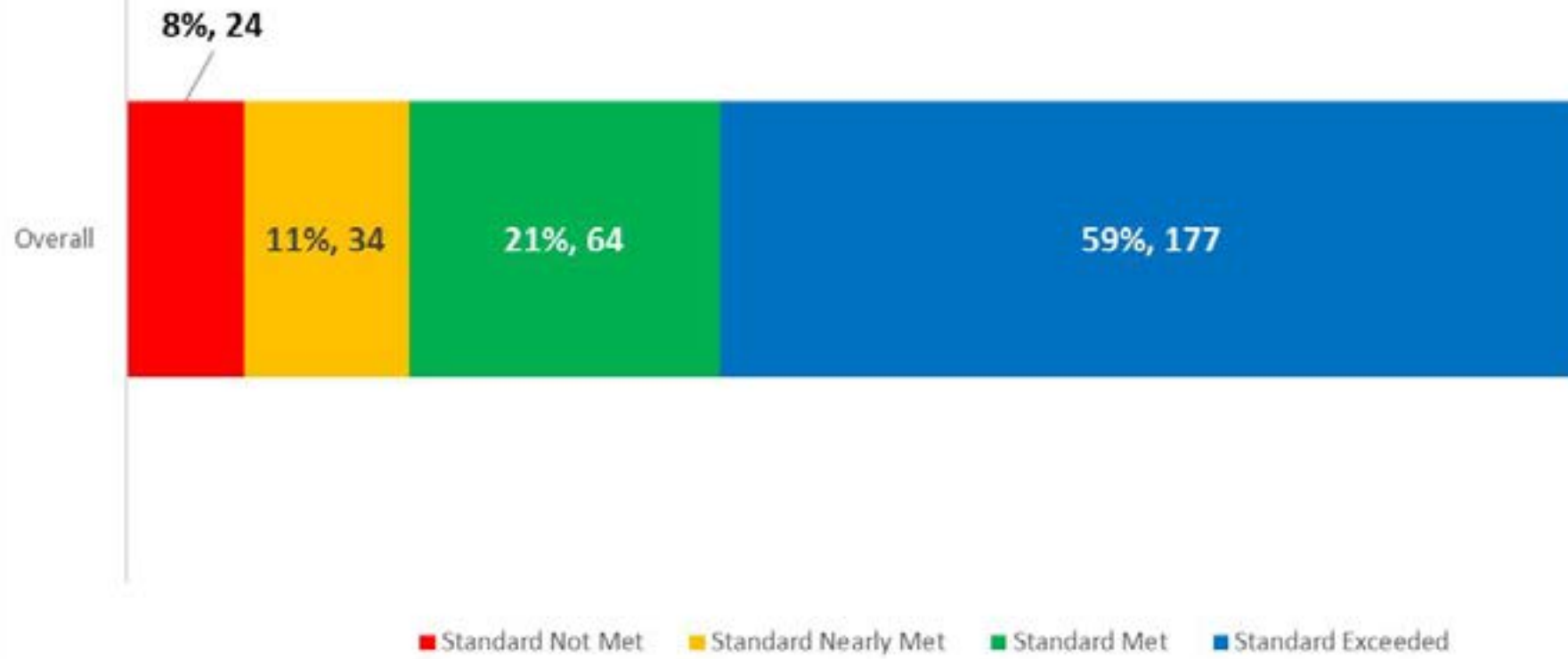


Preliminary data- for planning purposes only



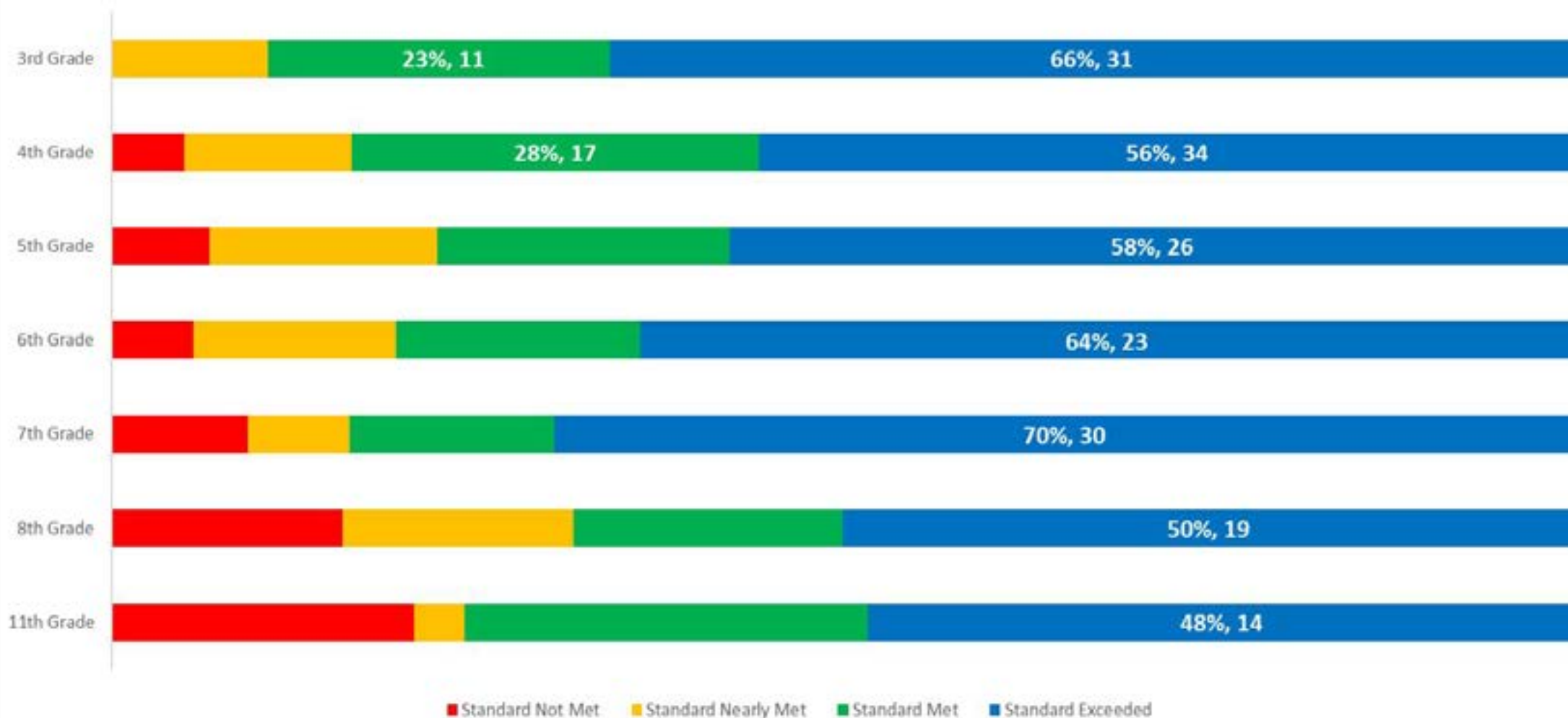
22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity

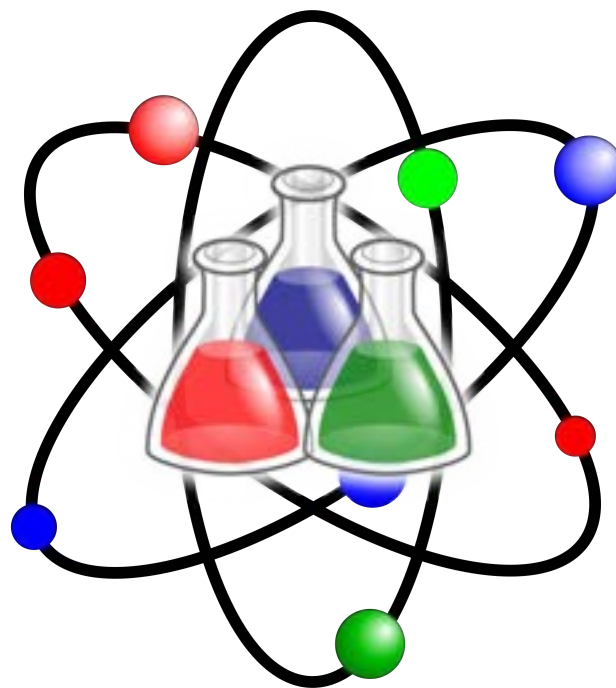
Asian



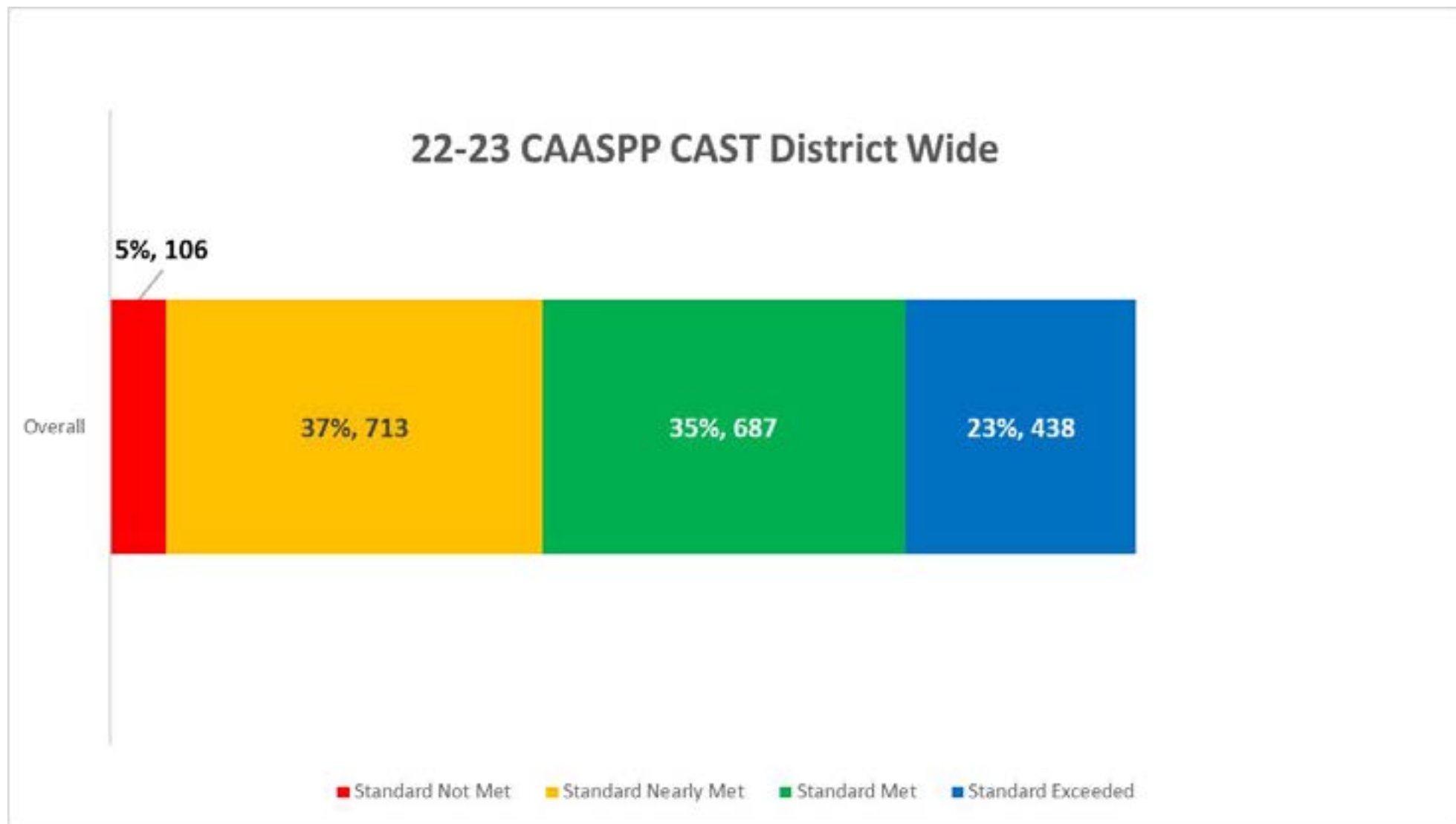
22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity

Asian

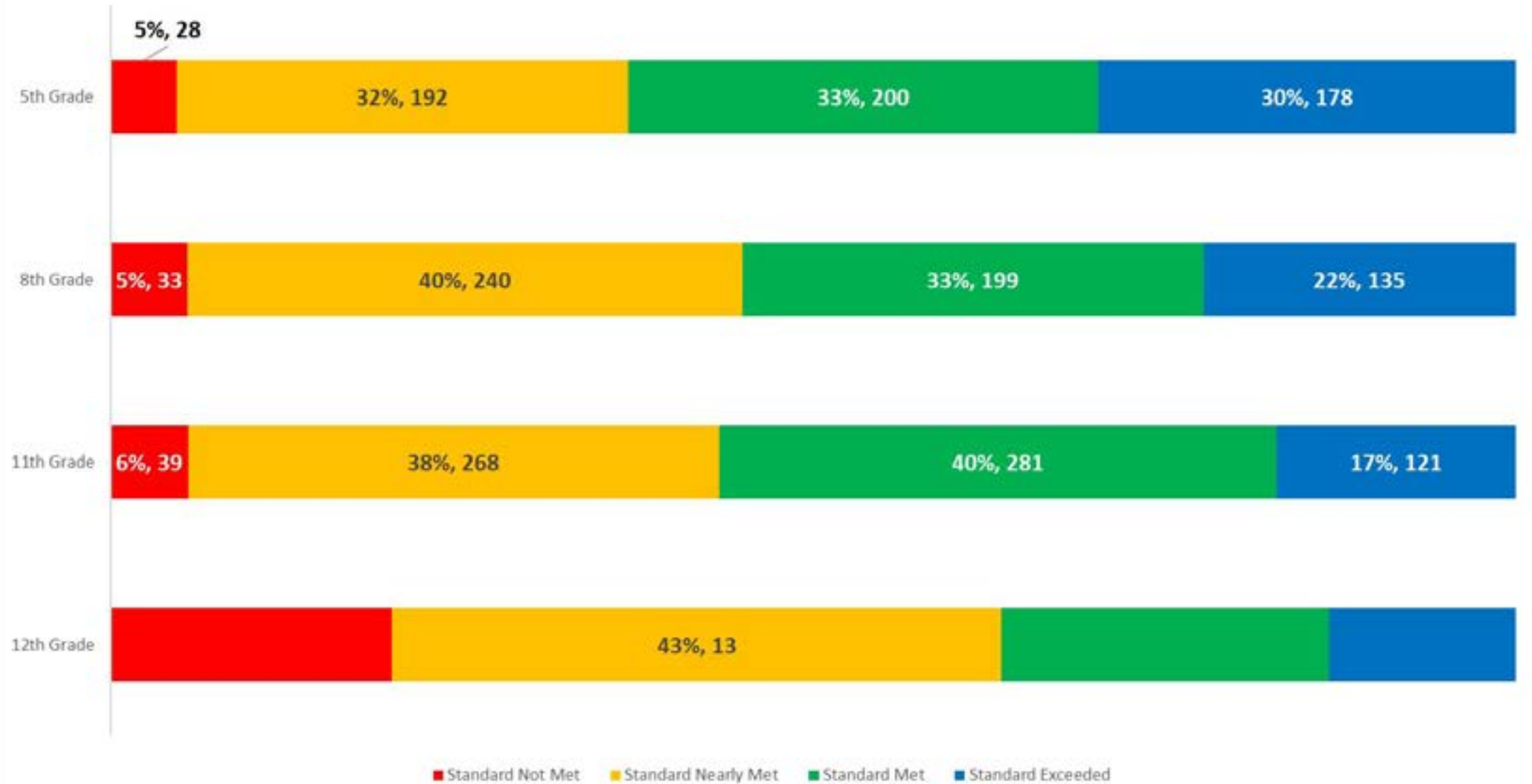




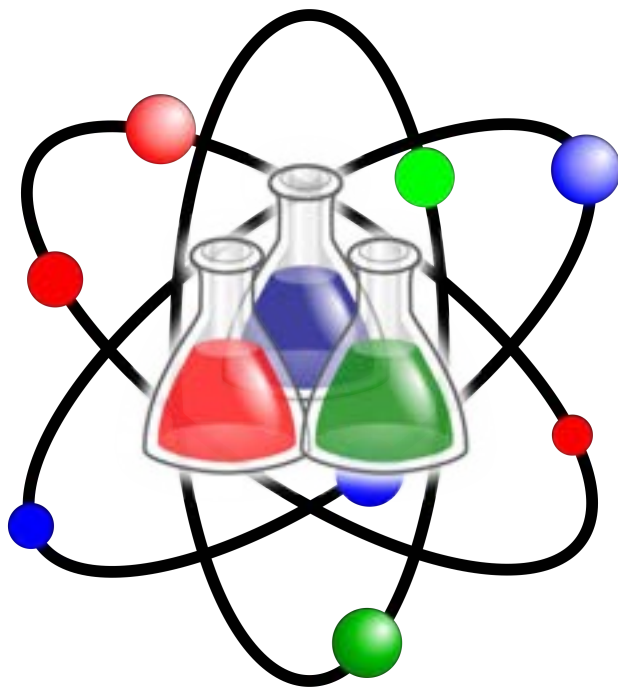
CAST Data



22-23 CAASPP CAST District Wide



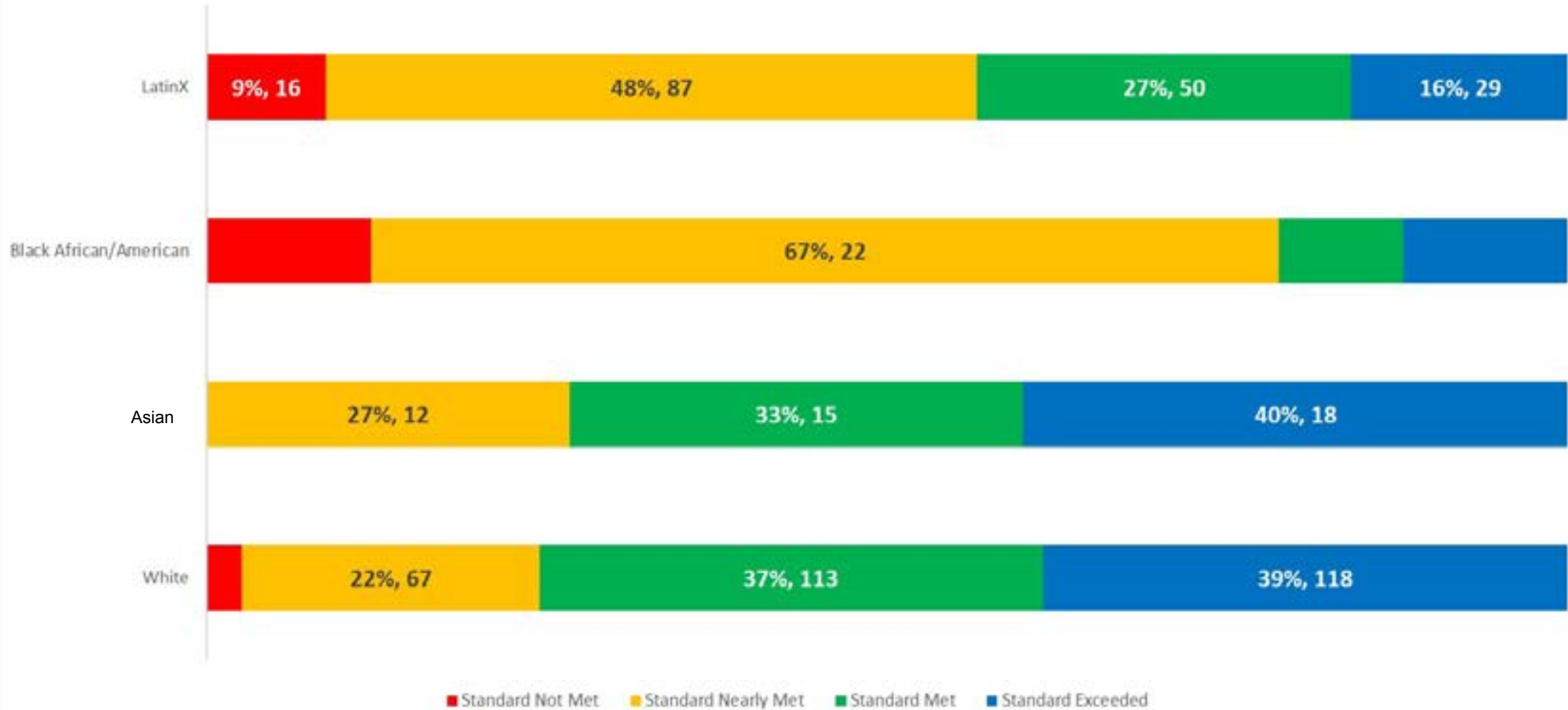
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



CAST Data

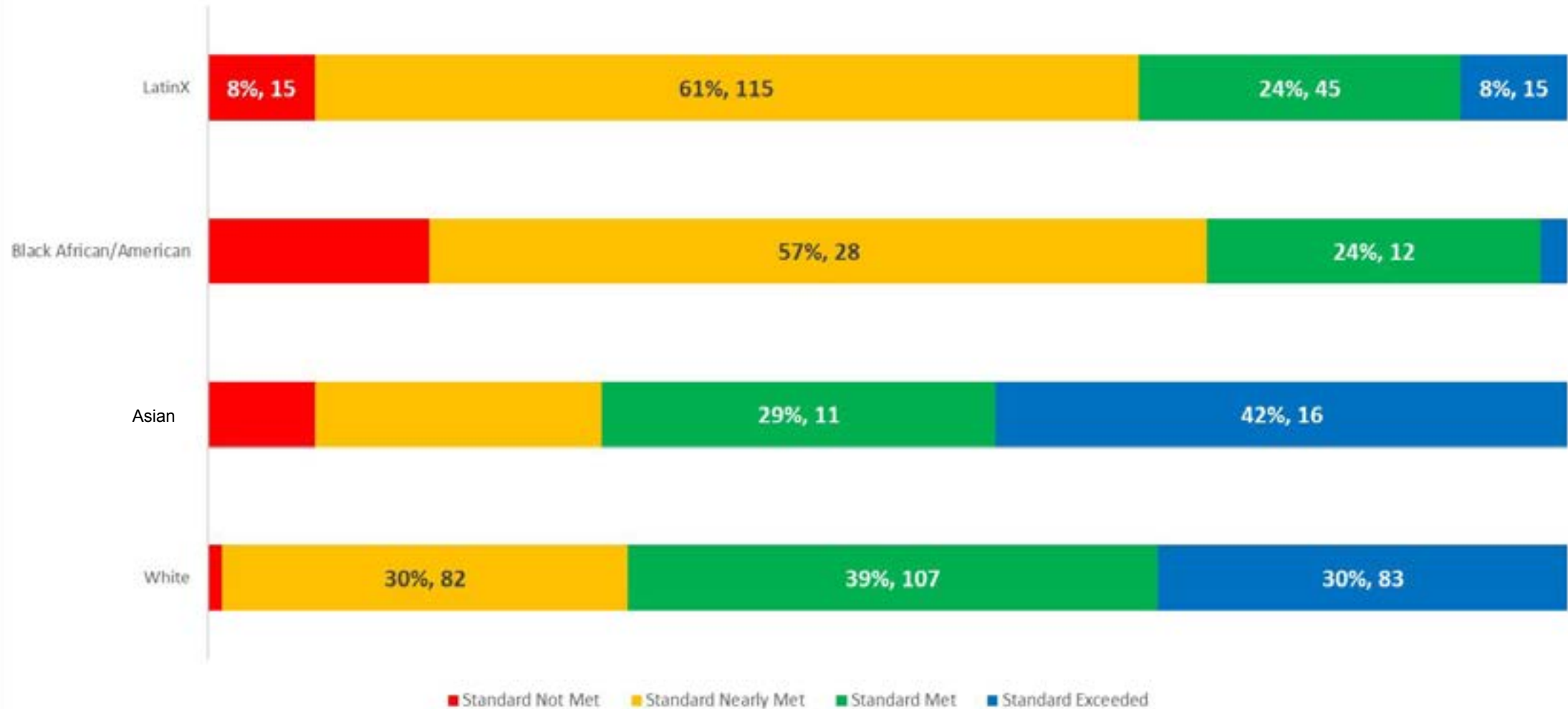
Disaggregated by Race/Ethnicity

22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 5th Grade



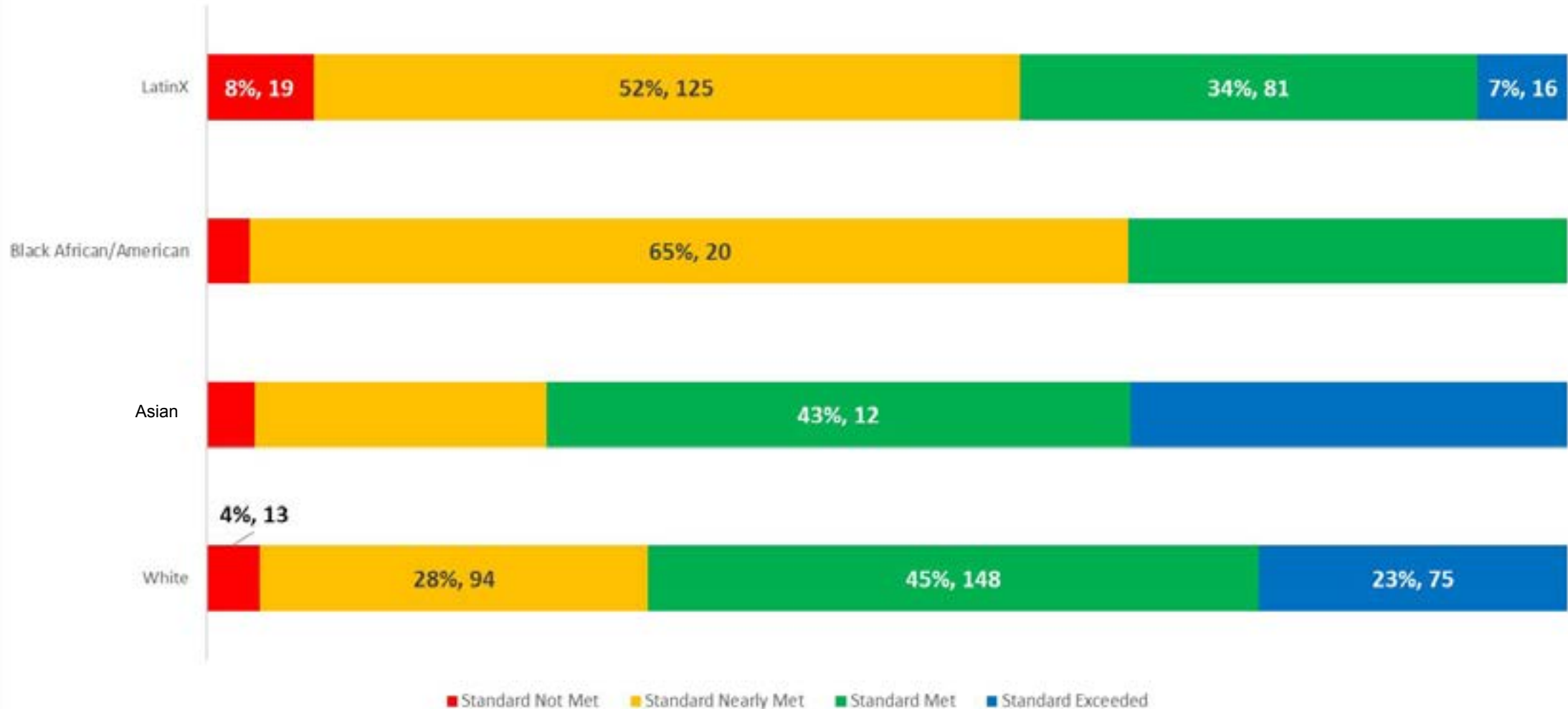
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 8th Grade



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

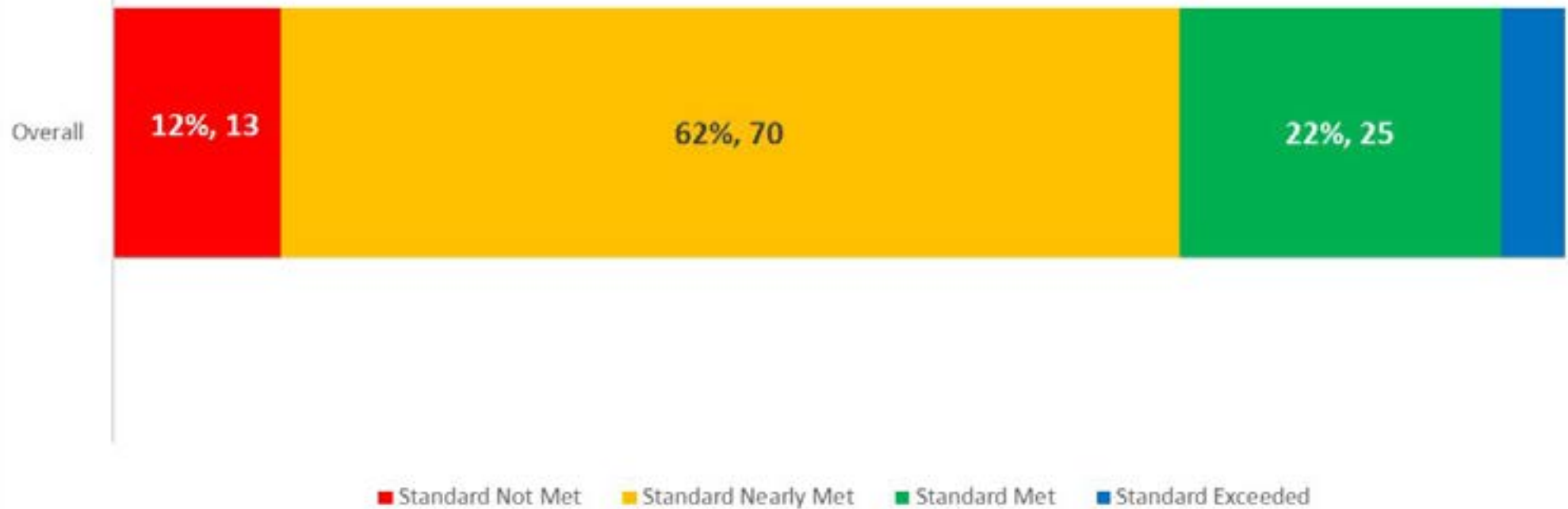
22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 11th Grade



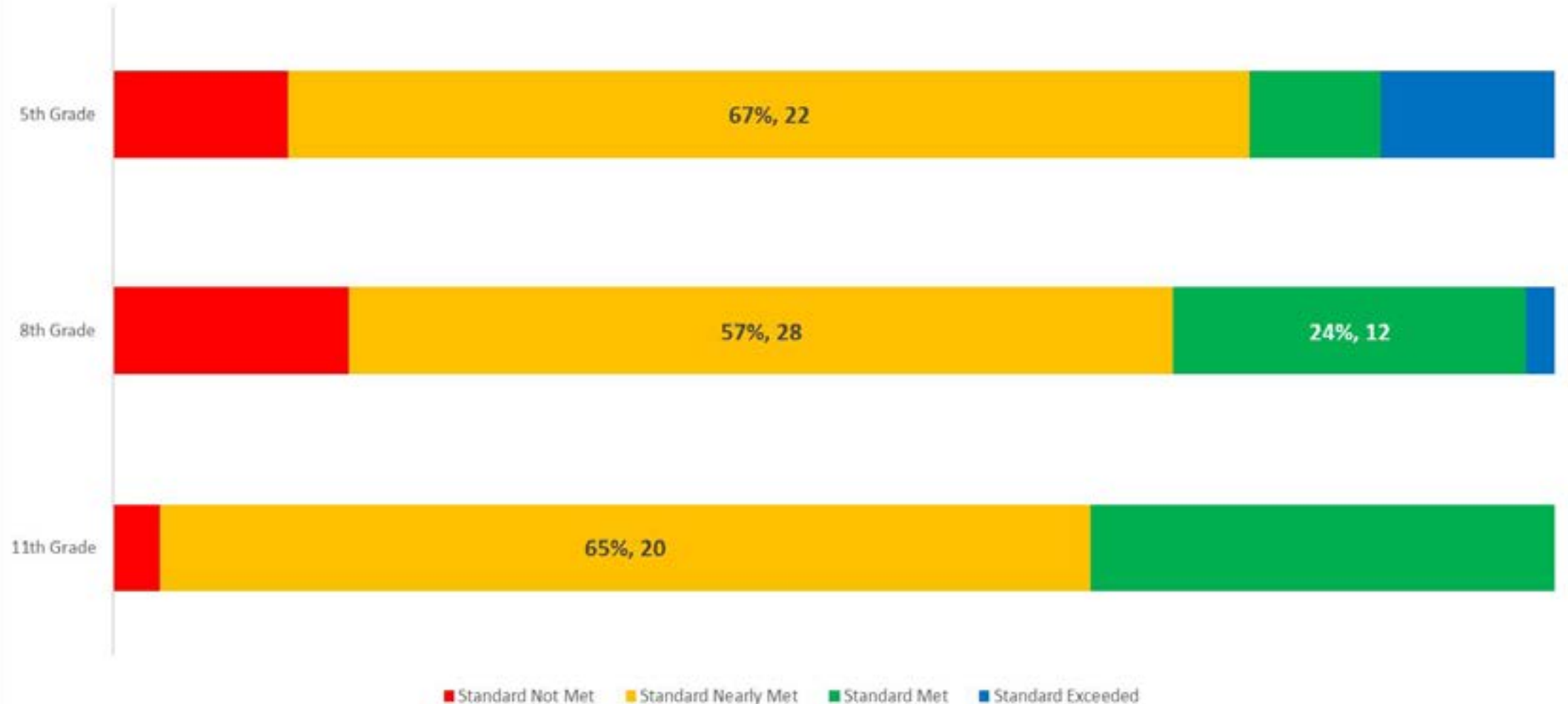
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity Black African/American



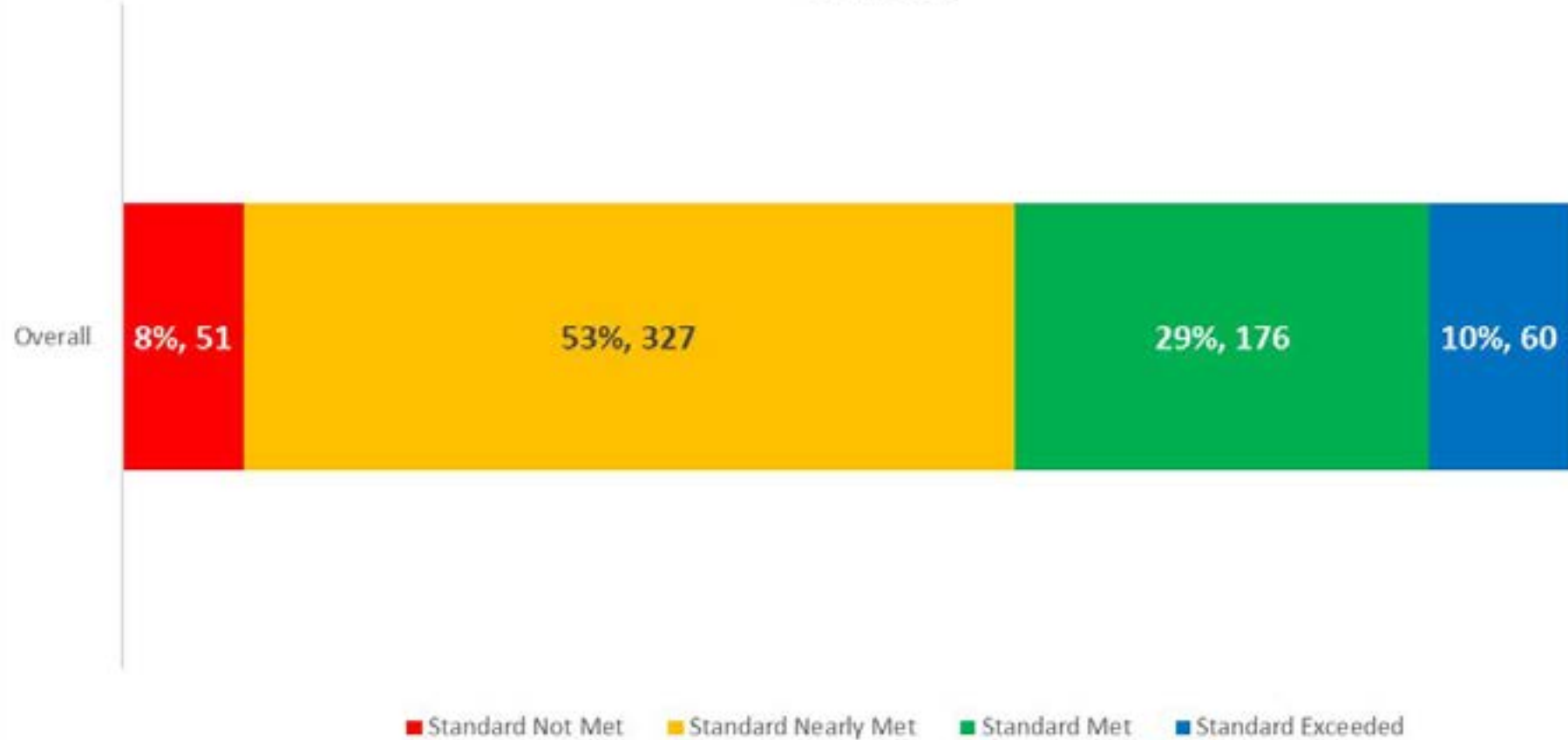
22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity Black African/American



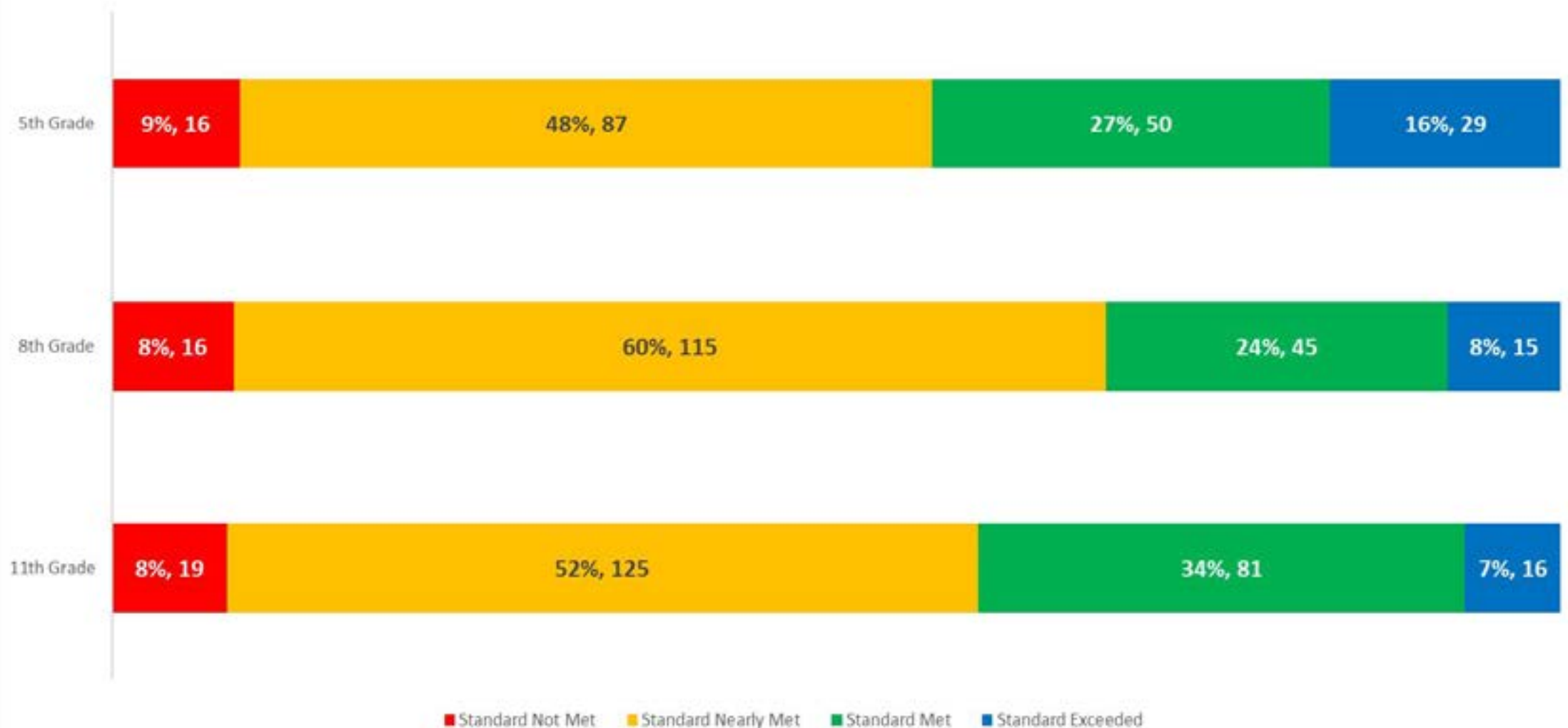
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity LatinX



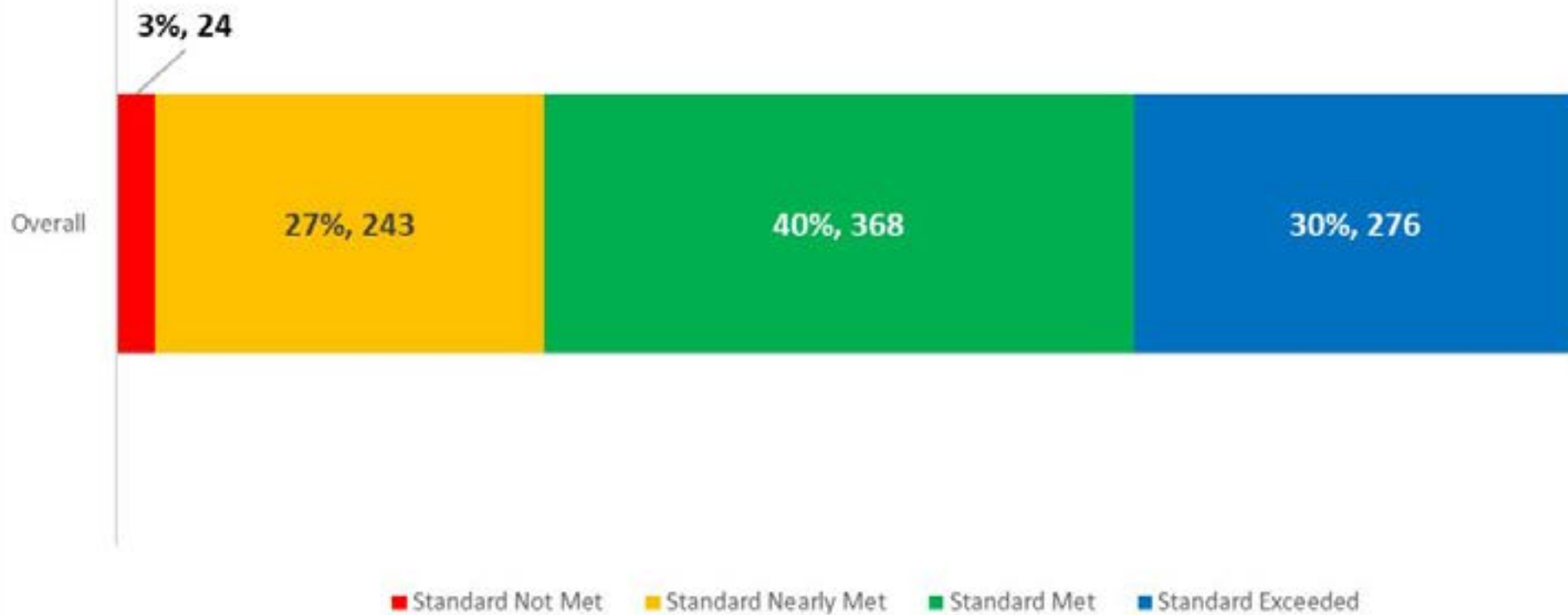
22-23 CAASPP CAST District Wide
Disaggregated by Race/Ethnicity
LatinX



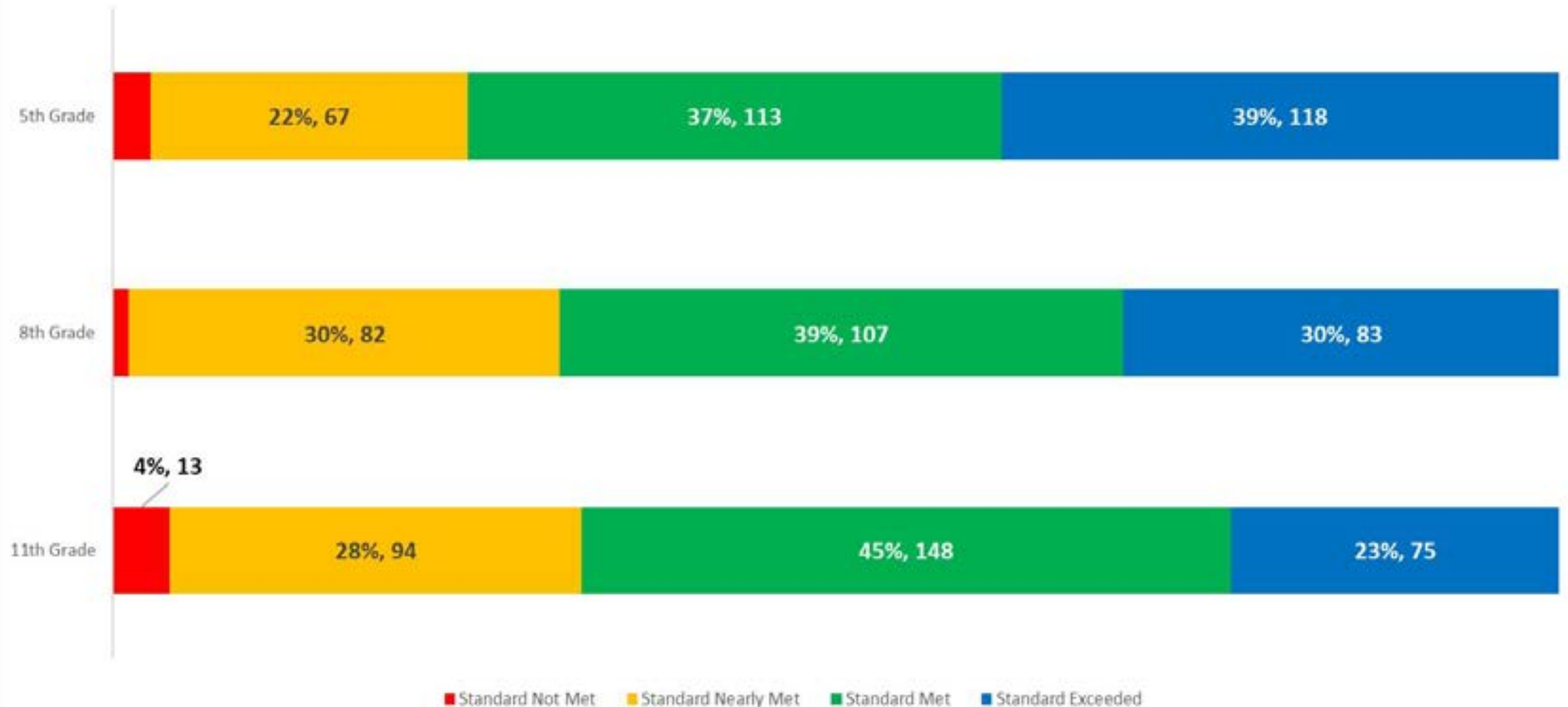
Preliminary data- for planning purposes only



22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity White



22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity White

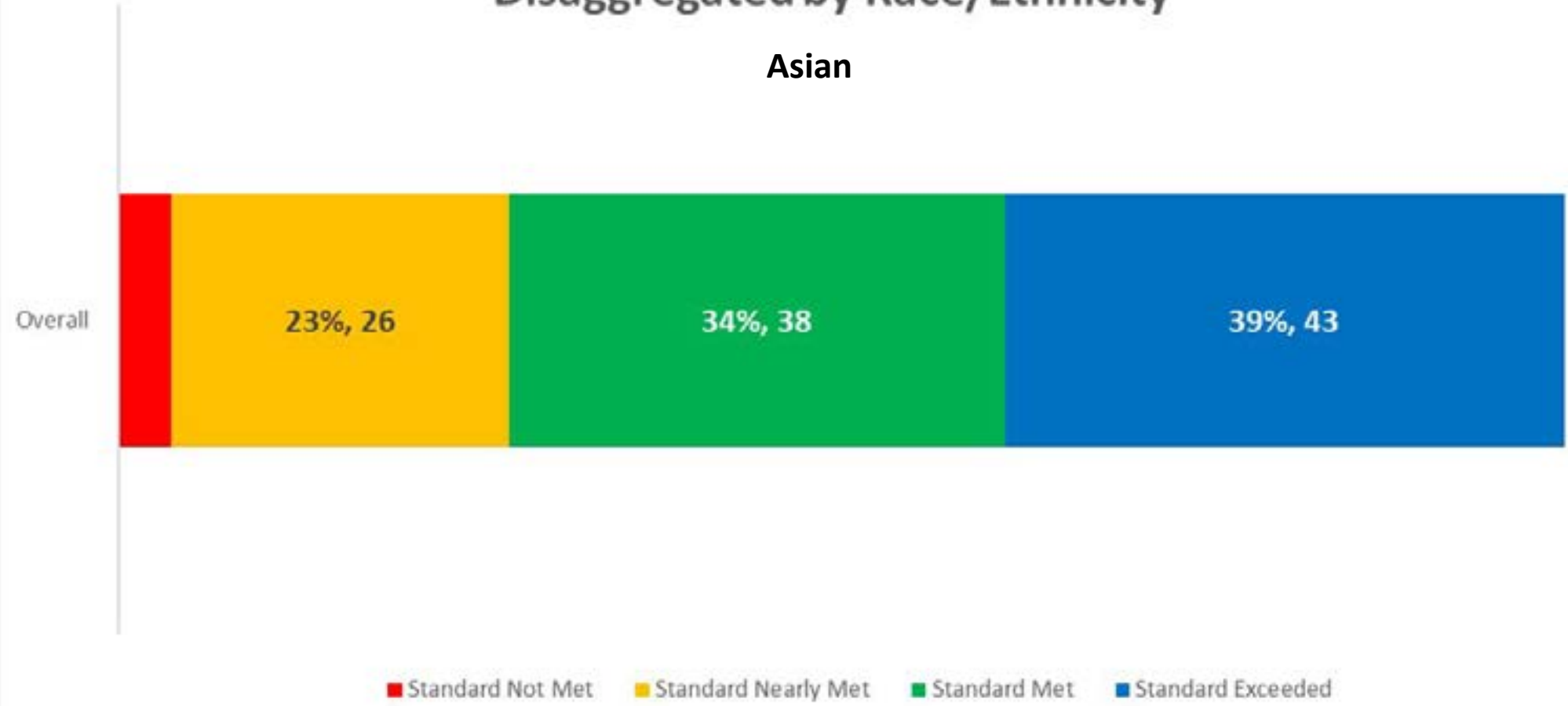


Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



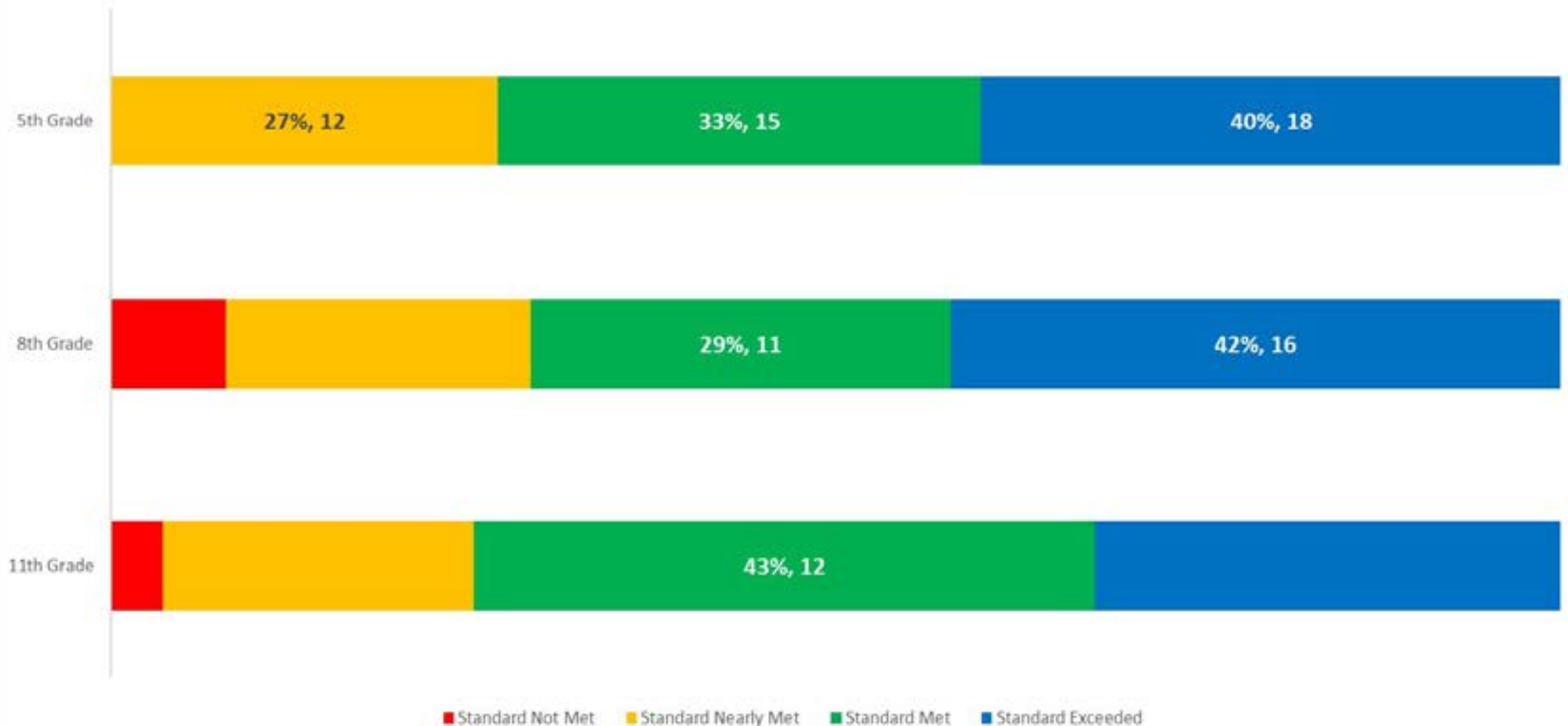
22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity

Asian



22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity

Asian



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



District-Wide Data :

- EDI

Appendix D








What is the EDI?

- The EDI is a checklist, filled out by teachers on children between the ages of four and six years. It was developed by the Offord Centre for Child Studies at McMaster University in Canada. The UCLA Center for Healthier Children, Families, and Communities is implementing the EDI in the United States as part of a national initiative to improve the service systems that help children prepare for and succeed in school.



What does the EDI measure?

- The EDI is a holistic look at children because it measures all five of the developmental domains that are known to be predictive of later success in school and beyond. These five developmental domains are:
 - 1) Physical Health and Well-being;
 - 2) Social Competence;
 - 3) Emotional Maturity;
 - 4) Language and Cognitive Development; and
 - 5) Communication skills and General Knowledge.

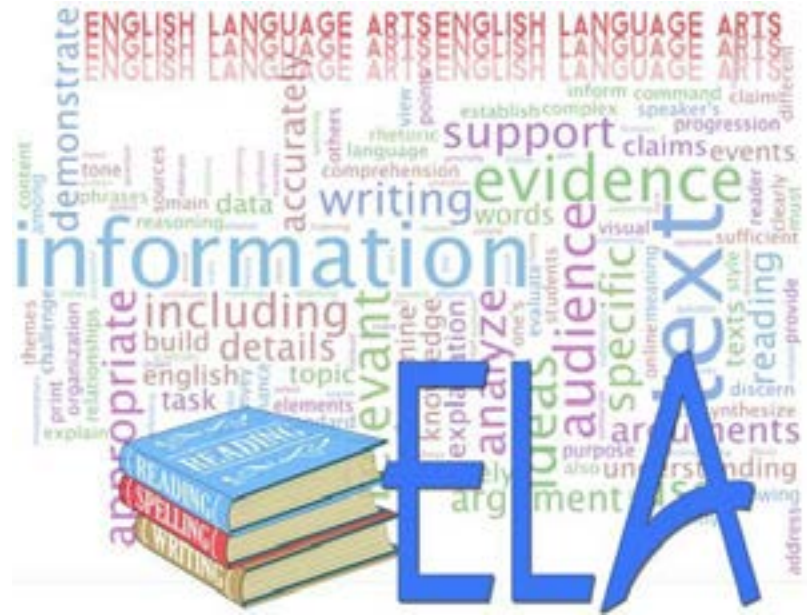
Domain	Description
 Physical Health & Well-being	<p>Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.</p>
 Social Competence	<p>Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.</p>
 Emotional Maturity	<p>Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.</p>
 Language & Cognitive Development	<p>Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.</p>
 Communication Skills & General Knowledge	<p>Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.</p>



LCAP Goal 2:

- English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

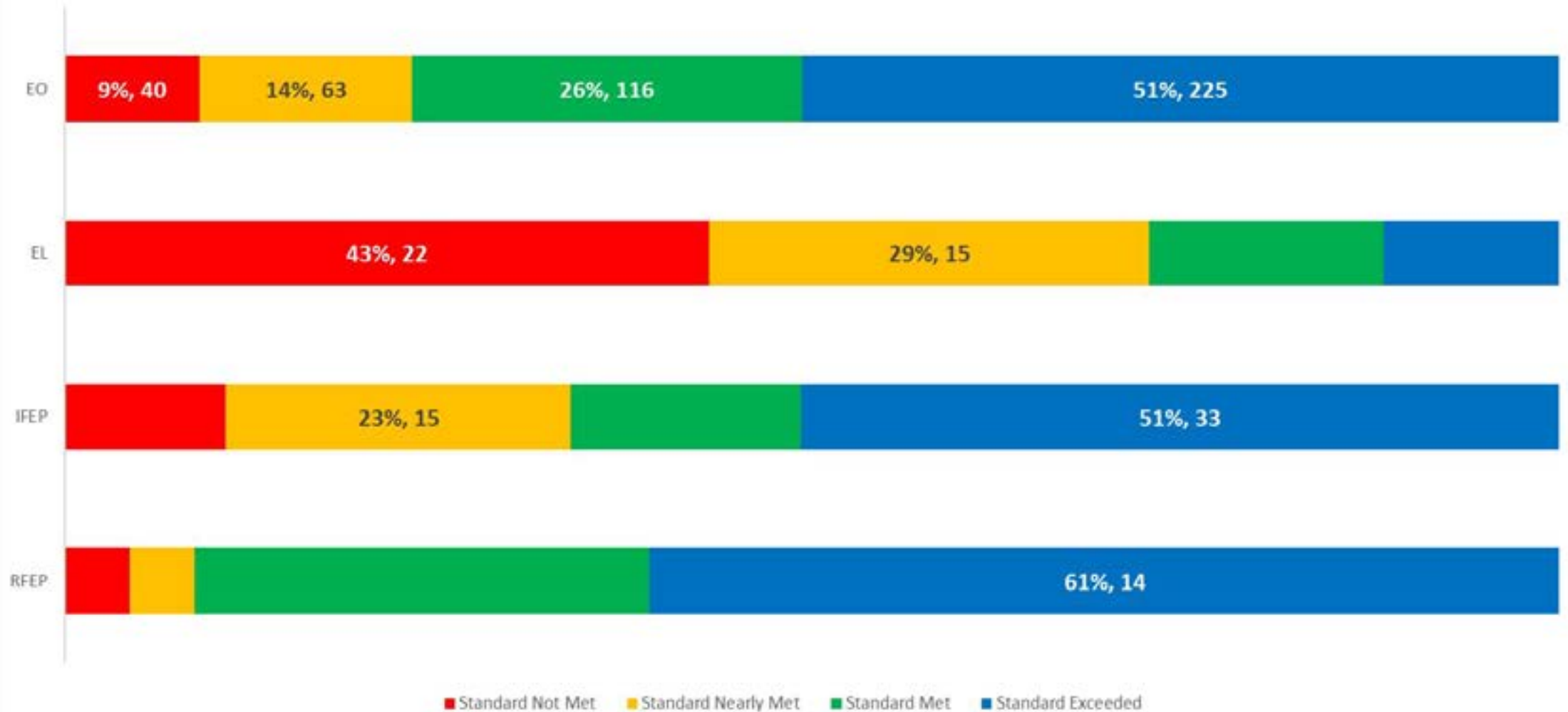
Appendix E



CAASPP

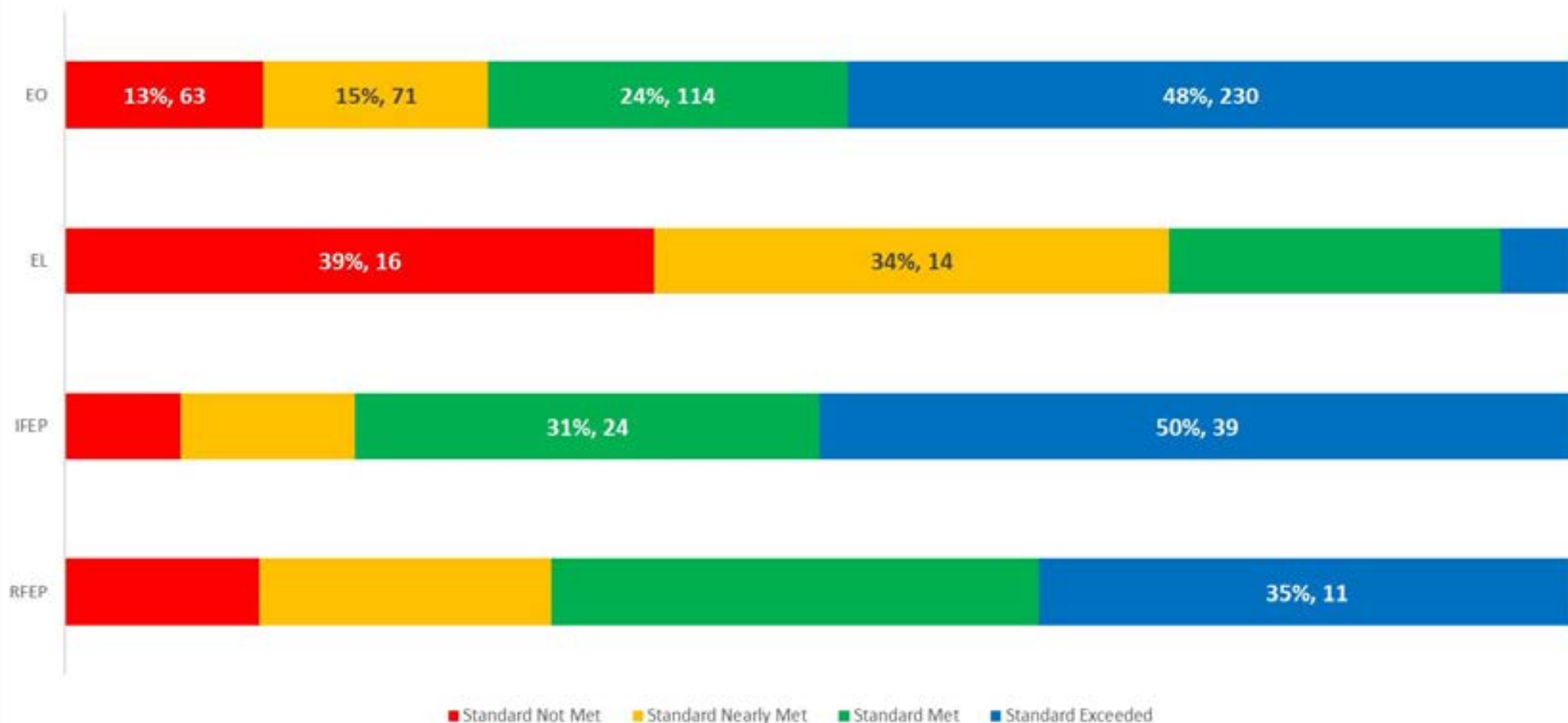
Disaggregated by Language Proficiency

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 3rd Grade



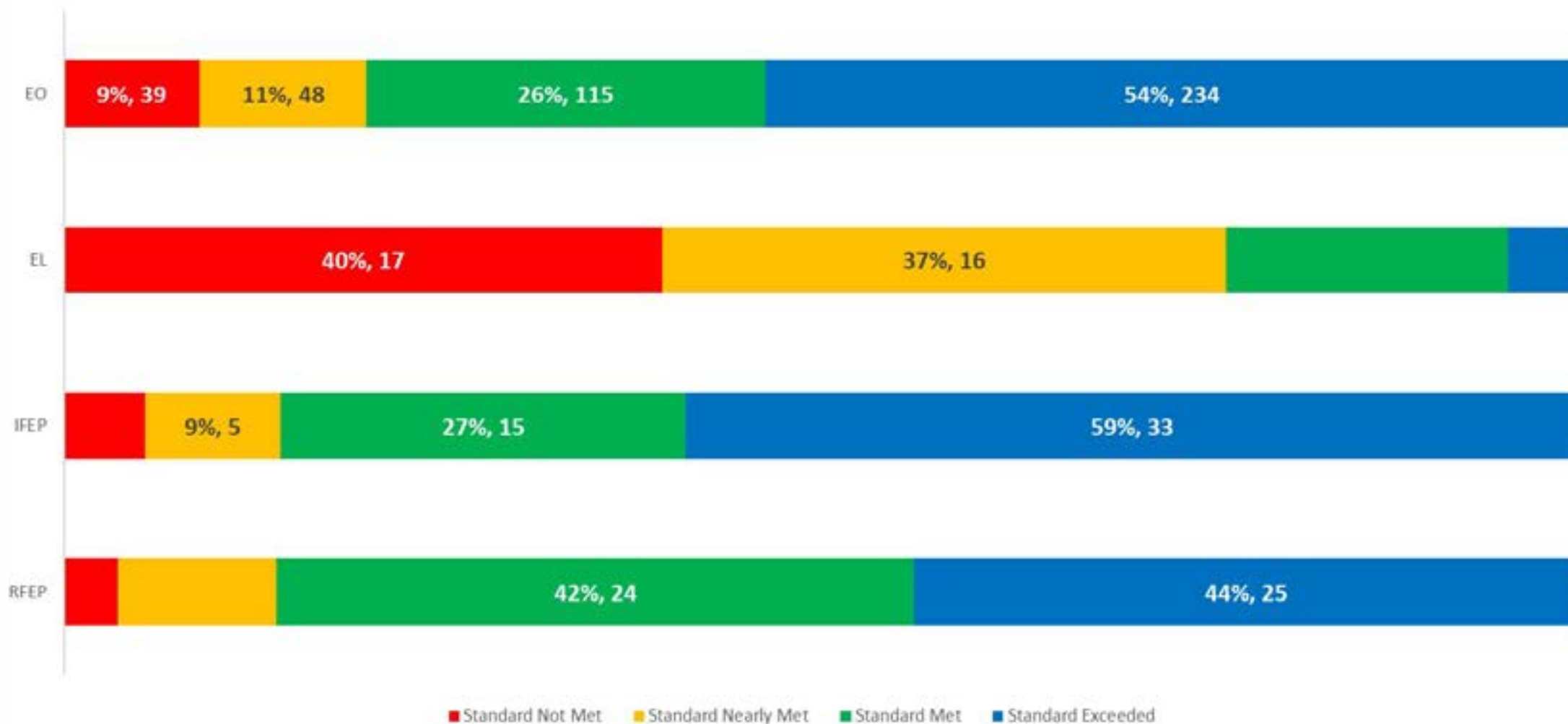
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 4th Grade



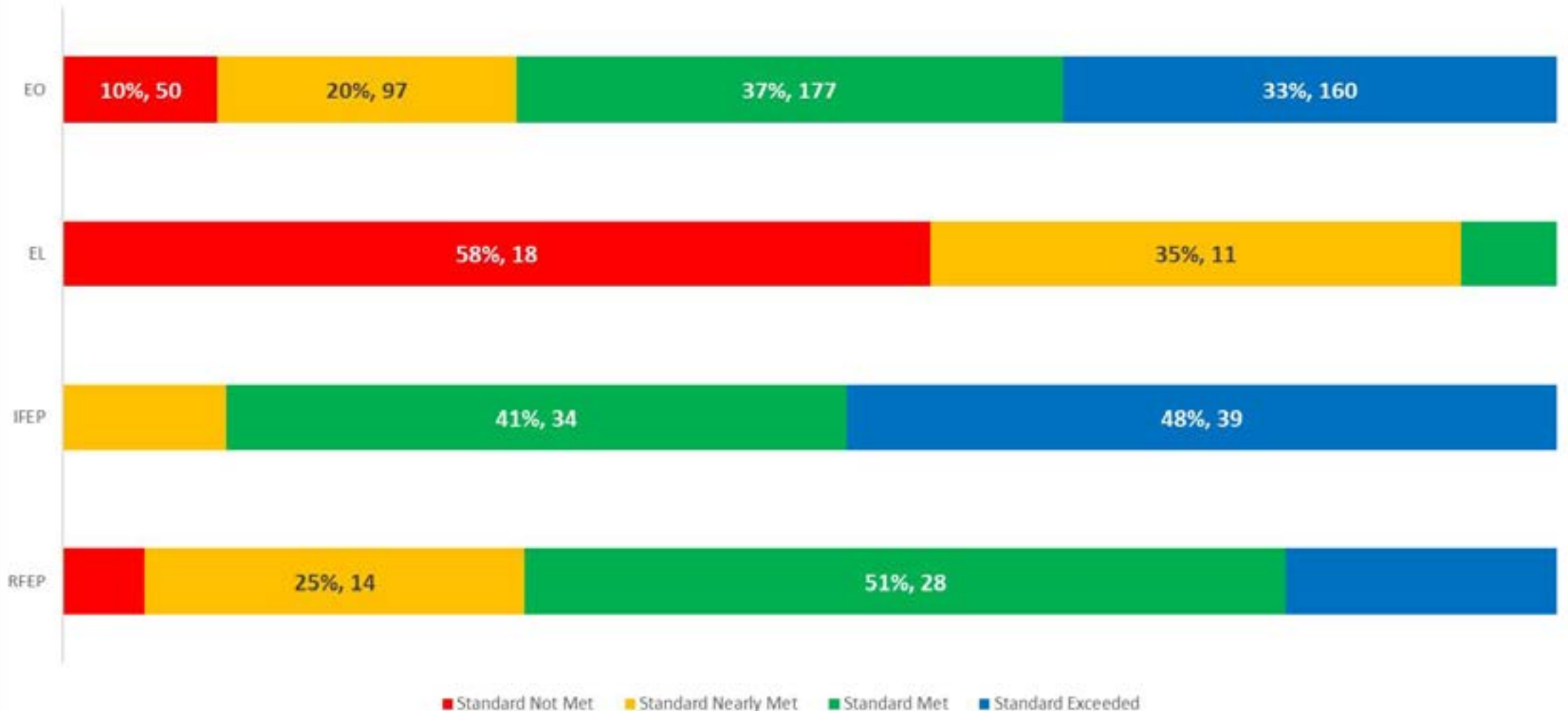
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 5th Grade



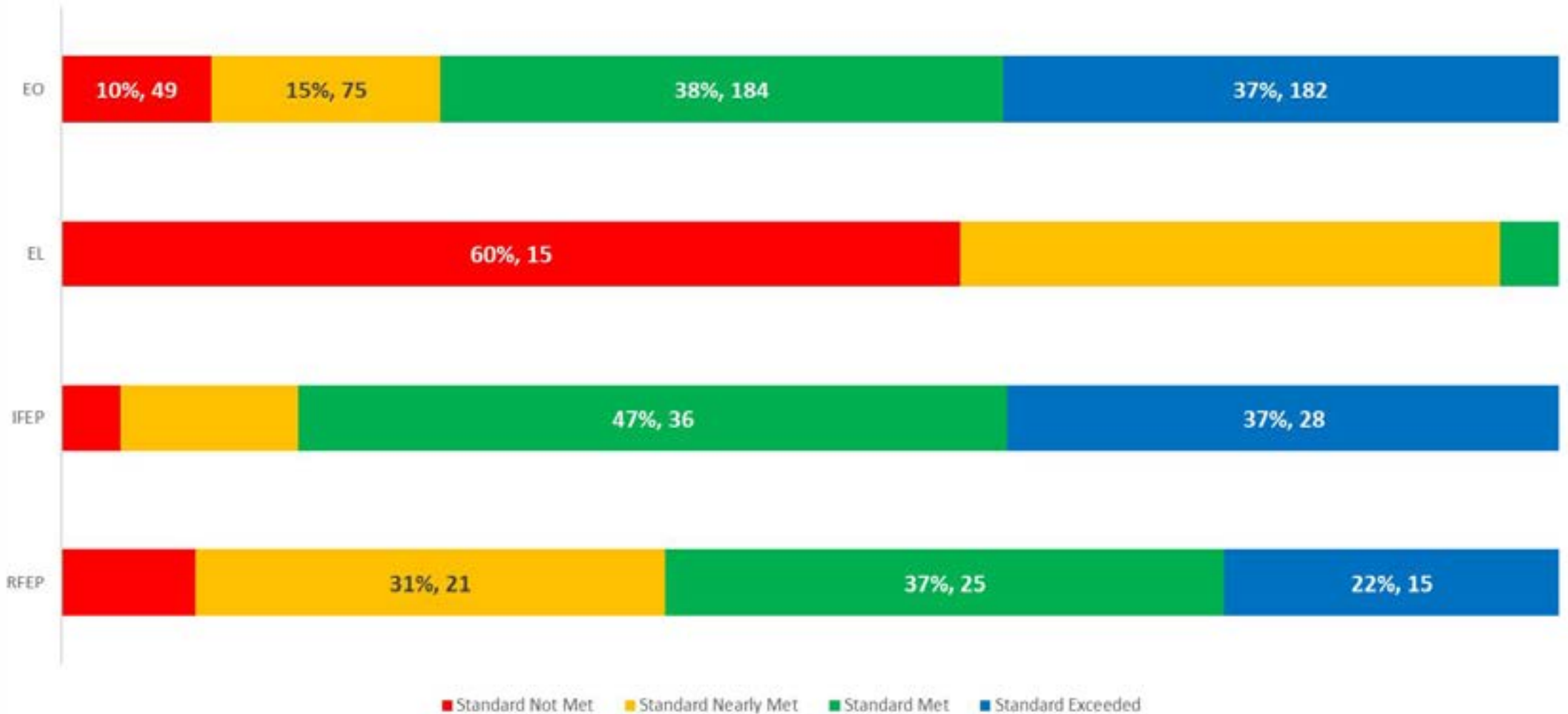
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 6th Grade



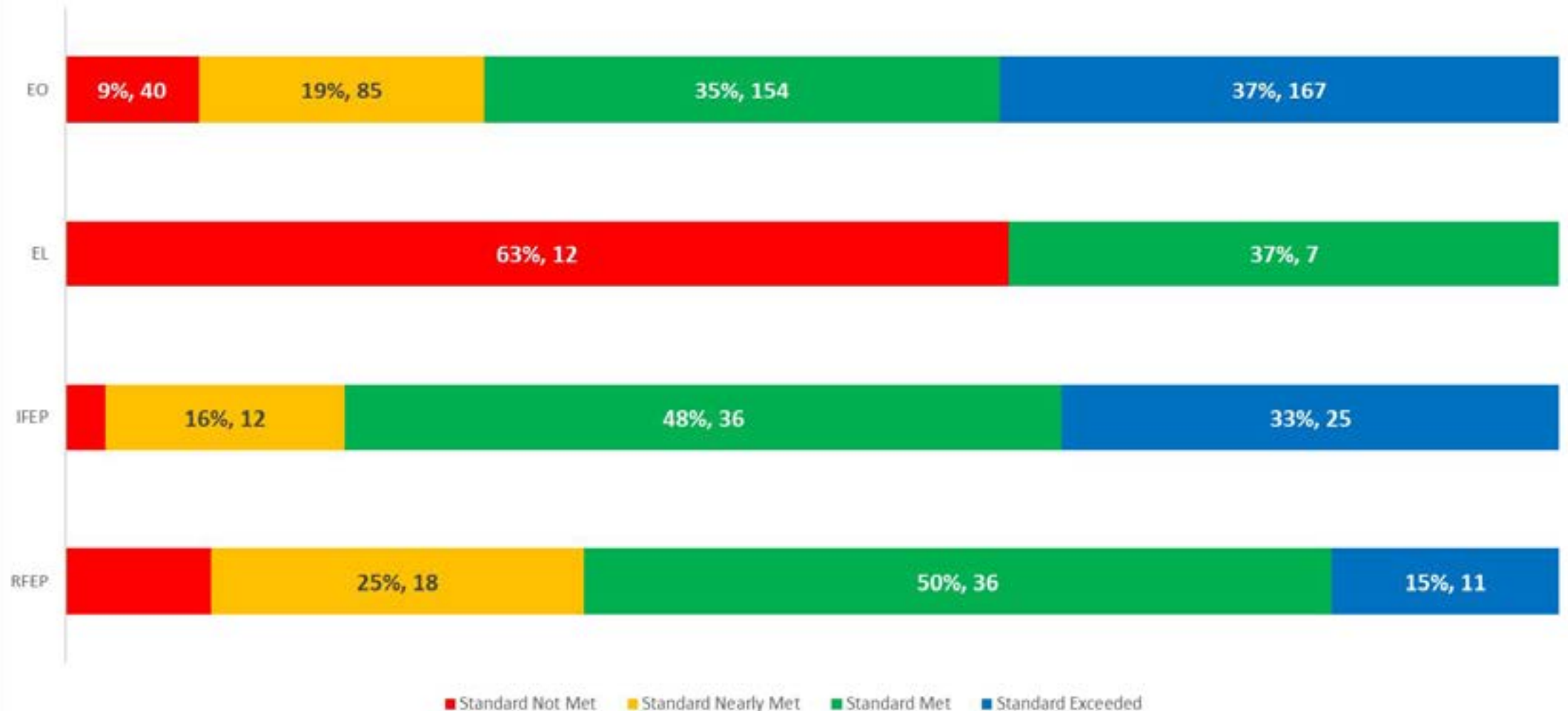
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 7th Grade



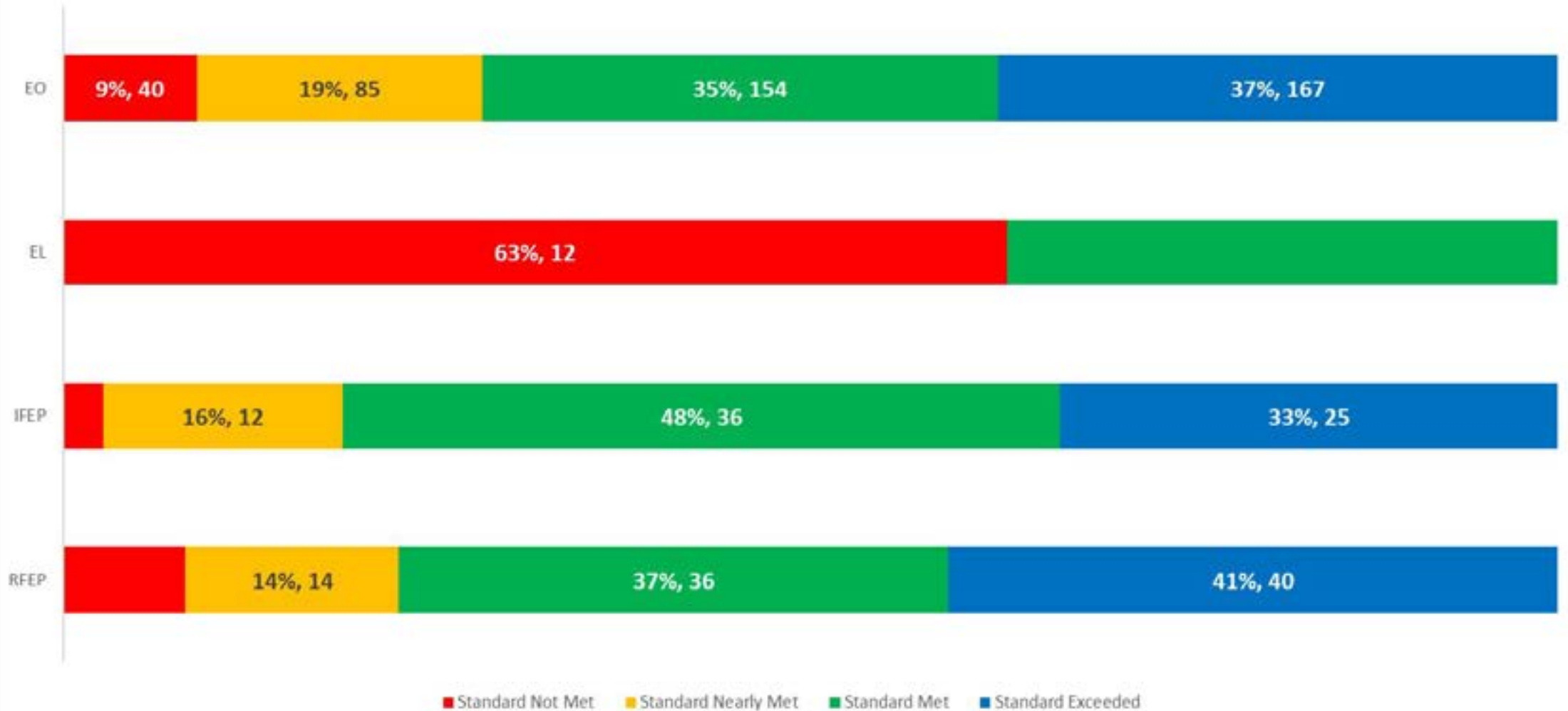
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 8th Grade

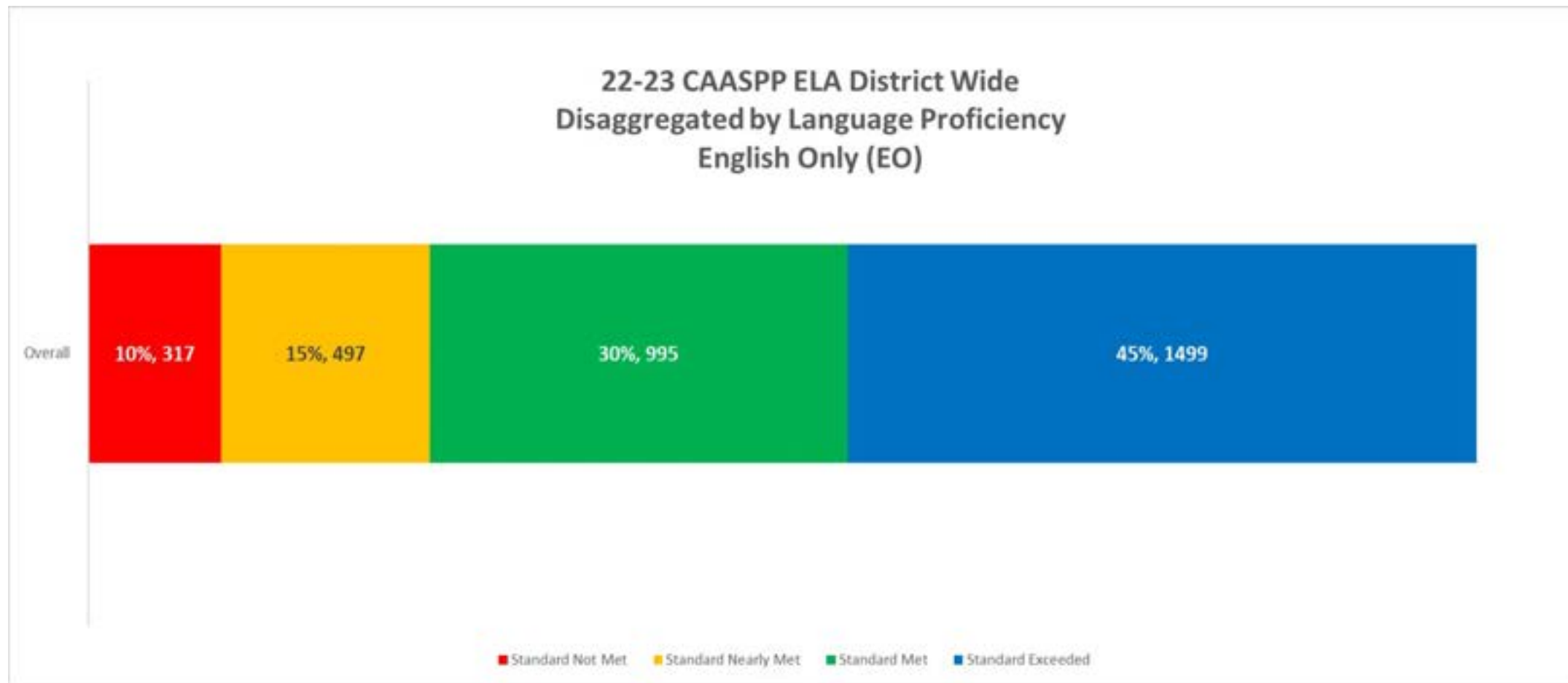


Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

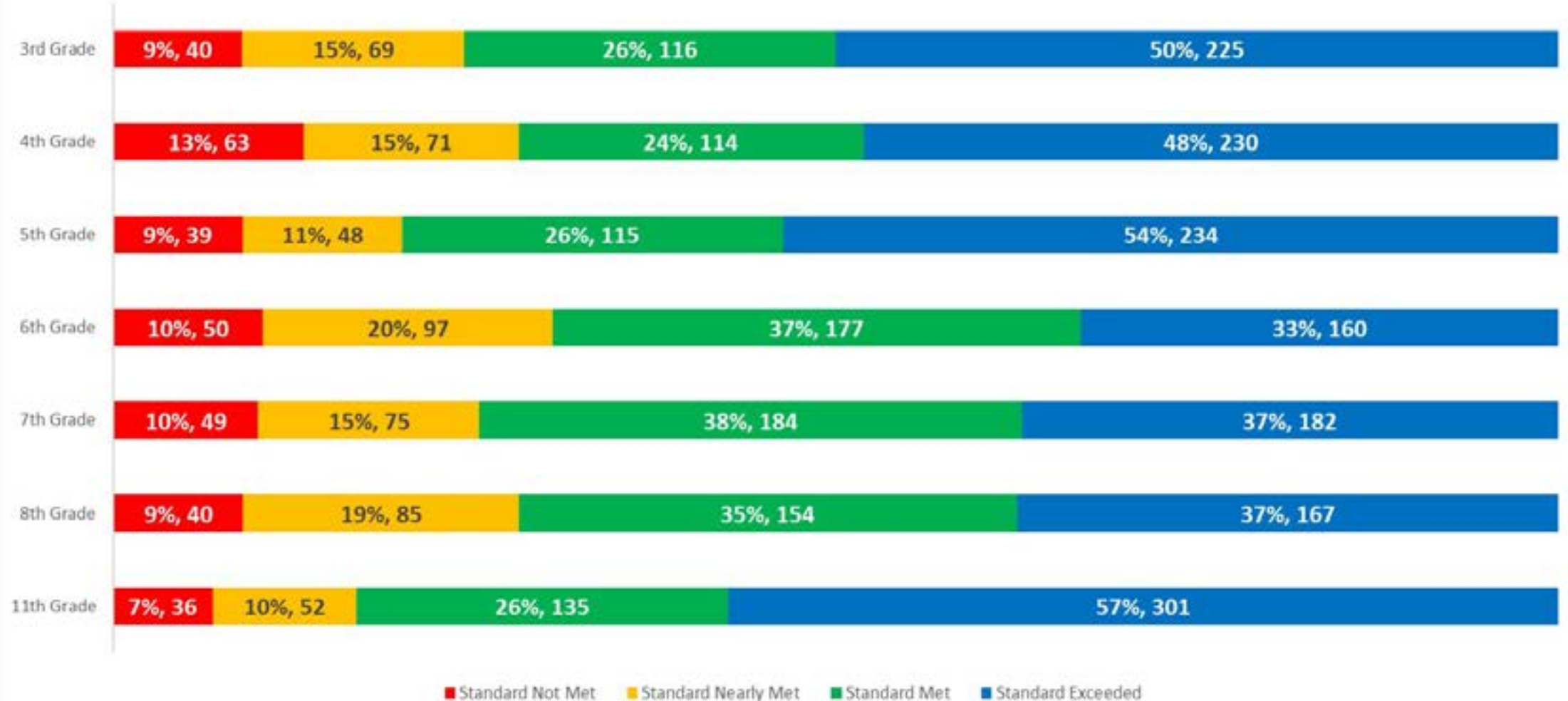
22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 11th Grade

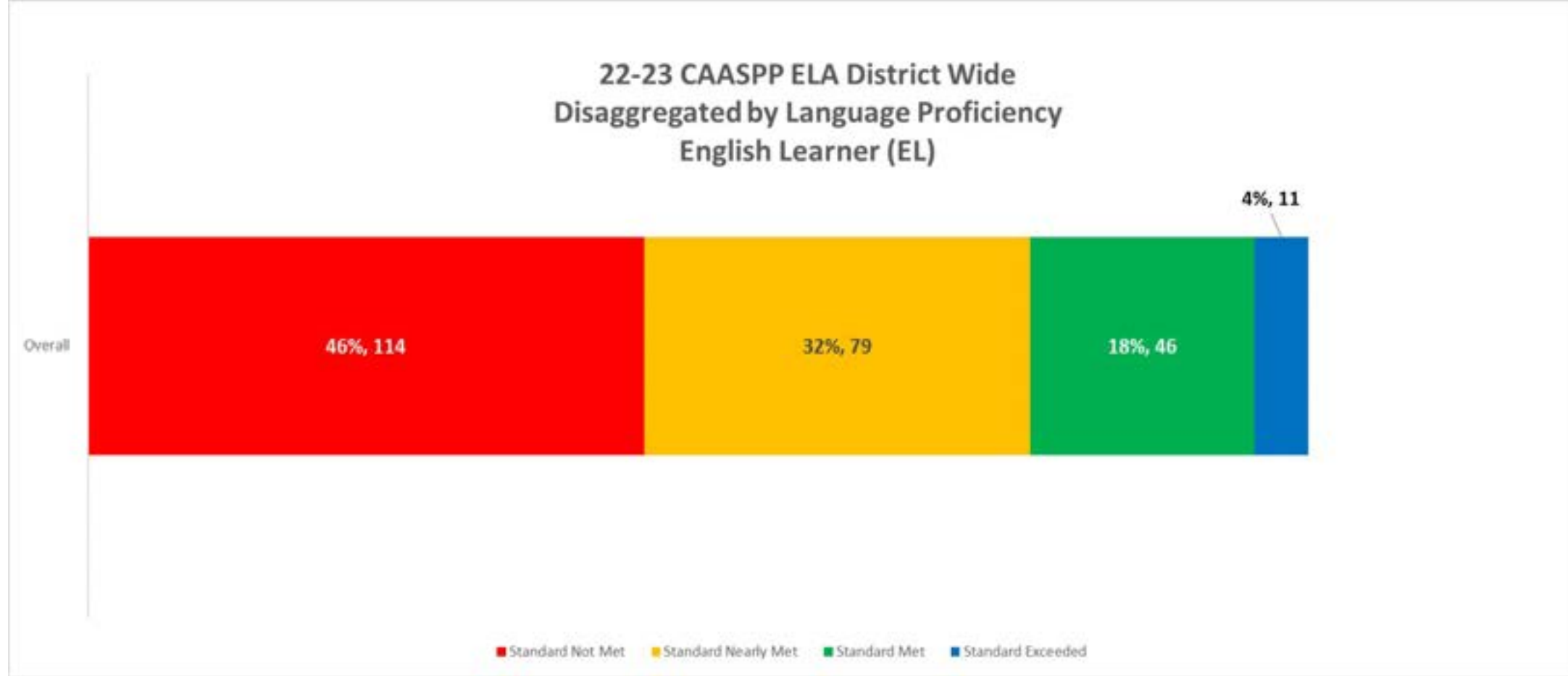


Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

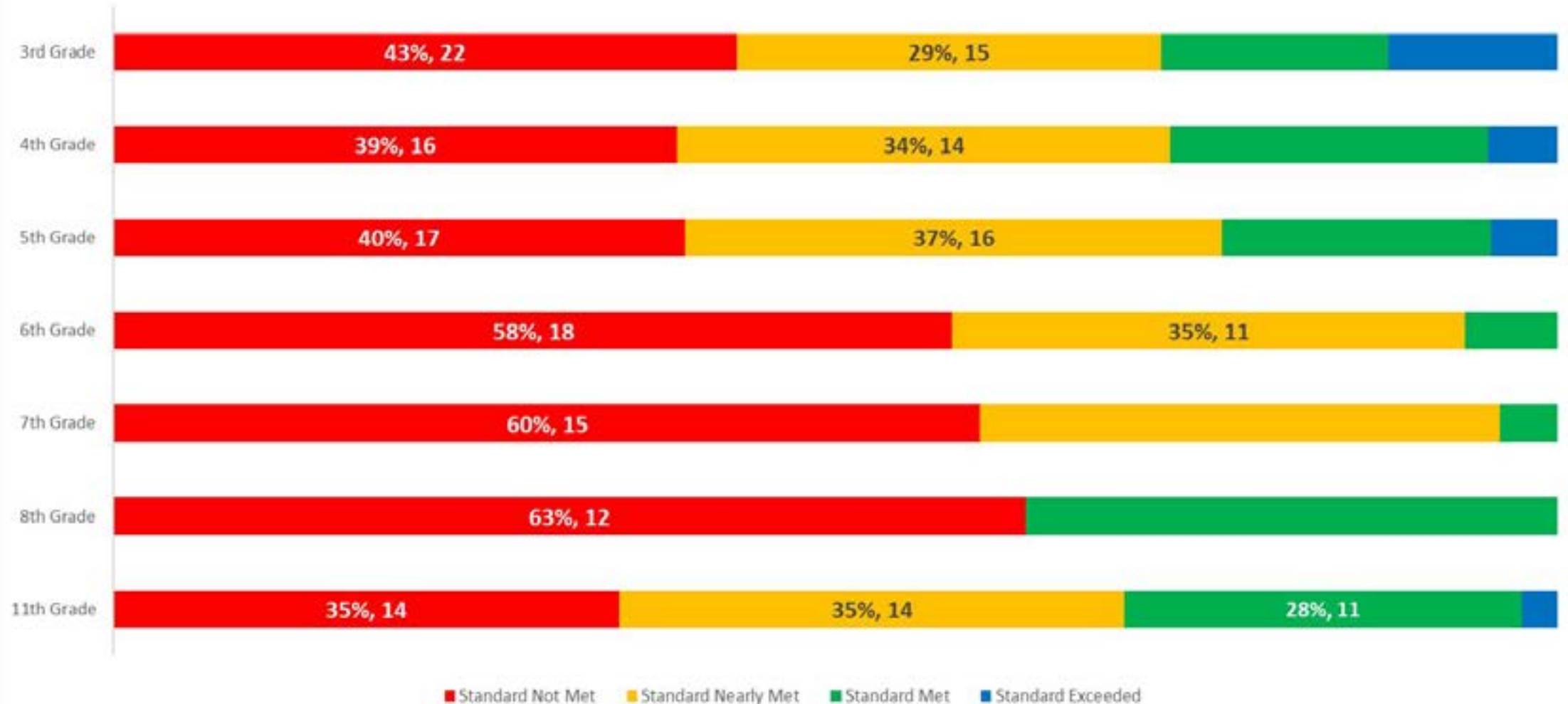


22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency English Only (EO)

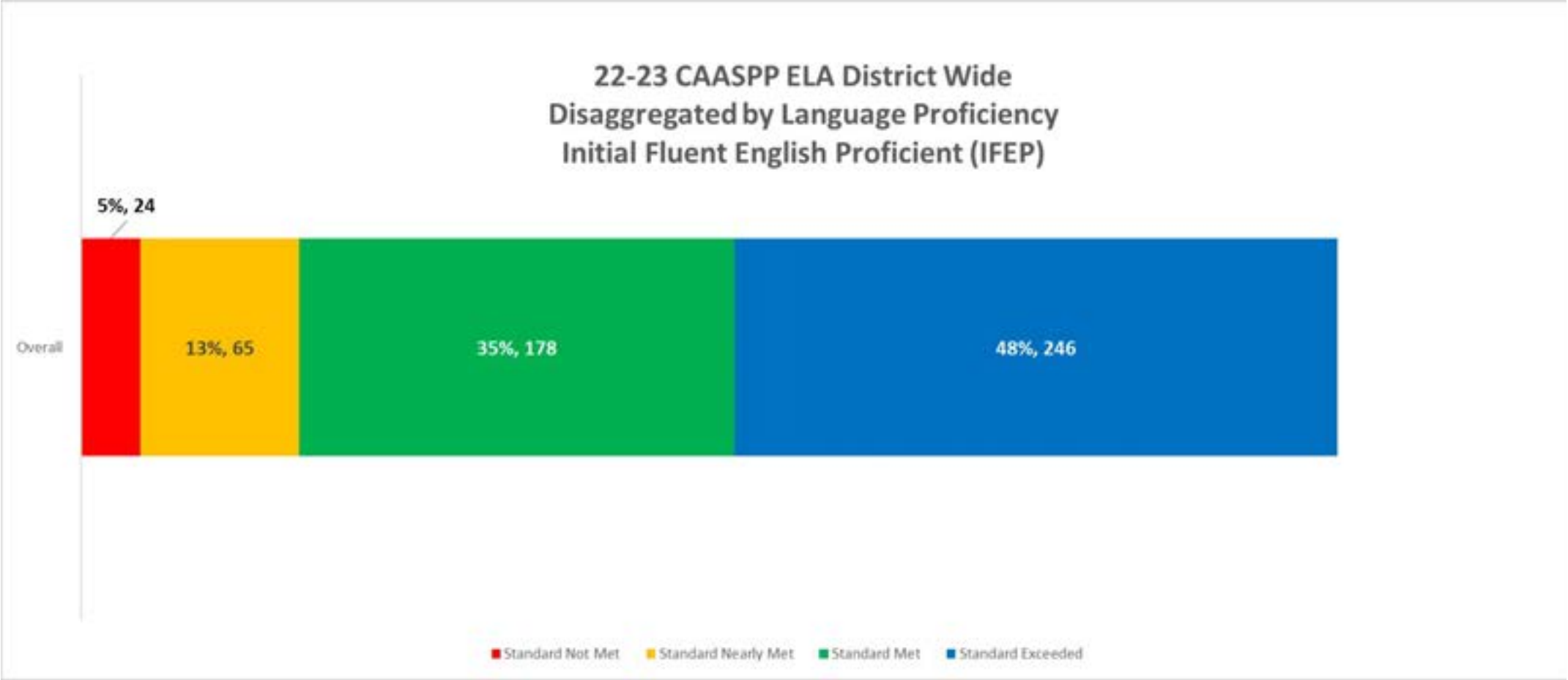




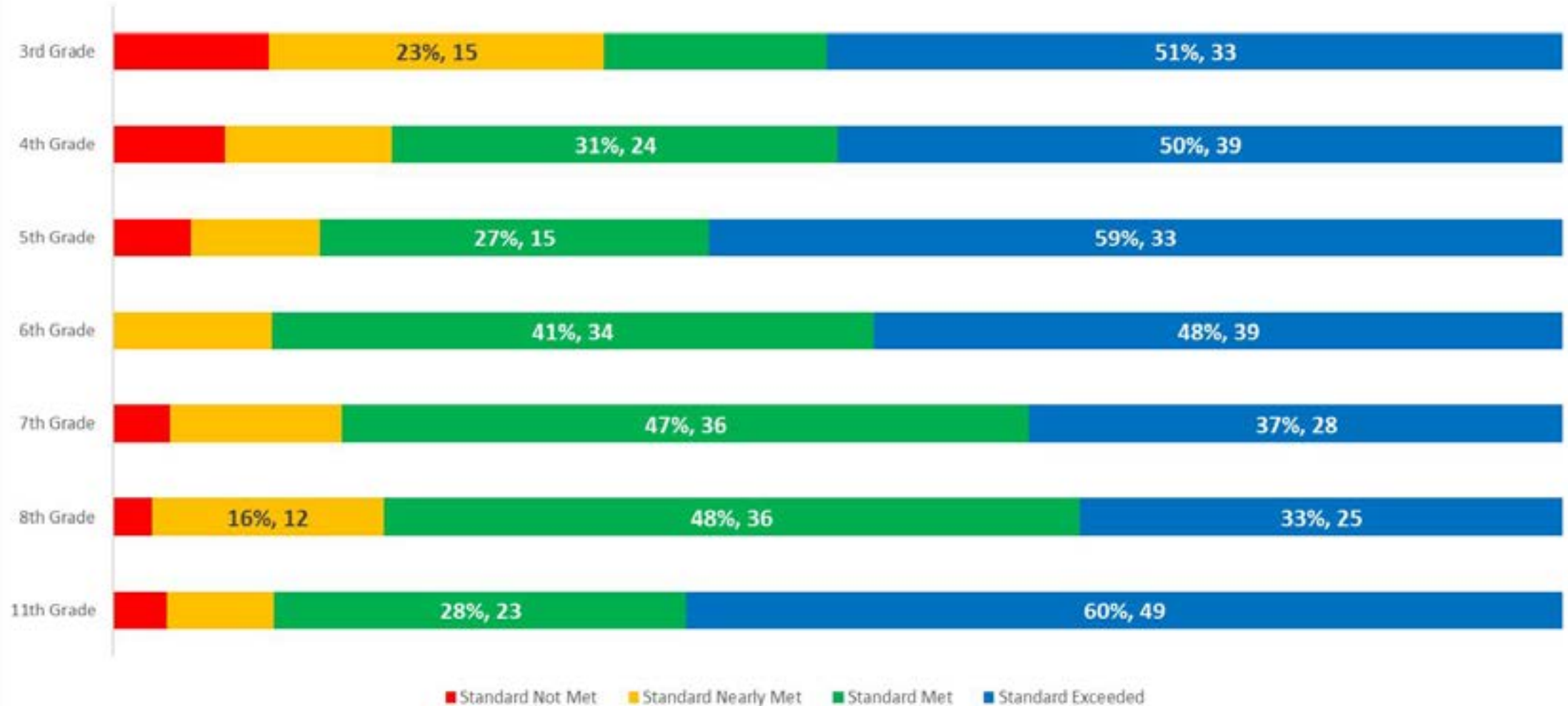
22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency English Learner (EL)



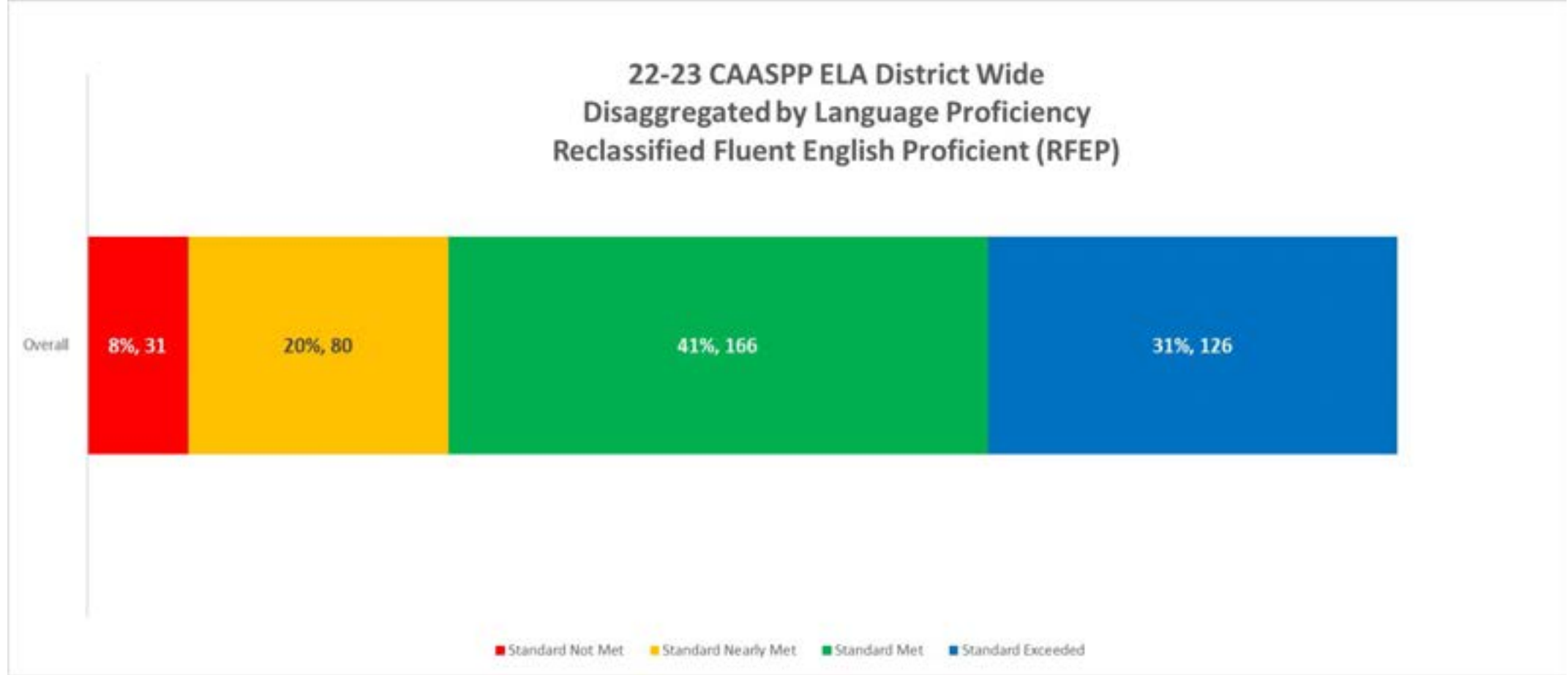
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



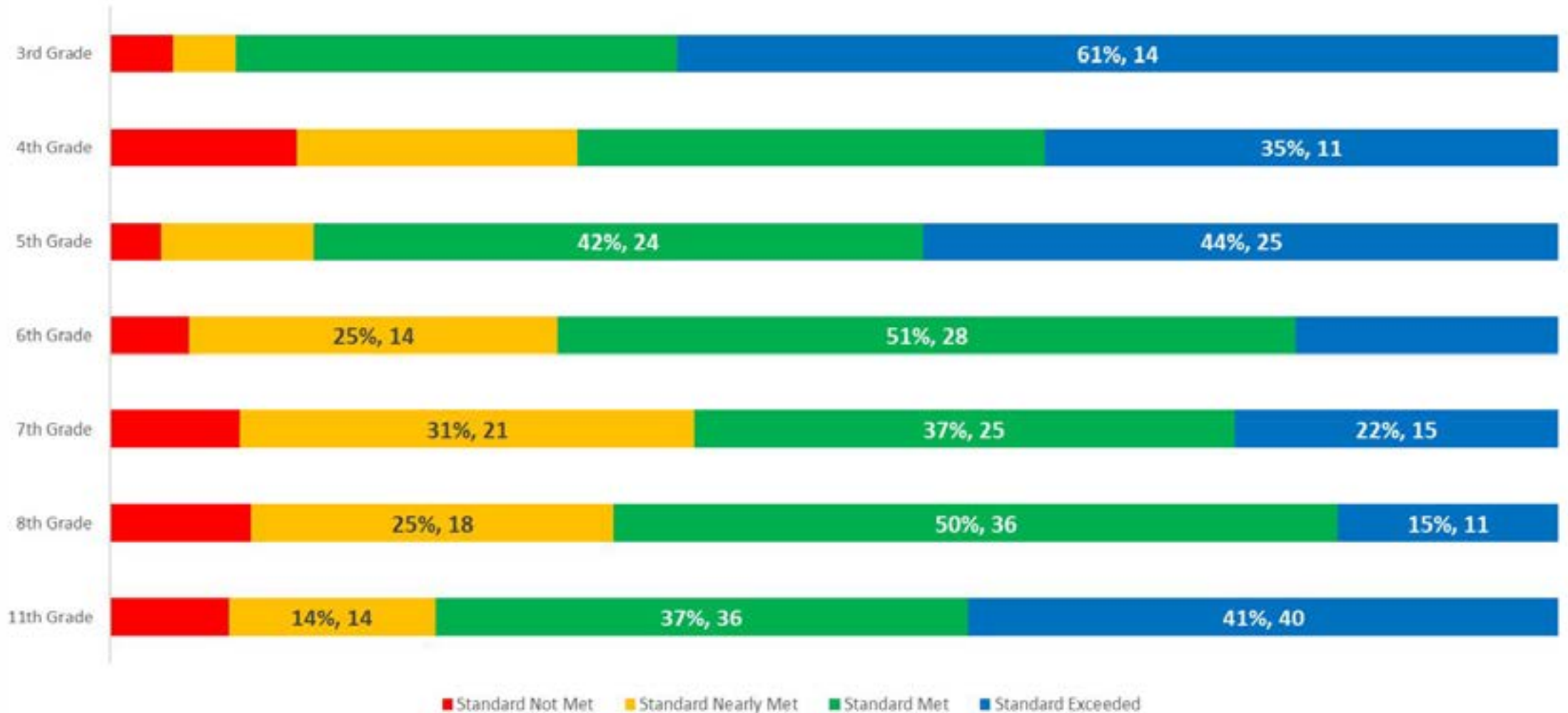
22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency Initial Fluent English Proficient (IFEP)



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency Reclassified Fluent English Proficient (RFEF)



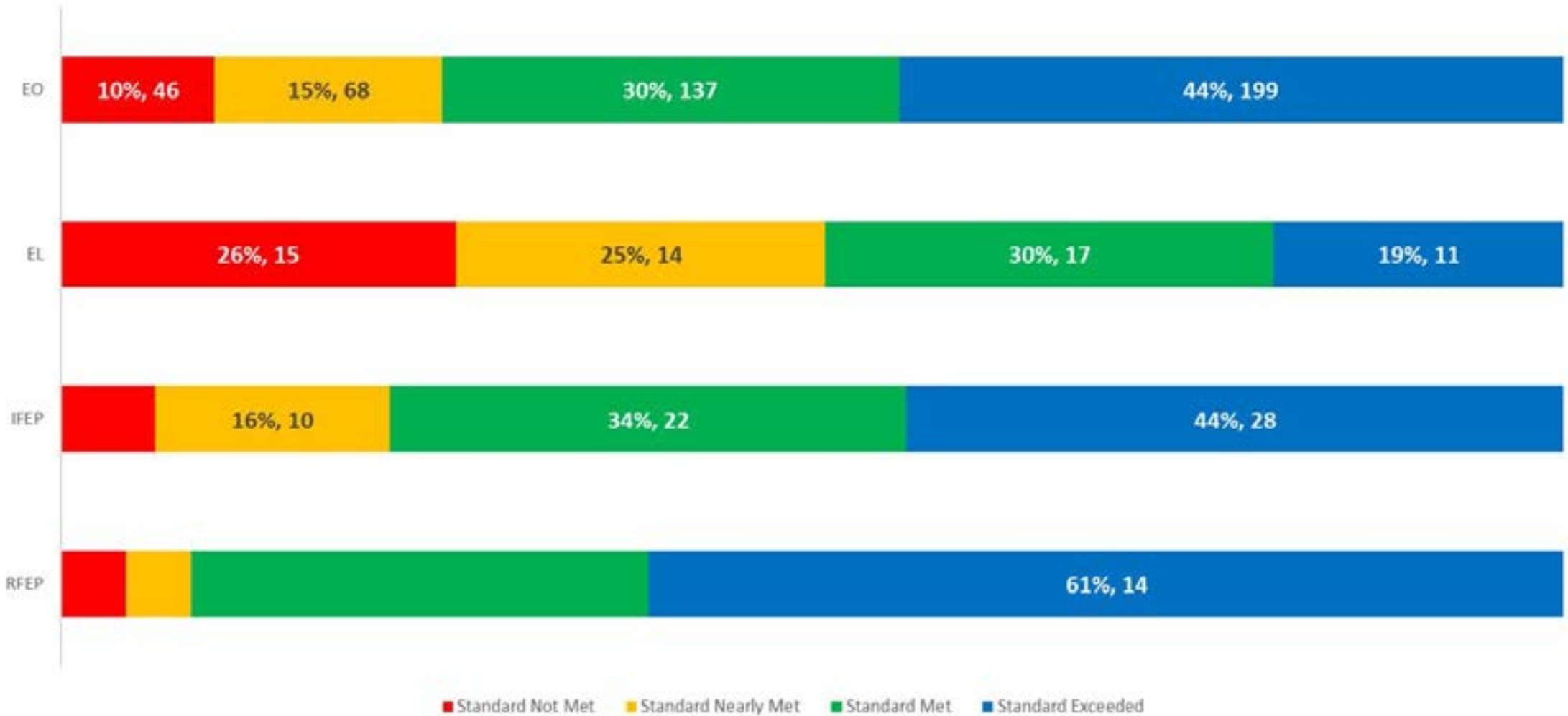
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



CAASPP

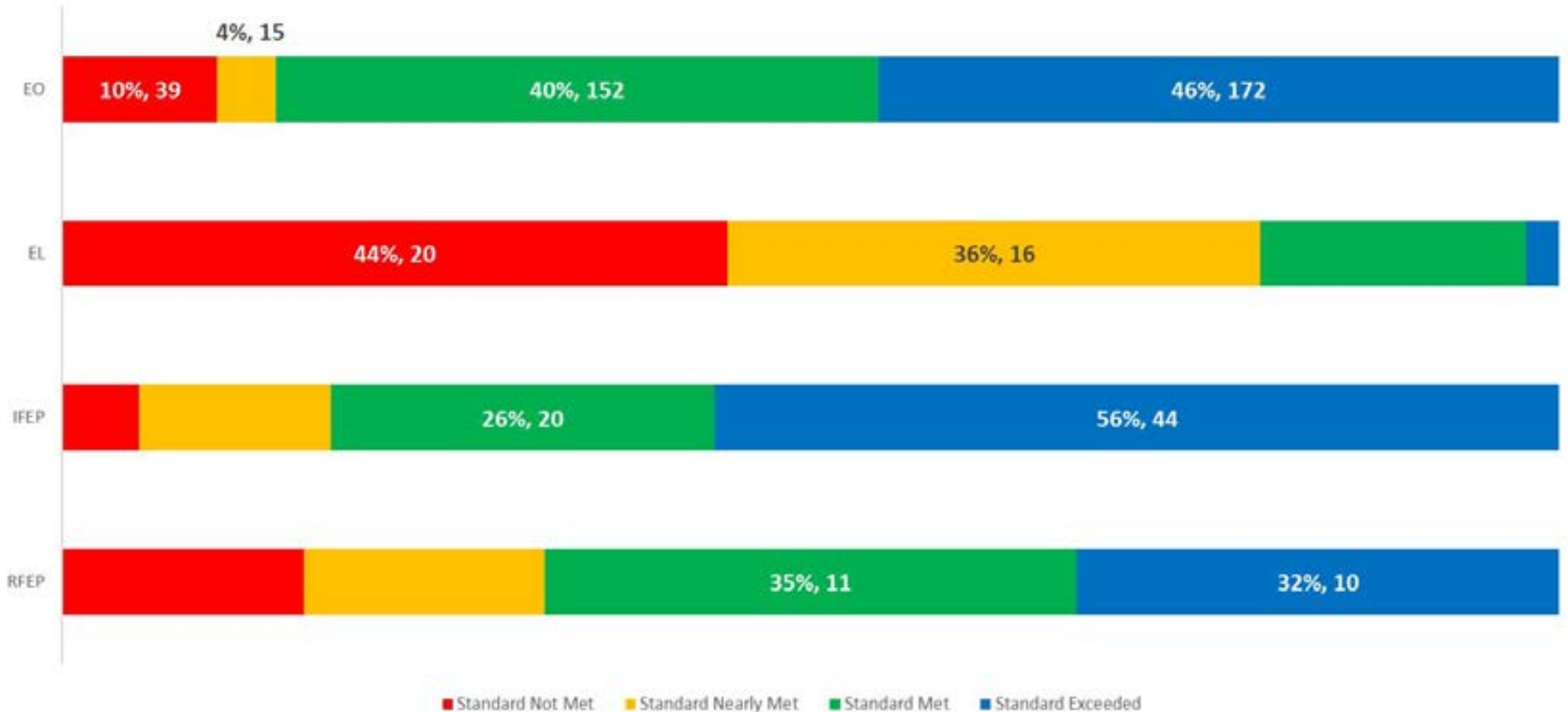
**Disaggregated by
Language Proficiency**

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 3rd Grade



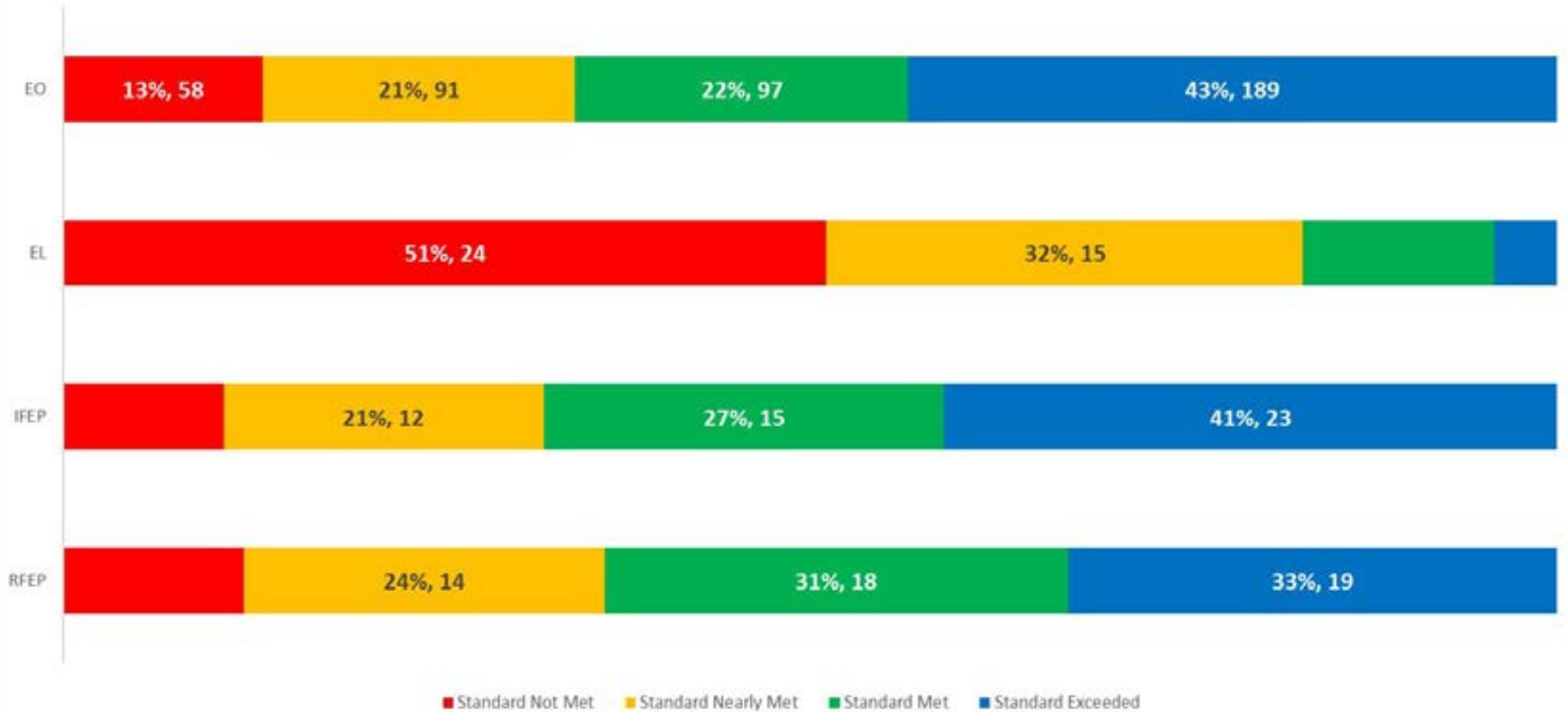
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 4th Grade



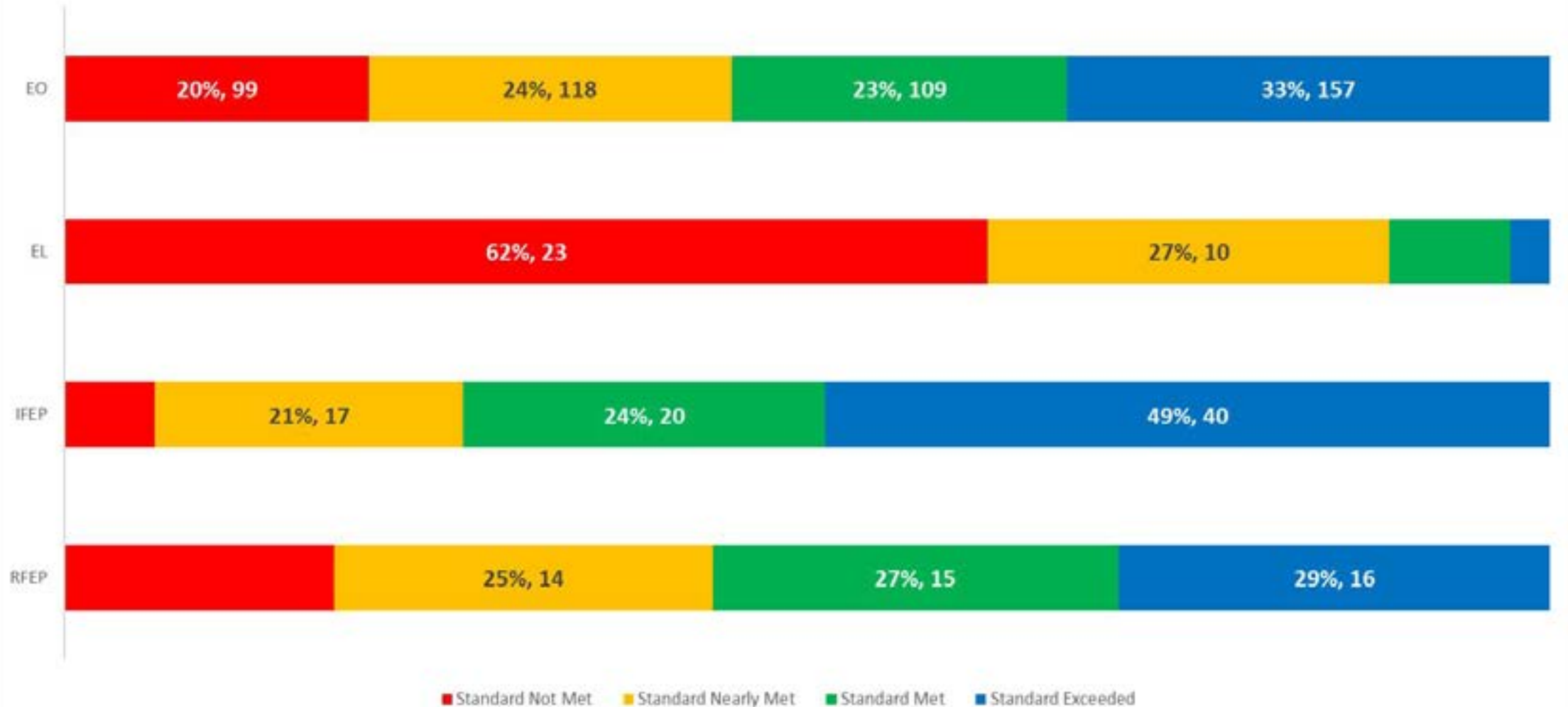
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 5th Grade



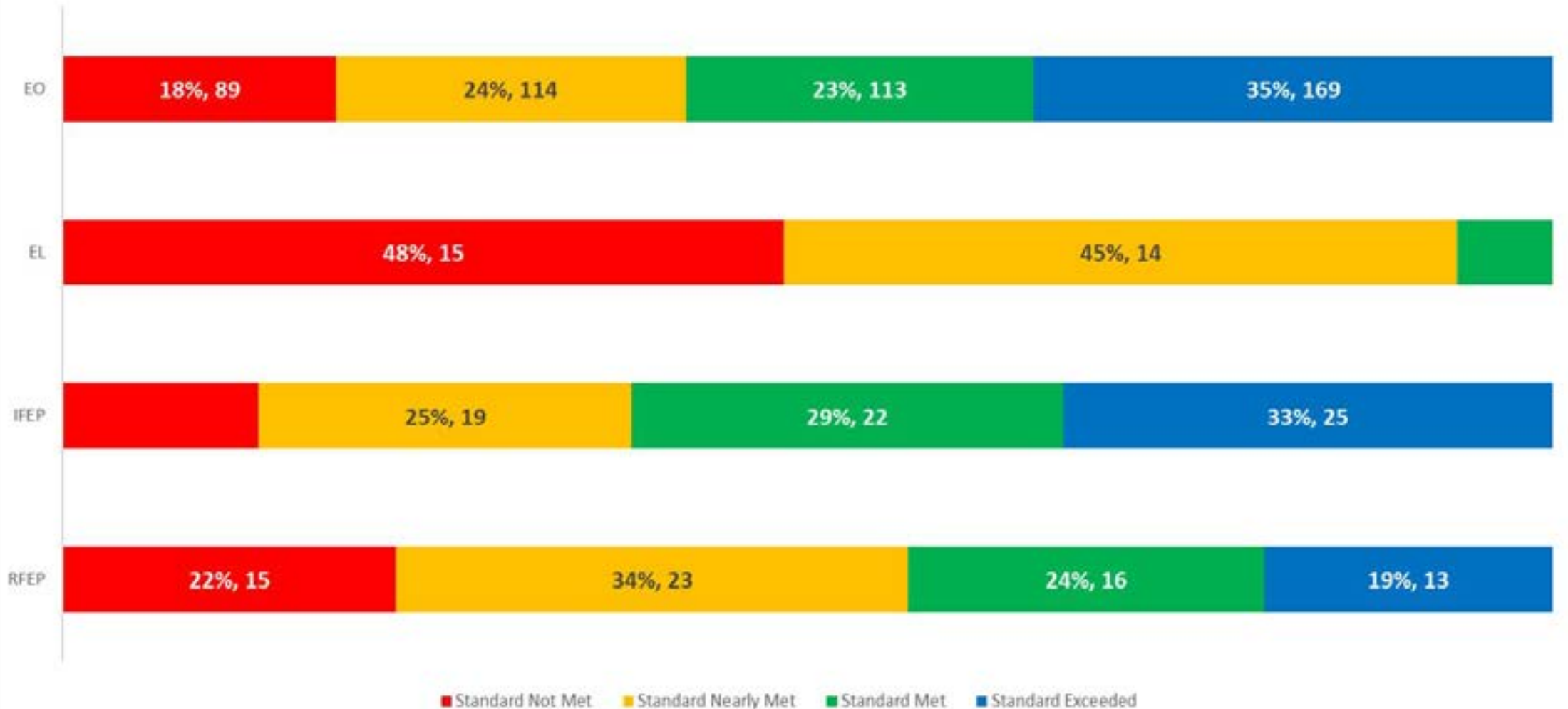
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 6th Grade



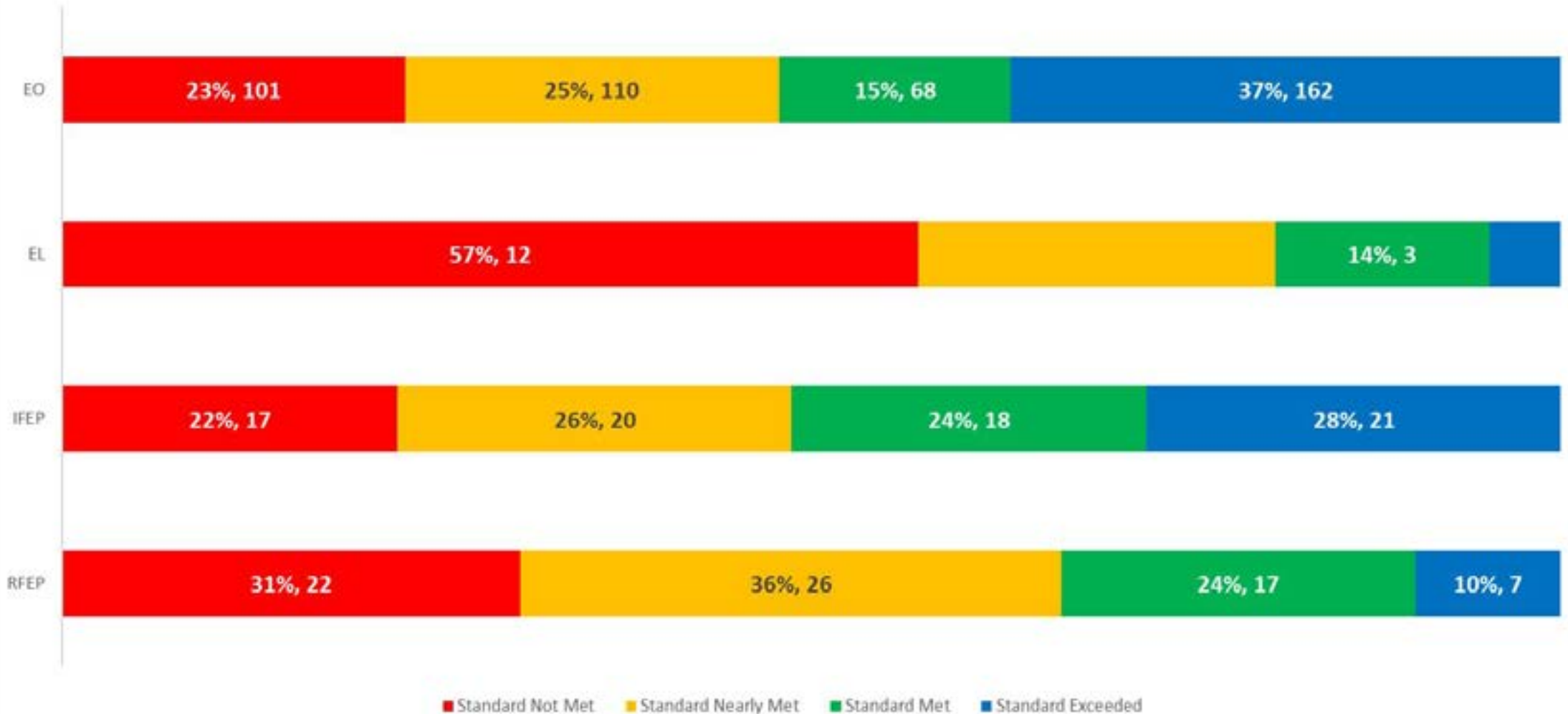
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 7th Grade



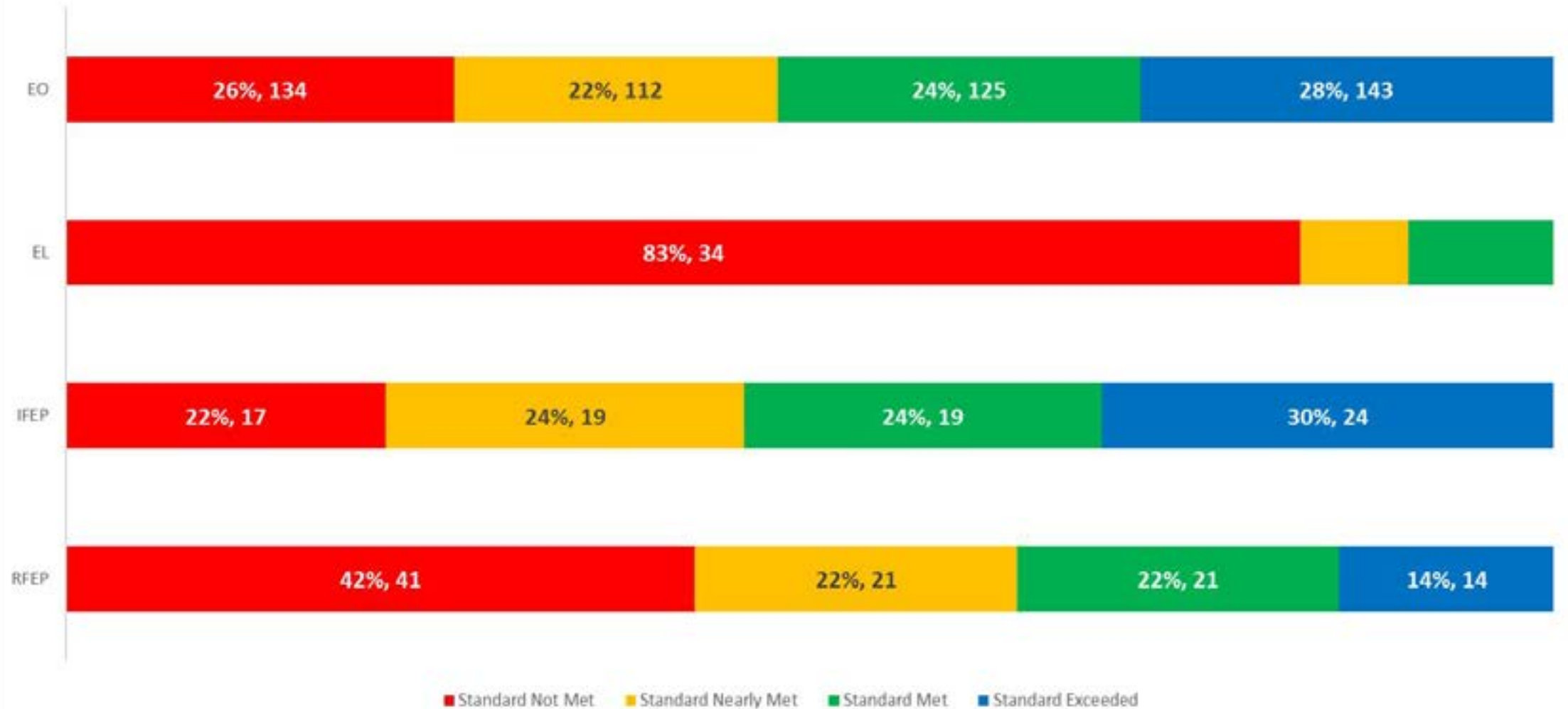
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 8th Grade

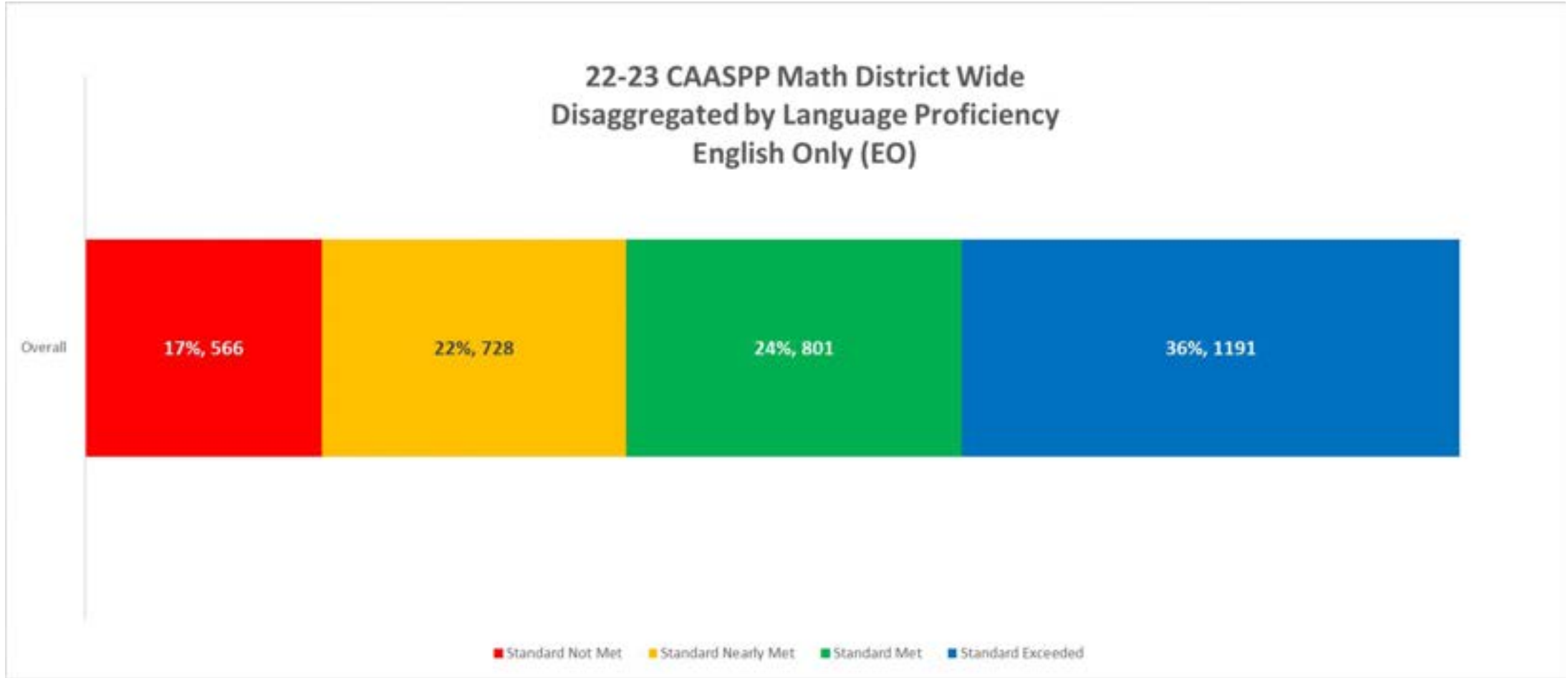


Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

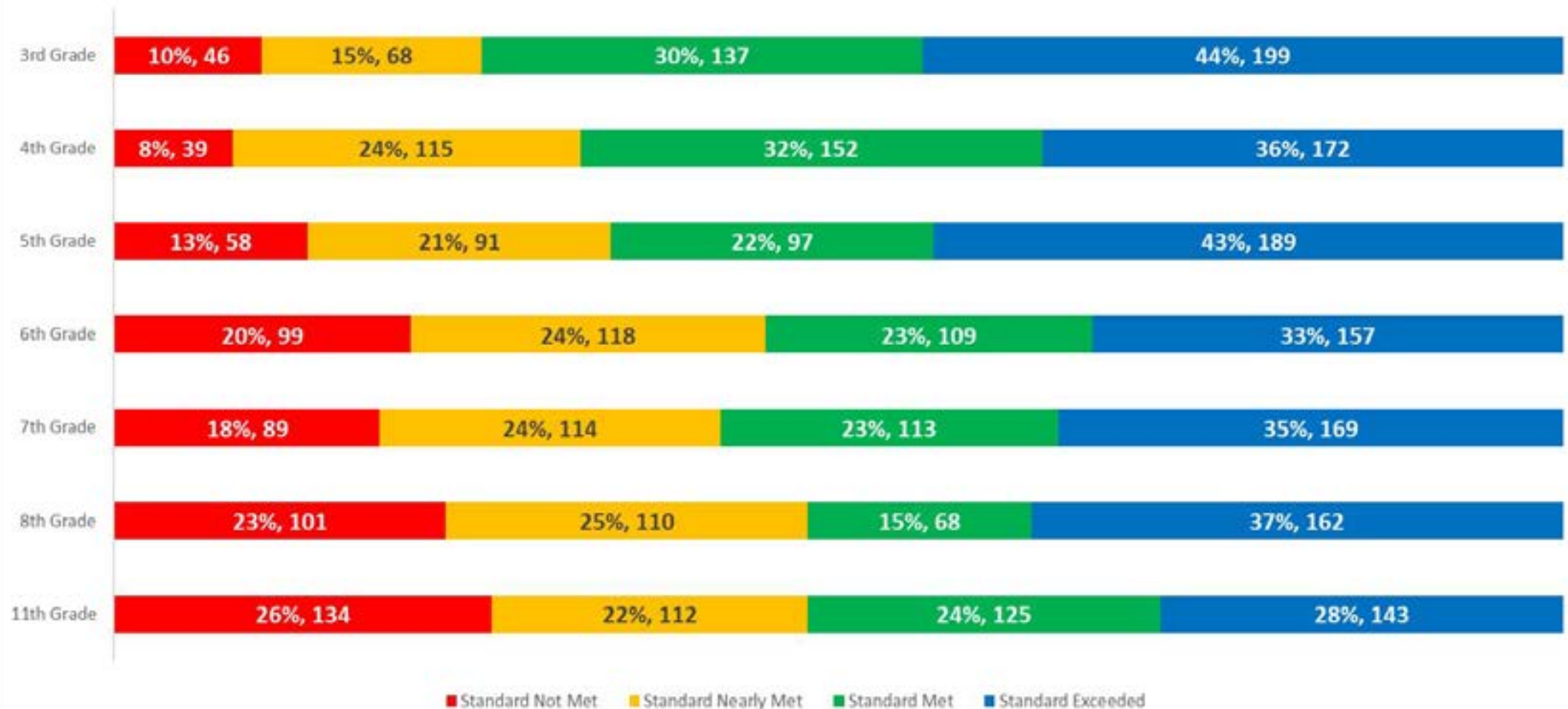
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 11th Grade



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



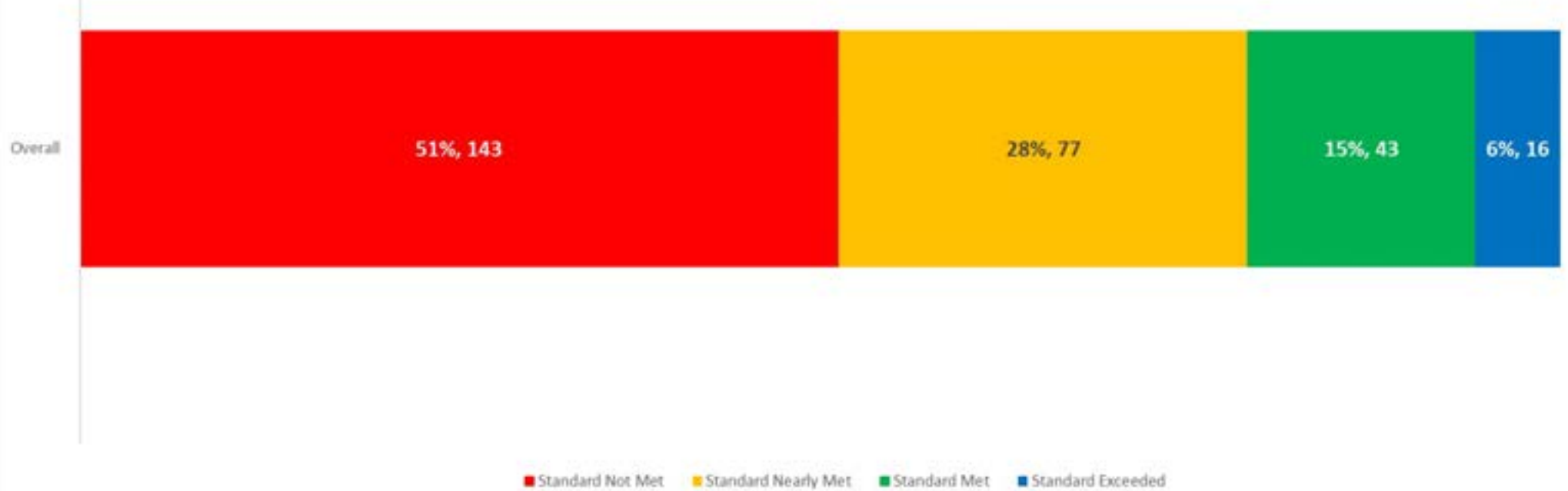
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency English Only (EO)



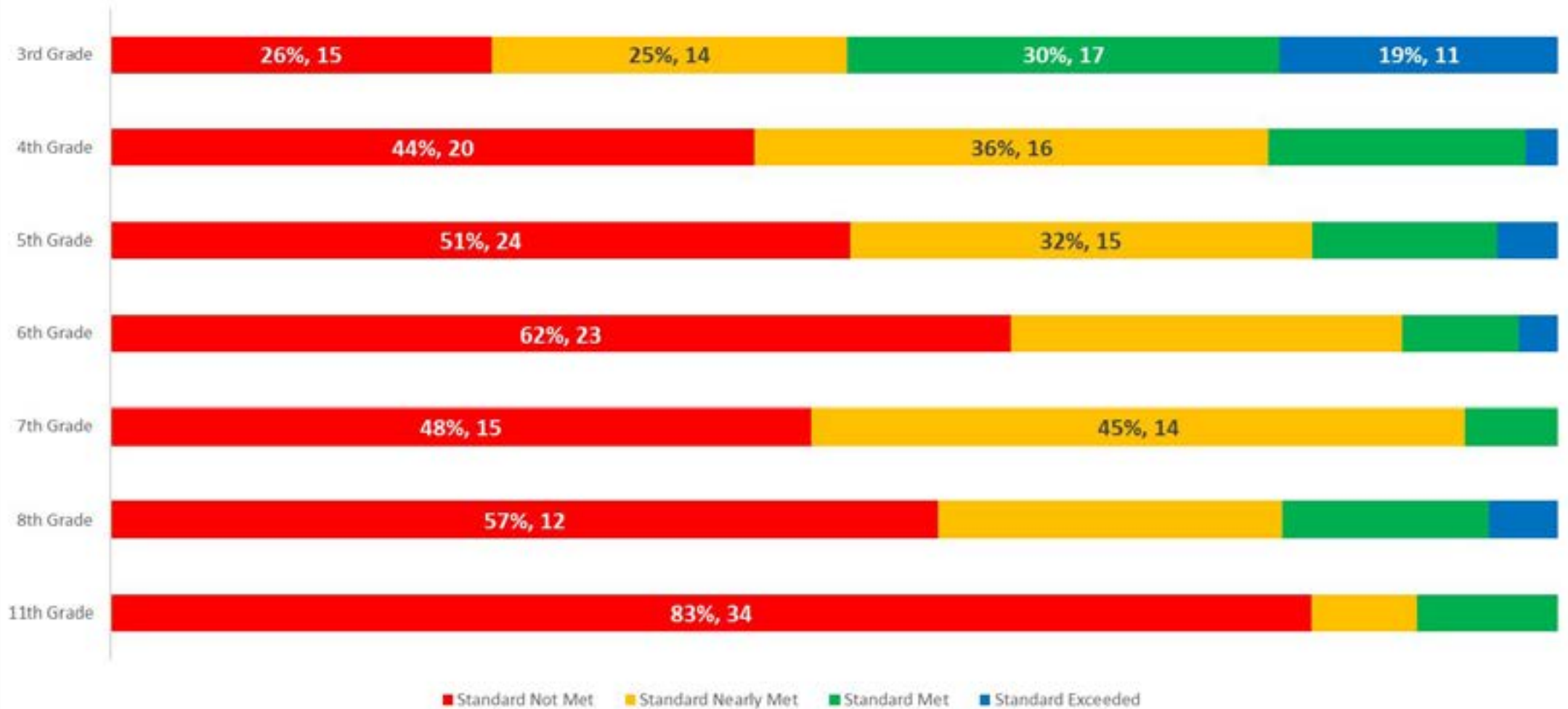
Preliminary data- for planning purposes only



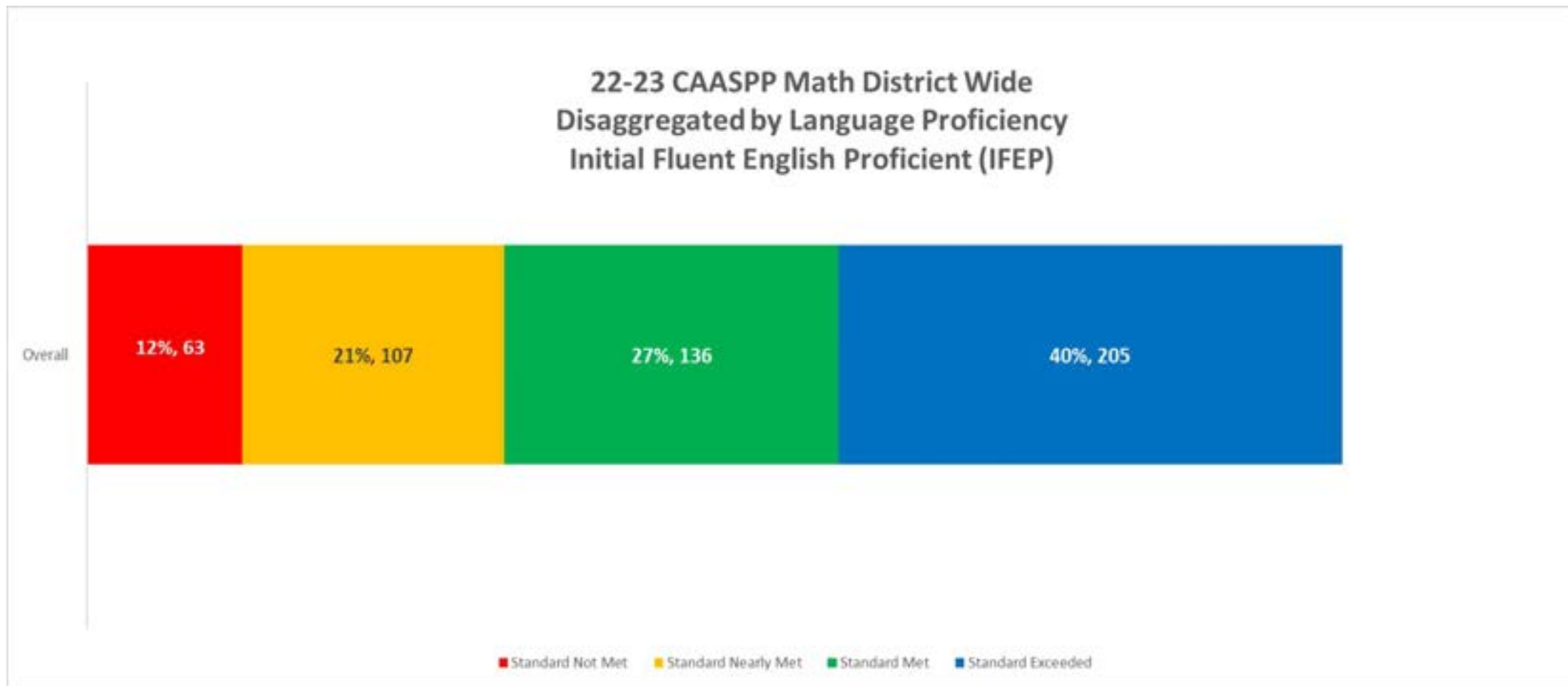
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency English Learner (EL)



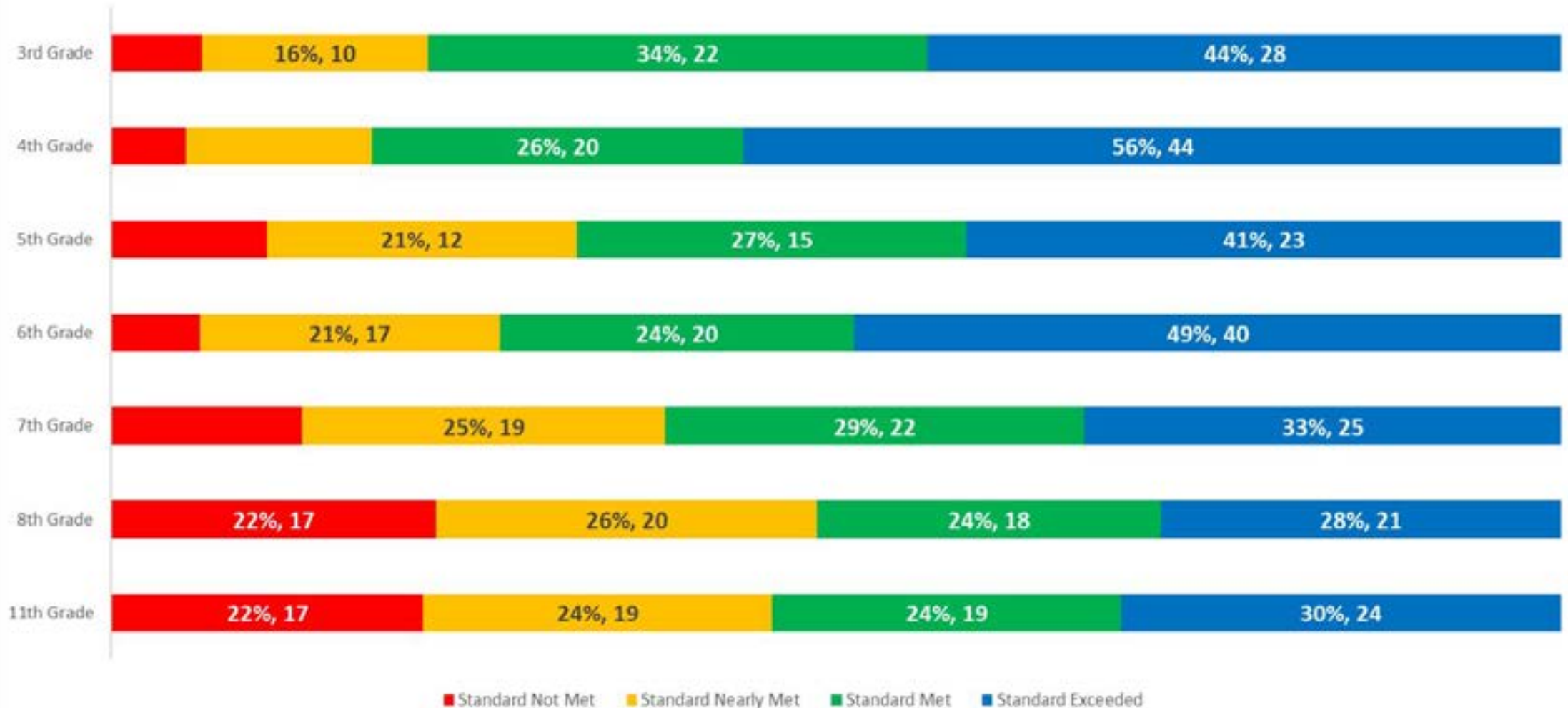
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency English Learner (EL)



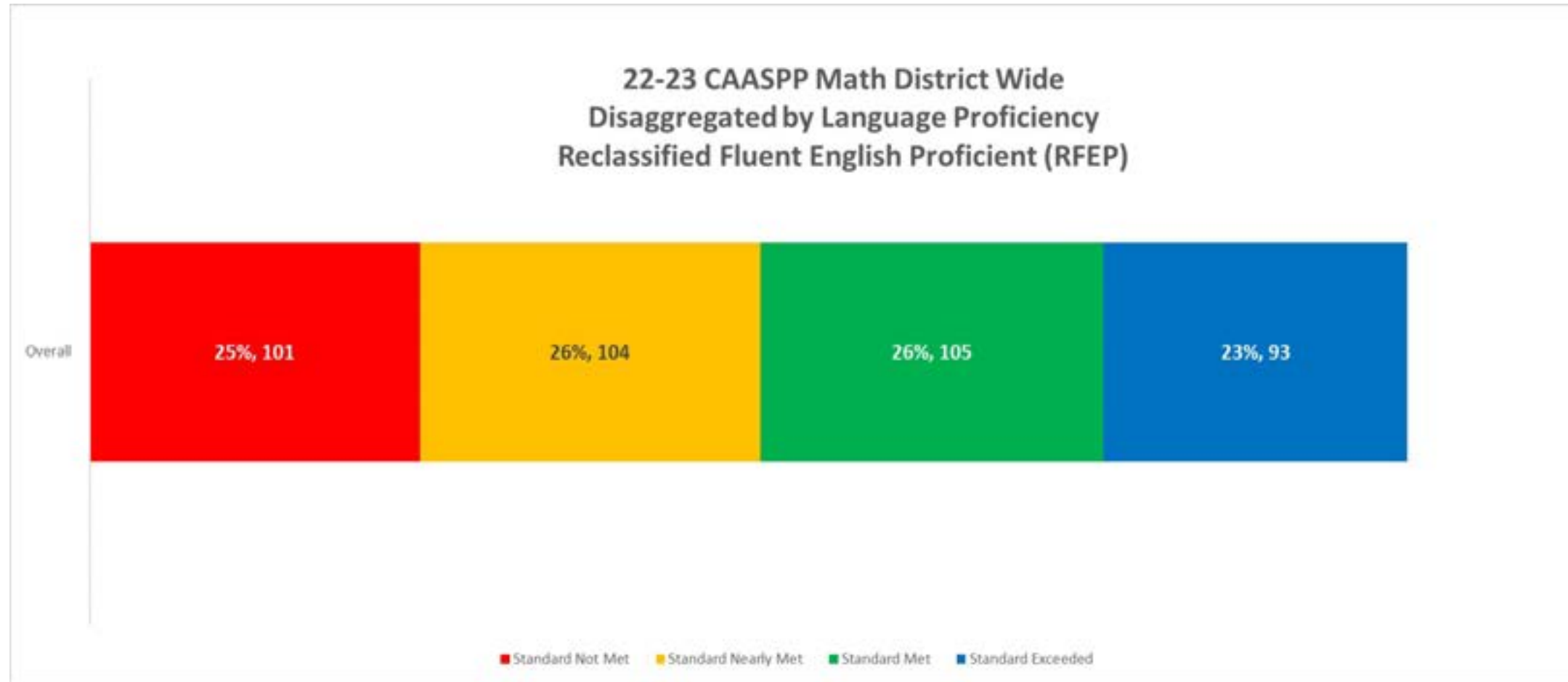
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



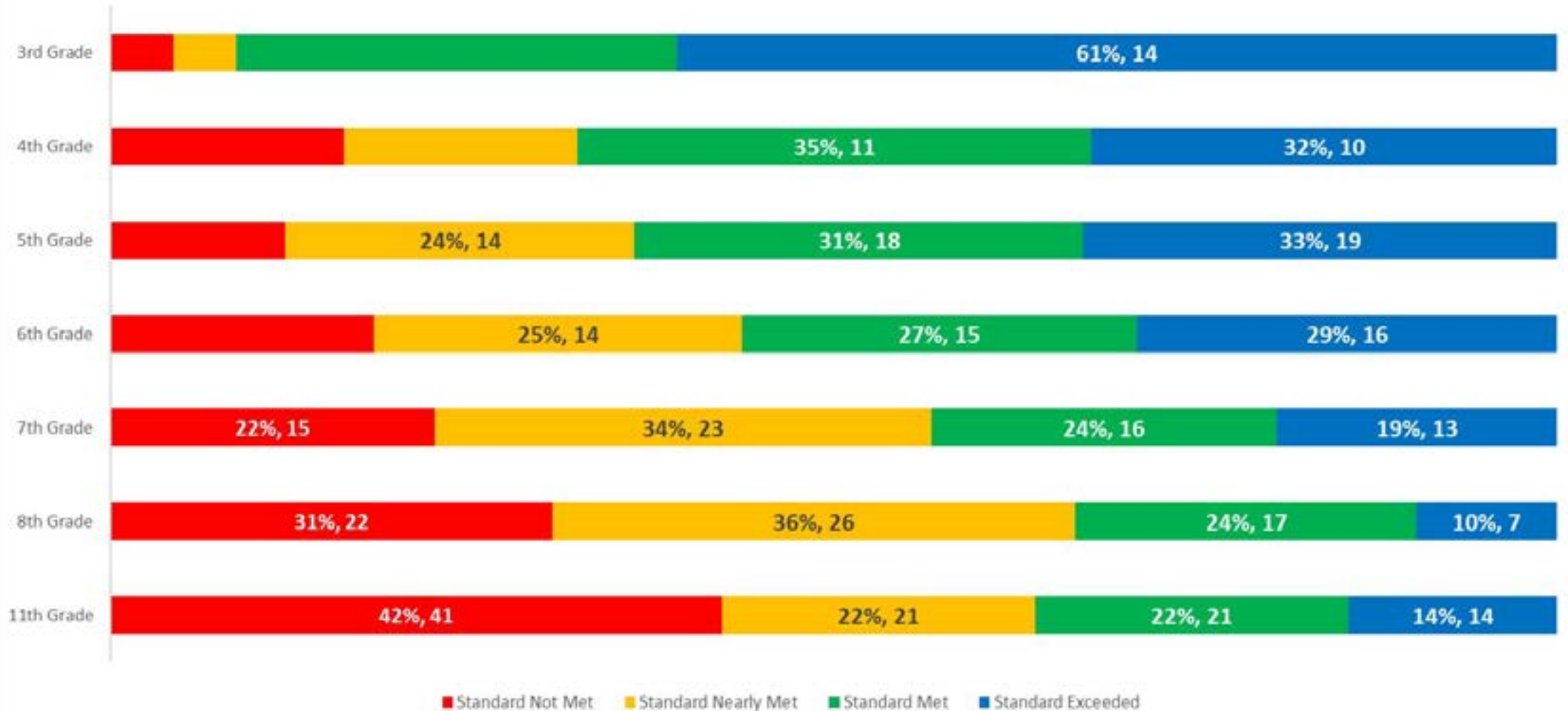
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency Initial Fluent English Proficient (IFEP)



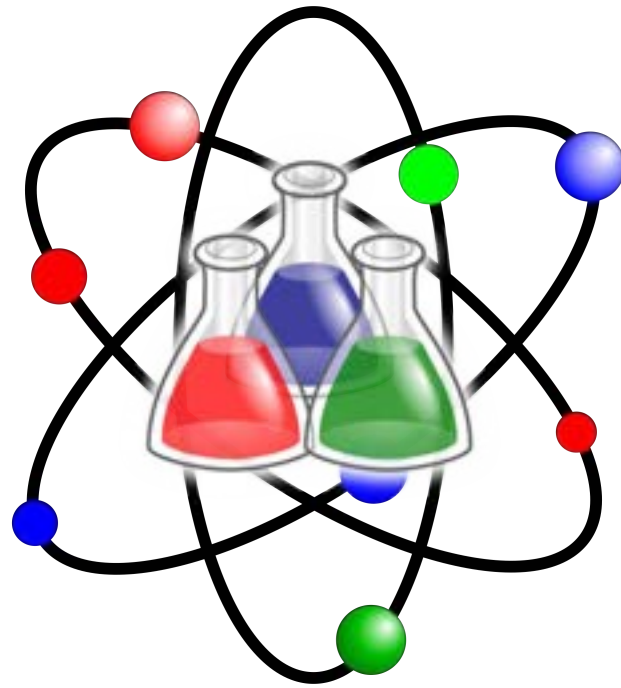
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



22-23 CAASPP Math District Wide Disaggregated by Language Proficiency Reclassified Fluent English Proficient (RFEF)



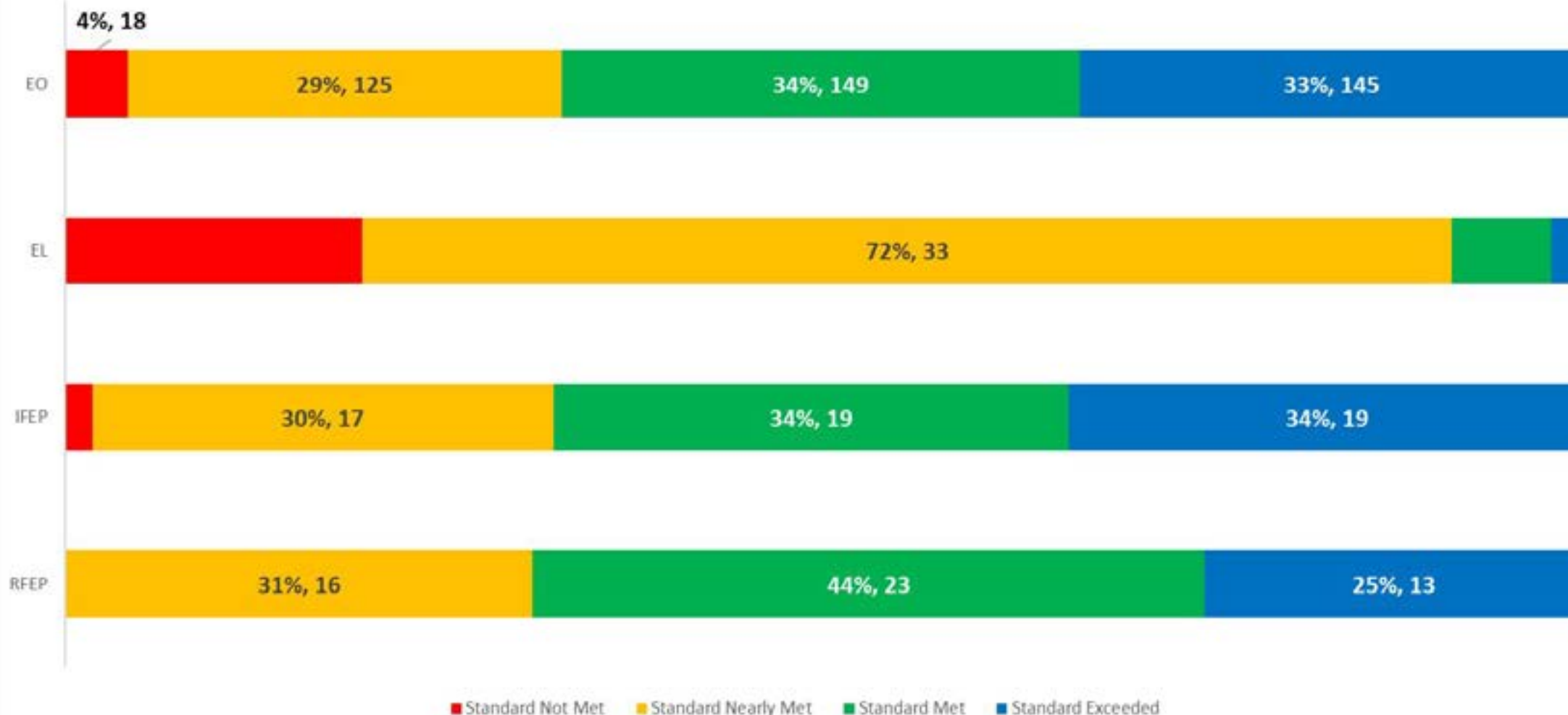
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



CAST

**Disaggregated by
Language Proficiency**

22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency 5th Grade



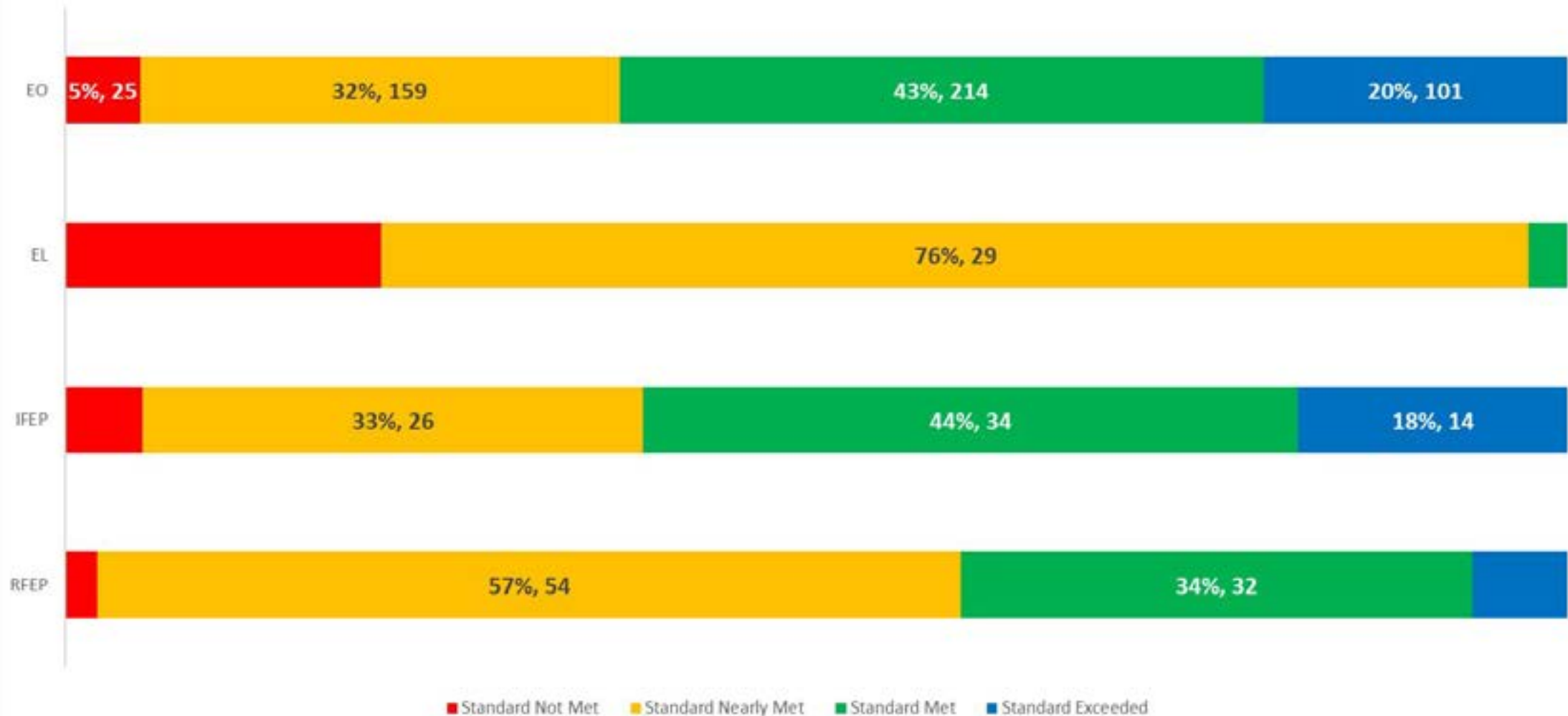
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency 8th Grade

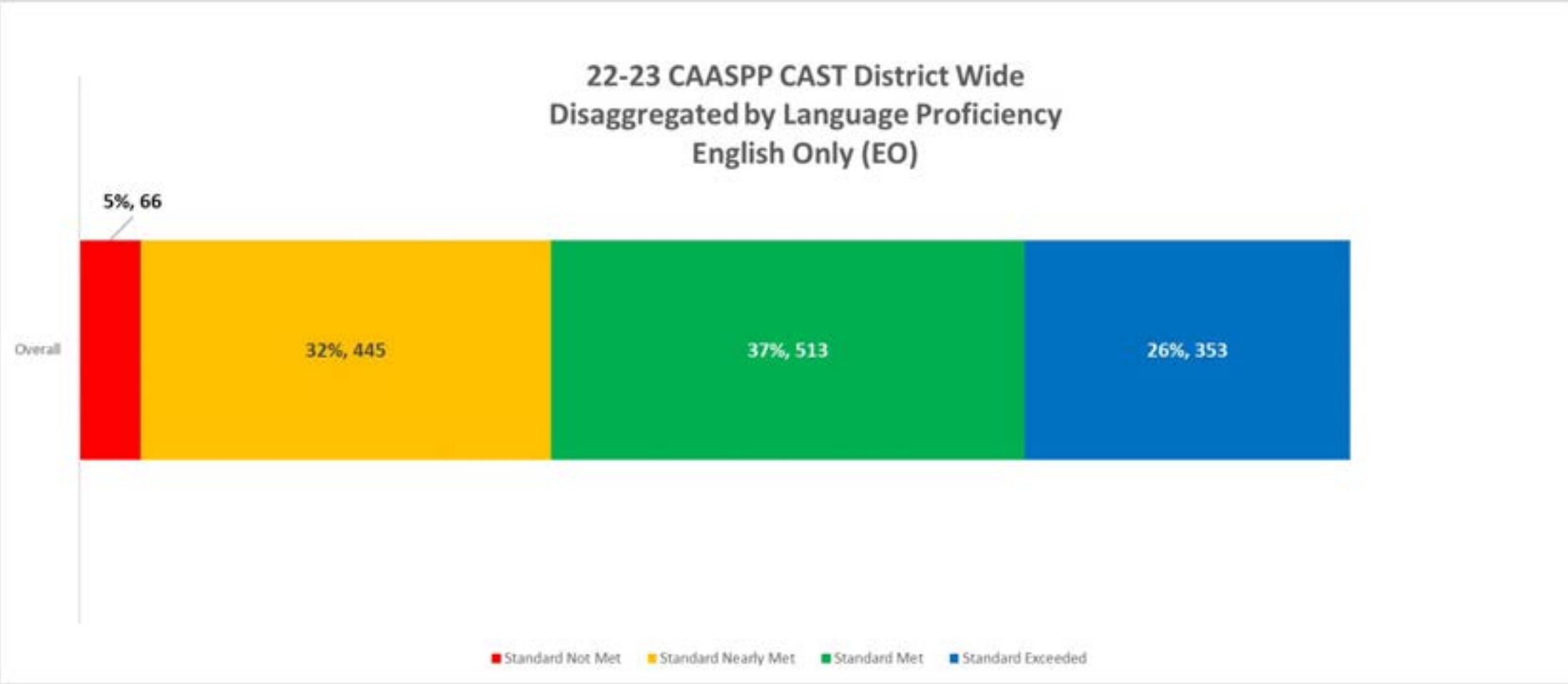


Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

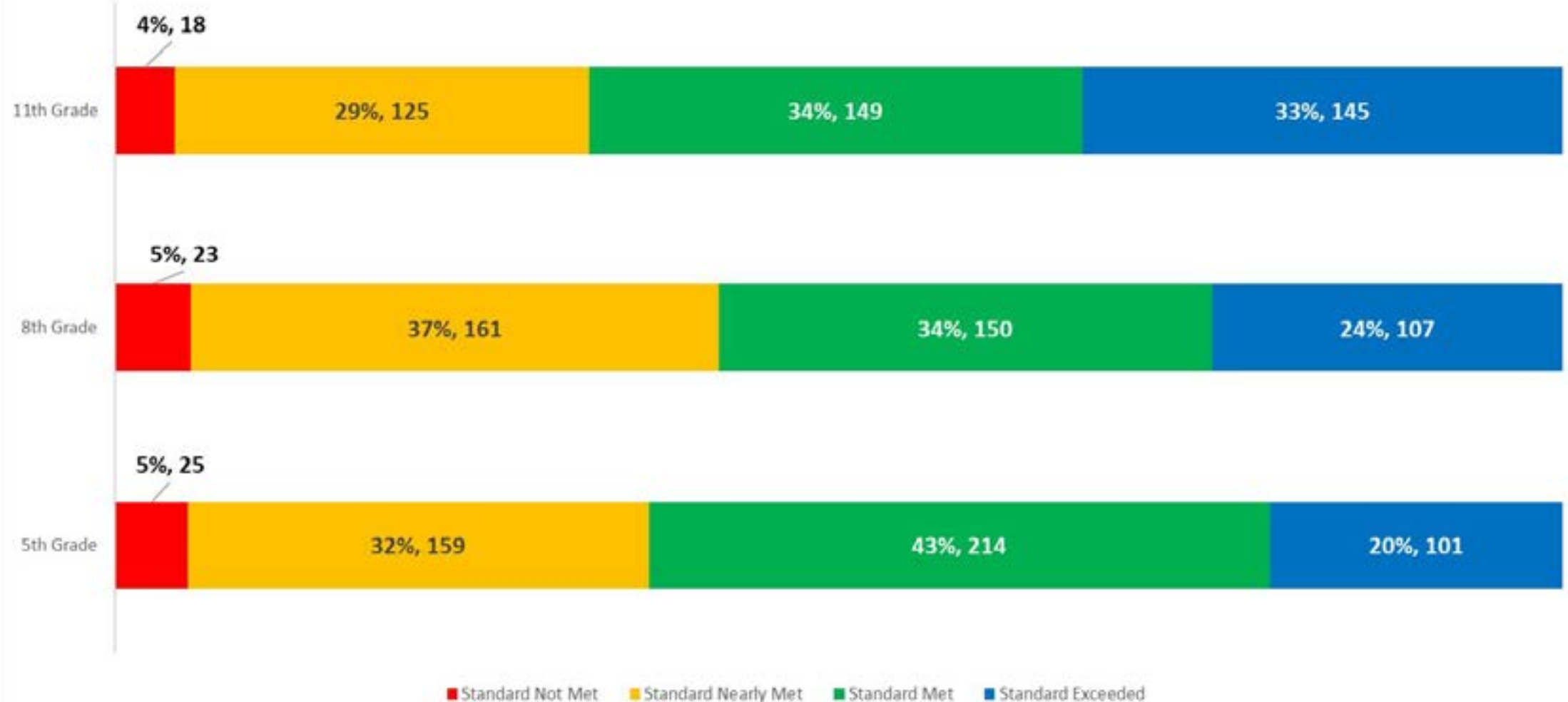
22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency 11th Grade



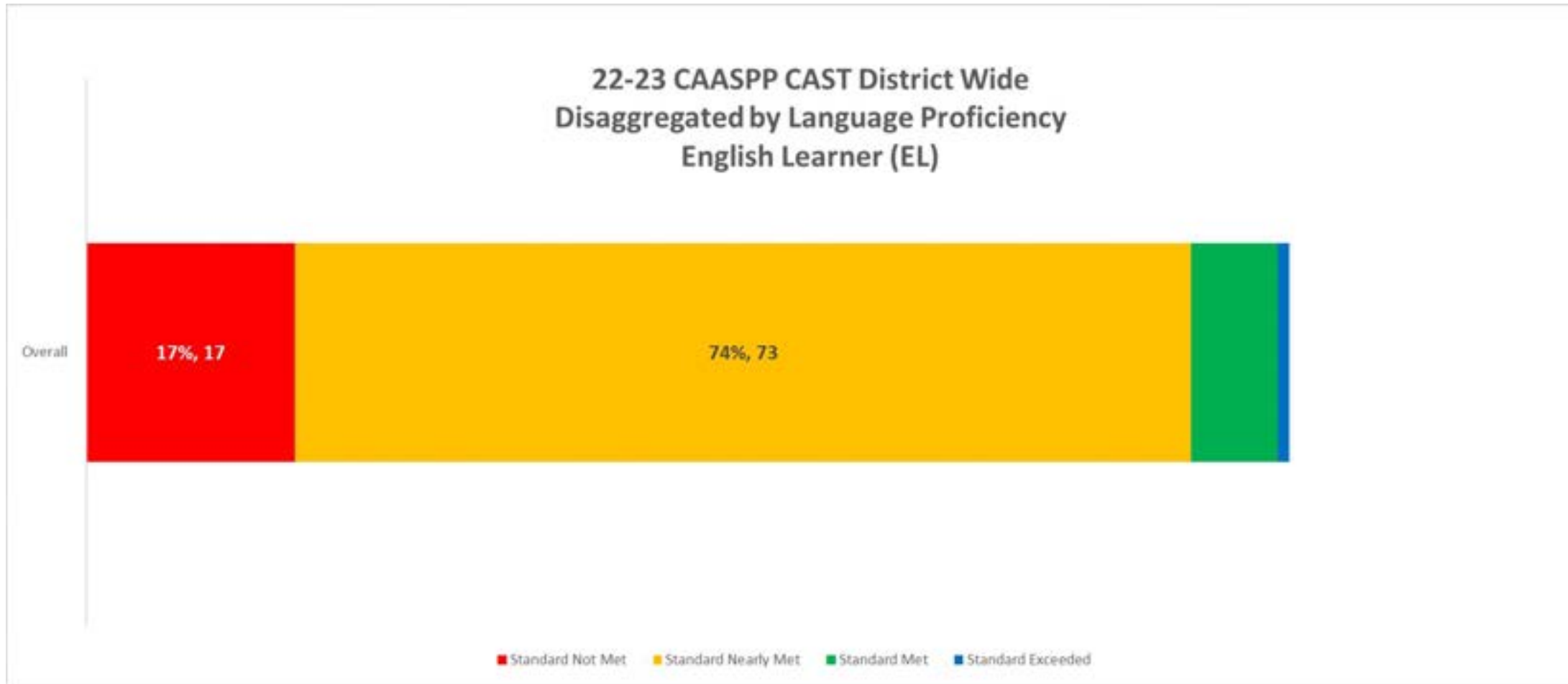
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



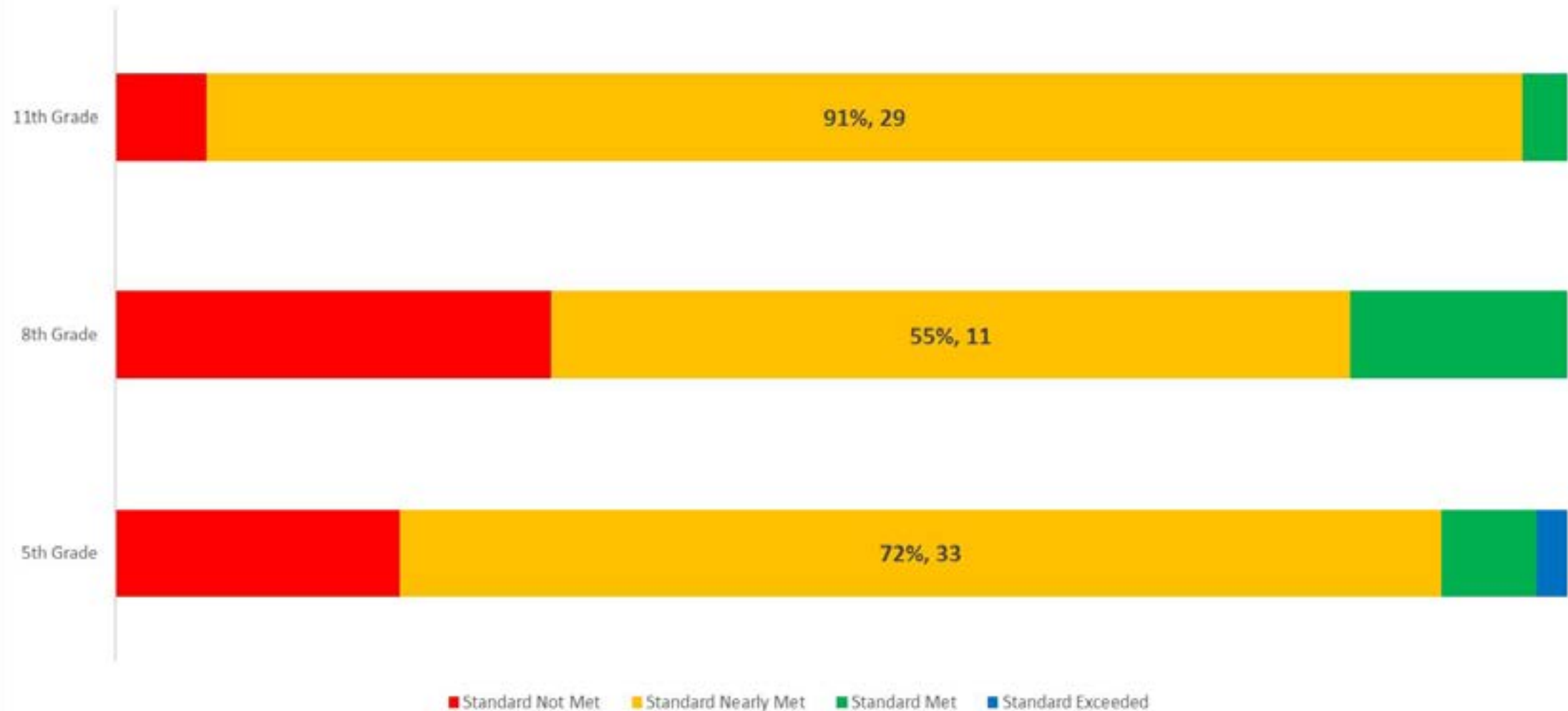
22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency English Only (EO)



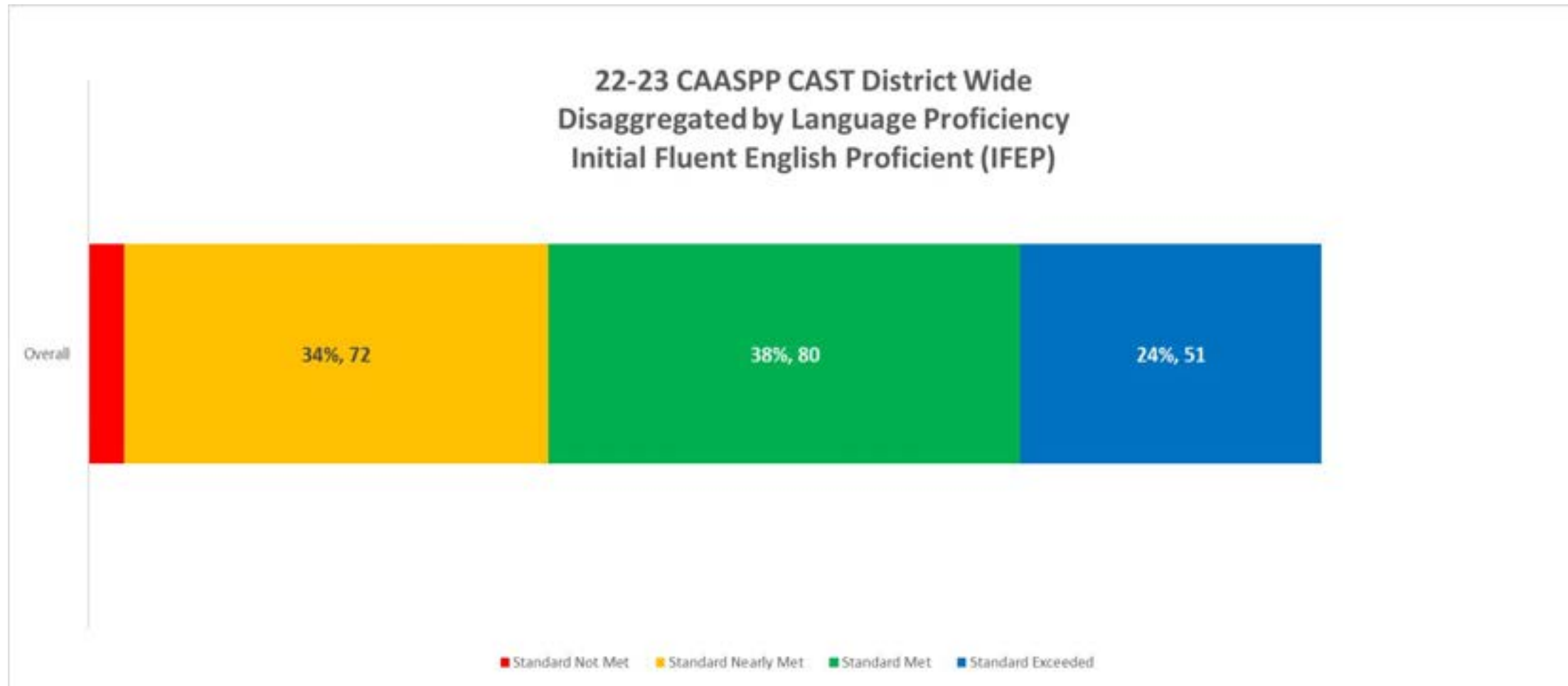
Preliminary data- for planning purposes only



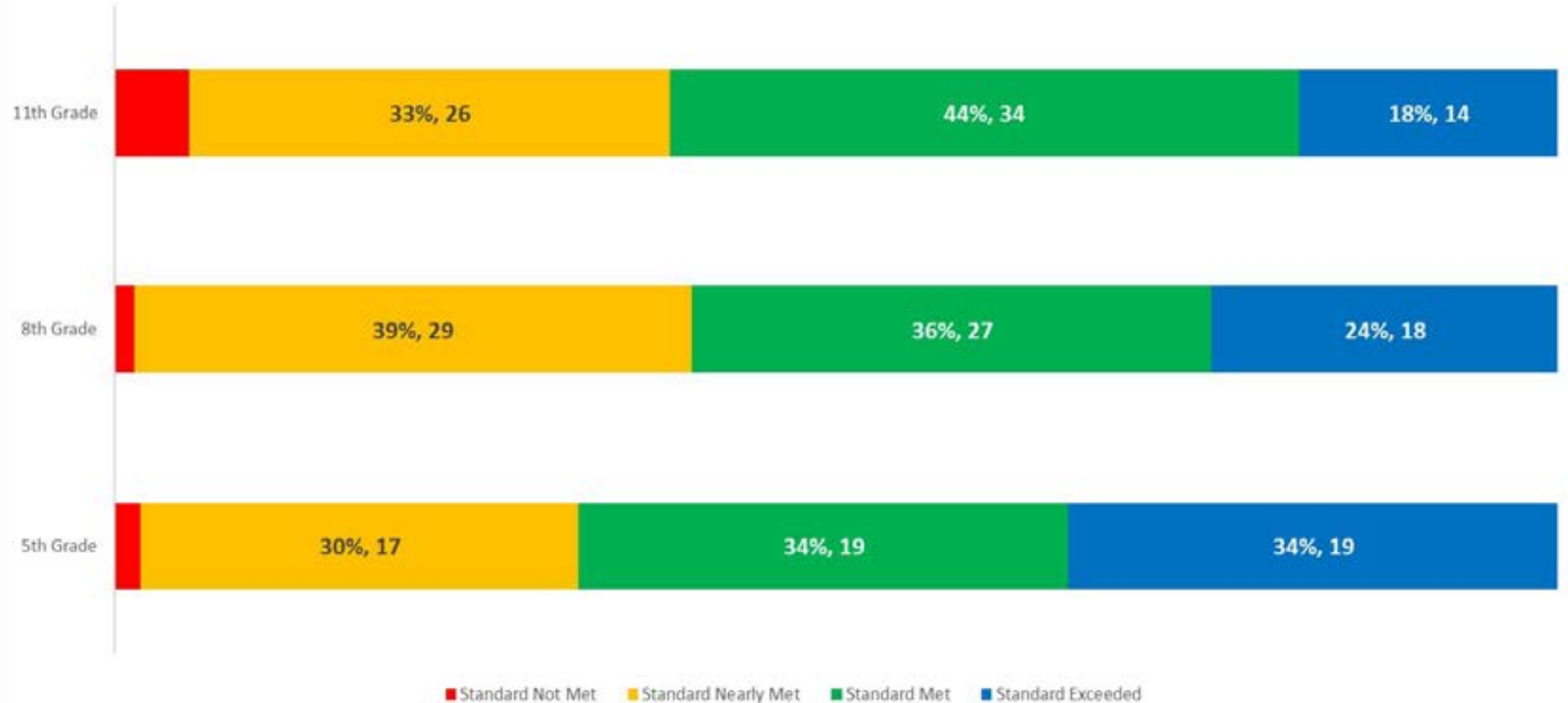
22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency English Learner (EL)



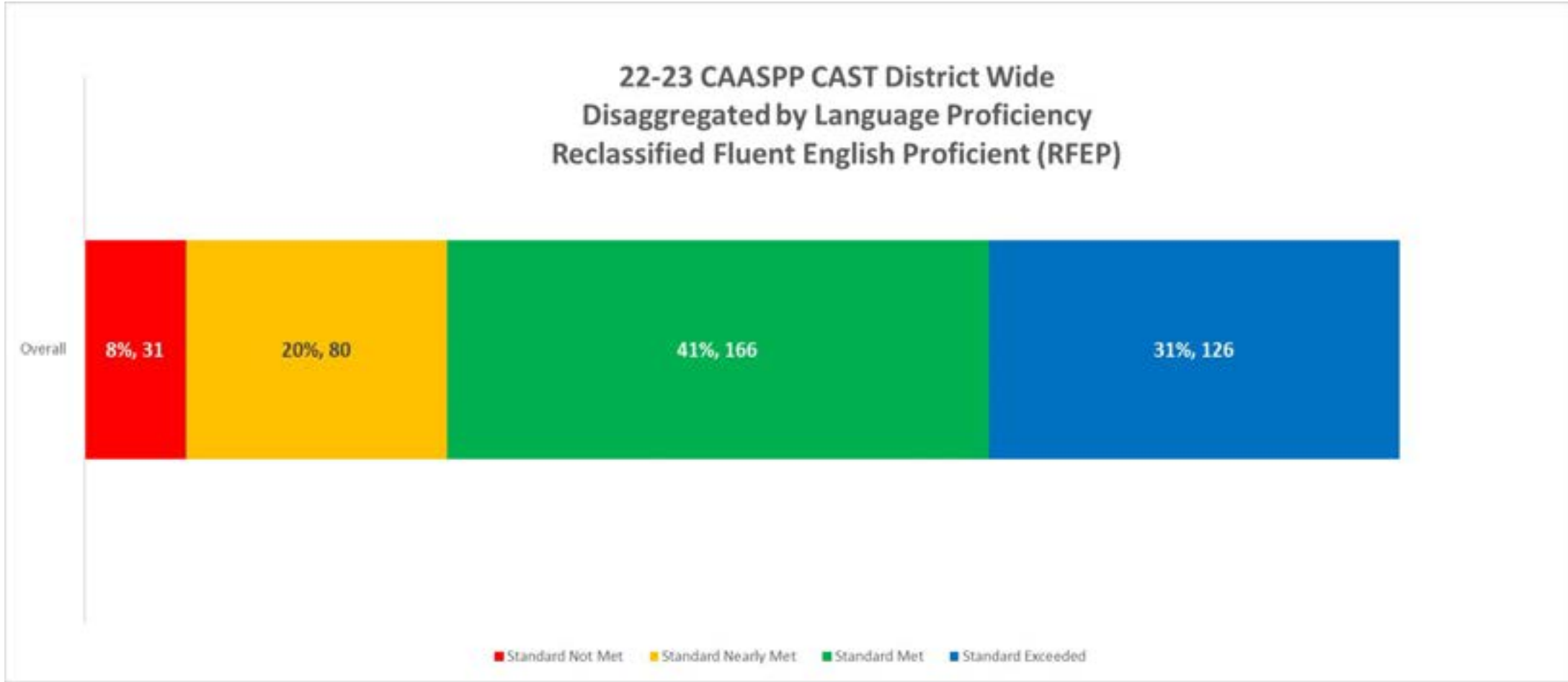
Preliminary data- for planning purposes only *Data with 10 or less cannot be shown



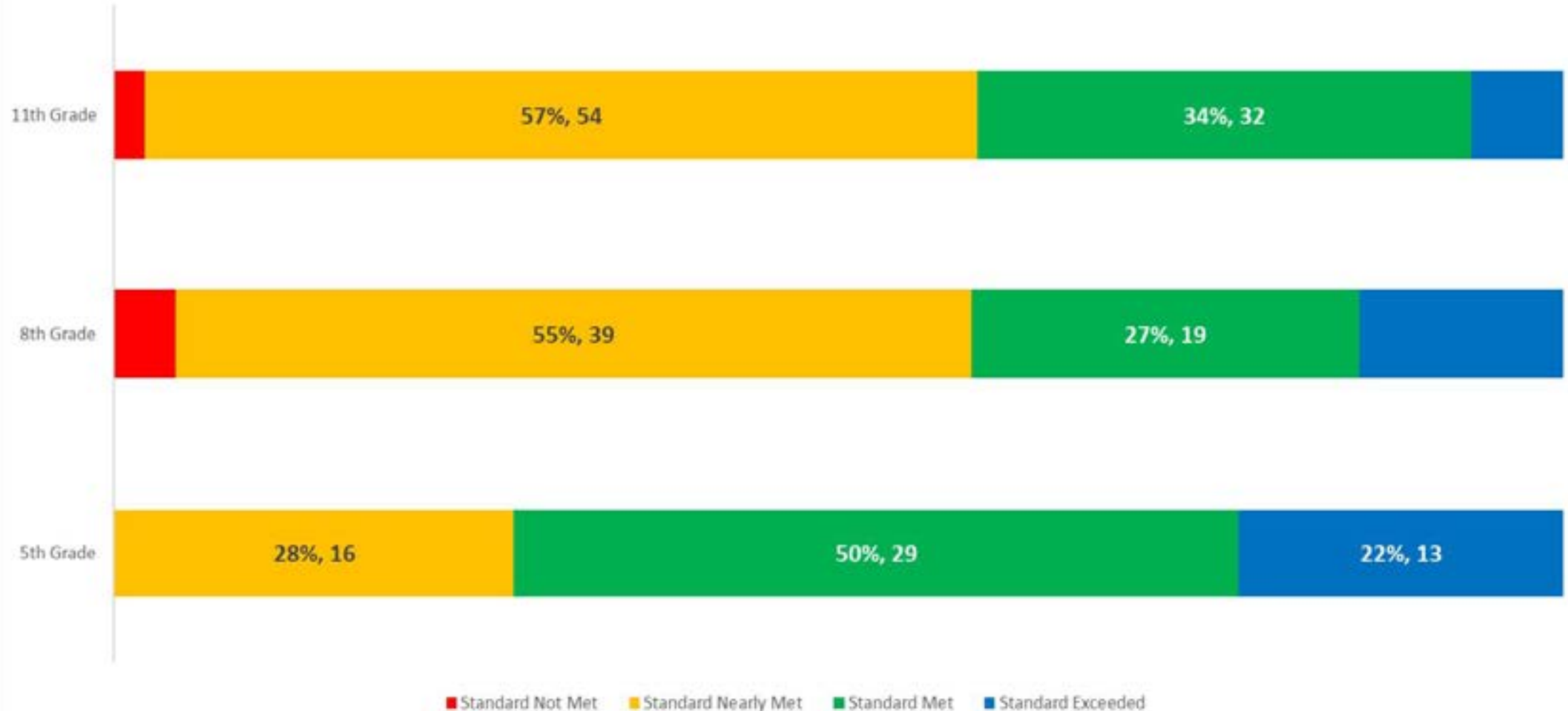
22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency Initial Fluent English Proficient (IFEP)



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

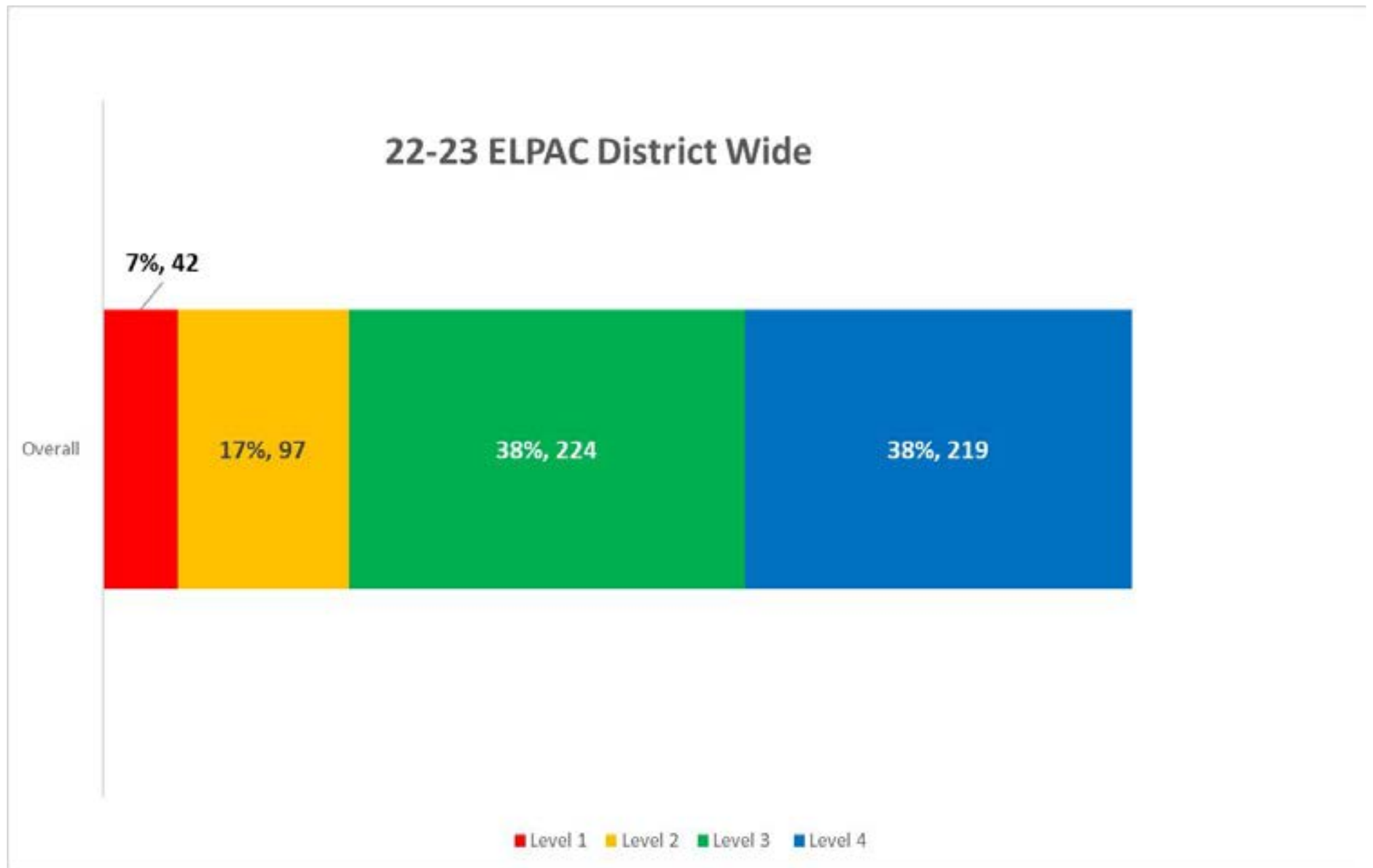


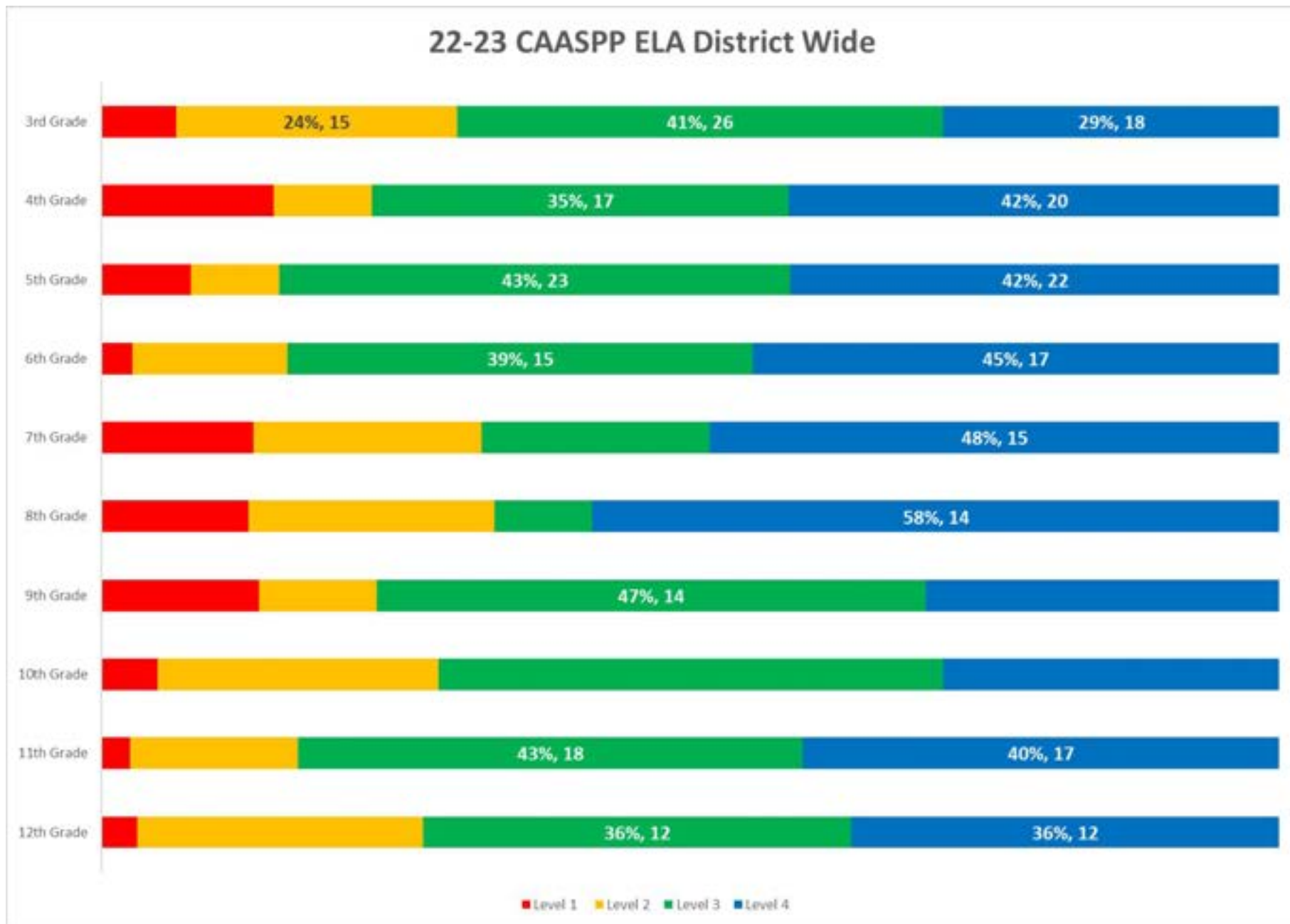
**22-23 CAASPP CAST District Wide
Disaggregated by Language Proficiency
Reclassified Fluent English Proficient (RFEF)**



Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

ELPAC Assessment





Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

2022-23 Reclassification Numbers

General Ed.	C1 Potential Candidates	C1 Reclassified FEP	C2 Potential Candidates	C2 Reclassified FEP	C3 Potential Candidates	C3 Reclassified FEP	Total Reclassified
Edison	10	10	*	*	*	*	18
Franklin	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	
Malibu Elem	*	*	*	*	*	*	
McKinley	*	*	*	*	*	*	12
Roosevelt	*	*	*	*	*	*	12
Webster	*	*	*	*	*	*	
Will Rogers	*	*	*	*	*	*	
SMASH K-8	*	*	*	*	*	*	
John Adams	14	14	*	*	*	*	18
Lincoln MS	14	11	*	*	*	*	15
Malibu MS	*	*	*	*	*	*	
Santa Monica High	*	12	*	*	*	*	16
Malibu High	*	*	*	*	*	*	
Olympic	*	*	*	*	*	*	
Independent Study	*	*	*	*	*	*	
PBL	*	*	*	*	*	*	
Total	84	81	31	29	17	11	121

2022-23 SPED Reclassification Numbers

Special Ed.	C1 Potential Candidates	C1 Reclassified FEP	C2 Potential Candidates	C2 Reclassified FEP	C3 Potential Candidates	C3 Reclassified FEP	Total Reclassified
Edison	*	*	*	*	*	*	*
Franklin	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	*
Malibu Elem	*	*	*	*	*	*	*
McKinley	*	*	*	*	*	*	*
Roosevelt	*	*	*	*	*	*	*
Webster	*	*	*	*	*	*	*
Will Rogers	*	*	*	*	*	*	*
SMASH K-8	*	*	*	*	*	*	*
John Adams	*	*	*	*	*	*	*
Lincoln MS	*	*	*	*	*	*	*
Malibu MS	*	*	*	*	*	*	*
Santa Monica High	*	*	*	*	*	*	*
Malibu High	*	*	*	*	*	*	*
Olympic	*	*	*	*	*	*	*
Independent Study	*	*	*	*	*	*	*
PBL	*	*	*	*	*	*	*
Total	14	*	*	*	*	*	21



LCAP Goal 3:

- All students and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st century learning

Appendix F



Survey Links

[Culture and Climate Survey 2022-23](#)

[CHKS Parent Survey 2022-23](#)

[CHKS Staff Survey 2022-23](#)

[CHKS Elementary Student Survey 2022-23](#)

[CHKS Secondary Student Survey 2022-23](#)

[Attendance Data 2022-23](#)