



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Comité Consultor del Distrito para el Plan LCAP

Dra. Stacy Williamson

Directora de Investigación, Evaluación y Análisis

14 de noviembre de 2023



Agenda

- Bienvenida
- Repaso de nuestras normas
- Revisión de los Datos de Desfase T1 2022-23: Resultados clave
 - Evaluaciones locales y otros indicadores
 - Brindar sugerencias para los pasos a seguir
- Cierre

Las normas de trabajo



Ser
parte de la
SOLUCIÓN



Tener muy
presente la
EQUIDAD



Estar
PRESENTE



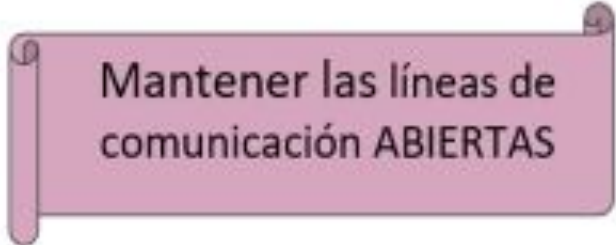
VALORAR el
tiempo de los
demás



HONESTIDAD
(Compartir tu
verdad)



RESPETAR los
diferentes
puntos de vista



Mantener las líneas de
comunicación **ABIERTAS**



Equipos de las metas 2023-24

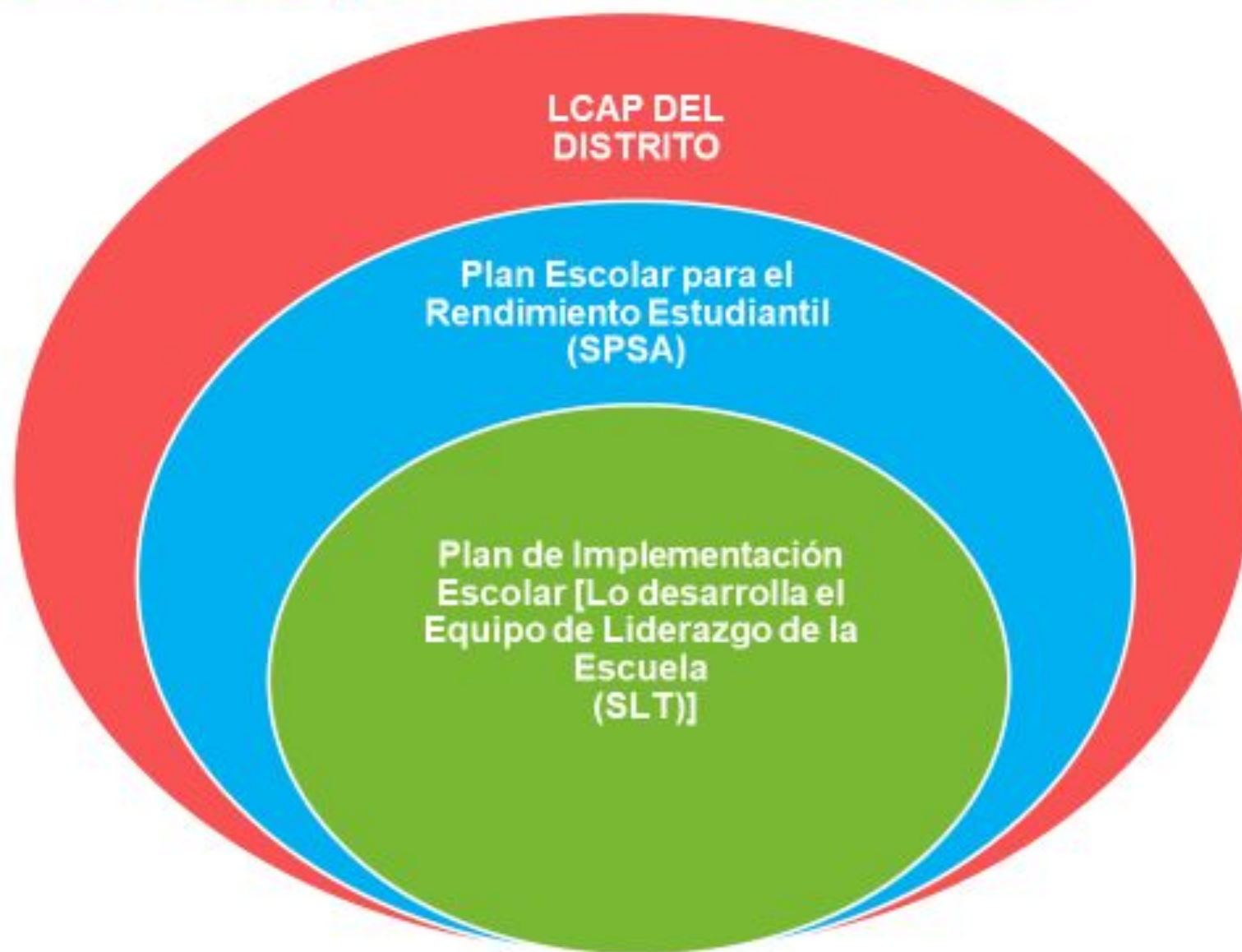
- Meta 1a: [Ashley Benjamin](#), Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
- Meta 1b: [Rosa Serratore](#), Isaac Burgess, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
- Meta 2: [Carmen Durand](#), Yvonne Strahan, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers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



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Revisión de los Datos de Desfase T1 2022-23: Resultados clave

LCAP: Un plan unificador



- M1: Todos los graduados son socialmente justos y están preparados para la universidad y las profesiones.
- M2: Los aprendices de inglés serán competentes en el idioma inglés al tiempo que participan en un estricto plan de estudios fundamental que coincide con los estándares de educación y que es receptivo al aspecto cultural y lingüístico.
- M3: Todos los estudiantes y familias participan en escuelas seguras, que reciben un buen mantenimiento, que son receptivas al aspecto cultural y son propicias para el aprendizaje del siglo XXI.



Ciclo de indagación del SMMUSD





Ciclo de indagación

- Un ciclo de indagación está diseñado para supervisar el progreso de los estudiantes con respecto a las metas durante el transcurso del año y de un año al otro.
- Preguntas esenciales:
 - ¿Cómo es el desempeño de nuestros estudiantes?
 - ¿Cómo es el desempeño de nuestros estudiantes de raza negra, indígena y de color (BIPOC)?

Pruebas estatales y evaluaciones locales

- Pruebas del estado: Meta 1 y 2

- CAASPP ELA y Matemáticas: 3-8 y 11
- CAST: 5, 8, 11, y 12

- Evaluación local: Meta 1 y 2

- Primaria: Principios de lectoescritura Renaissance Star (TK-1), Star Lectura y Matemáticas (2-5)
- Niveles secundarios: Renaissance Star Lectura y Matemáticas (6-12)





Indicadores adicionales

Meta 1

- Los graduados cumplen con los puntos de referencia en la preparación SAT para la Universidad y la Carrera (CCR)
- Los participantes de PSAT cumplen con los puntos de referencia en la preparación SAT para la Universidad y la Carrera (CCR)
- Instrumento del Desarrollo Educativo (EDI)
- Índice del cohorte de graduación
- Los graduados cumplen con los requisitos de UC/CSU A-G
- Inscripción a los cursos AP
- Los graduados aprueban uno o más de los exámenes AP (3+)

Meta 2

- **Reclasificación anual de Aprendices de Inglés**
- **Progreso anual de los LTEL**

Meta 3

- **Asistencia de los estudiantes**
 - **Inasistencia escolar crónica**
 - **Asistencia diaria**
- **Encuesta de participación de los estudiantes**
- **Índice de abandono escolar**
- **Suspensiones y expulsiones**



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Resultados iniciales

Las pruebas estatales, las evaluaciones locales y los indicadores adicionales a partir de la primavera 2023



T1: Resultados iniciales de la Meta 1

Aspectos para celebrar

- Los resultados de las calificaciones entre Star y CAASPP tanto en ELA y Matemáticas (Superó/Cumplió con el estándar)
 - Matemáticas CAASPP: 57%
 - *Star Matemáticas: 50%*
 - ELA CAASPP: 72%
 - *Star Lectura: 70%*
- CAST Superó/Cumplió con el estándar): 58%
- ELPAC (Nivel 4): 38%

Aspectos por mejorar

- Los índices de participación varían con los datos de evaluación de STAR (baja en la primavera)
- En general, el desempeño en Matemáticas continúa siendo un aspecto que necesita mejorar
- El % es significativo para los estudiantes latinos y de raza negra/afroamericanos que no cumplen con los estándares de ELA y Matemáticas



T1: Resultados iniciales de la Meta 1

PSAT y SAT

- Reporte del SAT Suite - puntos de referencia
 - Participantes de 12o grado: 75% (568)
 - Cumplió con ambos puntos de referencia – 51% (290)
 - Cumplió con los puntos de referencia basados en investigaciones para lectura y escritura (ERW) – 76% (432)
 - Cumplió con los puntos de referencia de Matemáticas – 52% (295)
- Reporte SAT Suite –PSAT/NMSQT
 - Participantes del 11o grado – 80% (621) , Participantes de 10o grado– 86% (678)
 - 10o grado – 47% (319) cumplió con ambos, 75% (508) cumplió ERW, 50% (339) cumplió con Matemáticas
 - 11o grado – 47% (292) cumplió con ambos, 73% (453) cumplió ERW, 49% (304) cumplió con Matemáticas

Instrumentos del desarrollo en la edad temprana

- 1% de aumento en nuestros estudiantes de kindergarten que obtuvo un resultado “vulnerable” en el Instrumento del Desarrollo en la Edad Temprana (EDI)
 - Nuestros estudiantes pasaron de 12% a 13%

Los planes para después de los estudios secundarios de los estudiantes en hogar de crianza

El 100% de nuestros jóvenes en hogar de crianza cuenta con un plan de lectoescritura, para la finalización o graduación y para después de los estudios secundarios adecuados para el grado que cursan



T1: Resultados iniciales Meta 2

- Reclasificación 2022-23 (agosto 2022-junio 2023)
 - 20.8% (142 de un total de 682 estudiantes)
- Reclasificación 2021-22 (agosto 2021- junio 2022)
 - 14.6% (106 de un total de 725 estudiantes)
- Datos de LTEL en los últimos tres años (CDE DataQuest)
 - 2020-2021 257 estudiantes
 - 2021-2022 245 estudiantes
 - 2022-2023 113 estudiantes



Inasistencia escolar crónica(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%

T1: Resultados iniciales

Índices de participación en la encuesta California Healthy Kids		
2019-2020	2021-2022	2022-2023
520 Padres	305 Padres	940 Padres
300 Miembros del personal	171 Miembros del personal	410 Miembros del persona
361 estudiantes de 5o grado	337 estudiantes de 5o grado	151 estudiantes de 5o grado
775 estudiantes de 7o grado	433 estudiantes de 7o grado	602 estudiantes de 7o grado
617 estudiantes de 9o grado	545 estudiantes de 9o grado	546 estudiantes de 9o grado
680 estudiantes de 11o grado	416 estudiantes de 11o grado	484 estudiantes de 11o grado



T1: Resultados iniciales

El porcentaje de los estudiantes, los padres y el personal que se siente seguro la escuela

	2021-2022	2022-2023
Estudiantes	5th Grade - 89% 7th Grade - 65% 9th Grade - 58% 11th Grade - 57%	5th Grade - 92% 7th Grade - 63% 9th Grade - 62% 11th Grade - 64%
Padres	91%	91%
Personal	90%	89%

El porcentaje de los estudiantes que tiene un sentido de conexión con la escuela

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



T1: Resultados iniciales

El porcentaje de los padres que tiene un sentido de conexión con la escuela

Padres	2021-2022	2022-2023
La escuela permite la participación de los padres y agradece sus contribuciones	N/A	86%
La escuela me anima a colaborar activamente en la educación de mi hijo(a)	90%	89%
La escuela busca activamente la opinión de los padres antes de tomar decisiones importantes	78%	71%

El porcentaje del personal que tiene un sentido de conexión con la escuela

Personal	2021-2022	2022-2023
El ambiente de trabajo es bueno	39%	81%
Hay compañerismo entre el personal	39%	81%



T1: Resultados iniciales

Encuesta de la cultura y el ambiente

Aspectos exitosos

- La mayoría de las respuestas expresan opiniones positivas de las expectativas de instrucción de las escuelas del SMMUSD. Los encuestados indican una mayor satisfacción con las expectativas de instrucción de las escuelas del SMMUSD, con respuestas que muestran opiniones significativamente más positivas en 2022-23 en comparación con el año anterior, con los niveles actuales aumentando de nuevo a o por encima de los niveles de la encuesta 2020-21.
- La percepción de los alumnos sobre la enseñanza en el aula ha mejorado en 2022-2023 en comparación con años anteriores.
- Comparado con años anteriores, la mayoría de los padres indica que se involucra en las oportunidades de participación que la escuela ofrece, y más indica que participa en actividades en la escuela y en casa.

Aspectos por mejorar

- Mejorar las estructuras para incluir y hacer oír la voz de los alumnos, de modo que éstos puedan plantear sus problemas con eficacia y confianza.
- Mantener canales de comunicación eficaces entre los padres y la administración manteniendo y/o aumentando las oportunidades de compromiso.
- Seguir calibrando las percepciones de los socios educativos en torno al desarrollo de competencias que preparen a los estudiantes para la universidad o una futura carrera profesional.
- Los estudiantes informan de un aumento de los retos relacionados con la discriminación basada en su raza/origen étnico en comparación con años anteriores. La mayoría de los estudiantes de 2022-23 indican que no se sienten cómodos presentando quejas en relación con estas cuestiones.



Actividad en grupo: T1 Resultados iniciales, revisión y sugerencias para los siguientes pasos

- En su equipo de la meta identifique una persona que tome nota y otra que tome el tiempo
- Revisar los resultados iniciales utilizando las siguientes preguntas como guía (60 min):
 - ¿Qué sugieren los resultados iniciales?
 - ¿En los resultados iniciales, qué preguntas surgieron acerca del currículo, la instrucción, la evaluación, y los sistemas?
 - ¿Qué acciones/servicios pudieron haber contribuido al crecimiento o la falta del mismo?
 - ¿Qué sugerencias tiene para los siguientes pasos?
- Comparta con el grupo completo (10 min)
- Reflexión (5 min)



Equipos de las metas 2022-23

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- Meta 1b: [Isaac Burgess](#), Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
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Gracias por su tiempo

- La próxima reunión

- Fecha: 23 de enero de 2024
- Hora: 4:00 – 6:00
- Lugar: Zoom
- Tema:
 - *Borrador de la actualización anual*
 - *Revisión de los datos principales T2 2023-24*
 - *Ofrecer sugerencias para los siguientes pasos*



LCAP Goal 1:

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

Appendix A



District-Wide Overall Data

for:

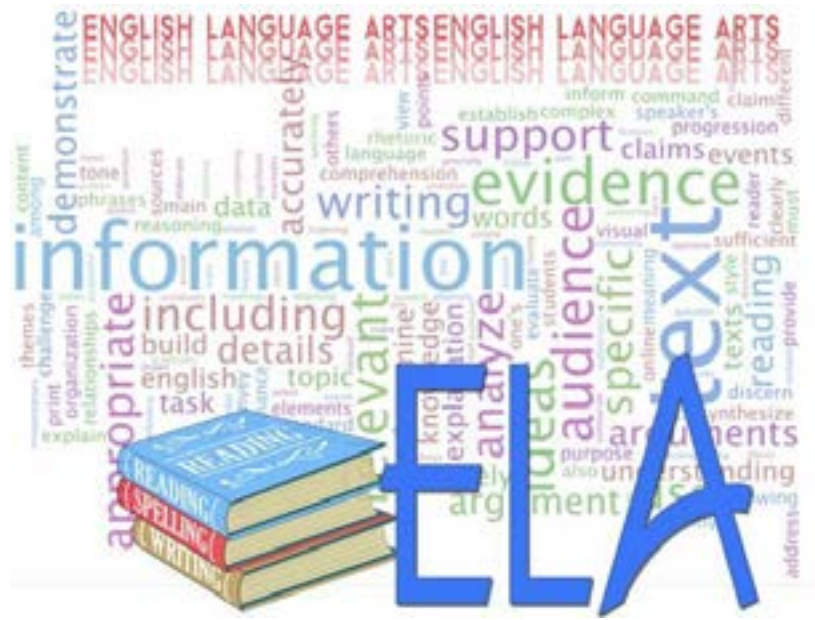
- CAASPP
- CAST



LCAP Goal 1:

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

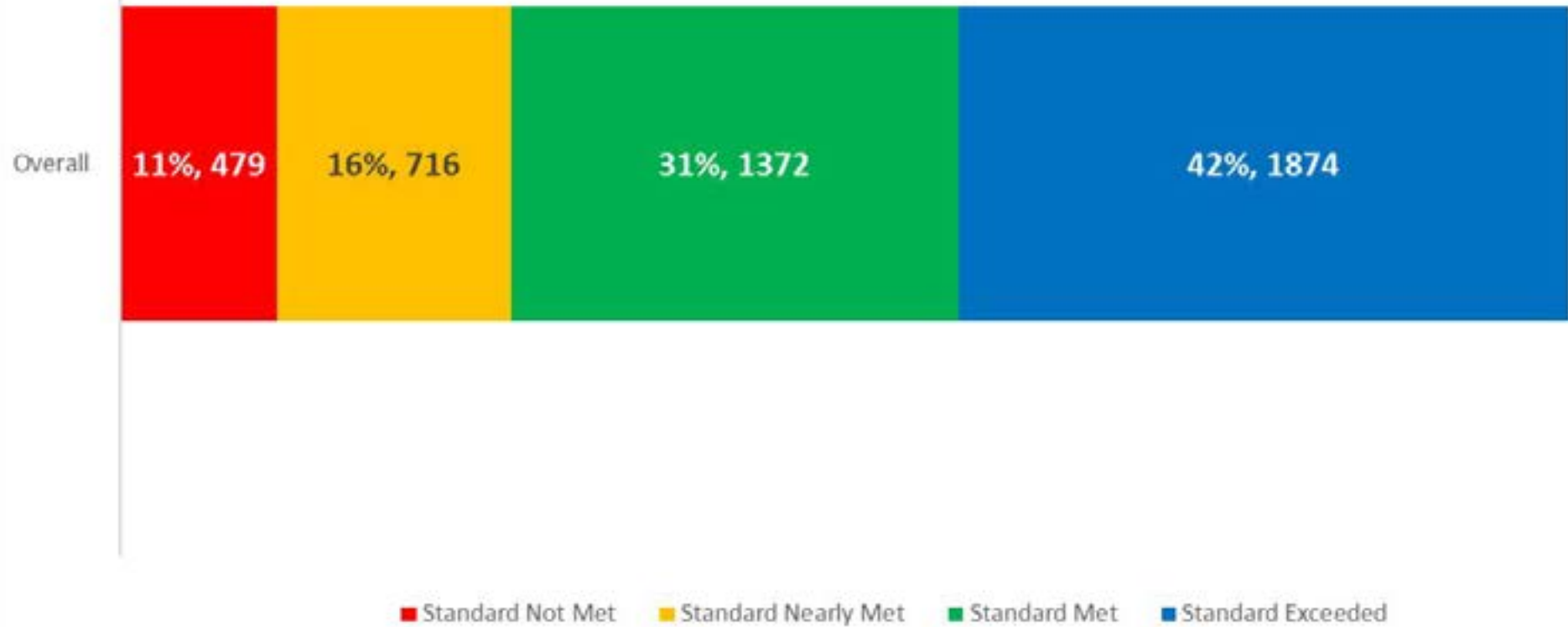
Appendix A



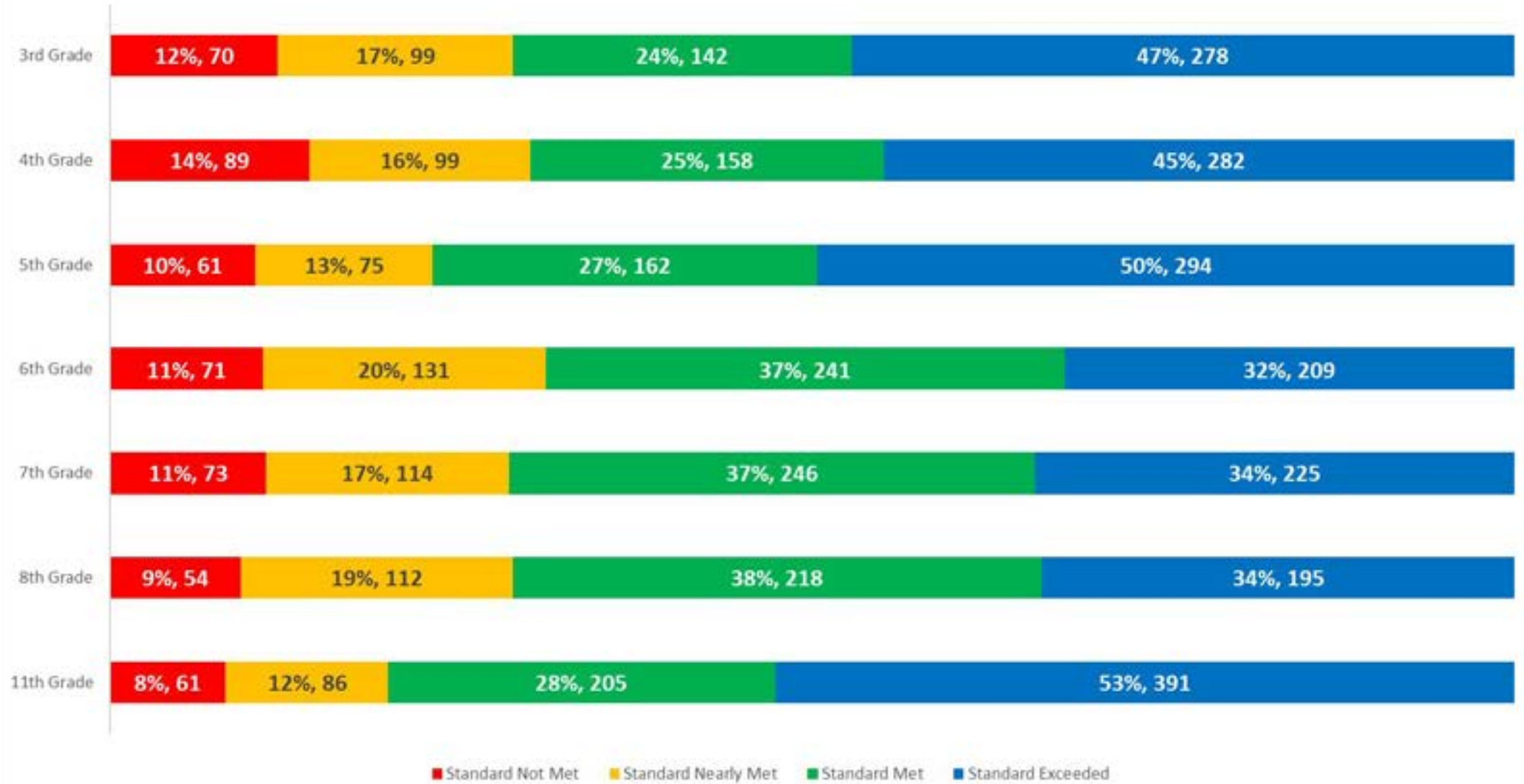
CAASPP Data



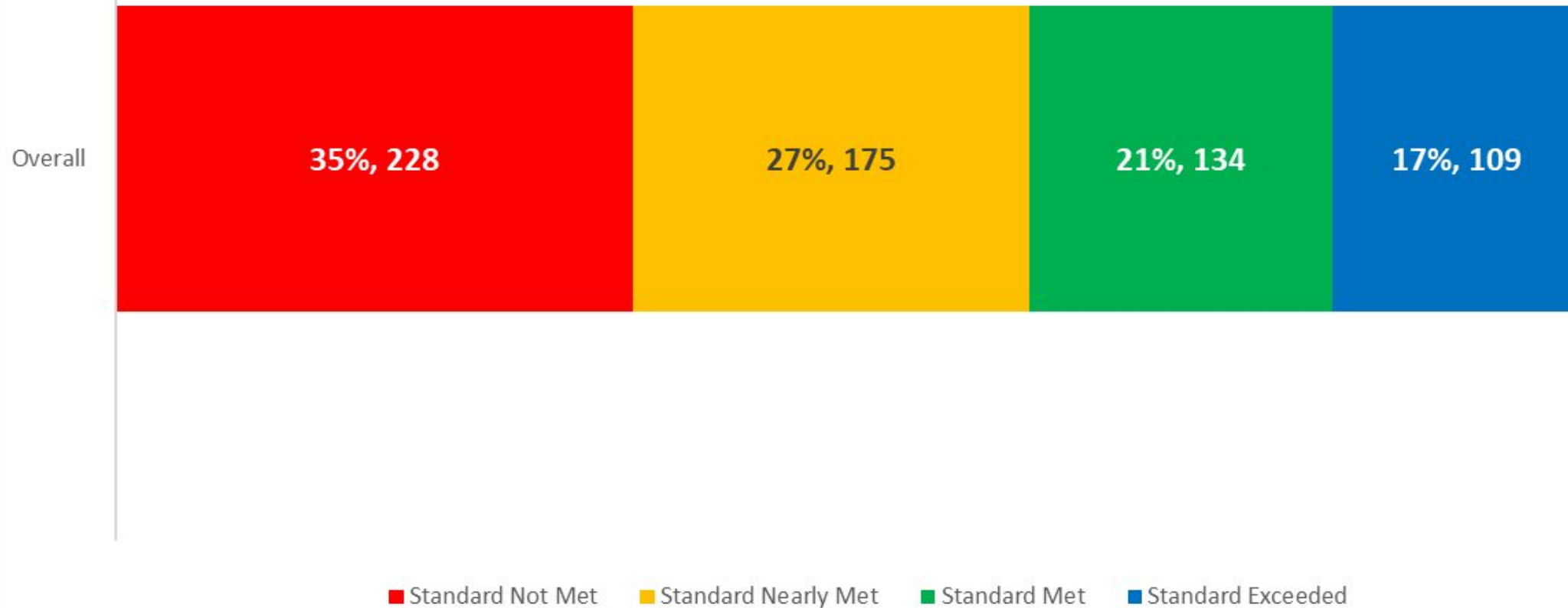
22-23 CAASPP ELA District Wide



22-23 CAASPP ELA District Wide

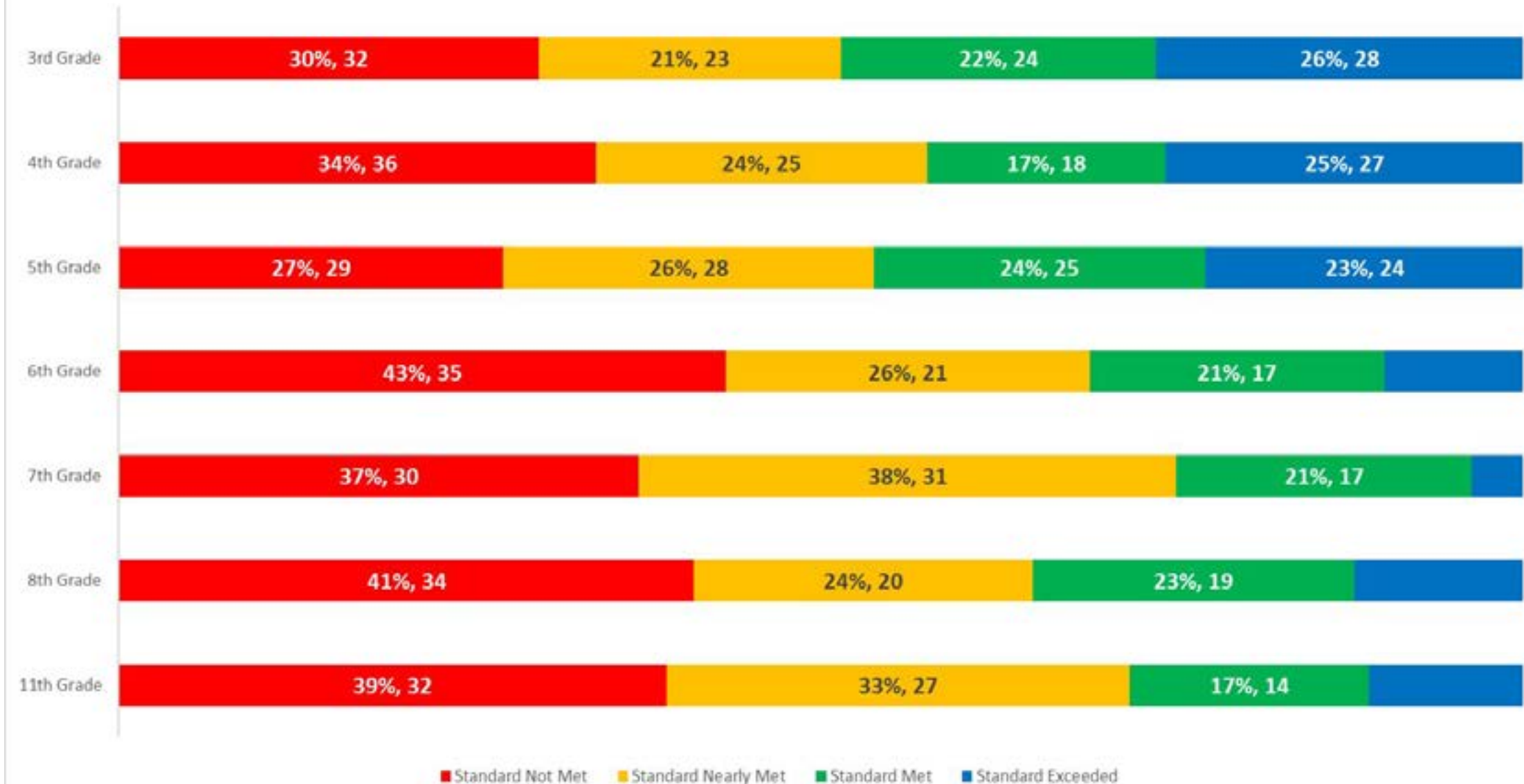


22-23 CAASPP ELA District Wide Special Education



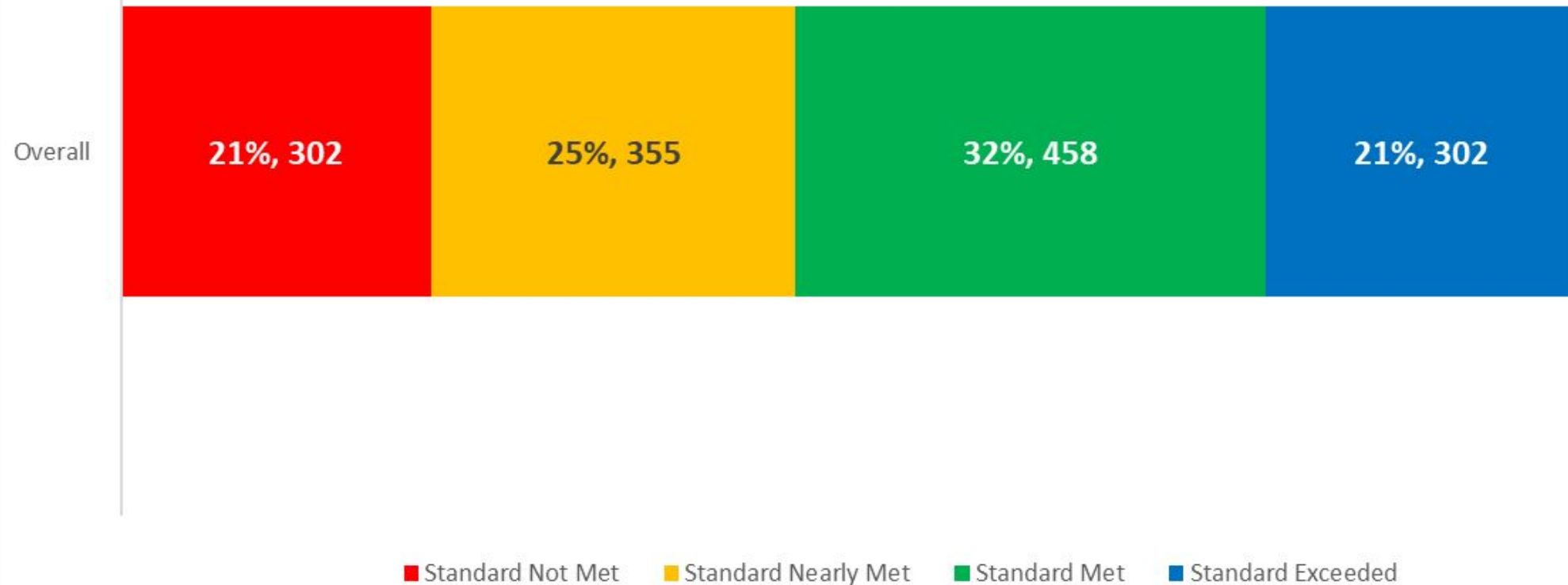
Preliminary data- for planning purposes only

22-23 CAASPP ELA District Wide Special Education

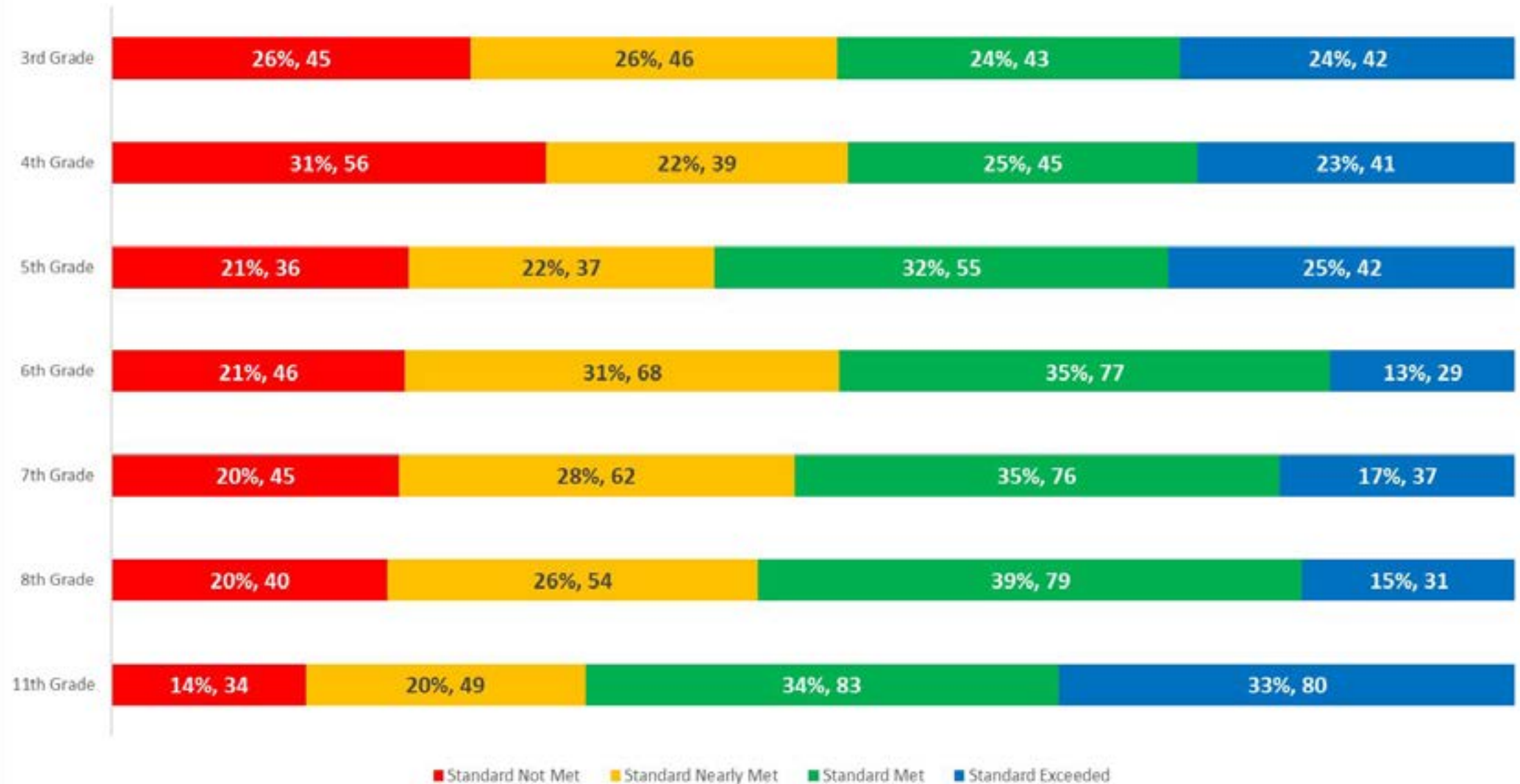


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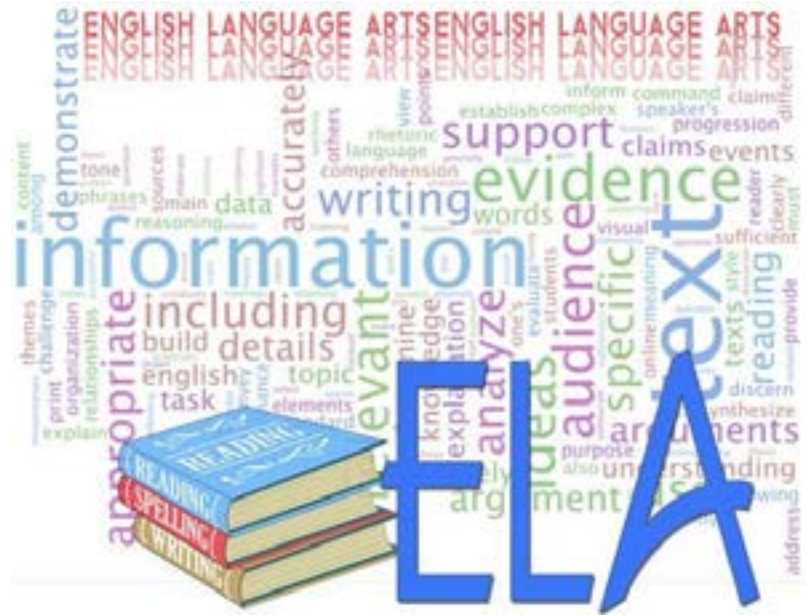
22-23 CAASPP ELA District Wide Socially Disadvantaged Students (SED)



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

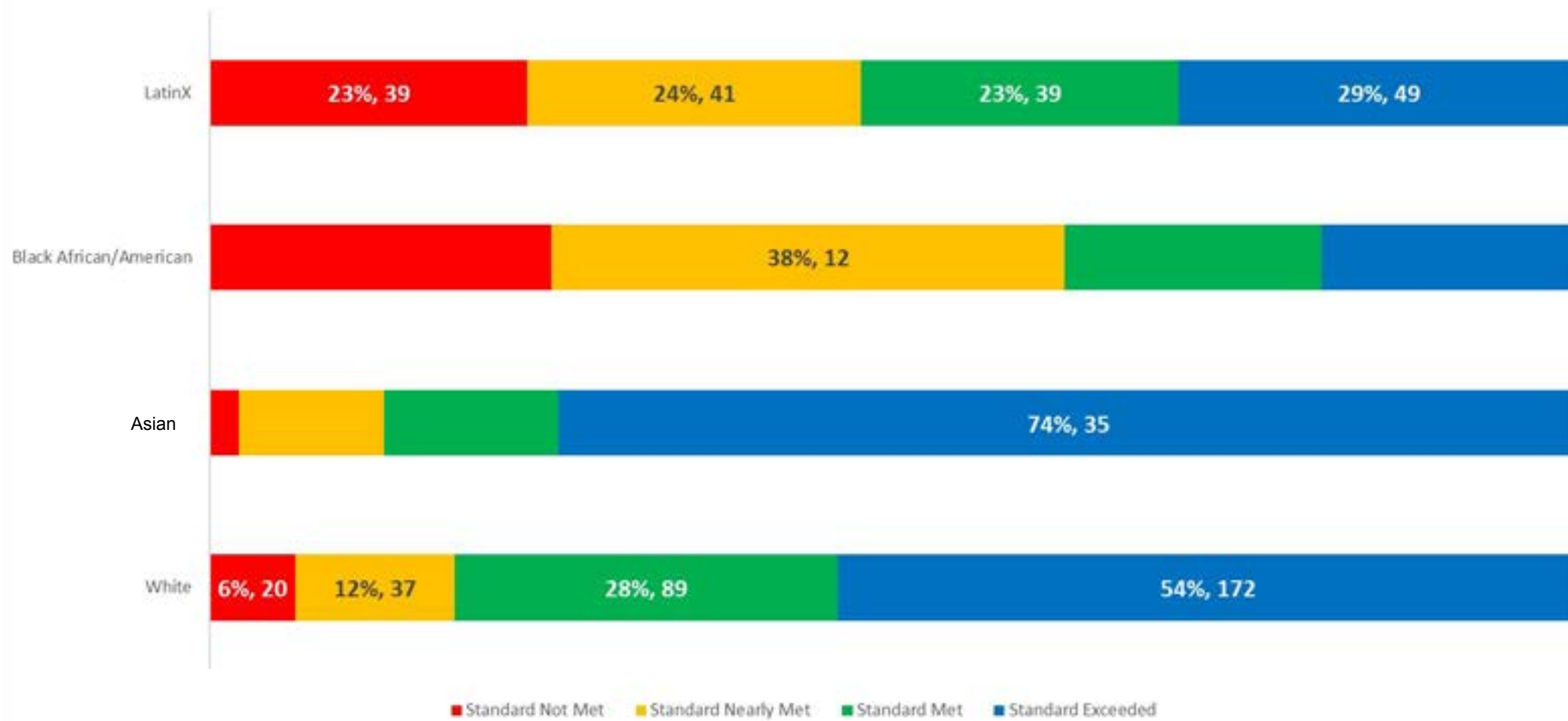


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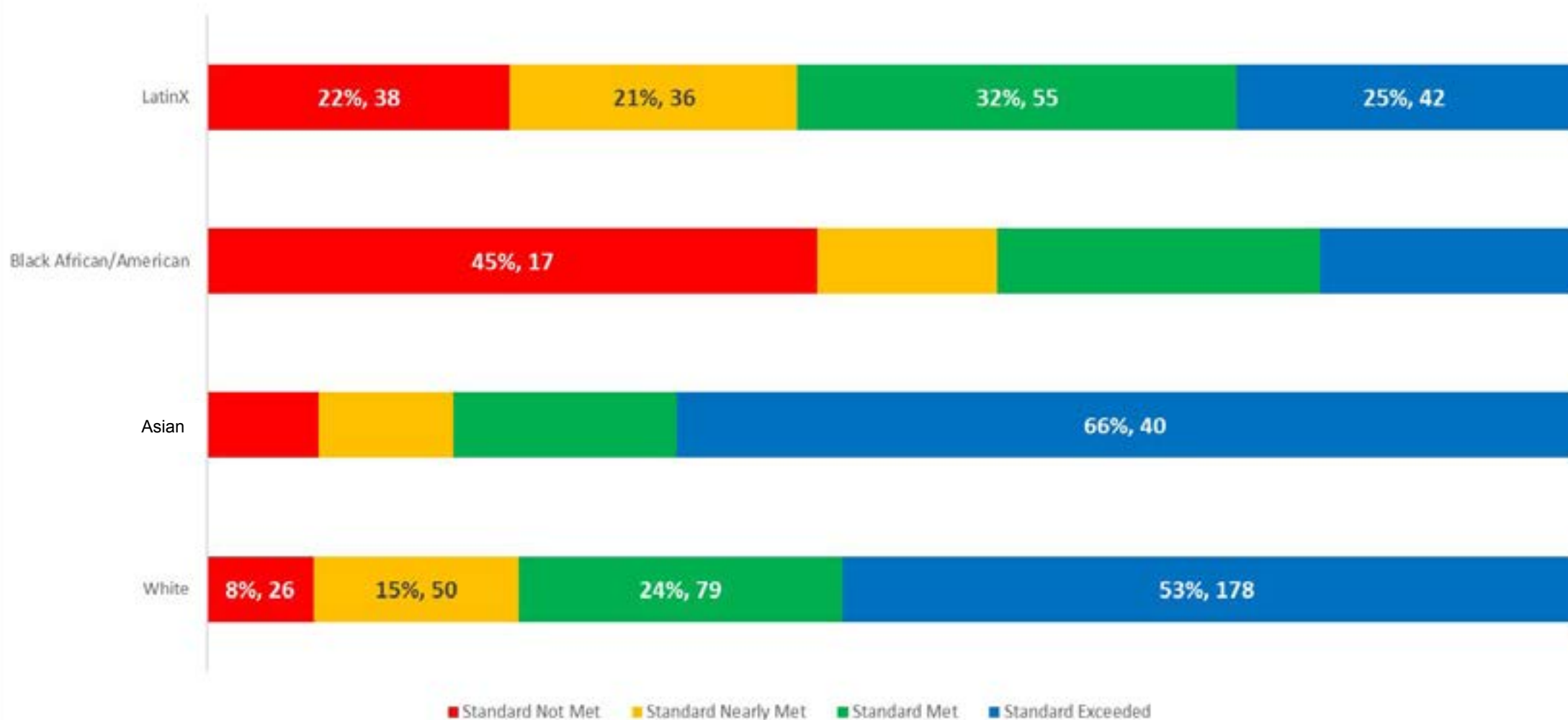
CAASPP Disaggregated by Race/Ethnicity

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



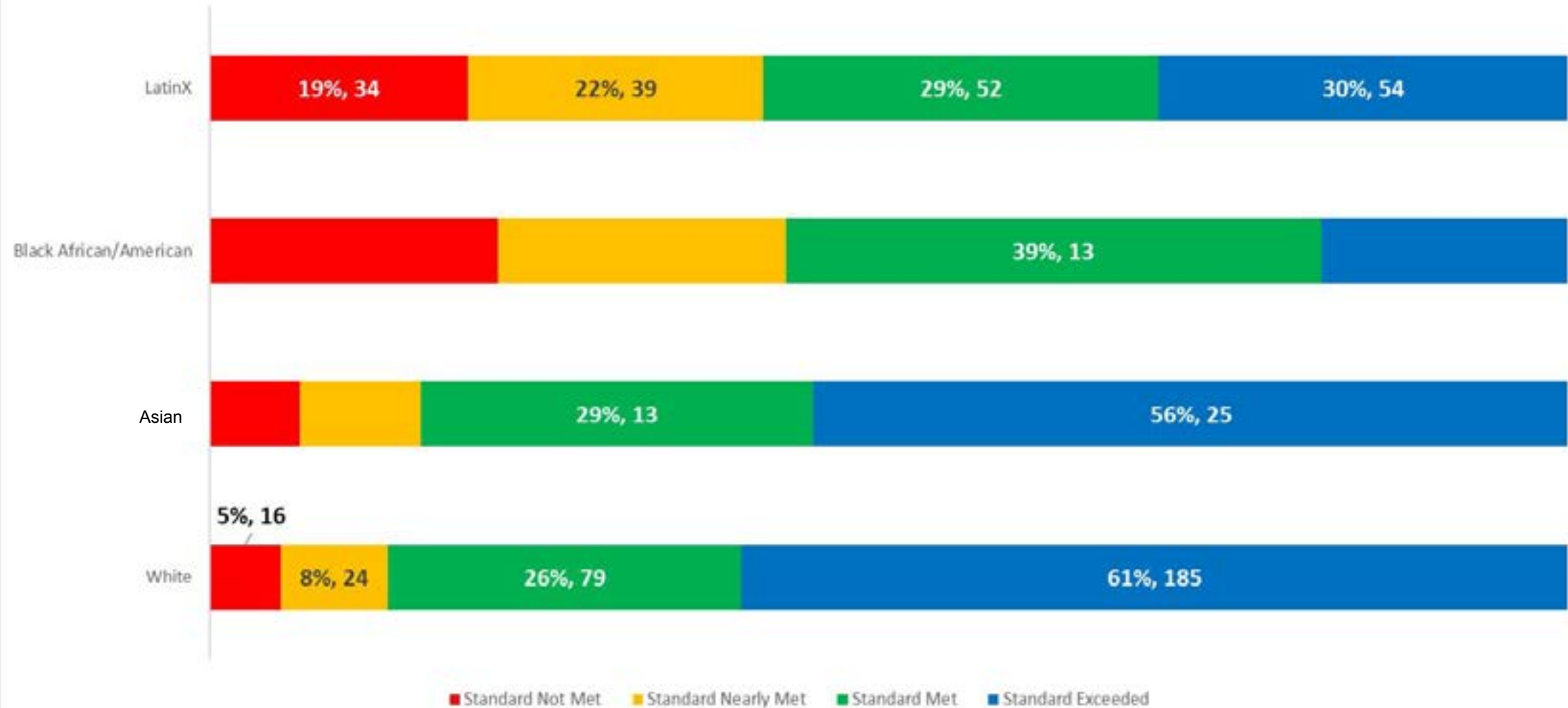
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 4th Grade

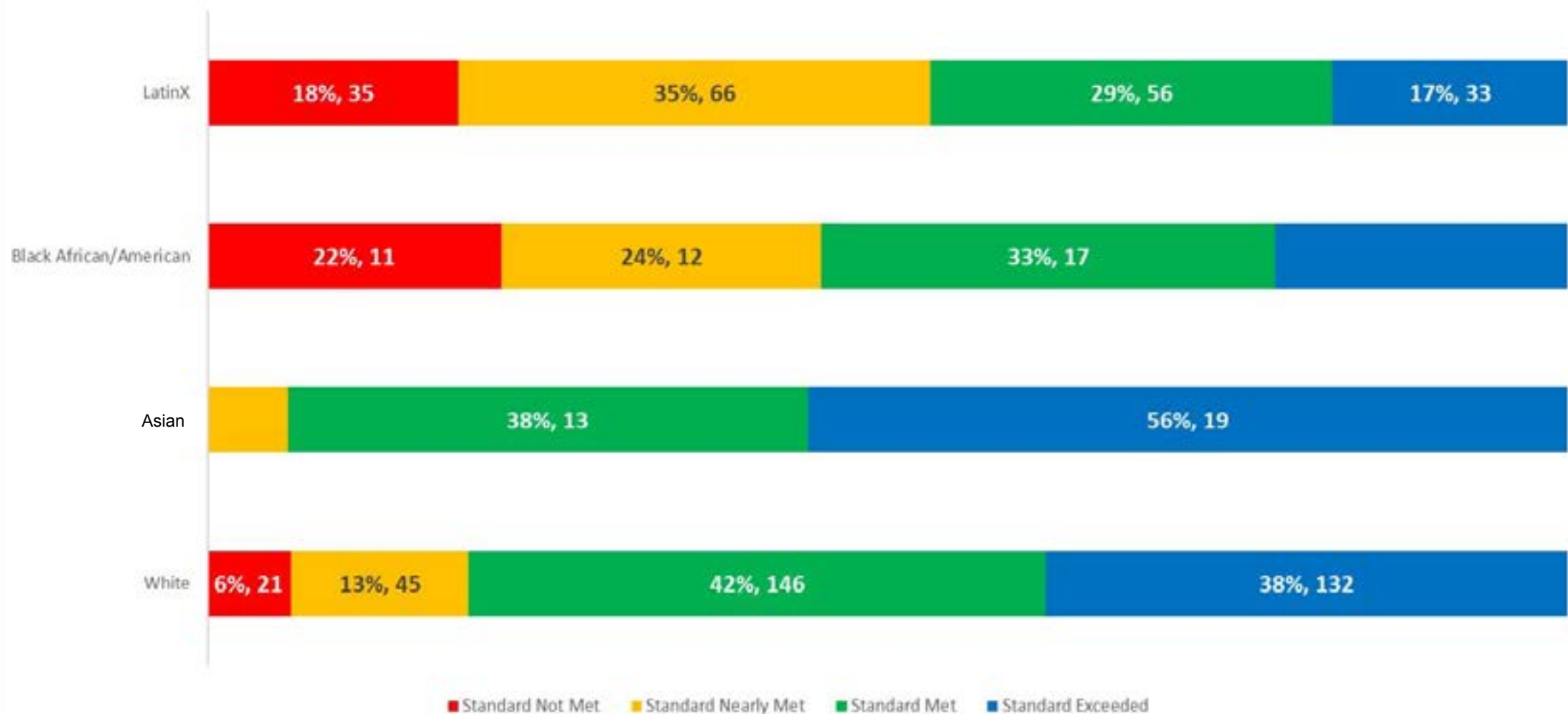


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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 5th Grade

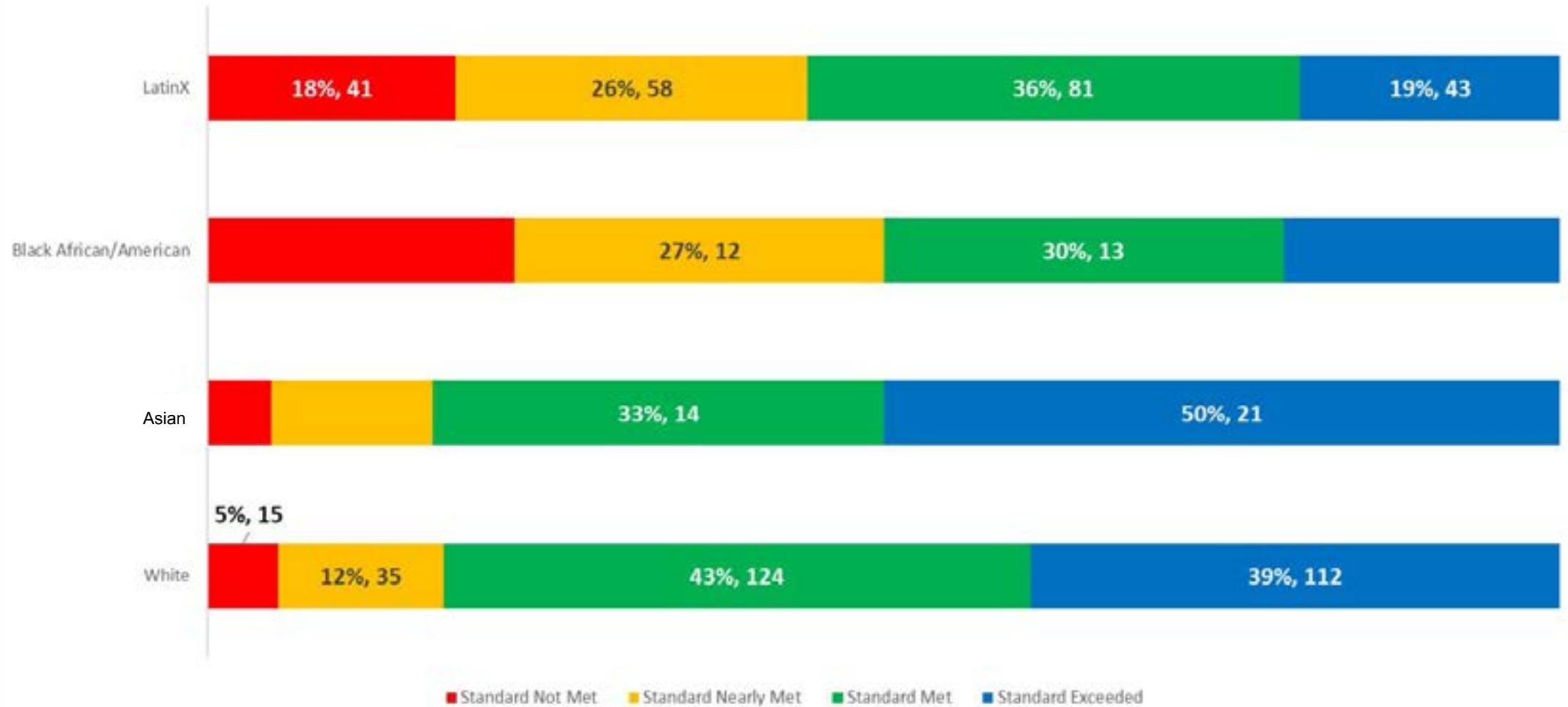


22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 6th Grade



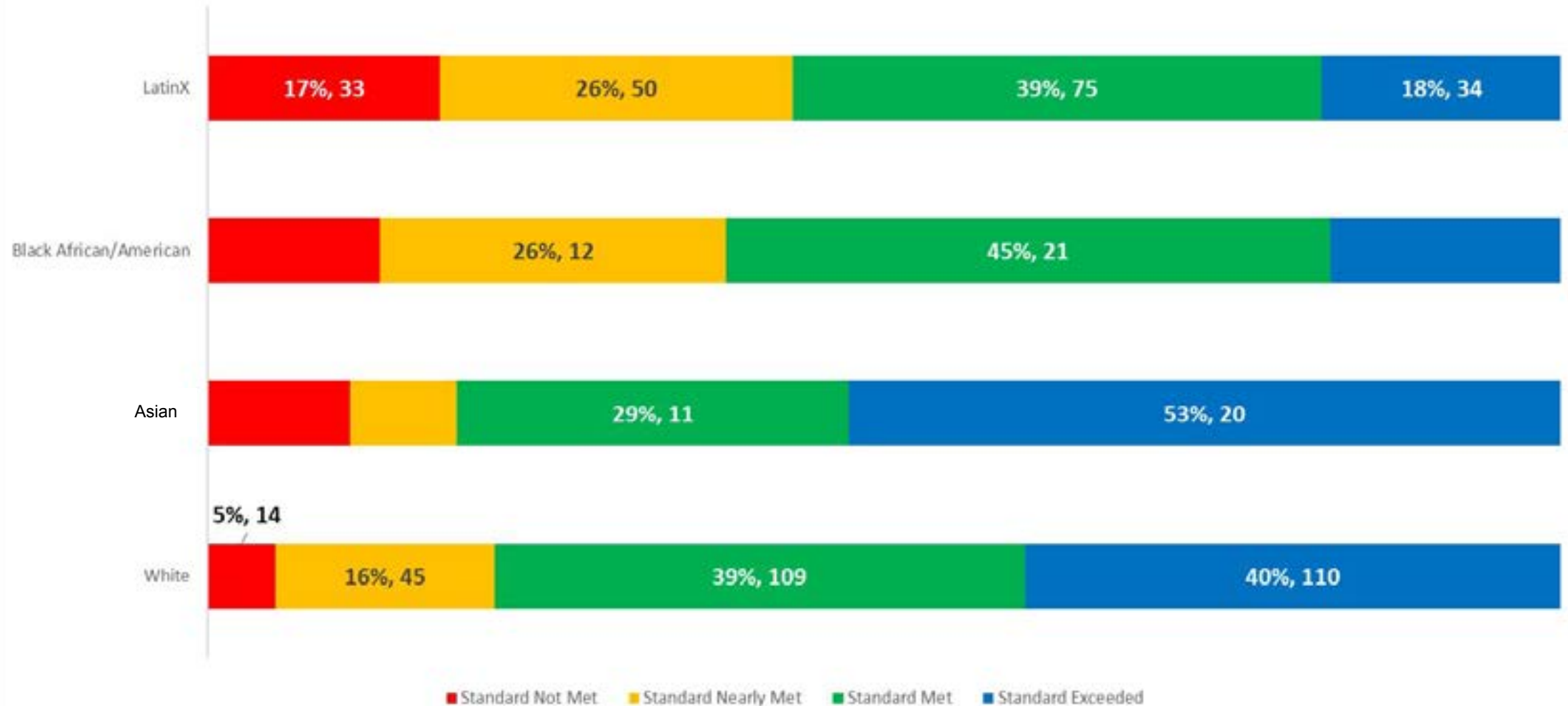
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 7th Grade



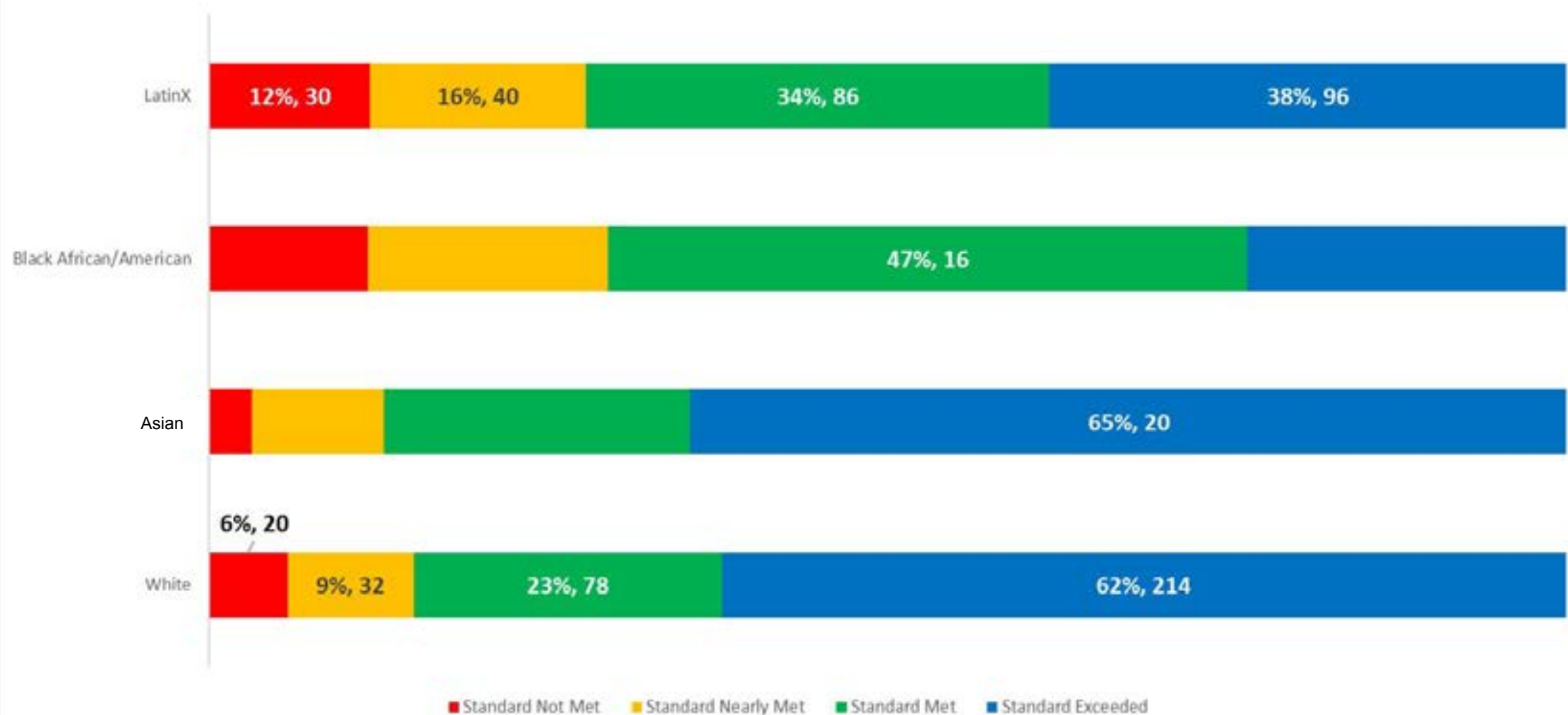
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity 8th Grade



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



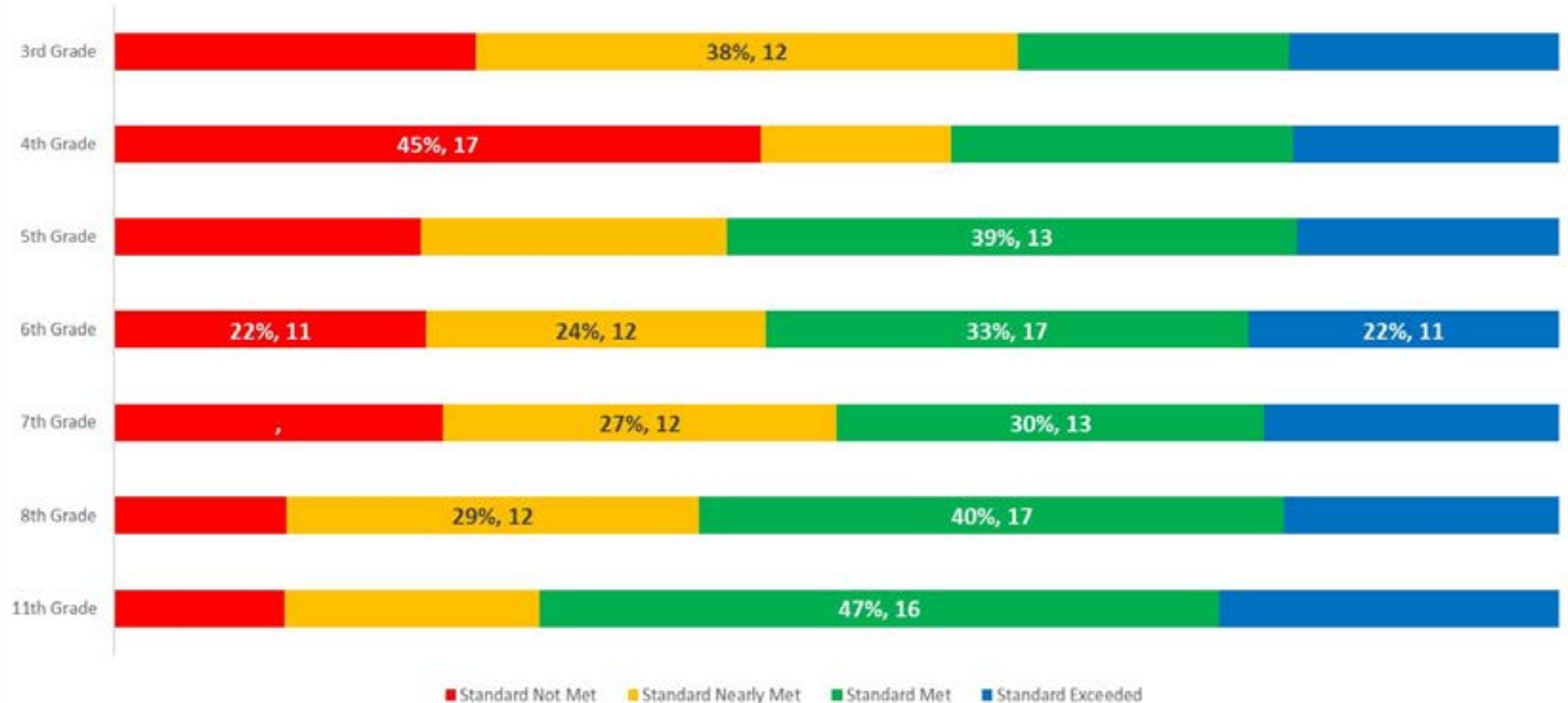
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity Black African/American



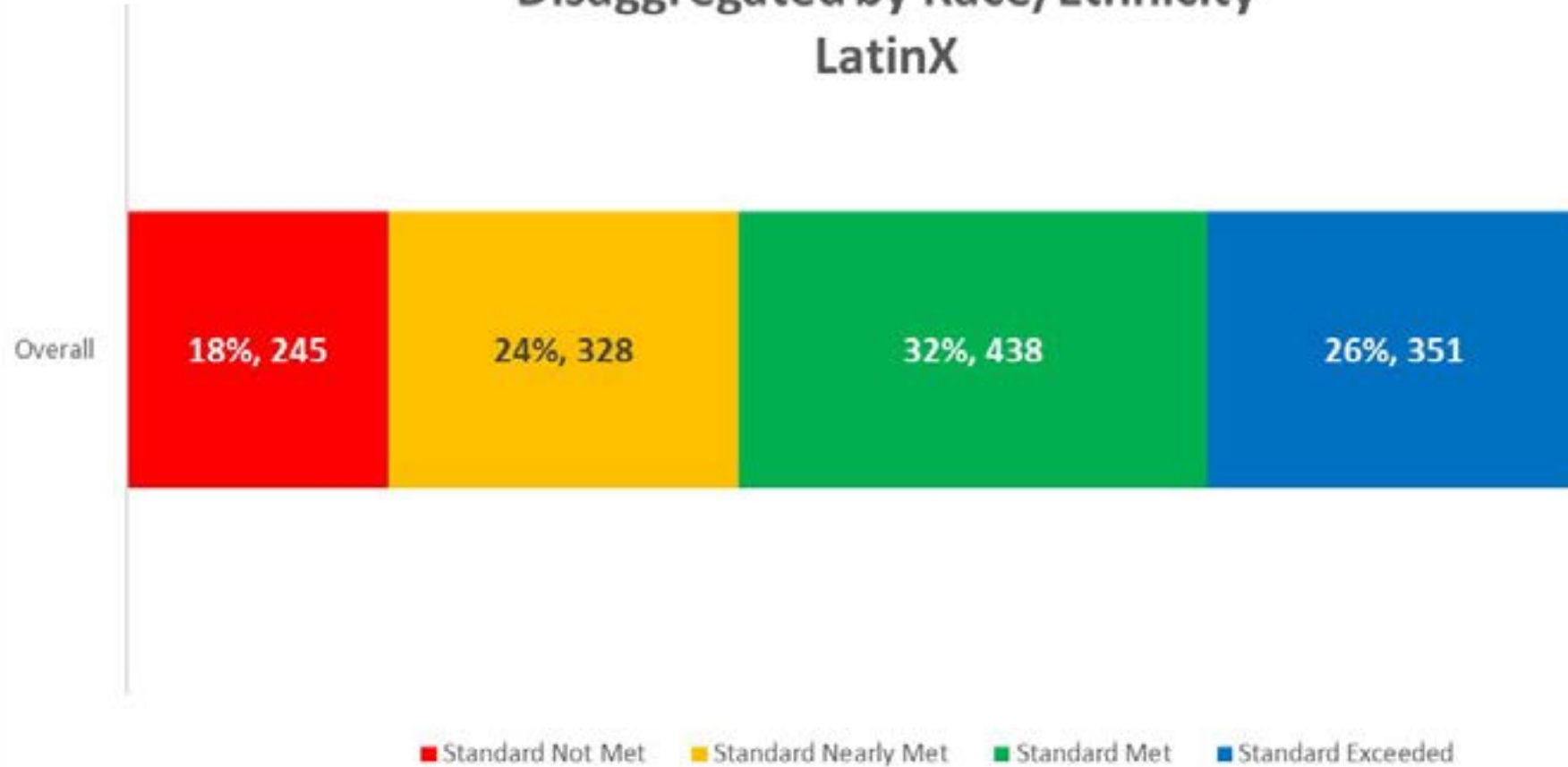
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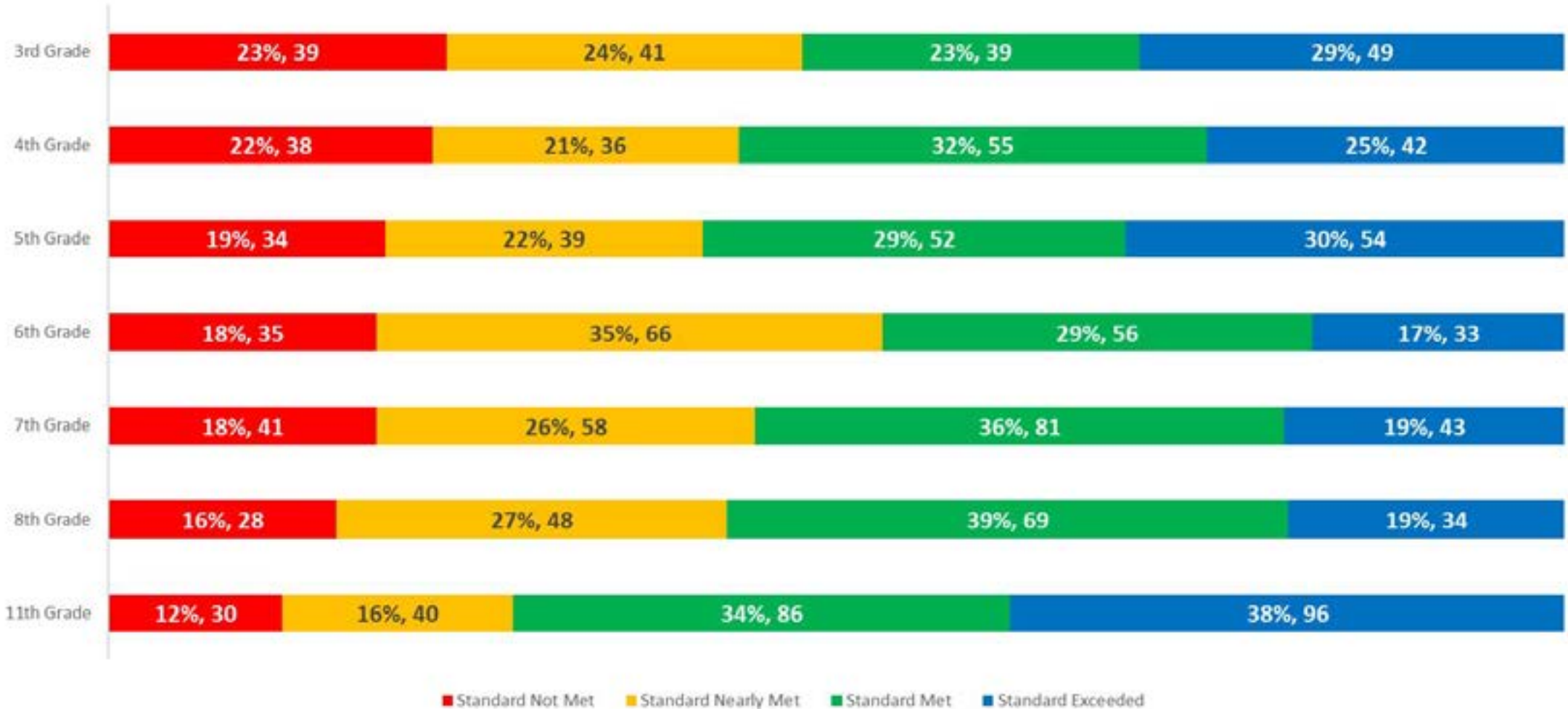
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity LatinX



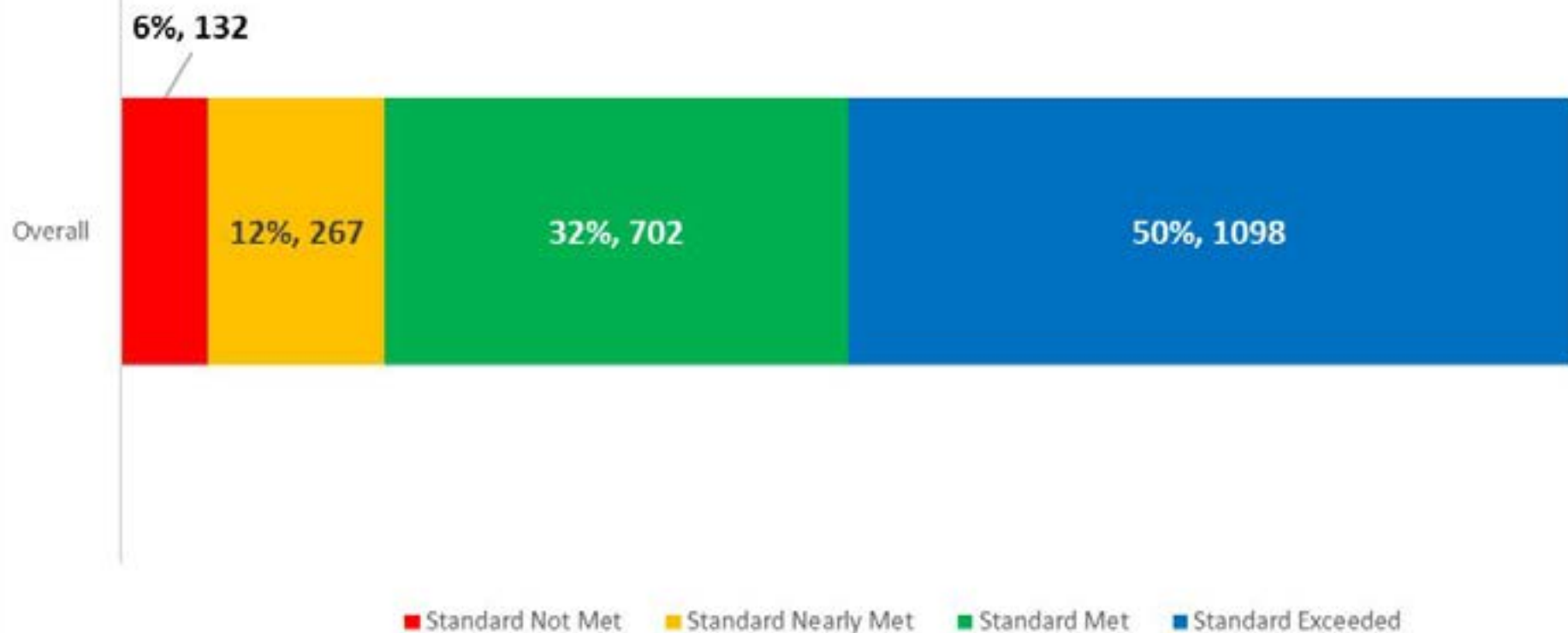
22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity LatinX



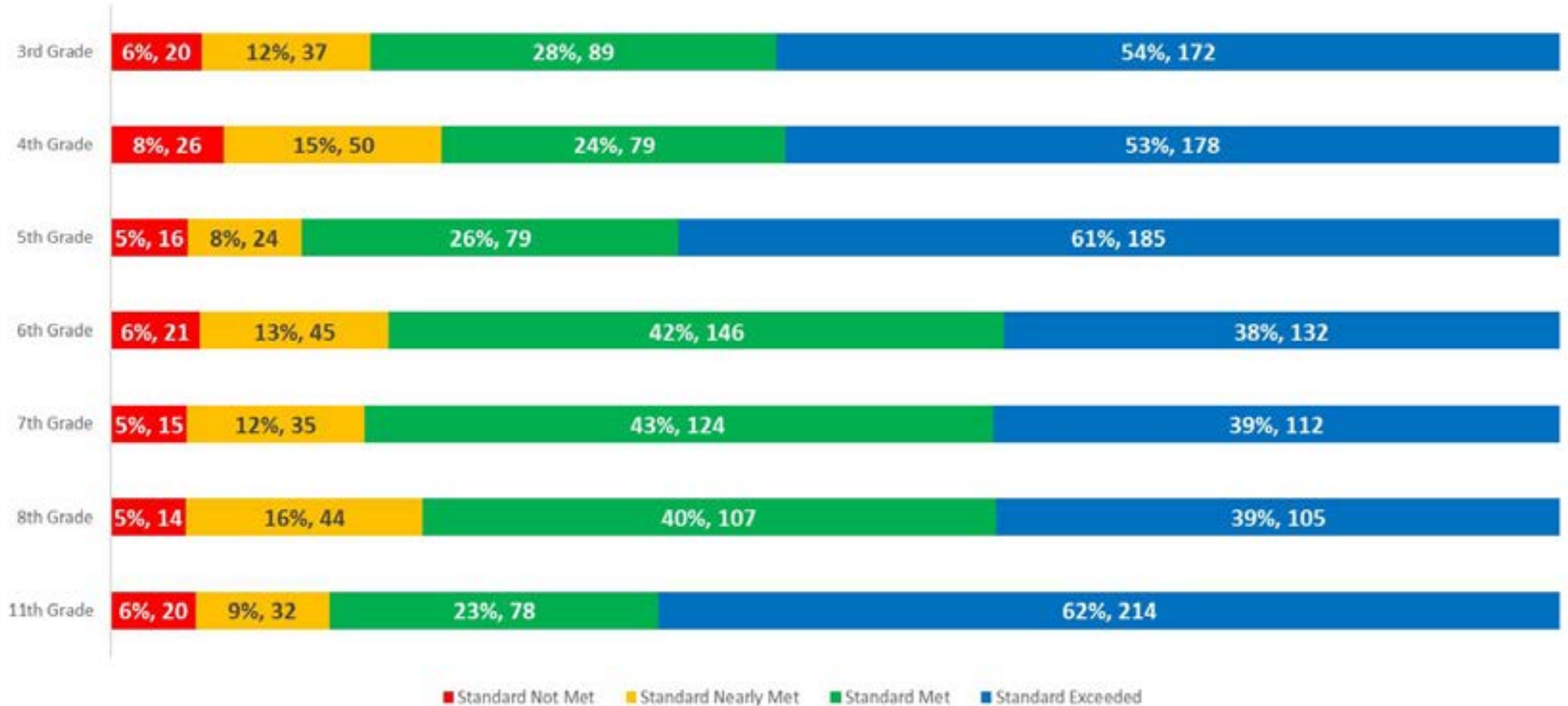
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22-23 CAASPP ELA District Wide Disaggregated by Race/Ethnicity White



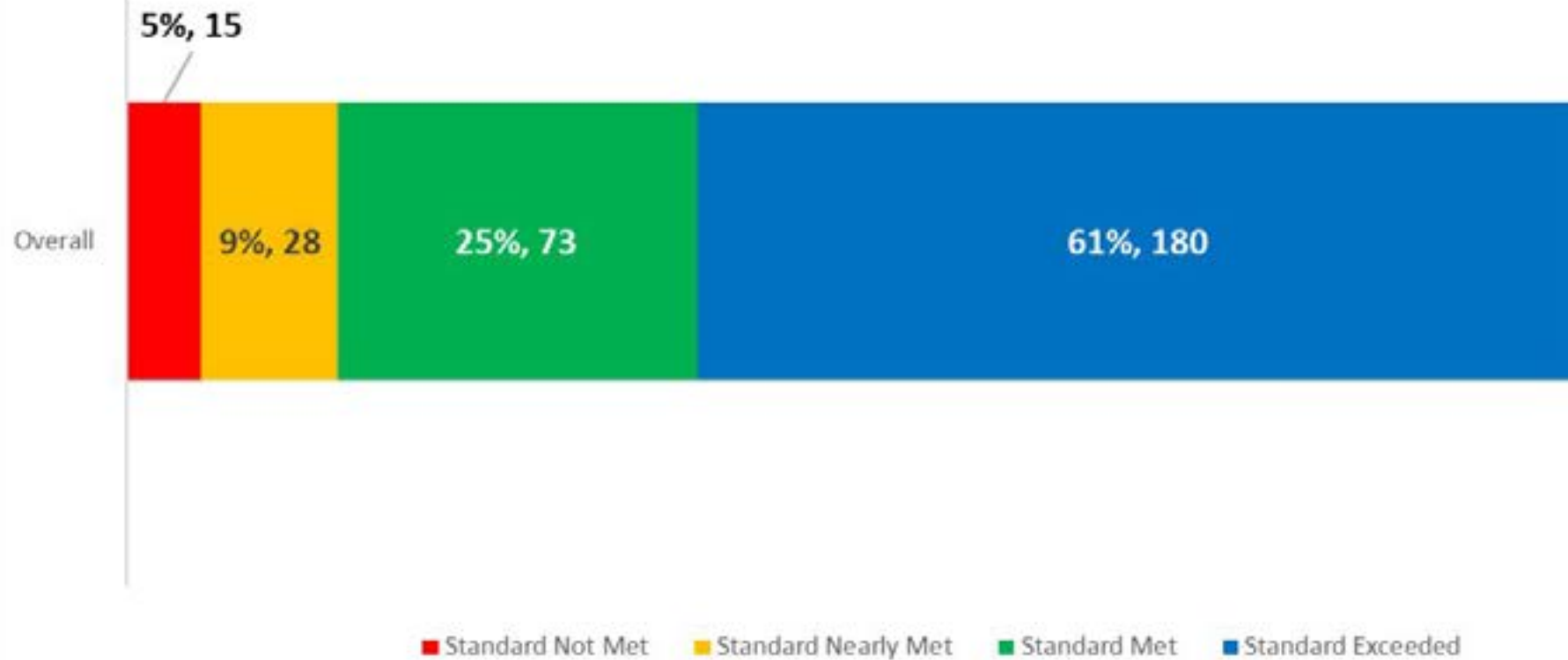
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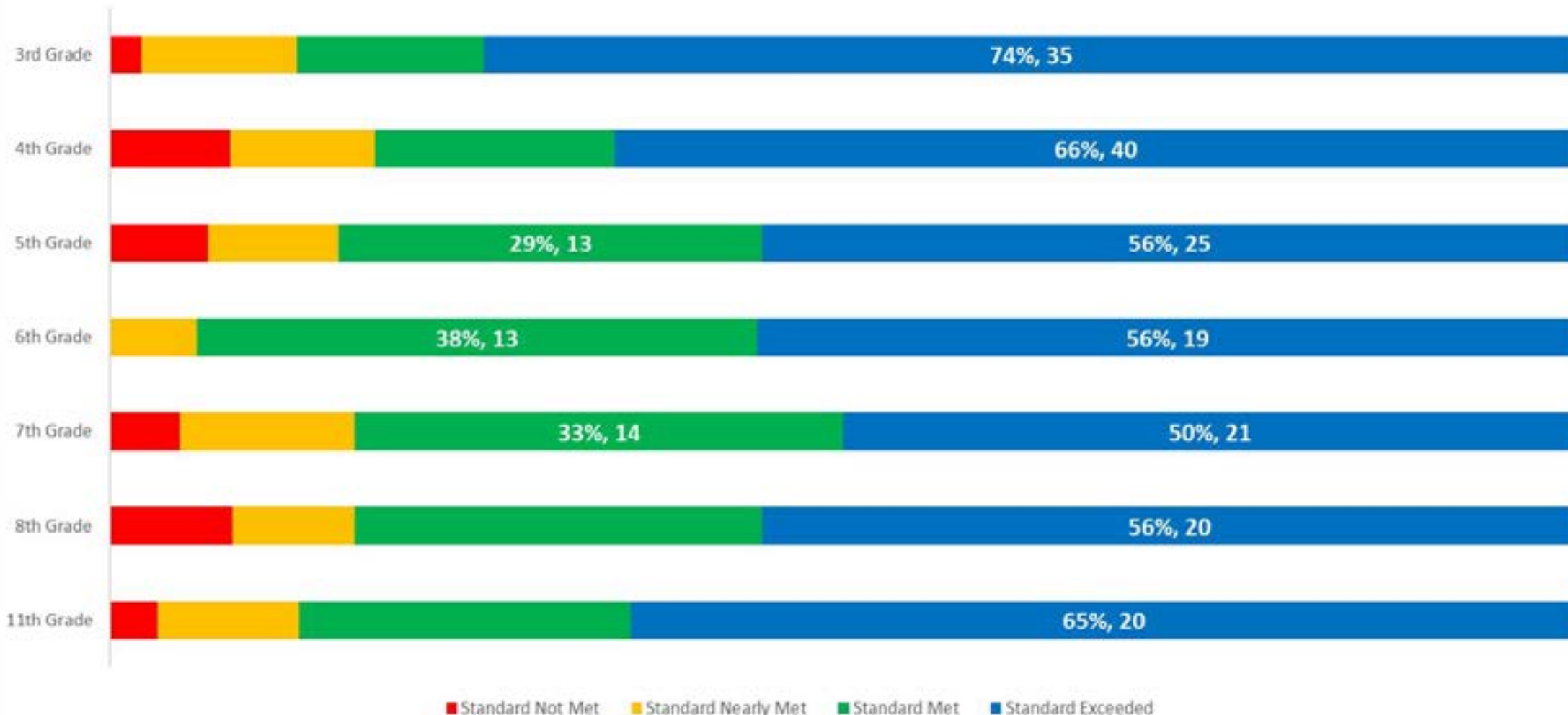
Preliminary data- for planning purposes only



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



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



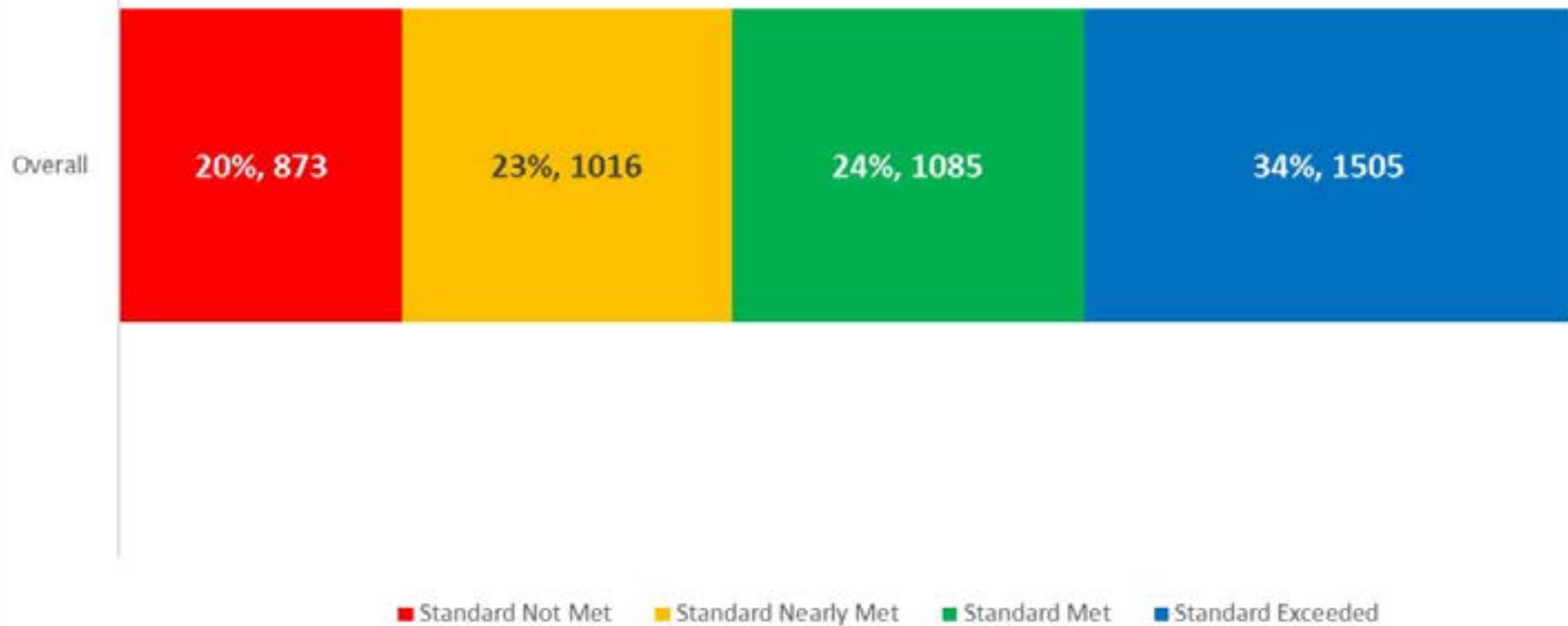
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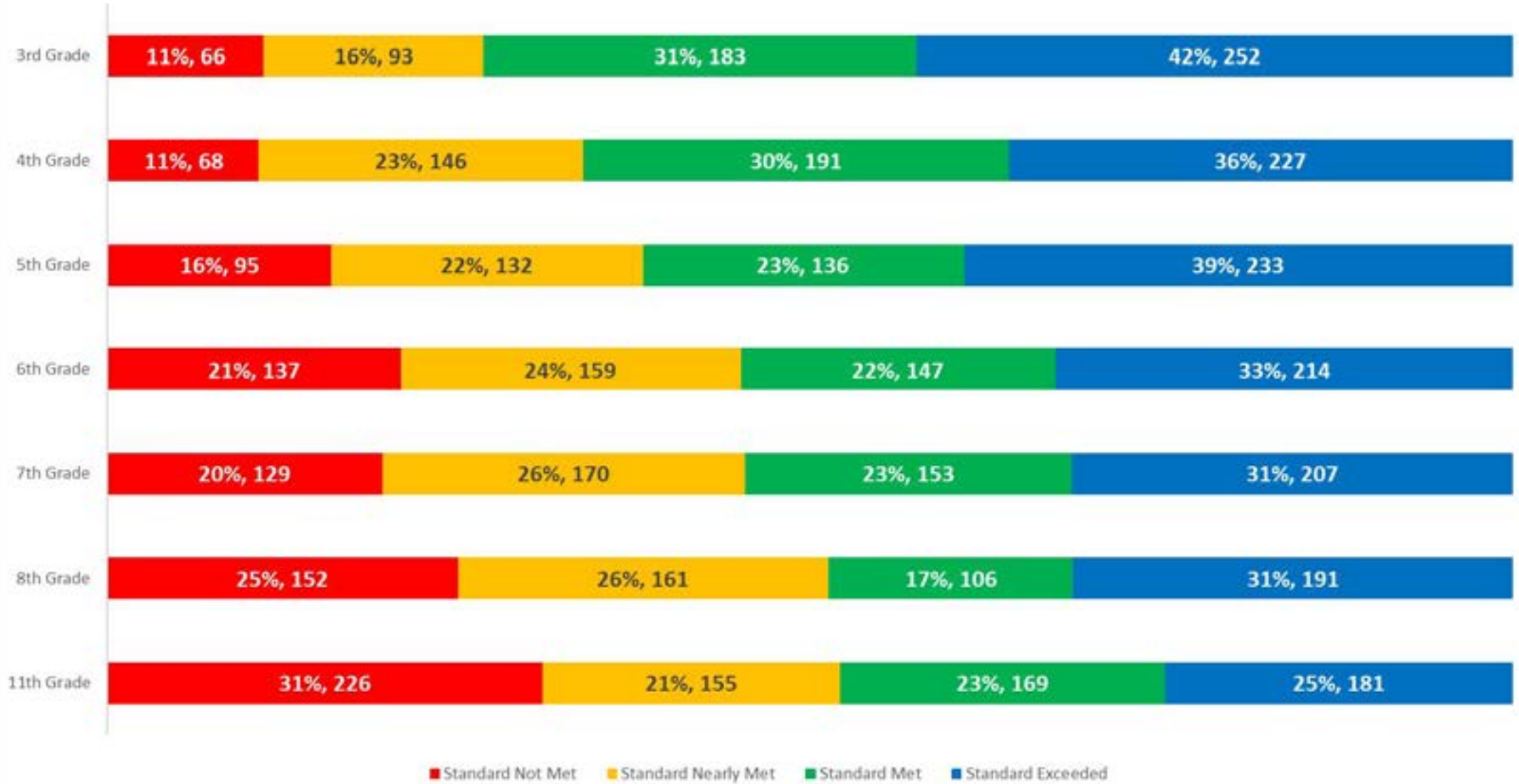
CAASPP Data



22-23 CAASPP Math District Wide



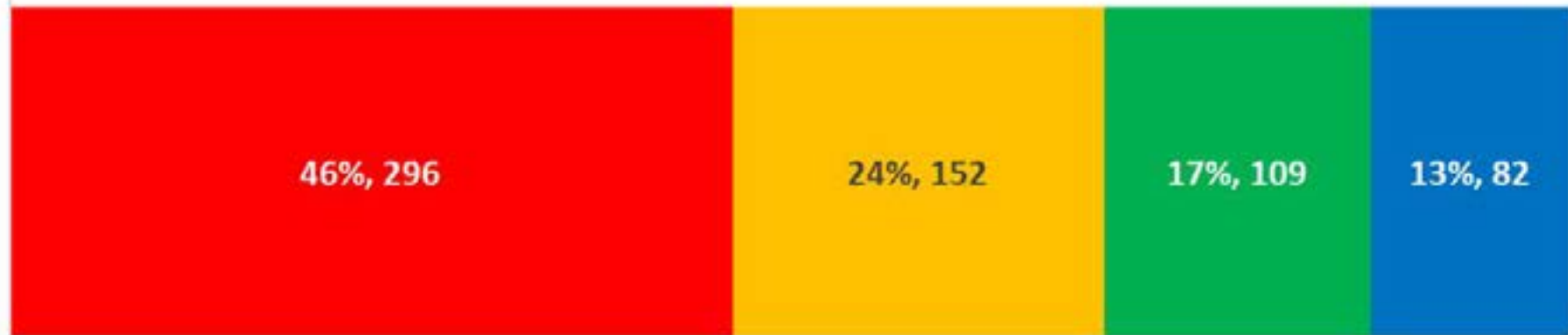
22-23 CAASPP Math District Wide





22-23 CAASPP Math District Wide Special Education

Overall



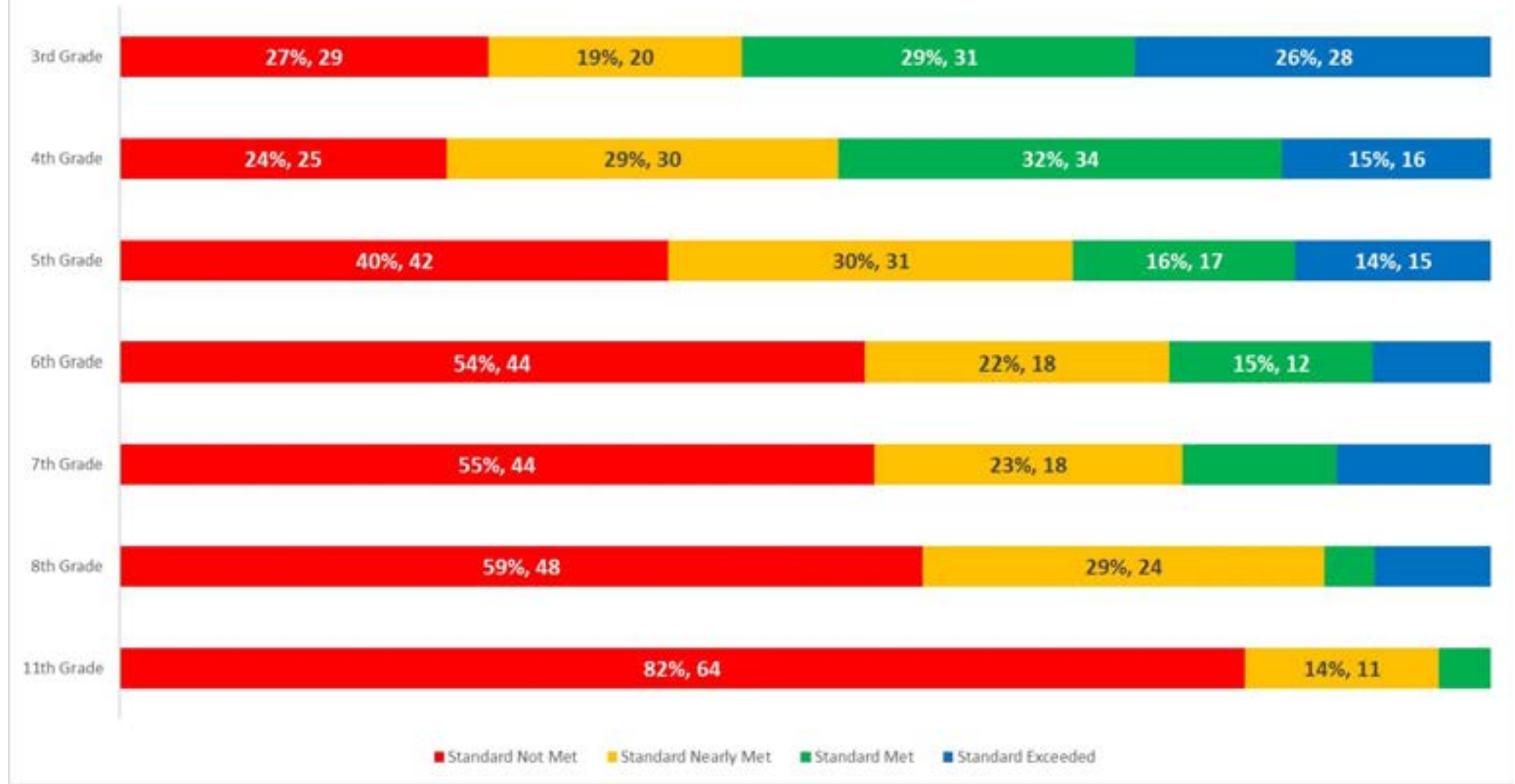
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■ Standard Nearly Met

■ Standard Met

■ Standard Exceeded

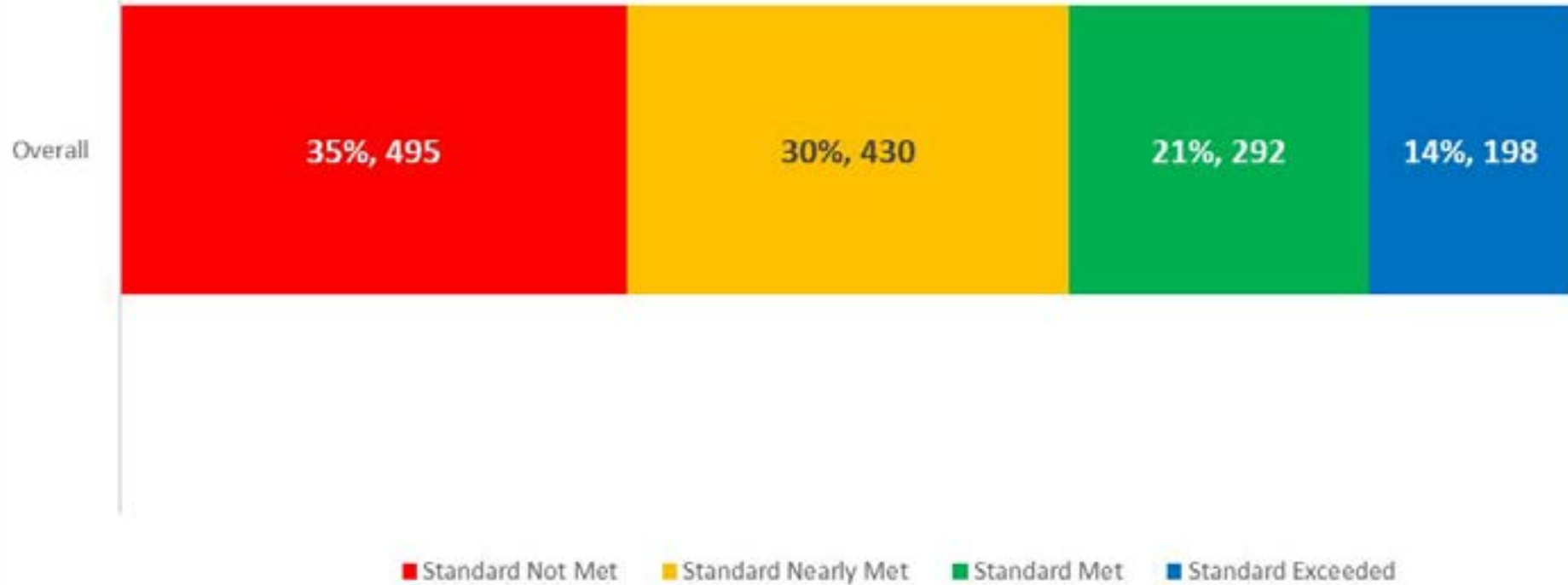
22-23 CAASPP Math District Wide Special Education



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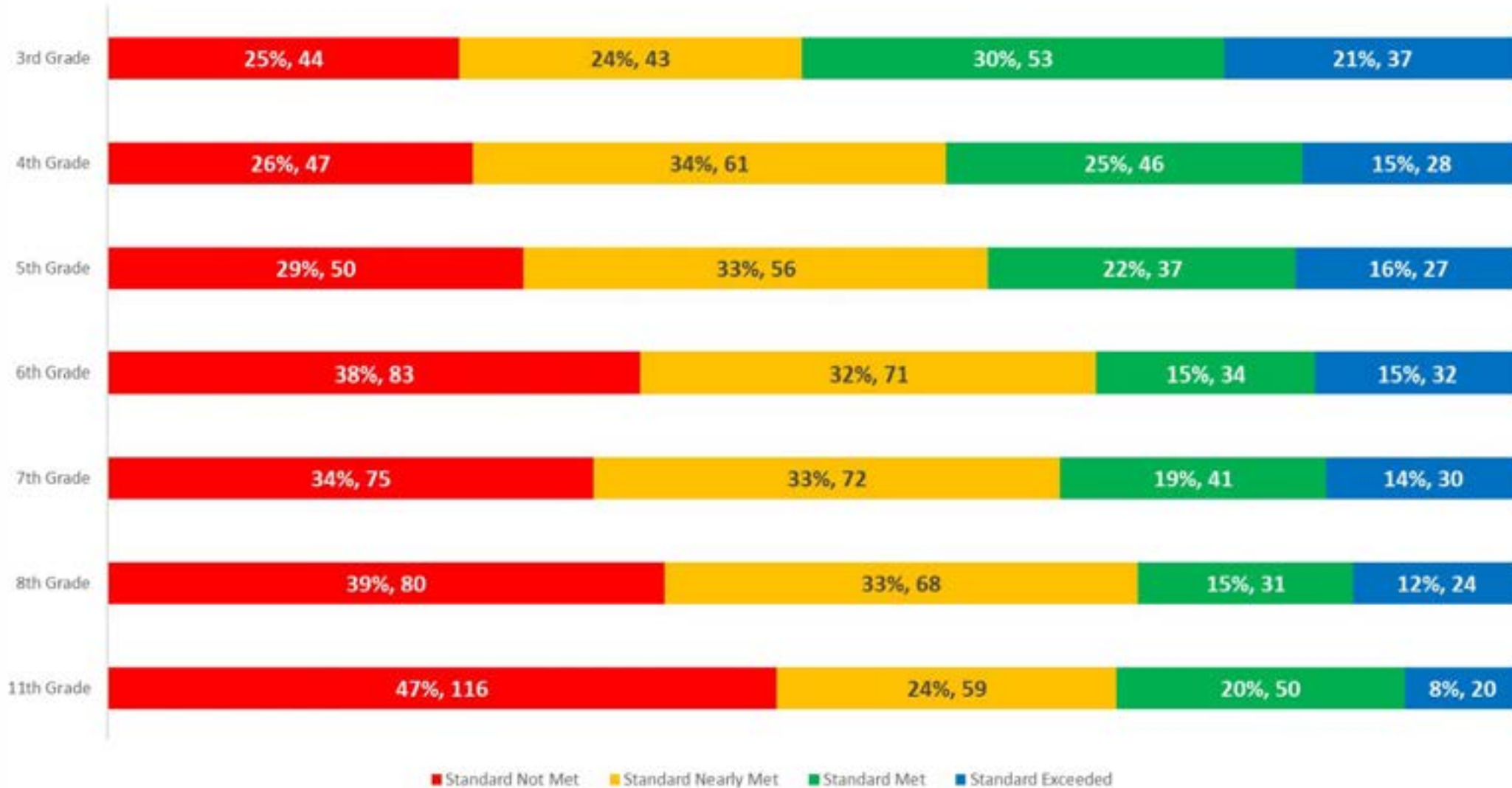


22-23 CAASPP Math District Wide Socially Disadvantaged Students (SED)





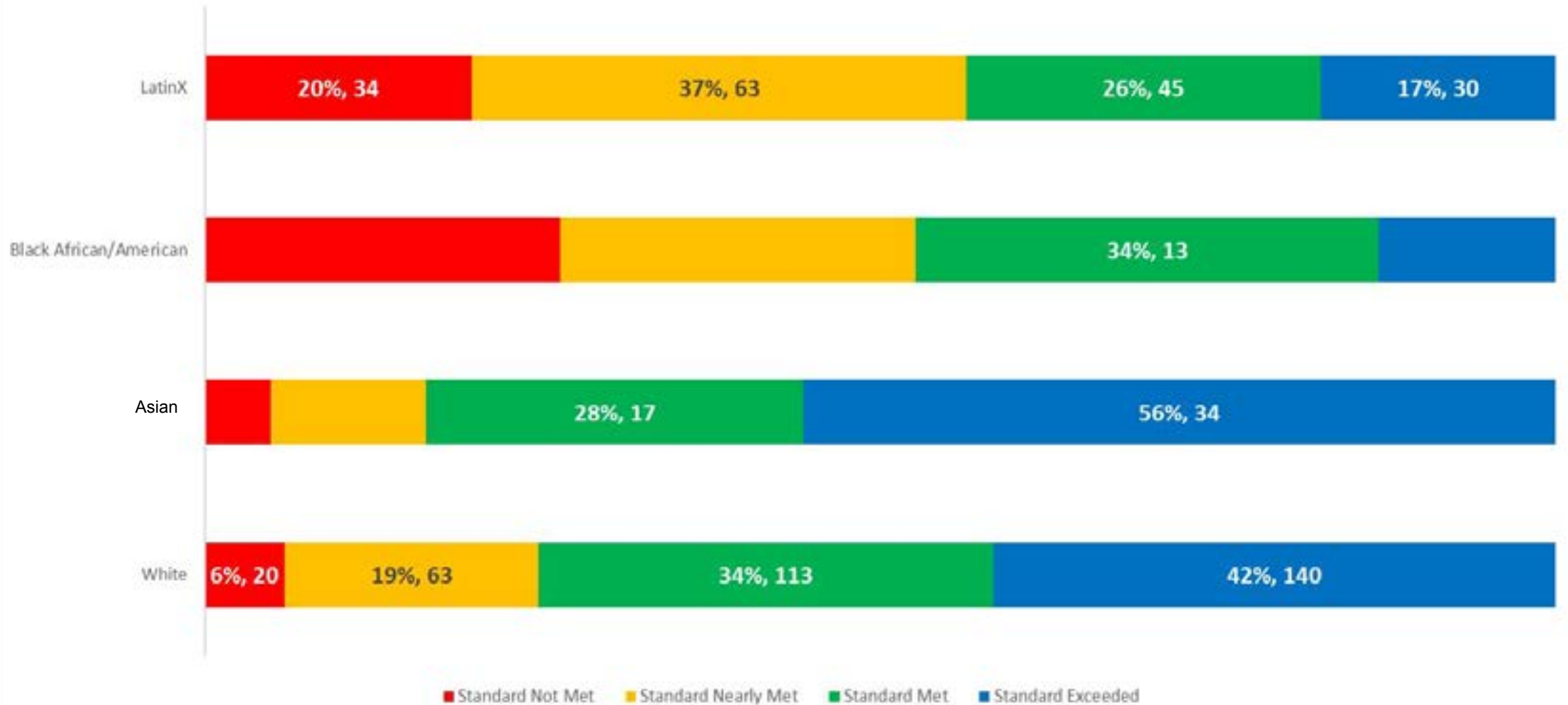
22-23 CAASPP Math District Wide Socially Disadvantaged Students (SED)





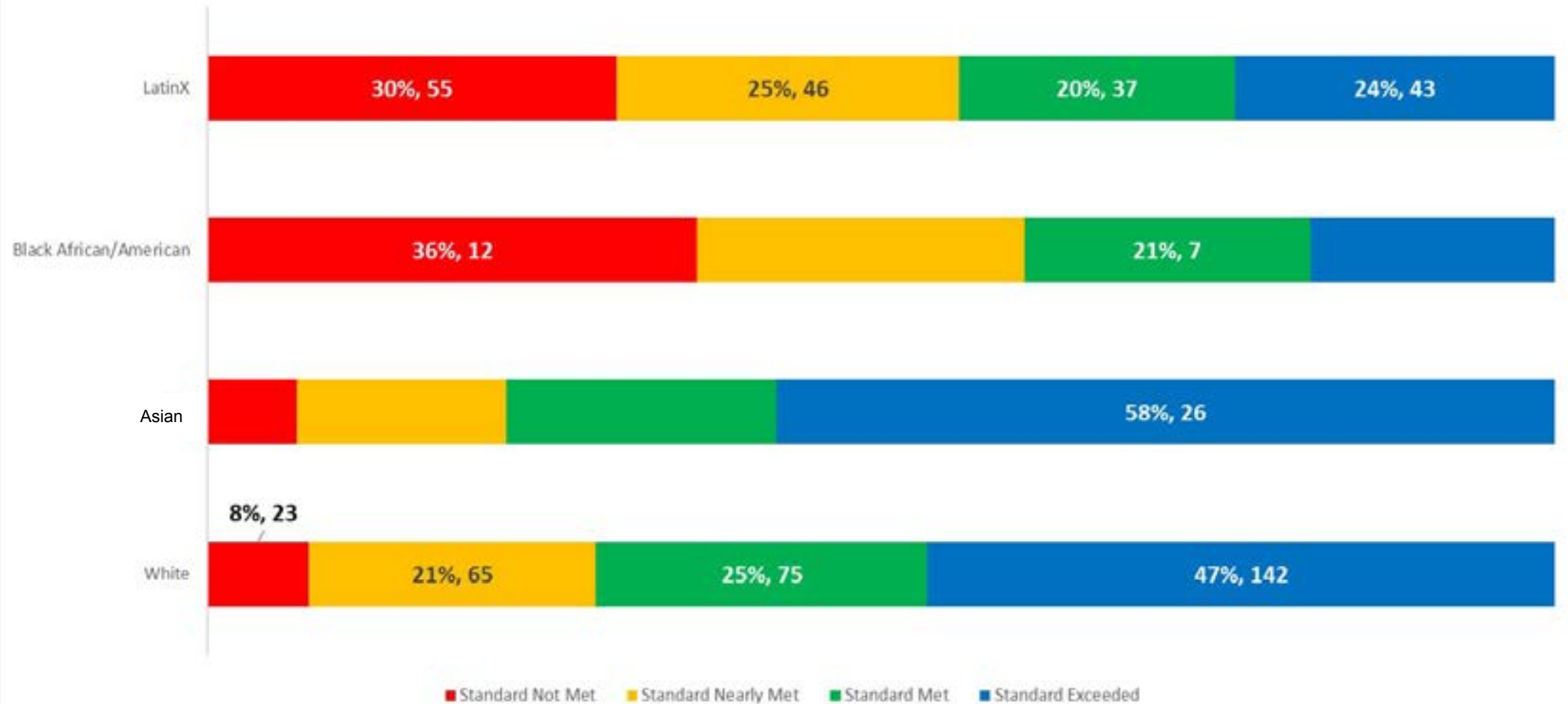
CAASPP Data Disaggregated by Race/Ethnicity

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



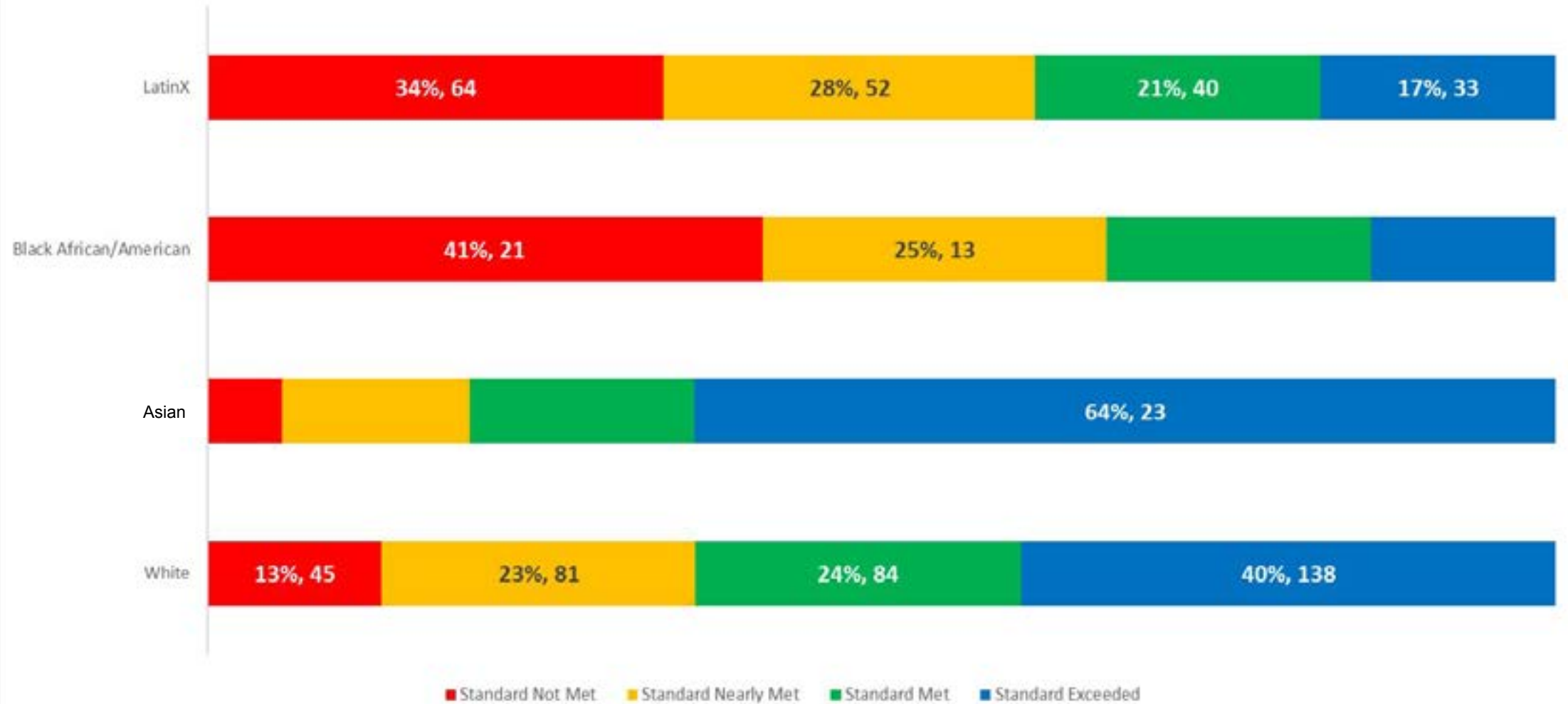
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22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 5th Grade



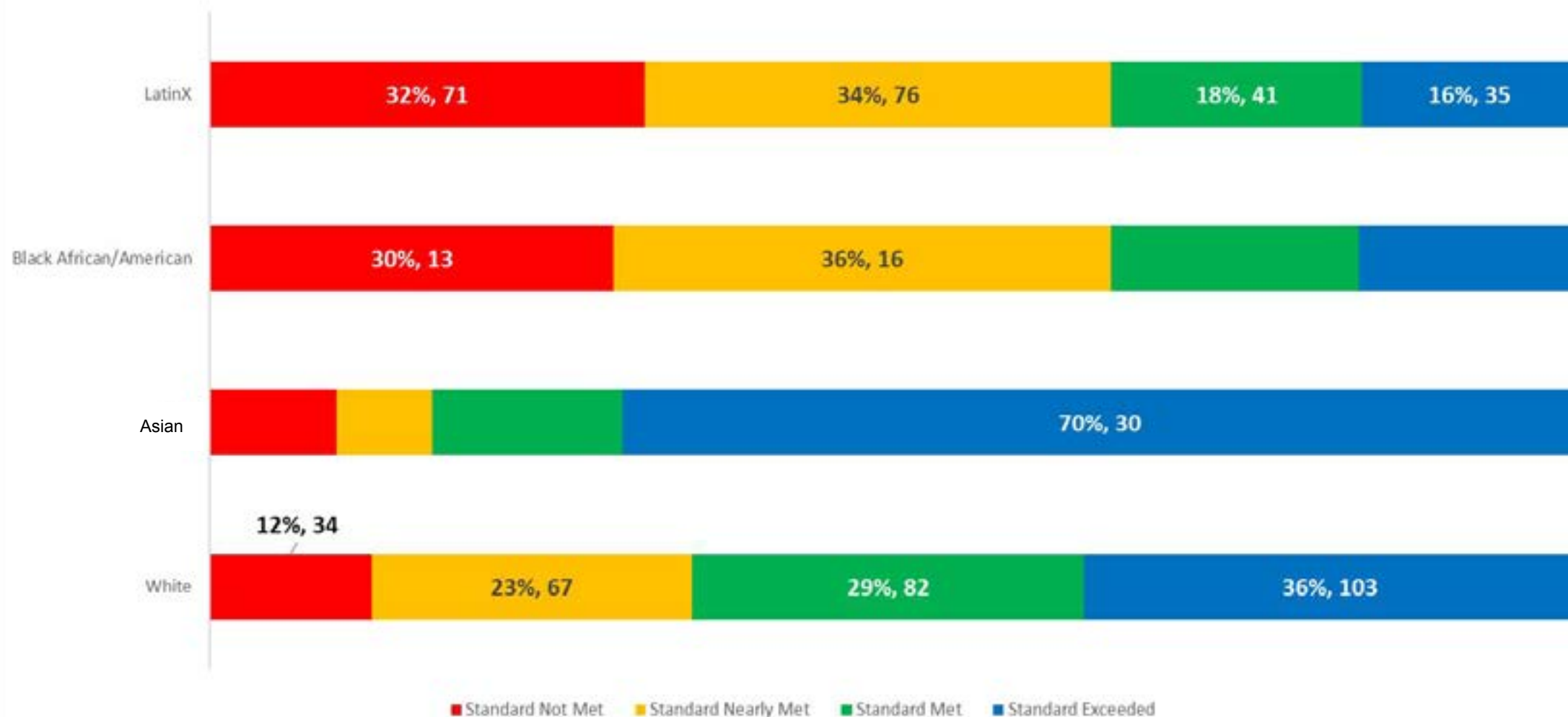
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22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 6th Grade



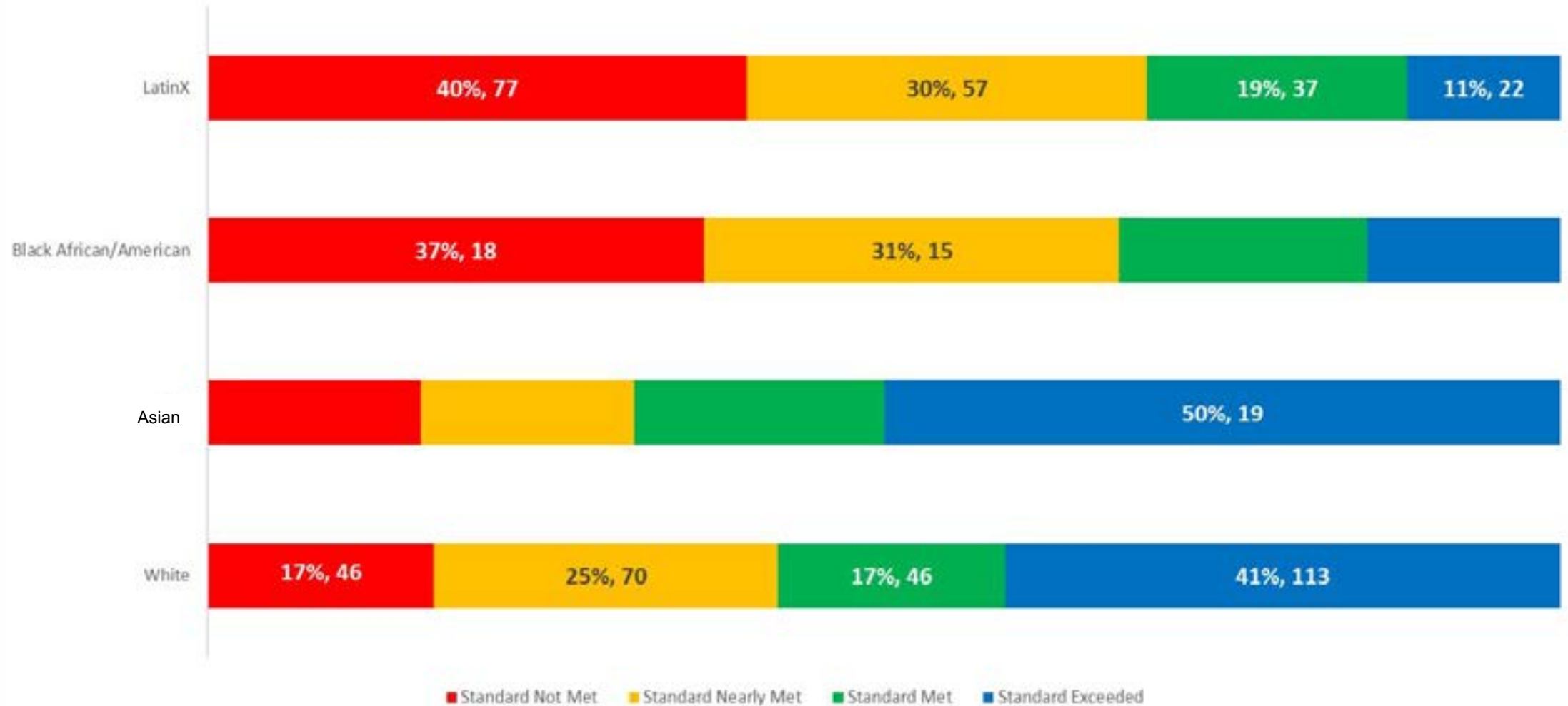
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22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 7th Grade



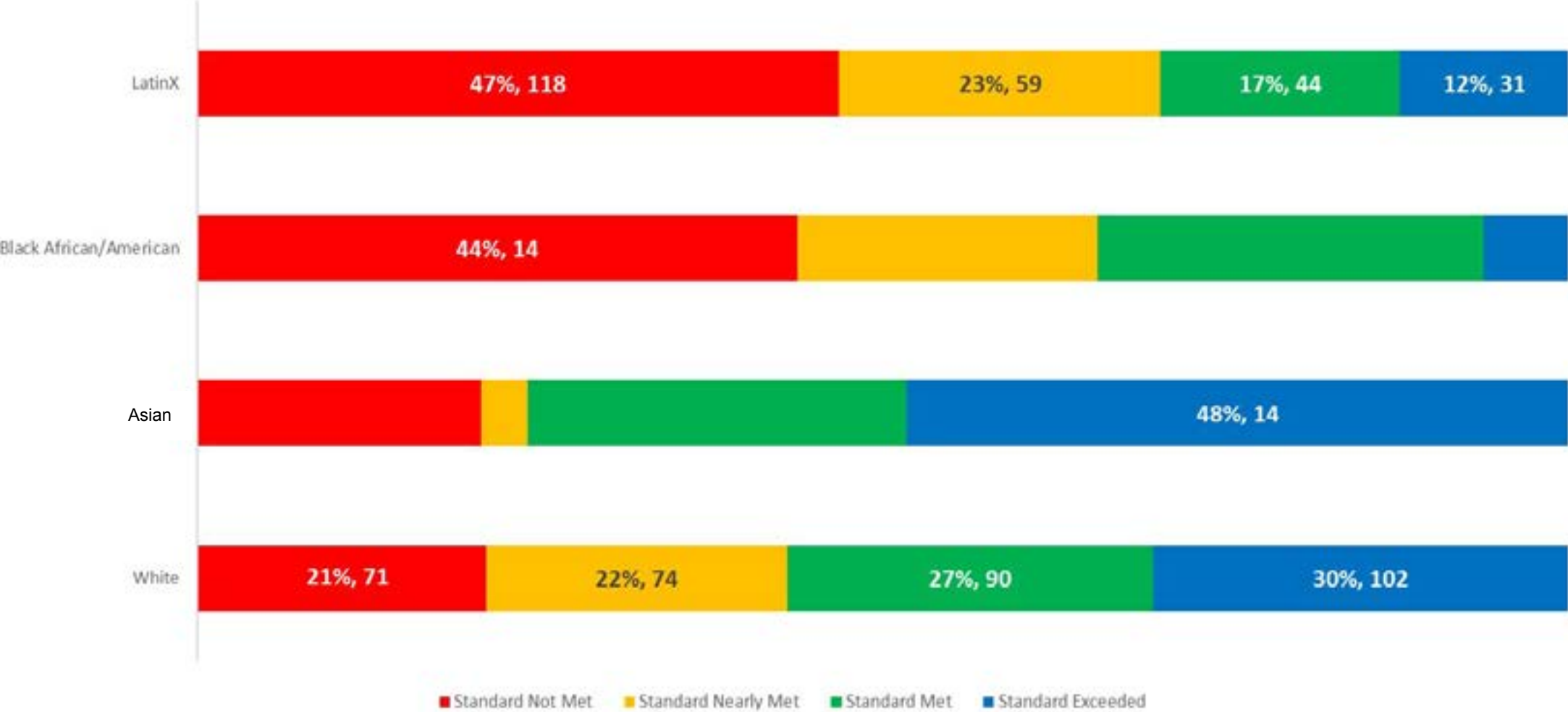
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22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity 8th Grade



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

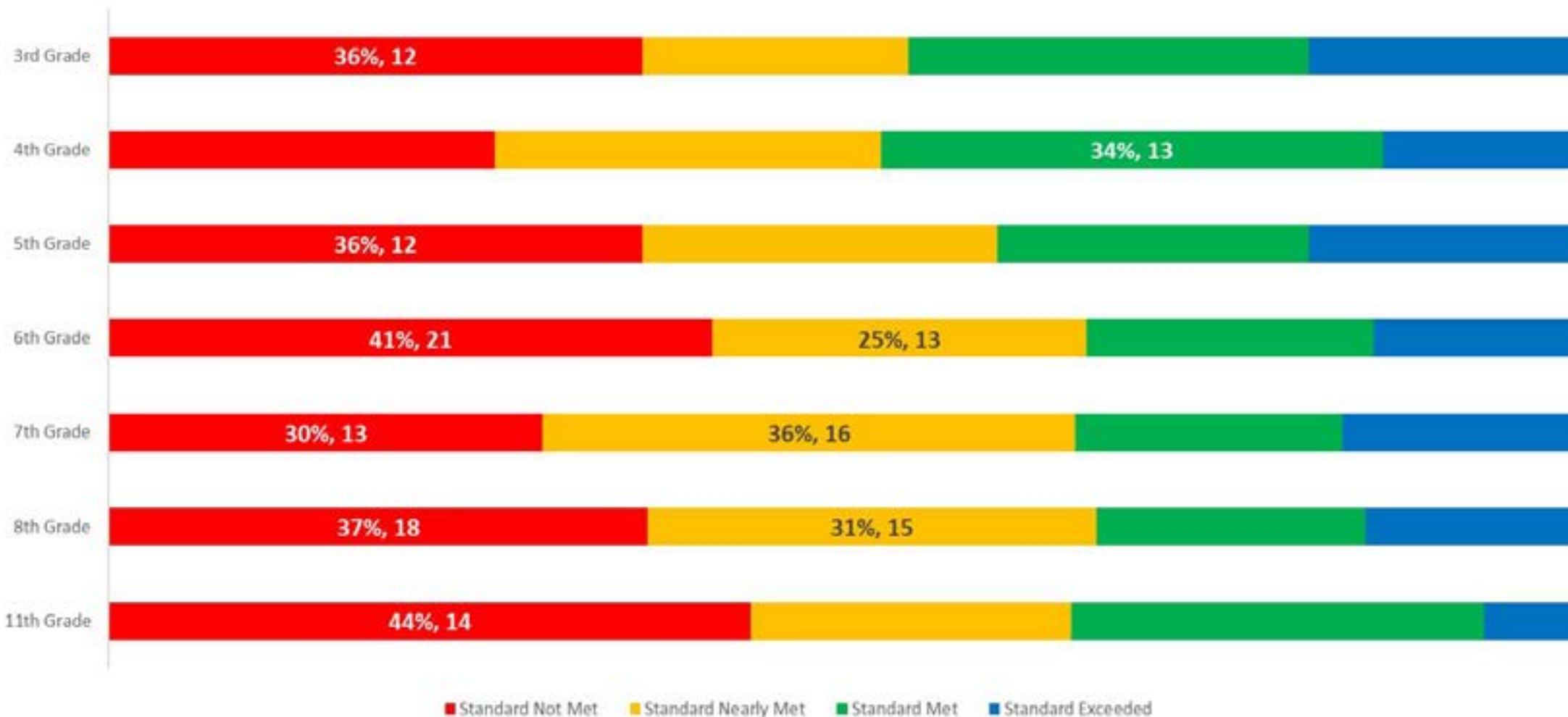
Standard Nearly Met

Standard Met

Standard Exceeded

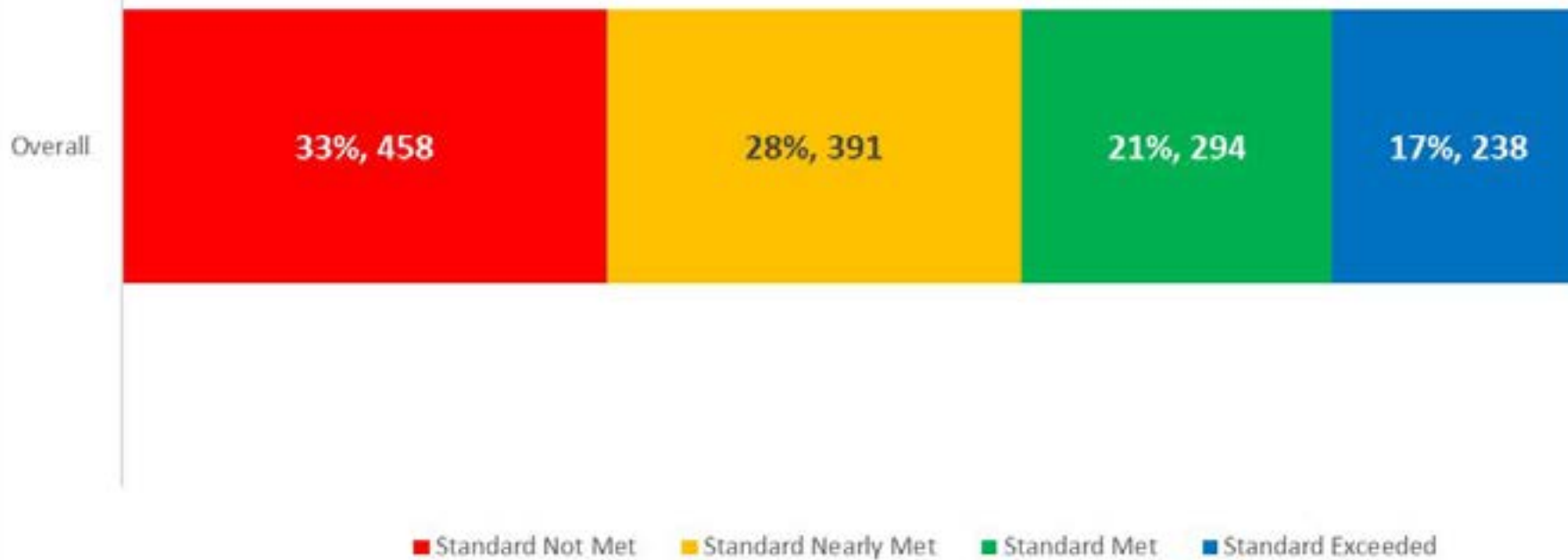
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22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity Black African/American

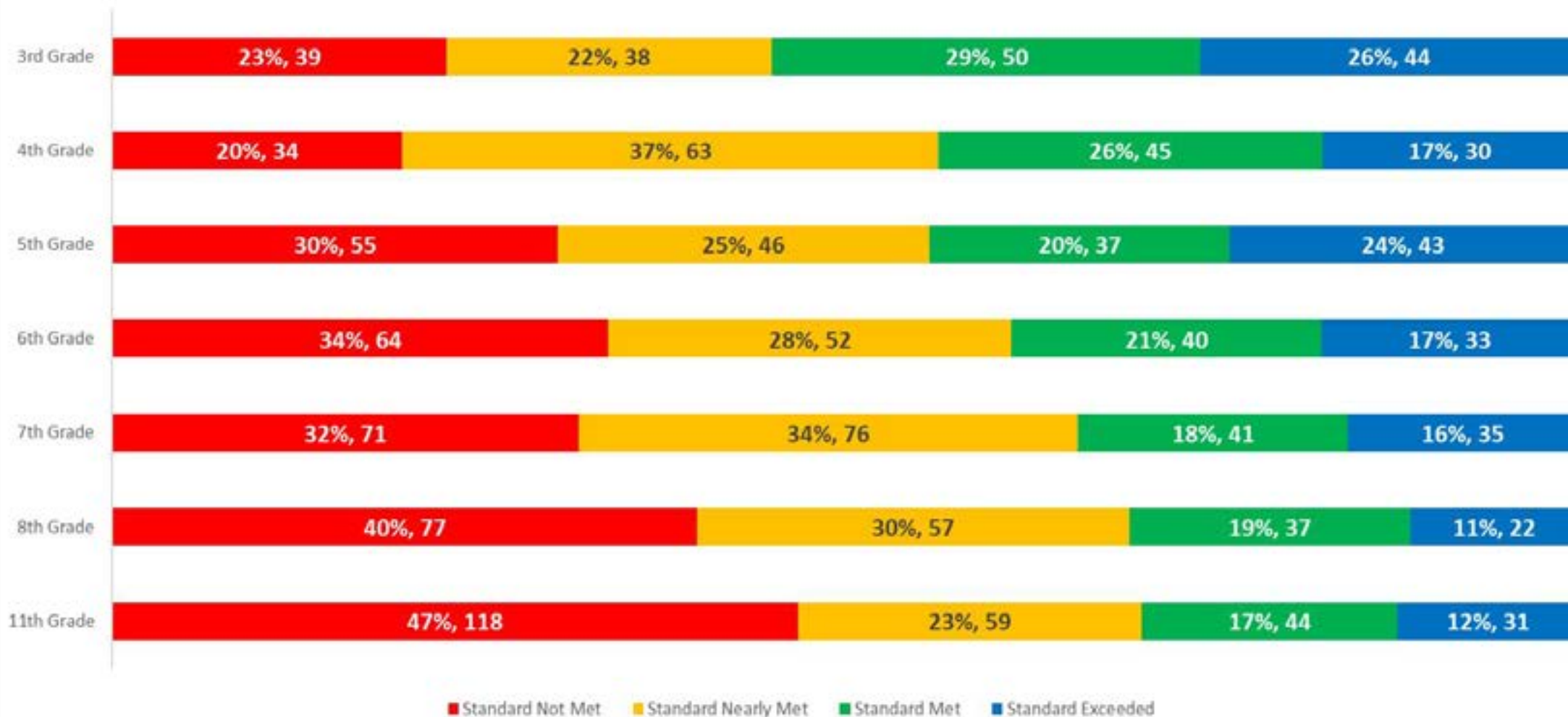


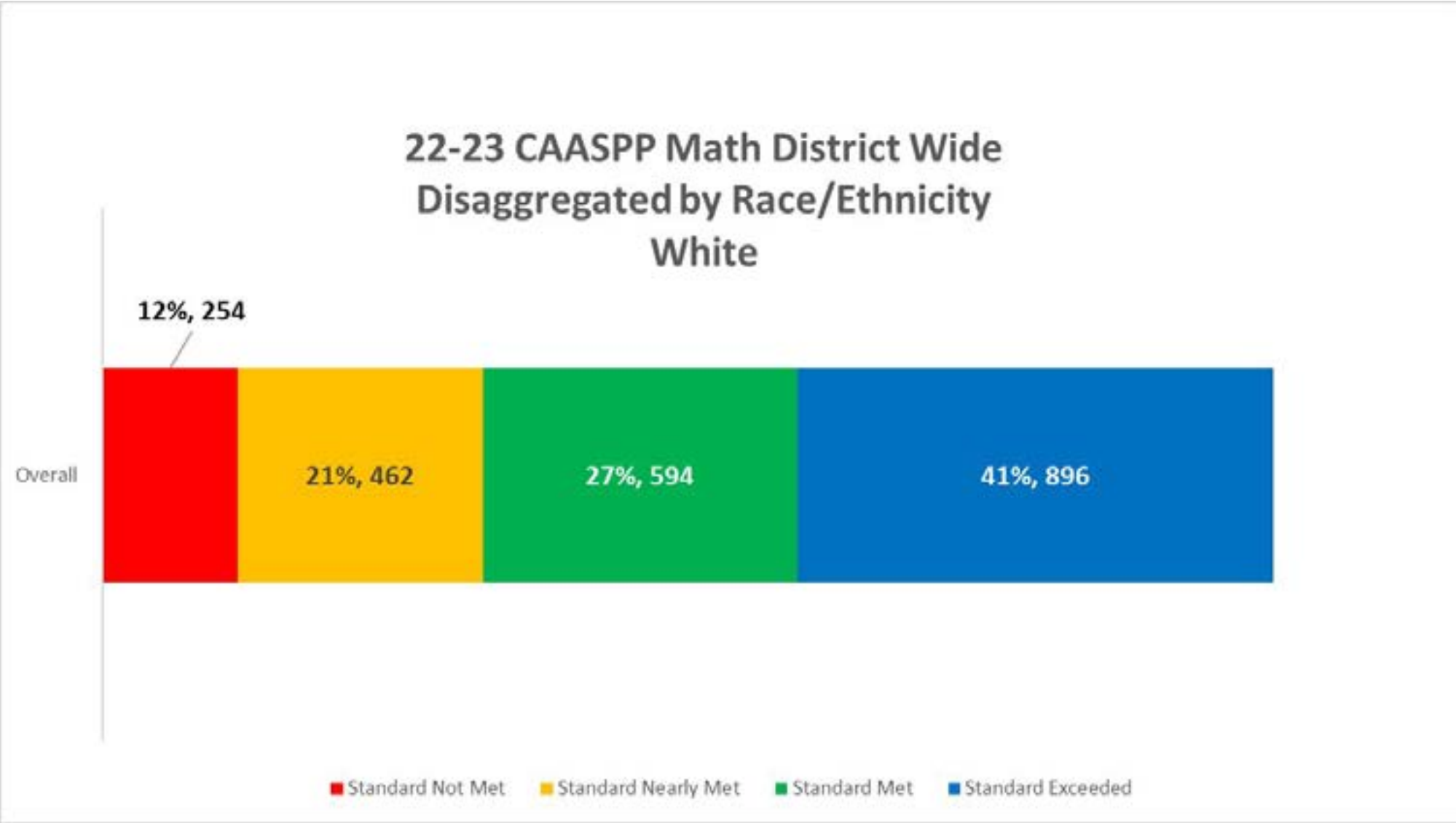


22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity LatinX

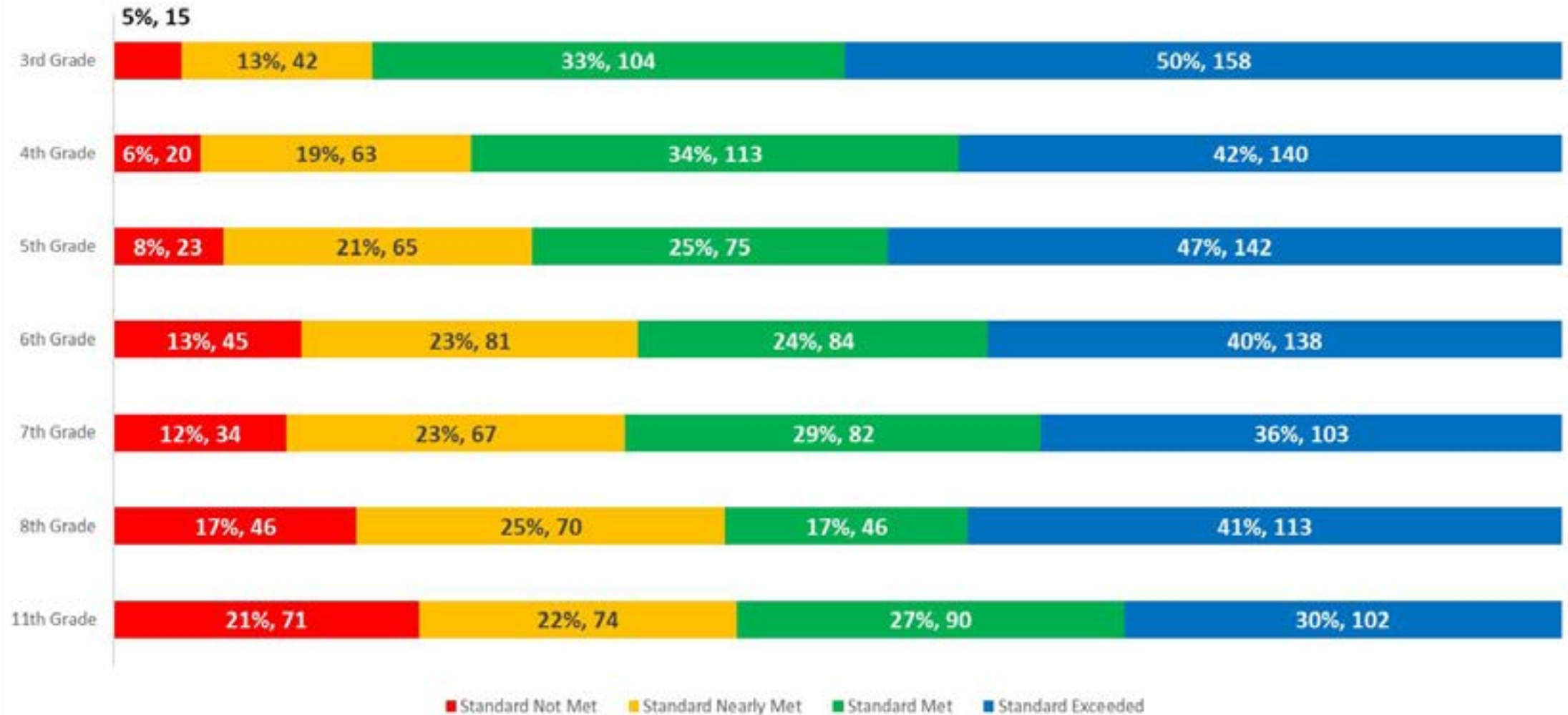


22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity LatinX





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

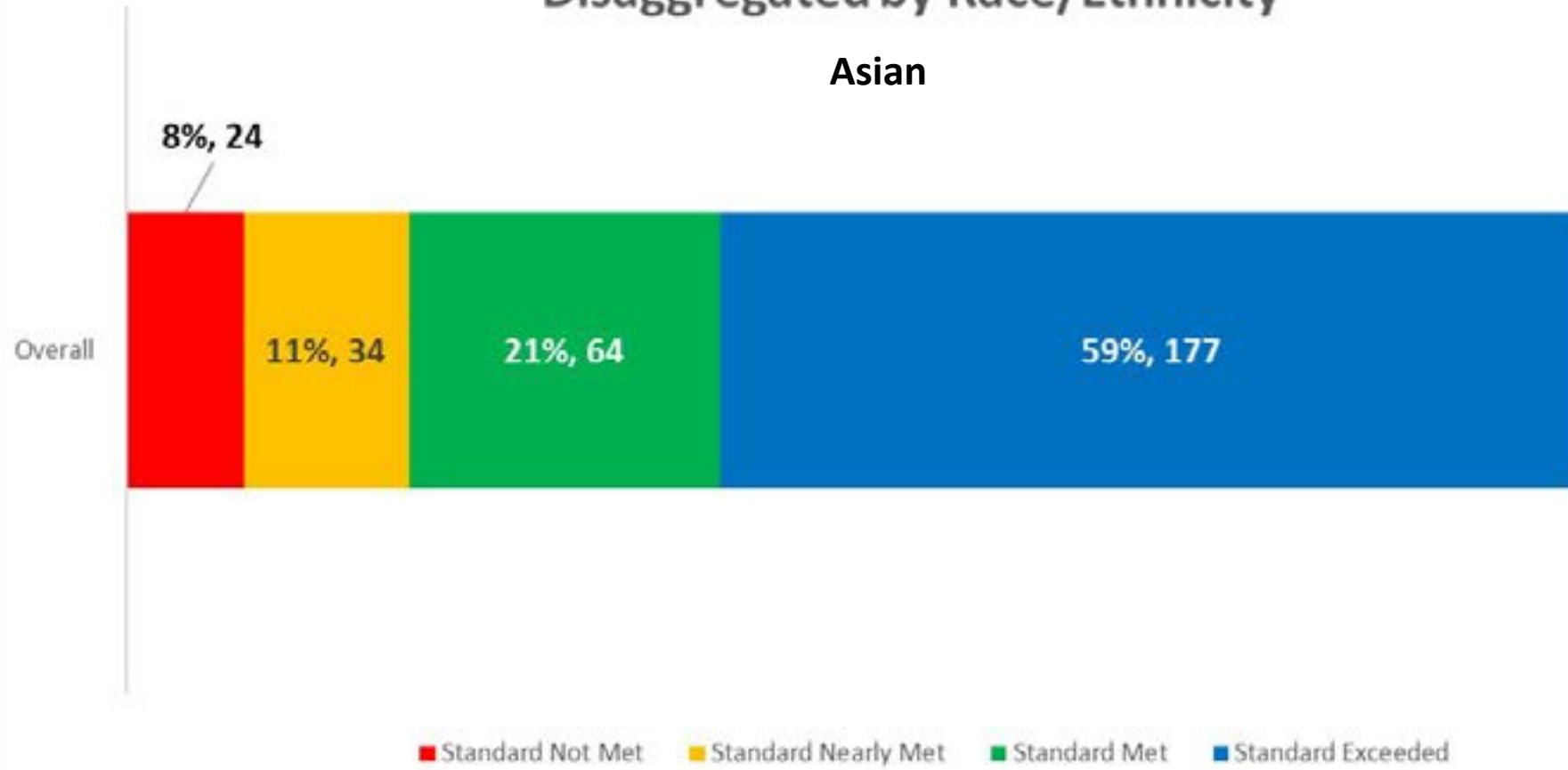


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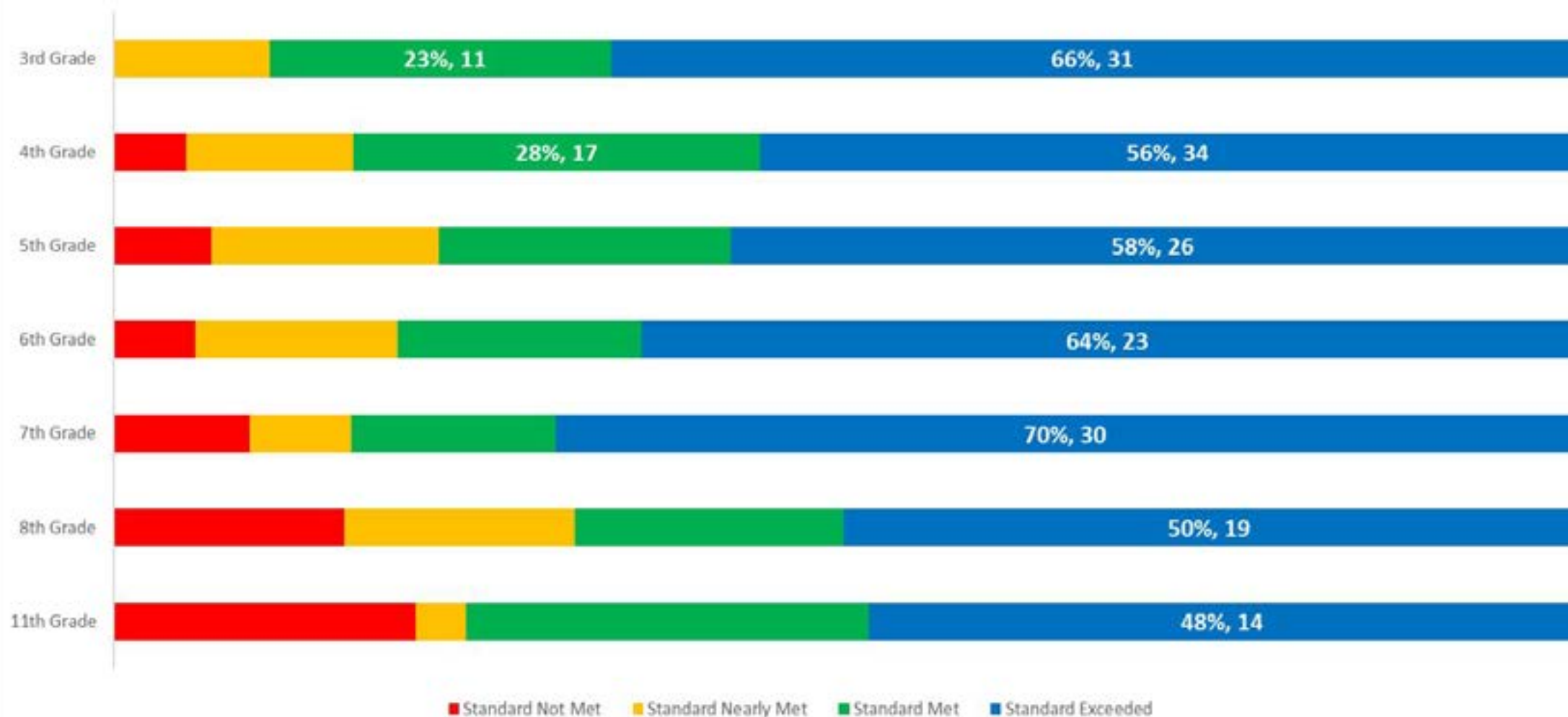
22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity

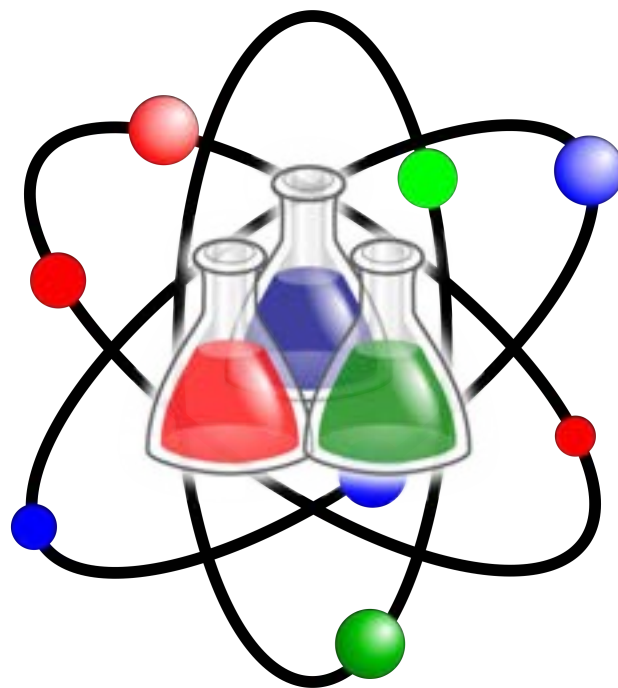
Asian



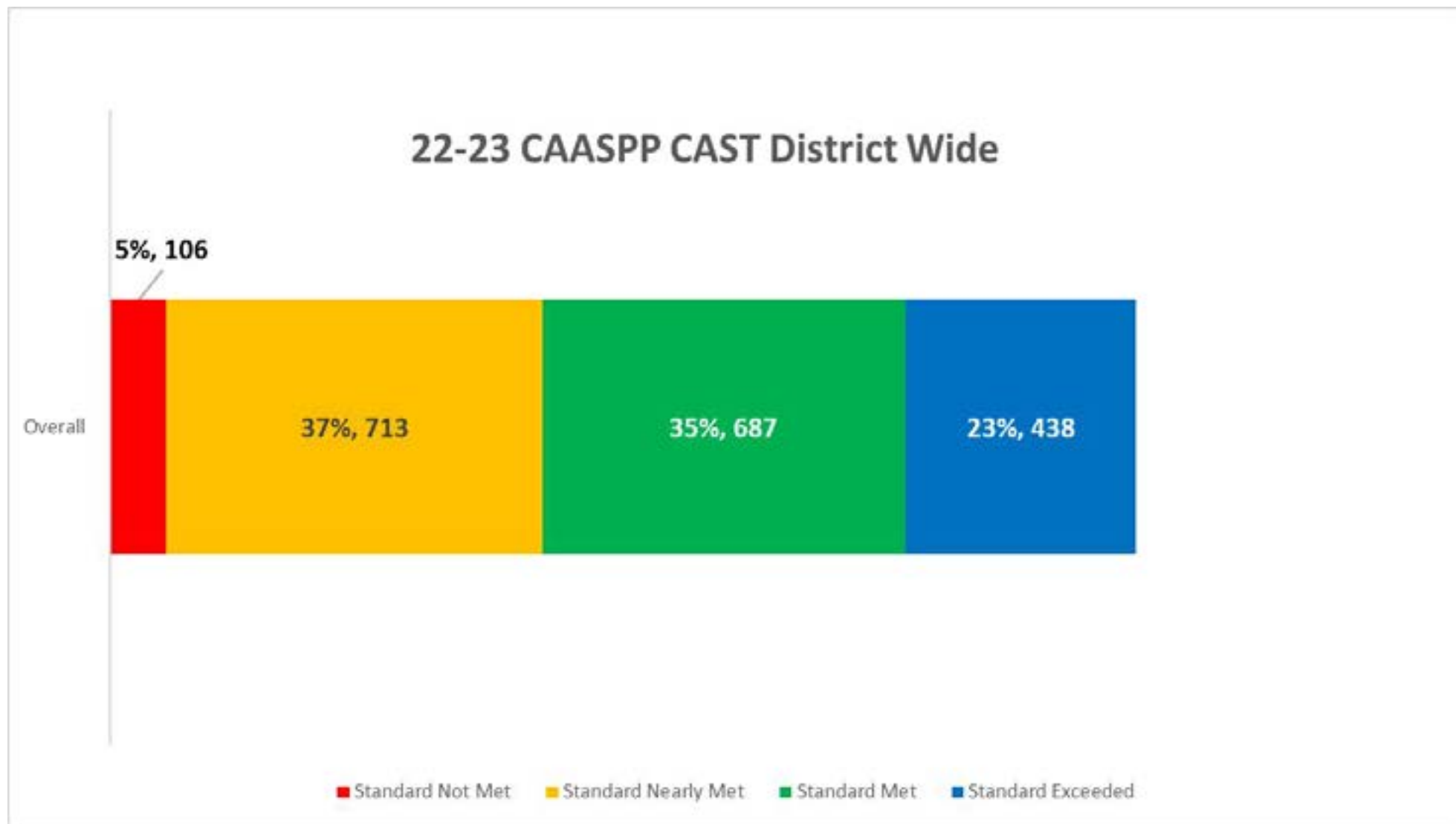
22-23 CAASPP Math District Wide Disaggregated by Race/Ethnicity

Asian

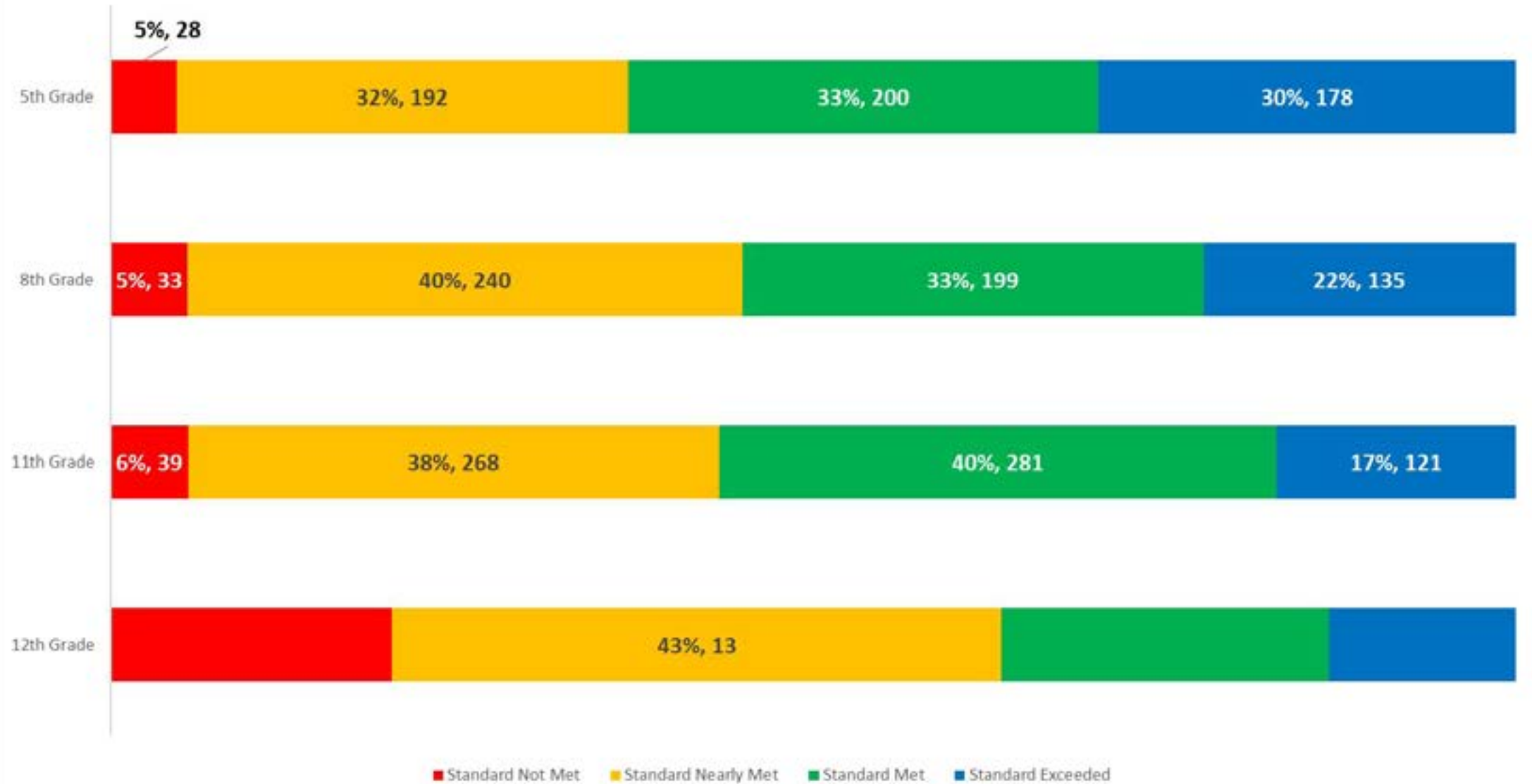




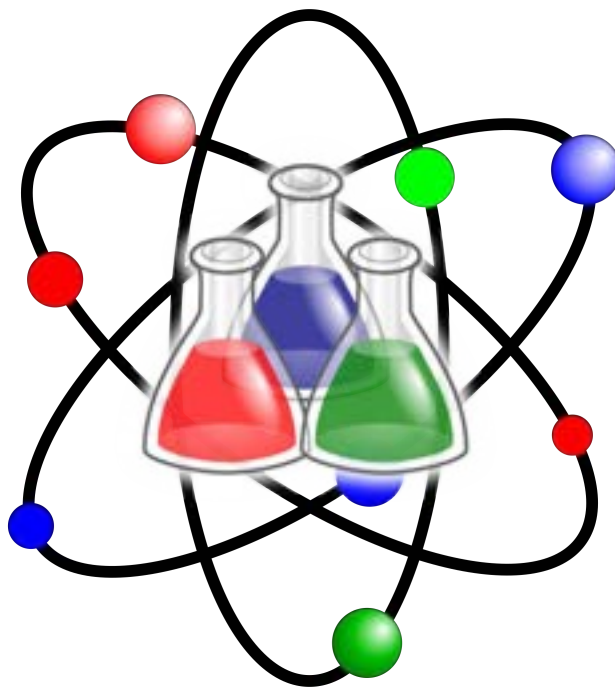
CAST Data



22-23 CAASPP CAST District Wide



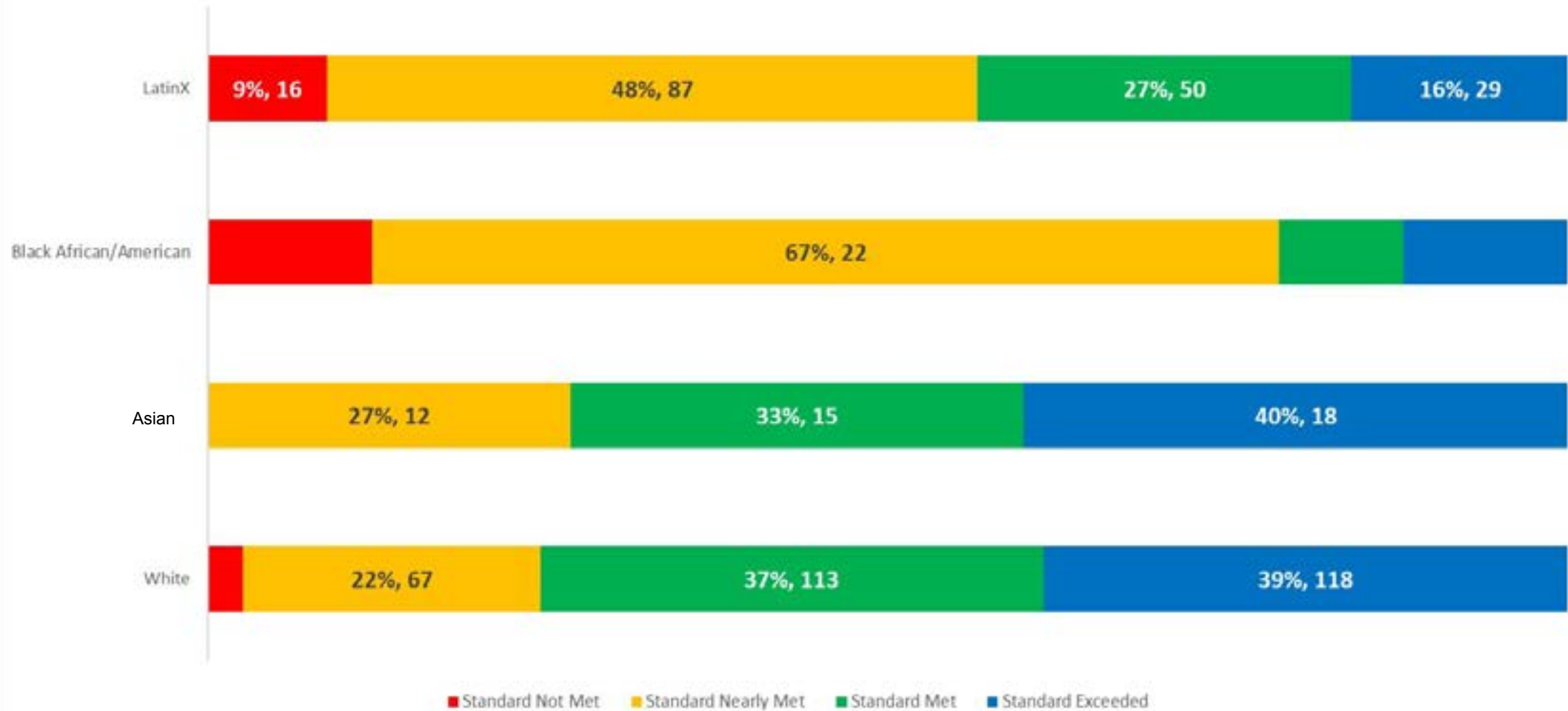
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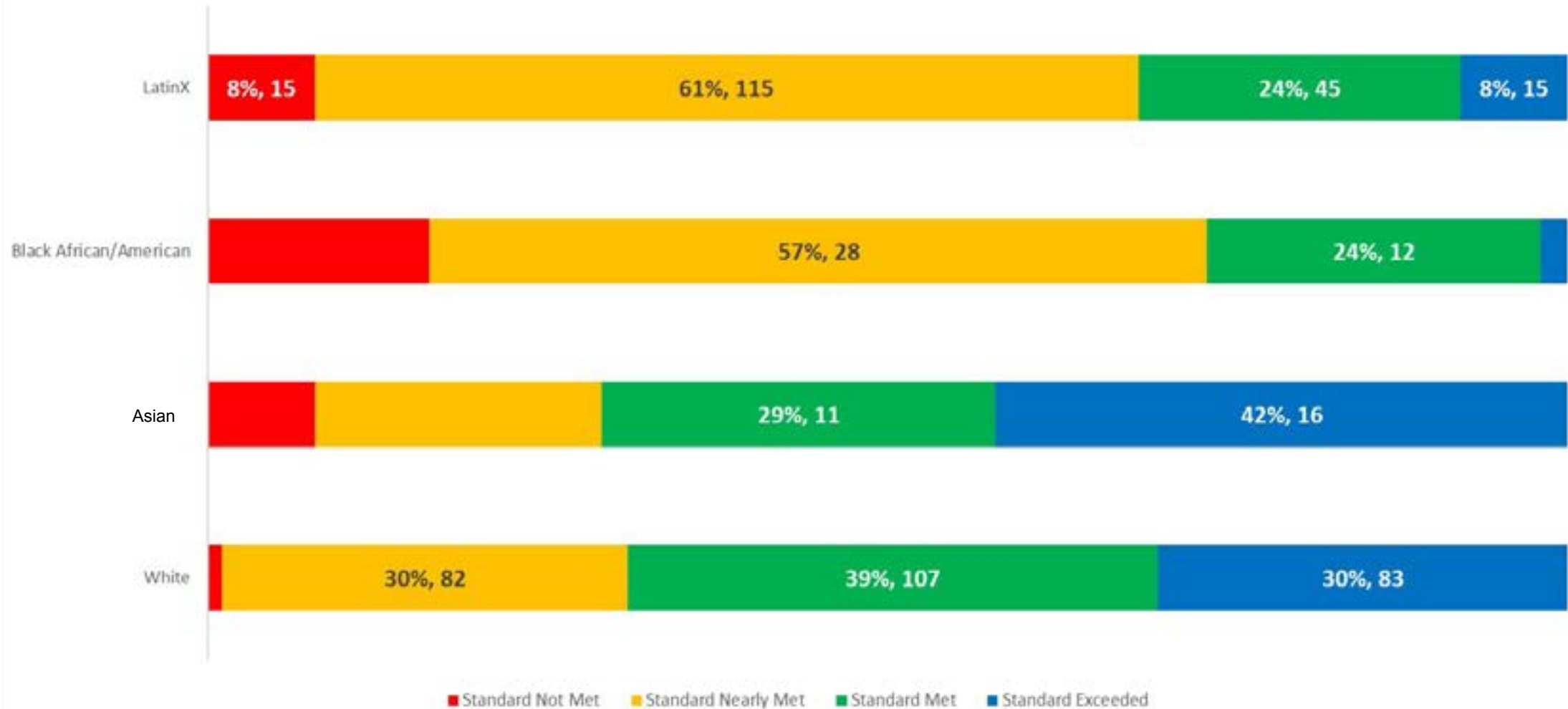
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22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 5th Grade



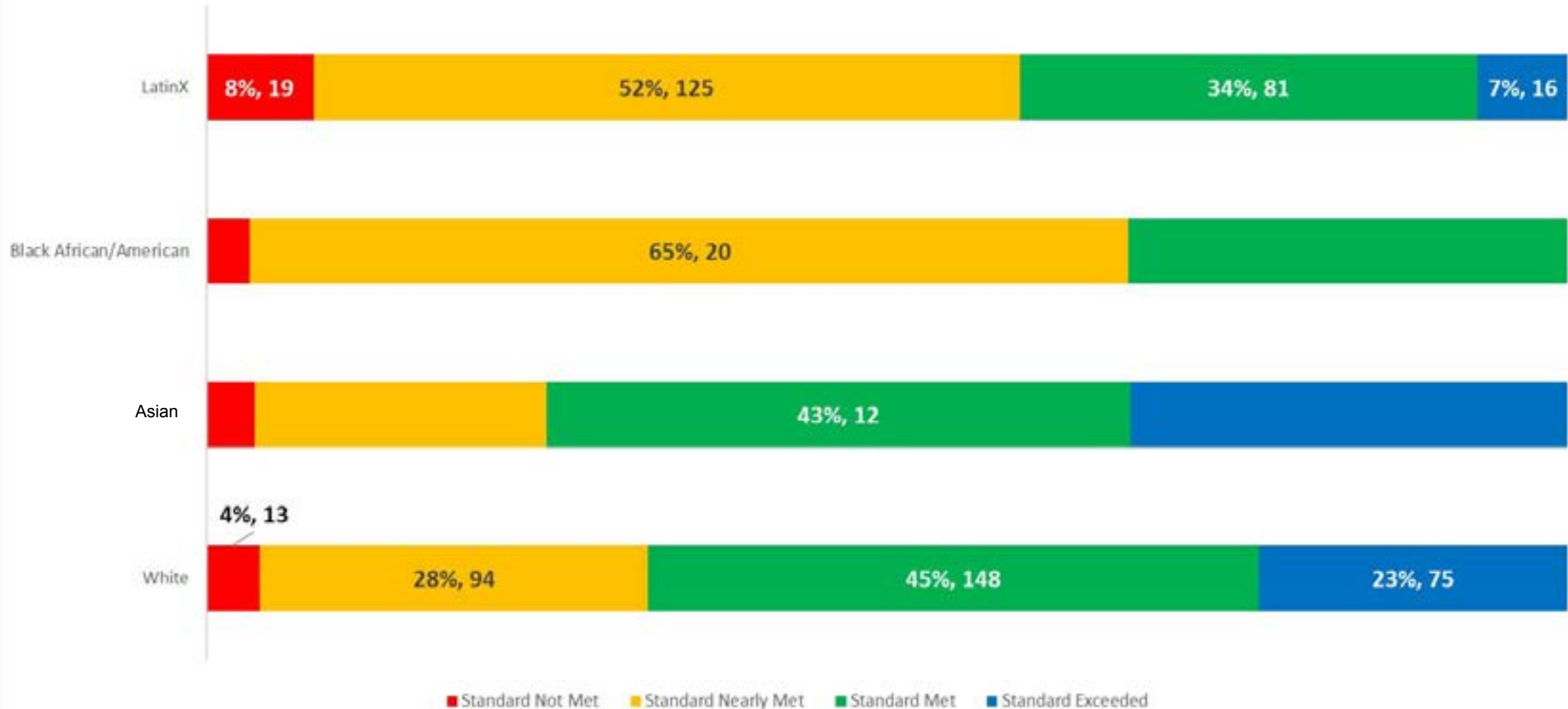
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22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 8th Grade



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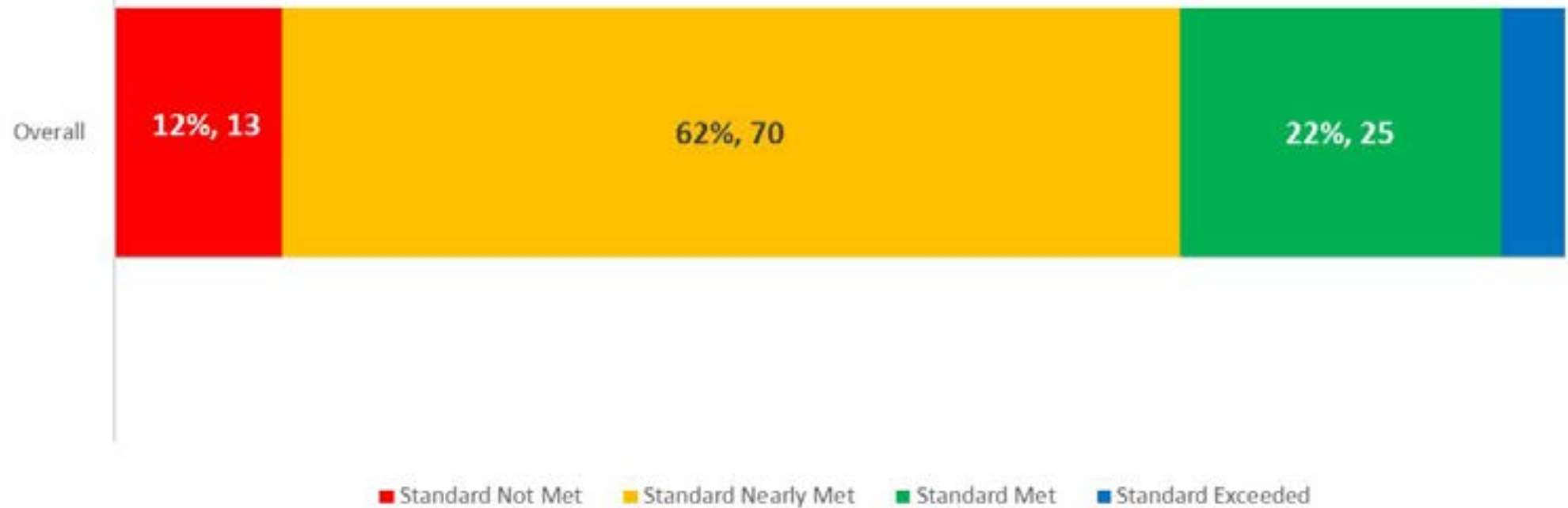
22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity 11th Grade



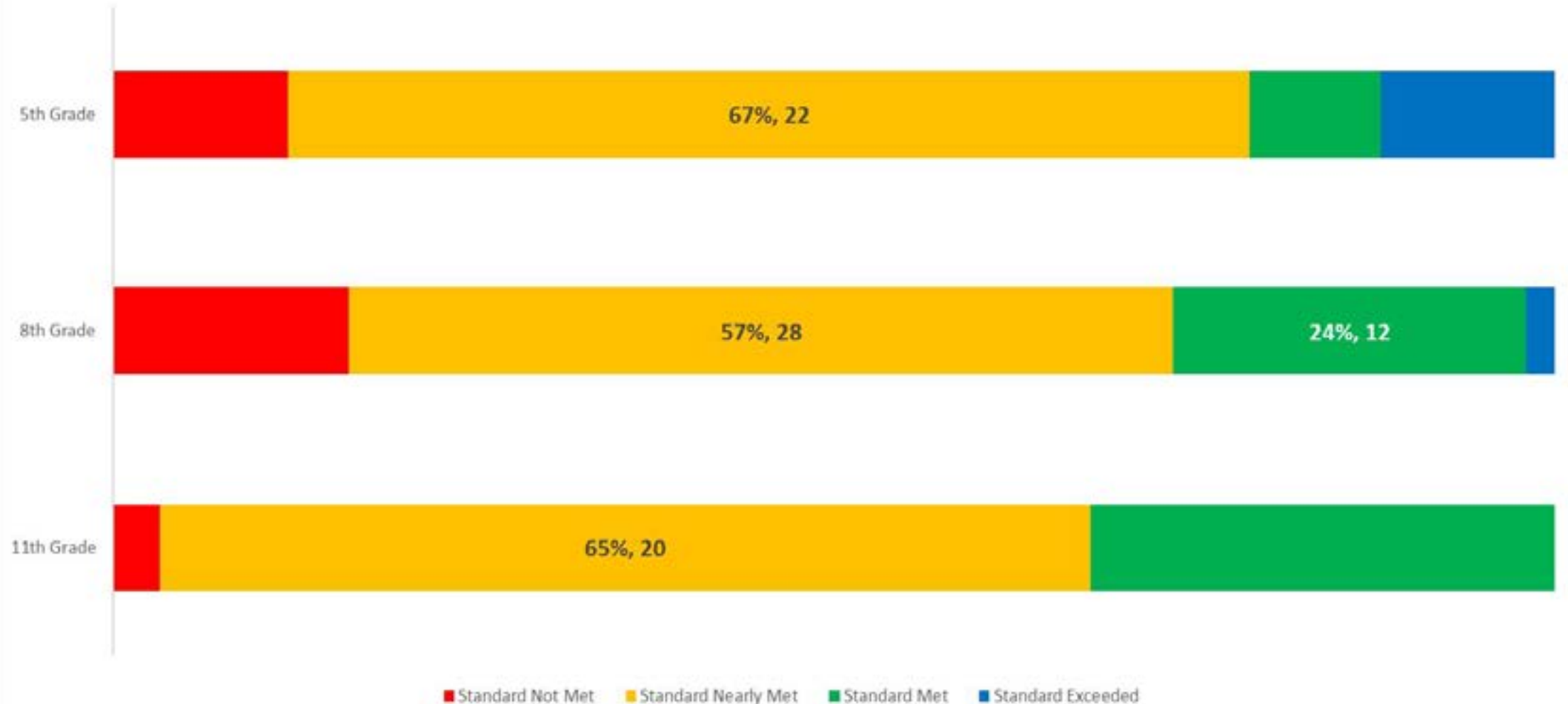
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22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity Black African/American



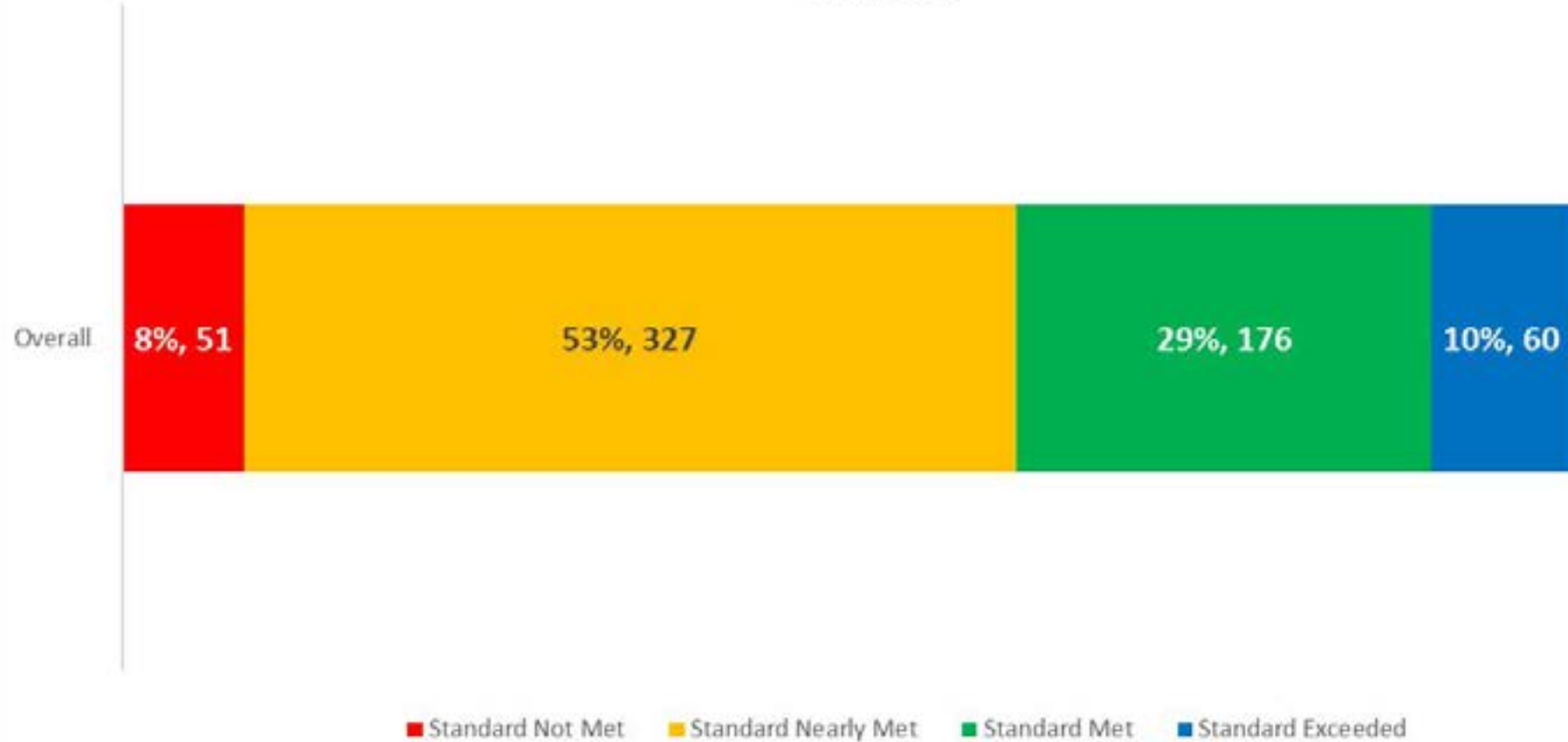
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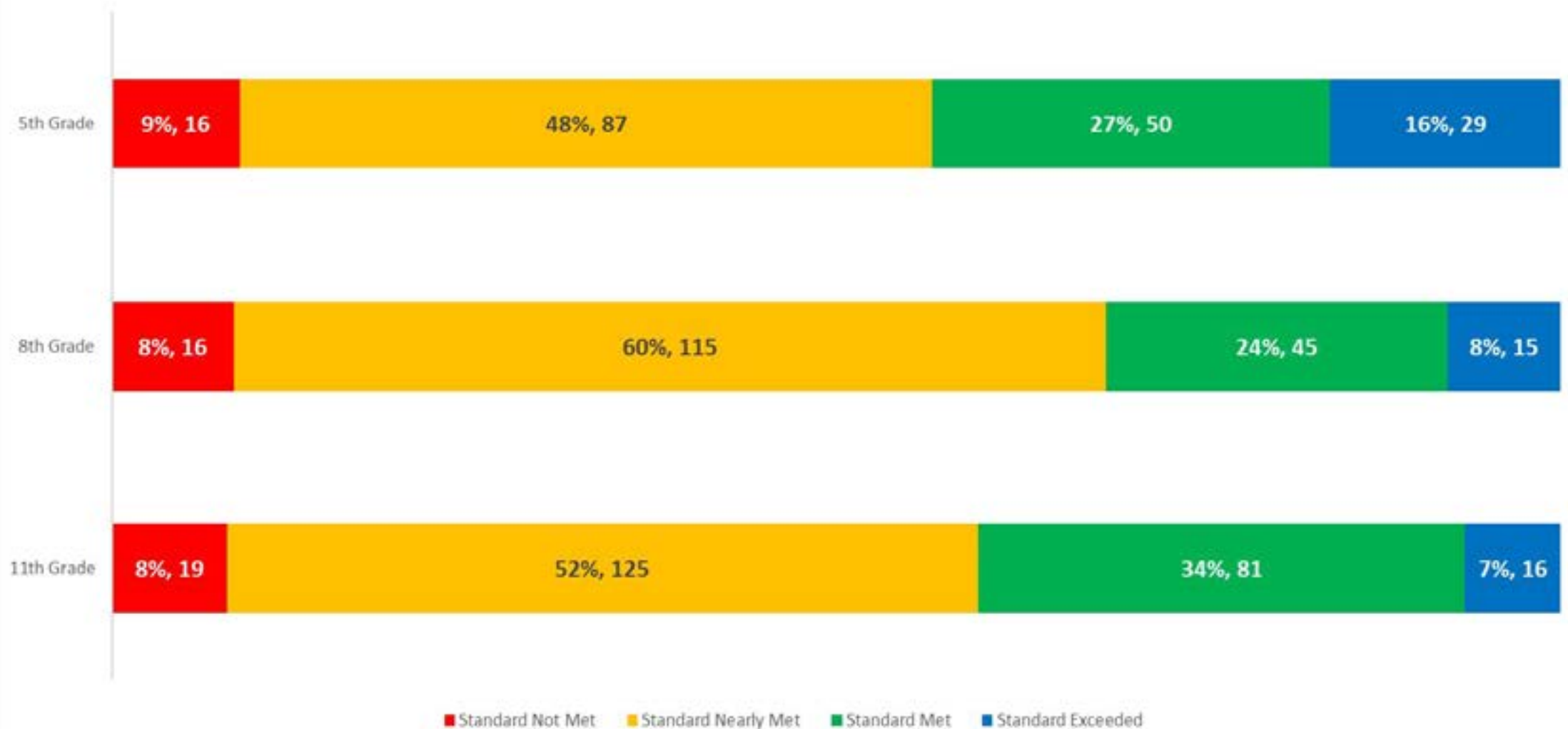
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22-23 CAASPP CAST District Wide Disaggregated by Race/Ethnicity LatinX



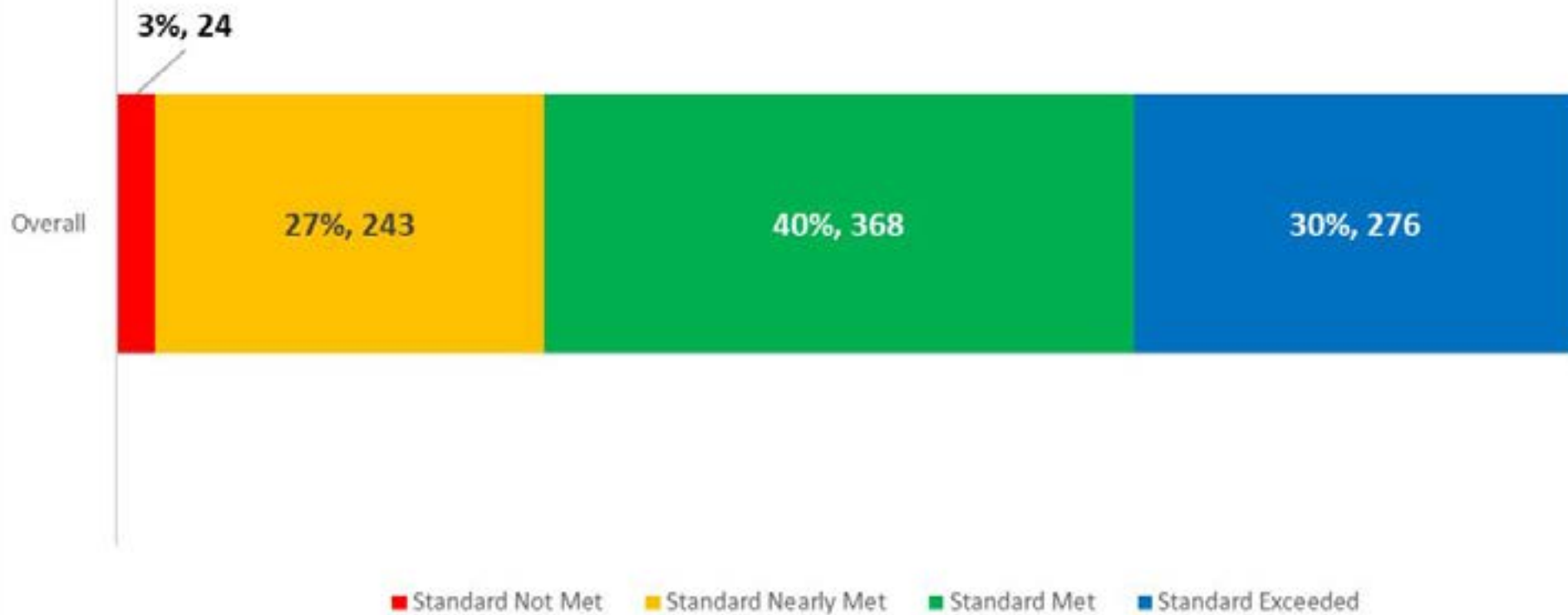
**22-23 CAASPP CAST District Wide
Disaggregated by Race/Ethnicity
LatinX**



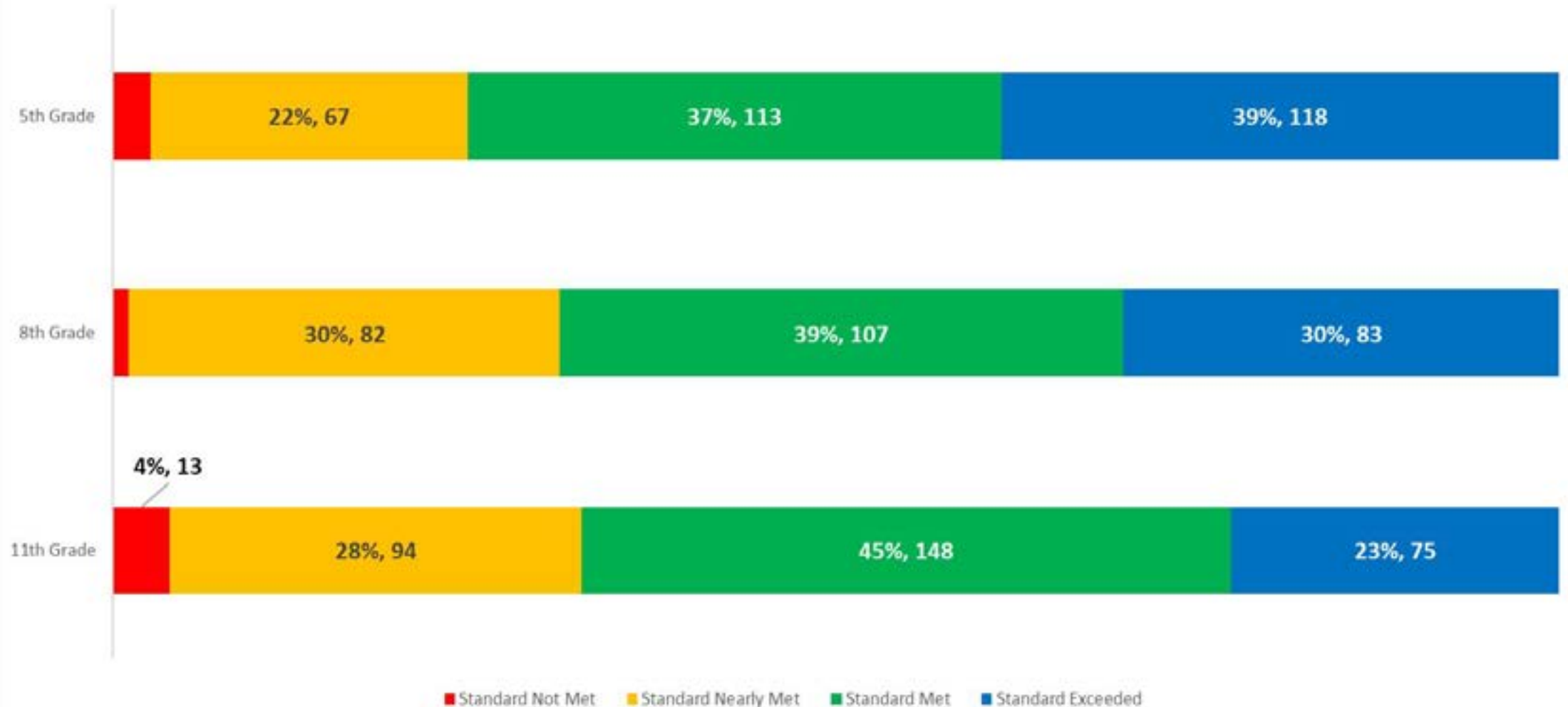
Preliminary data- for planning purposes only



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

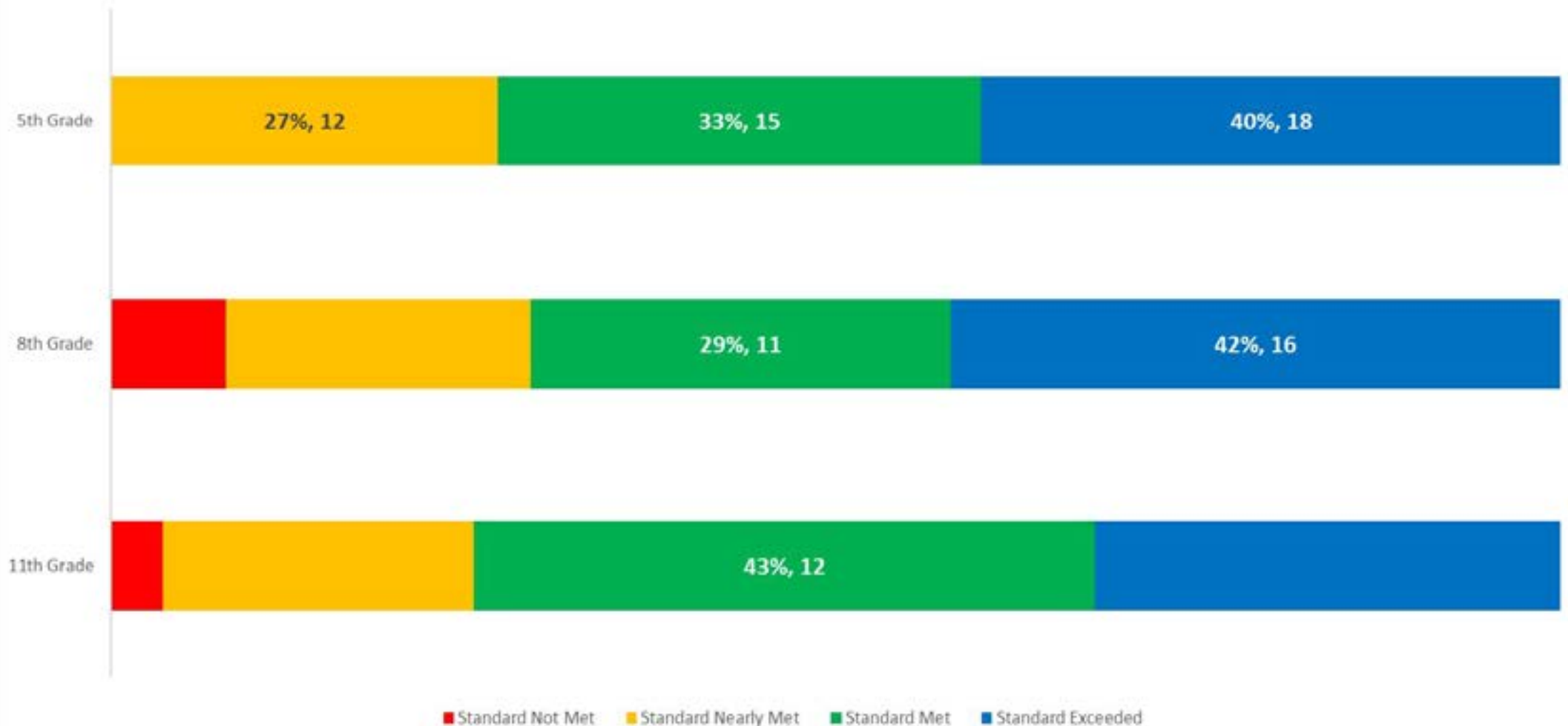
Overall



Standard Not Met Standard Nearly Met Standard Met Standard Exceeded

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

Asian





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.

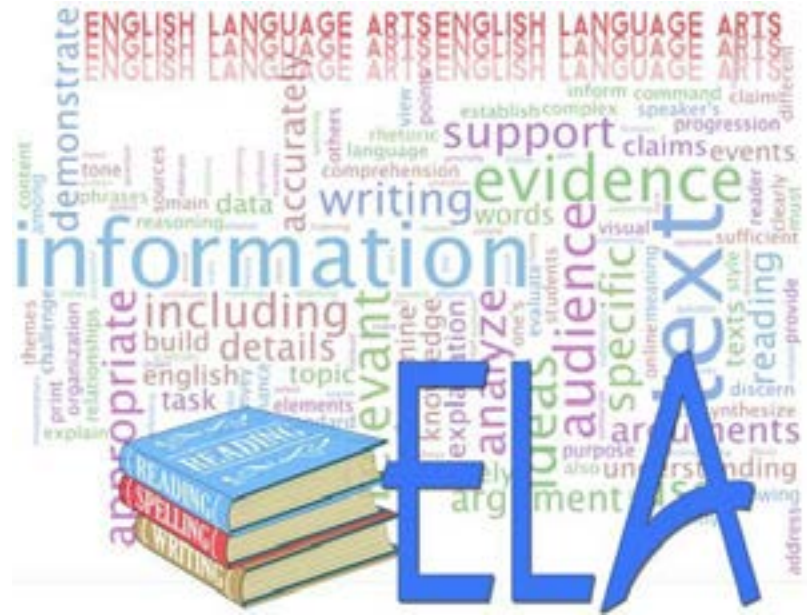
Domain	Description
 Physical Health & Well-being	Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.
 Social Competence	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.
 Emotional Maturity	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.
 Language & Cognitive Development	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.
 Communication Skills & General Knowledge	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.



LCAP Goal 2:

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

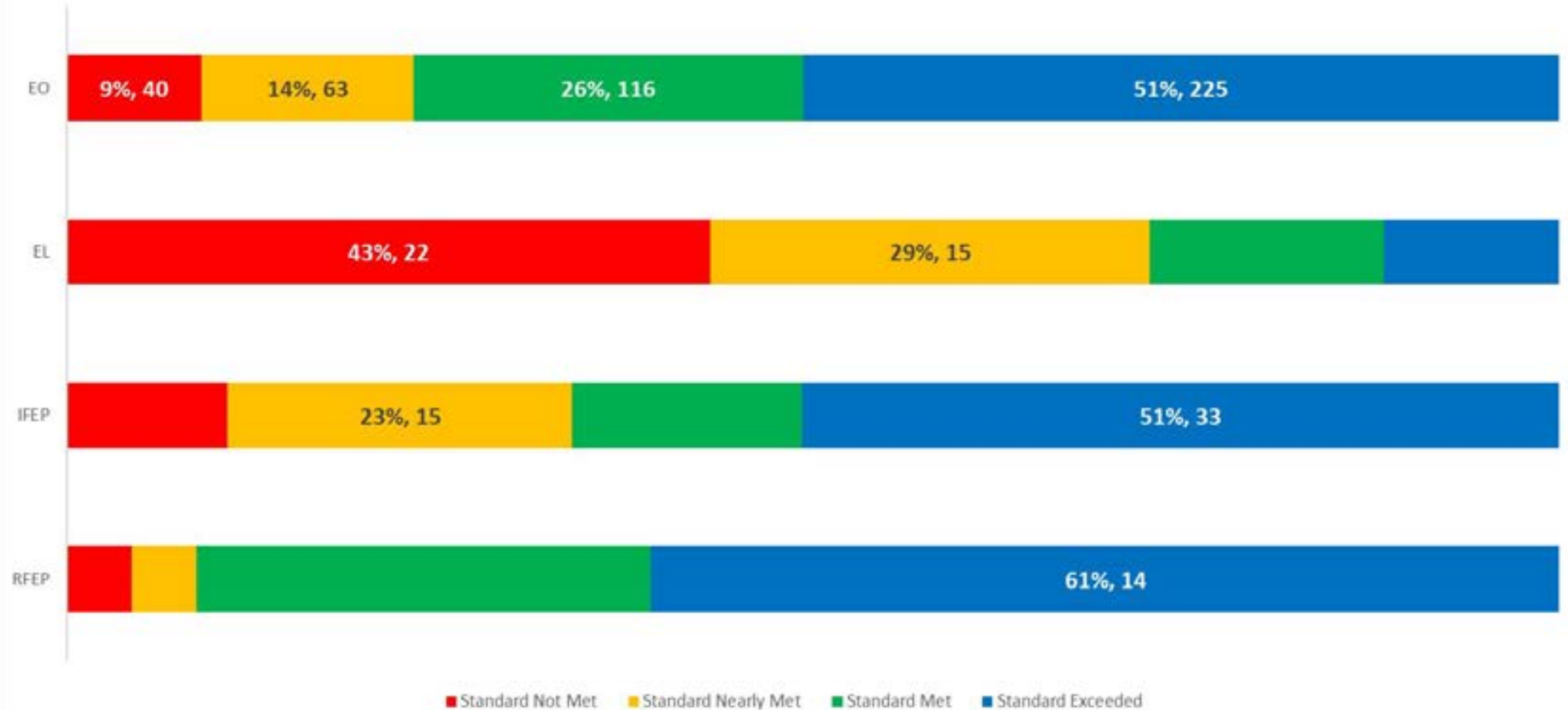
Appendix E



CAASPP

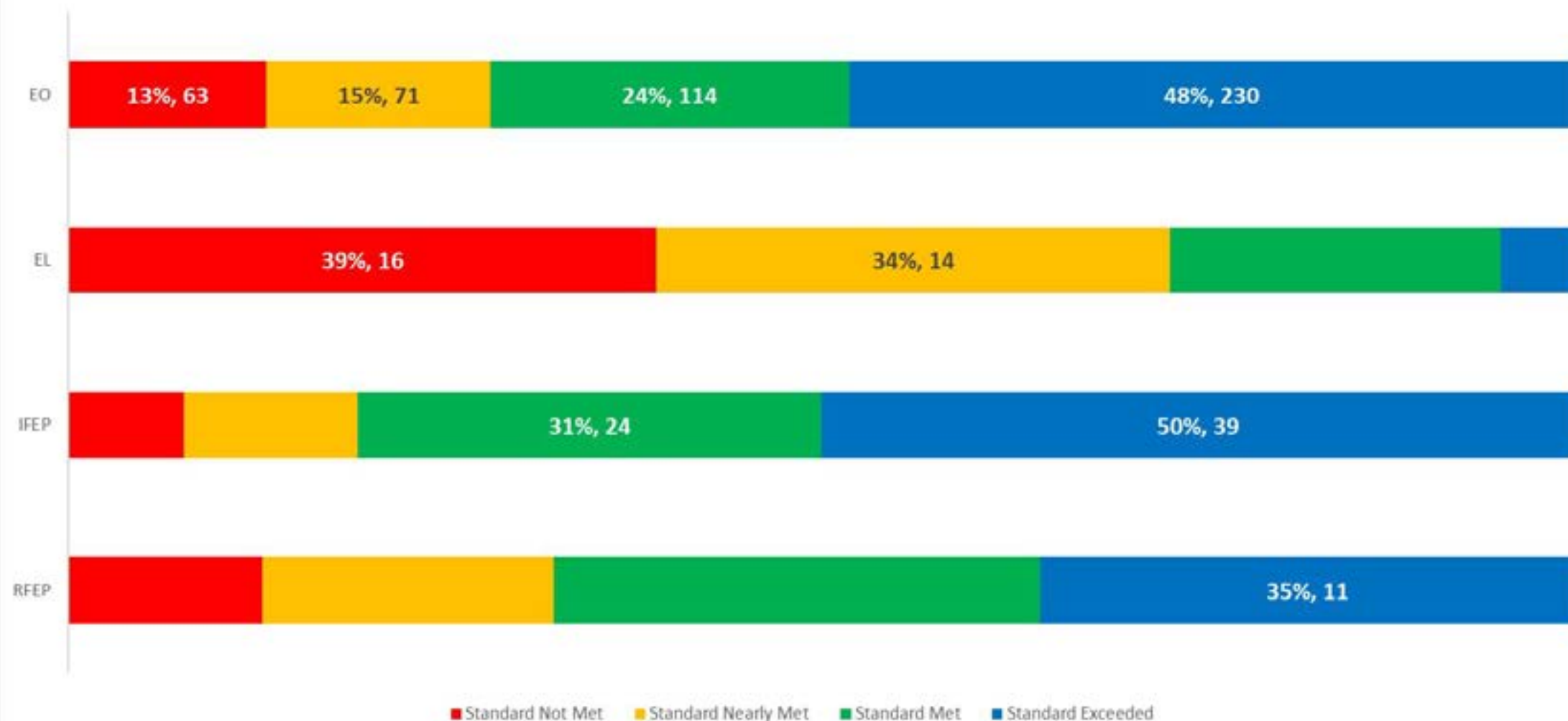
Disaggregated by Language Proficiency

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



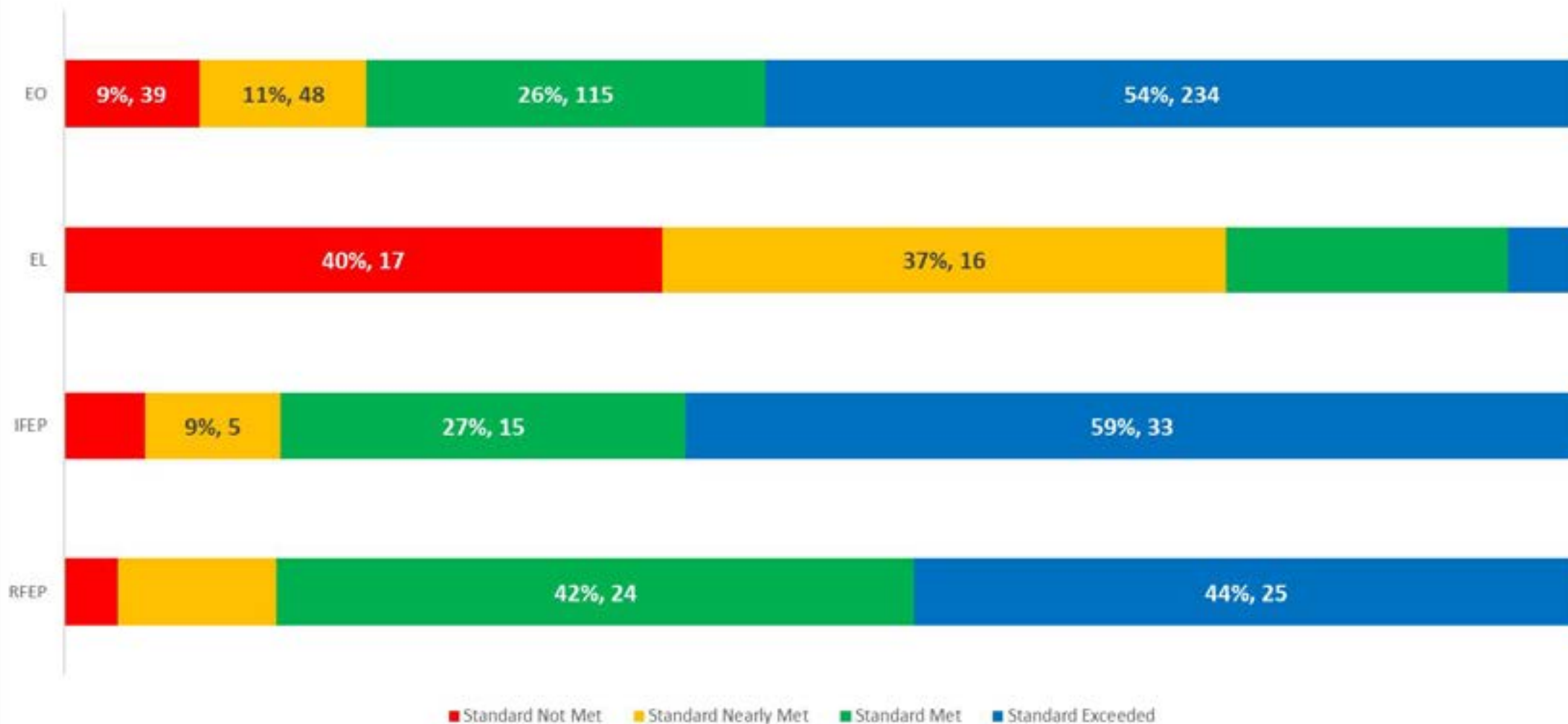
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22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 4th Grade



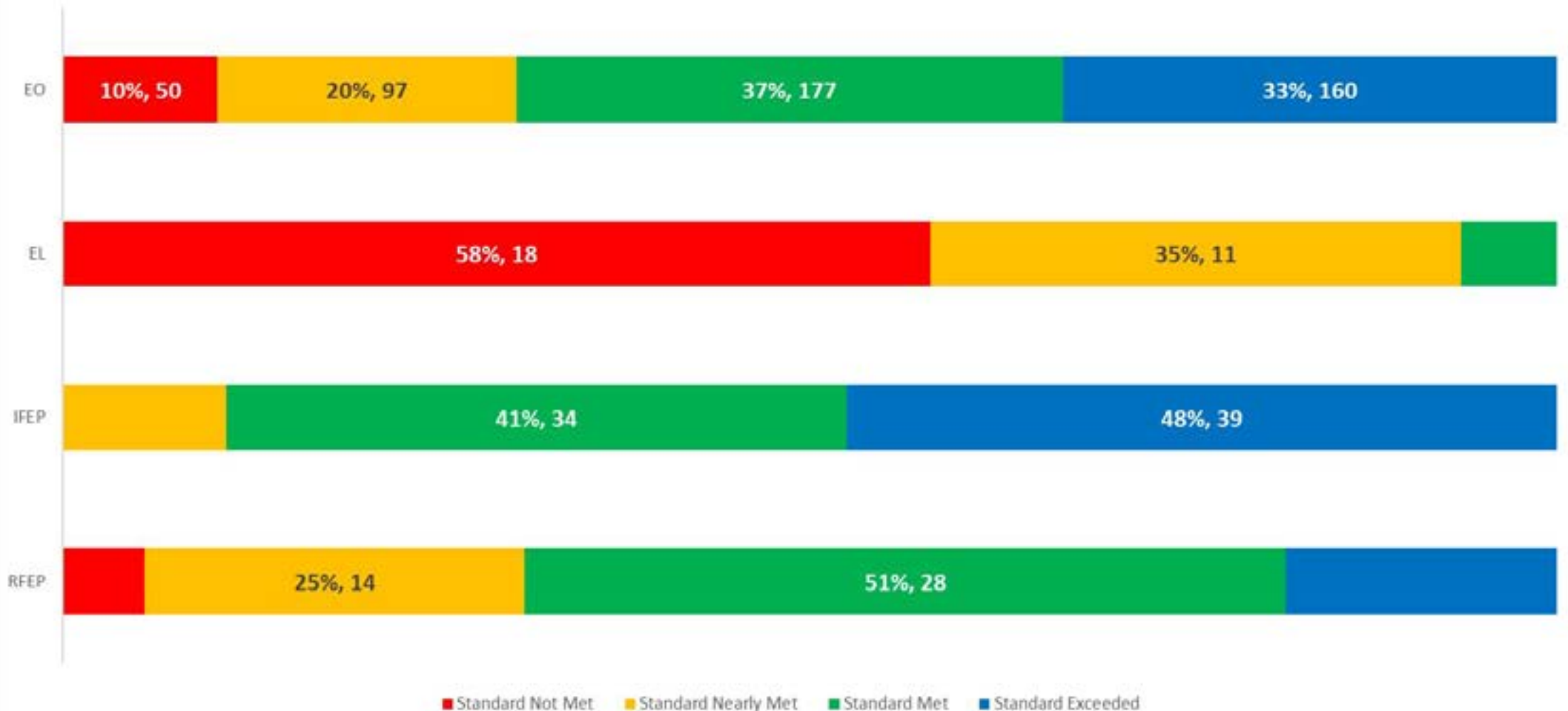
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22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 5th Grade



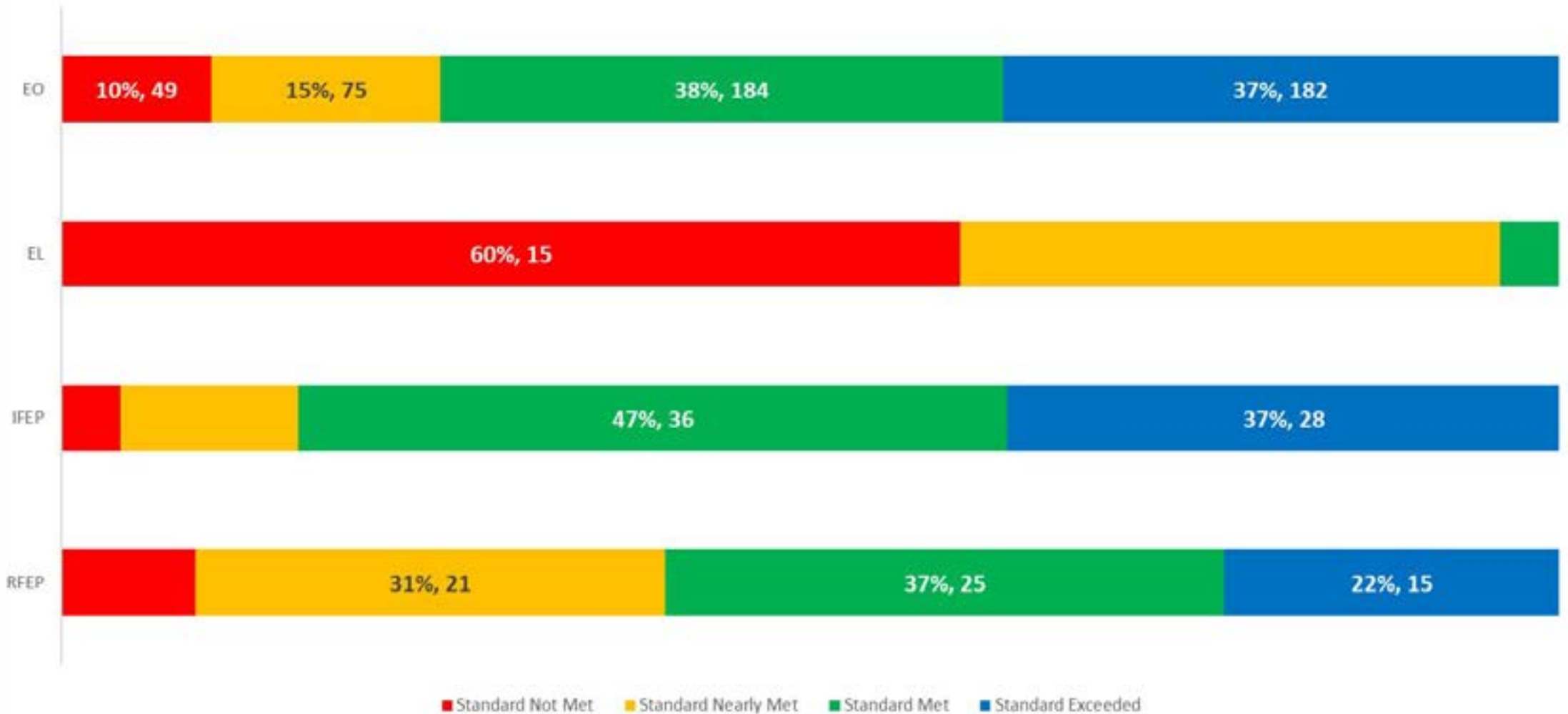
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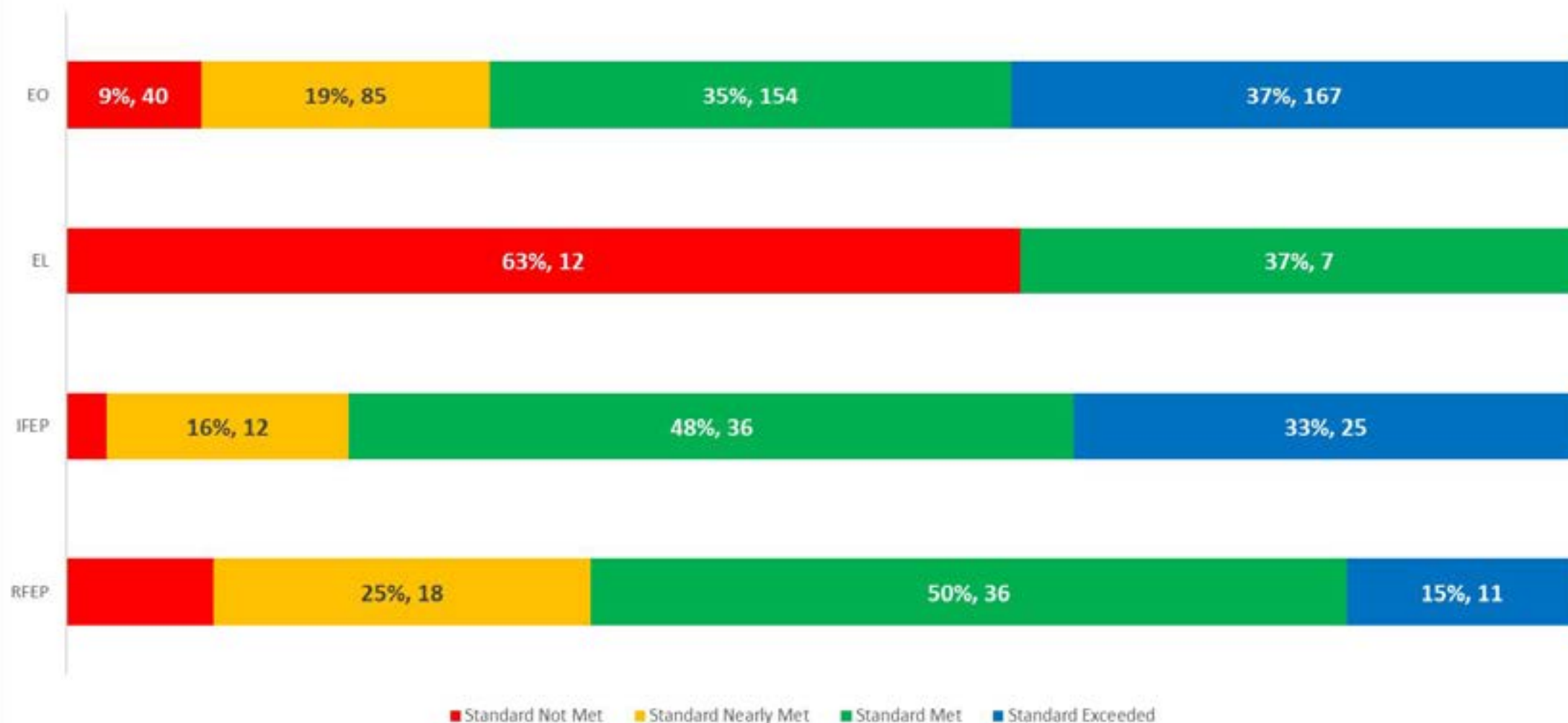
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22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 7th Grade



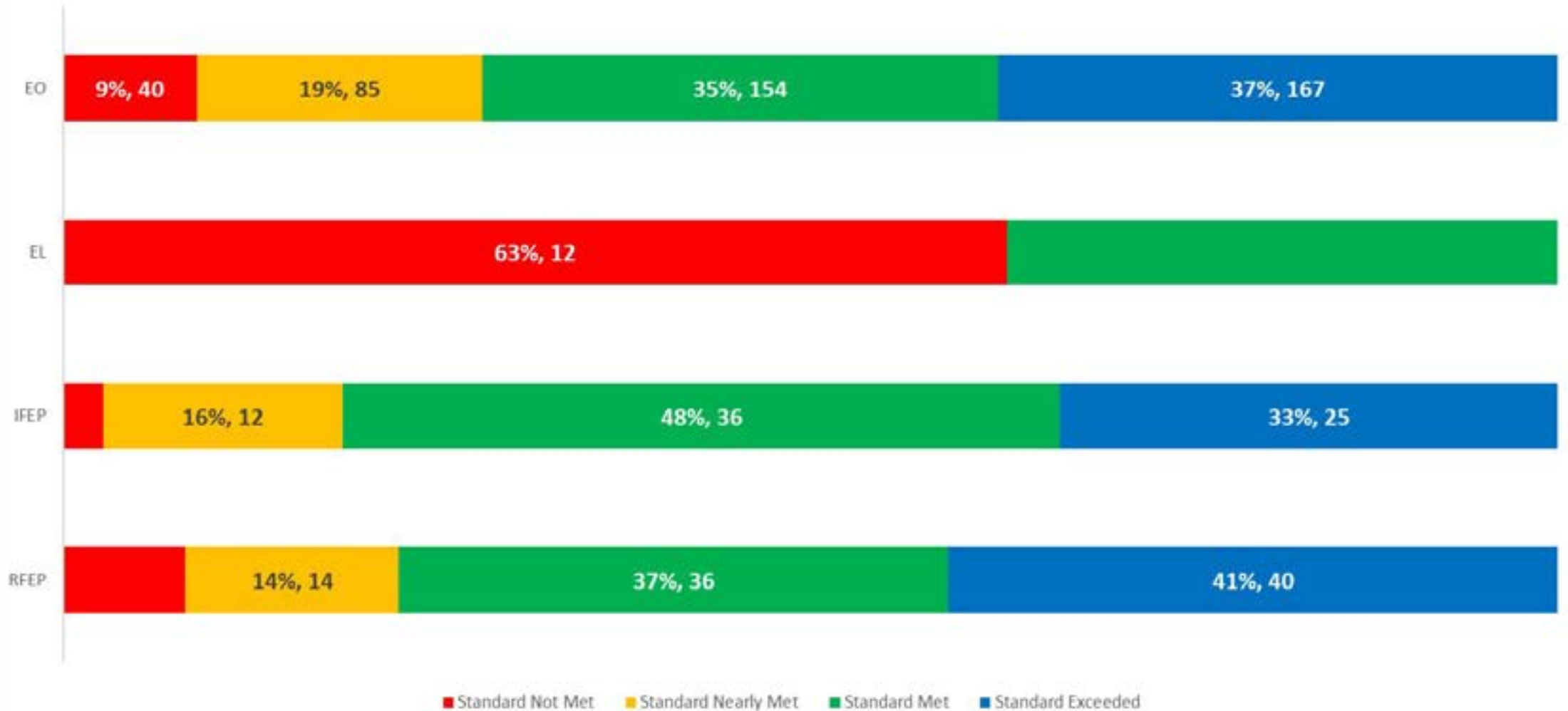
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22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 8th Grade

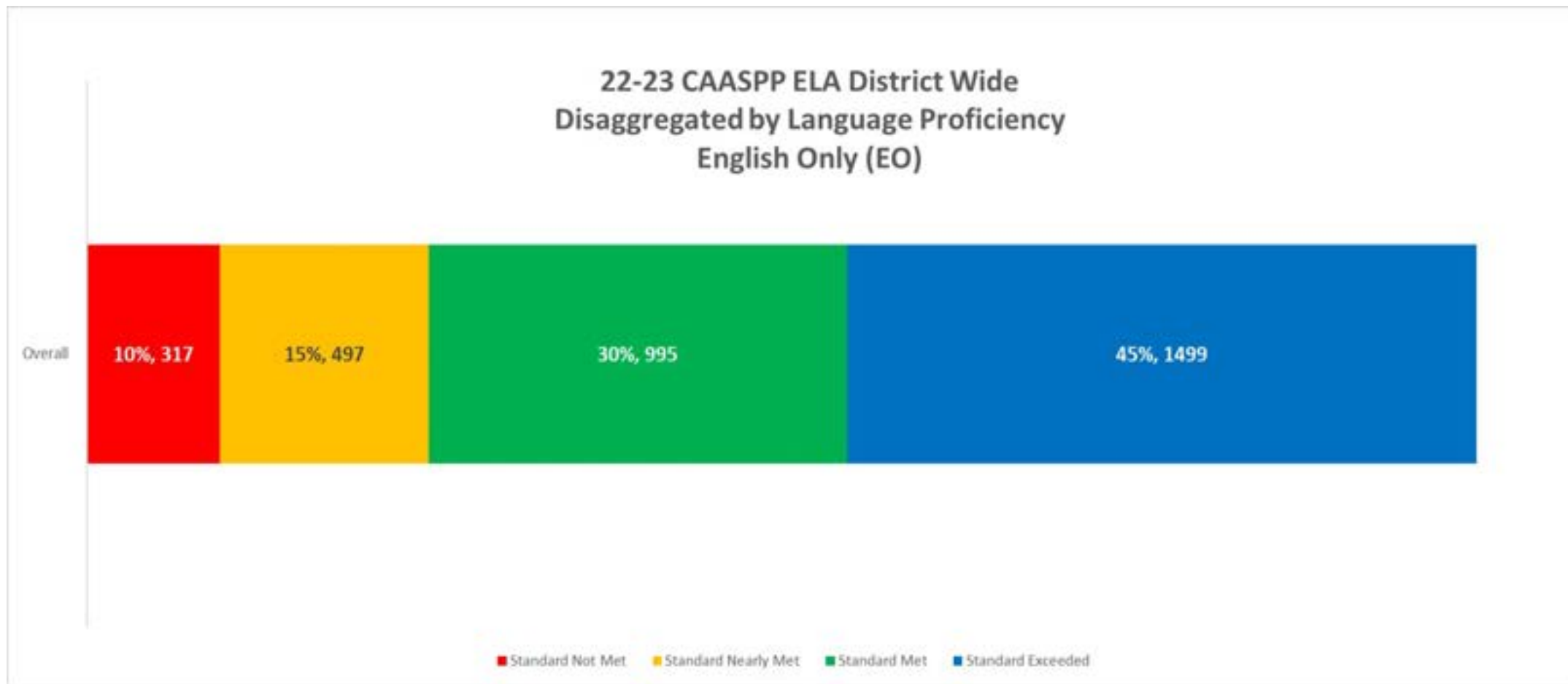


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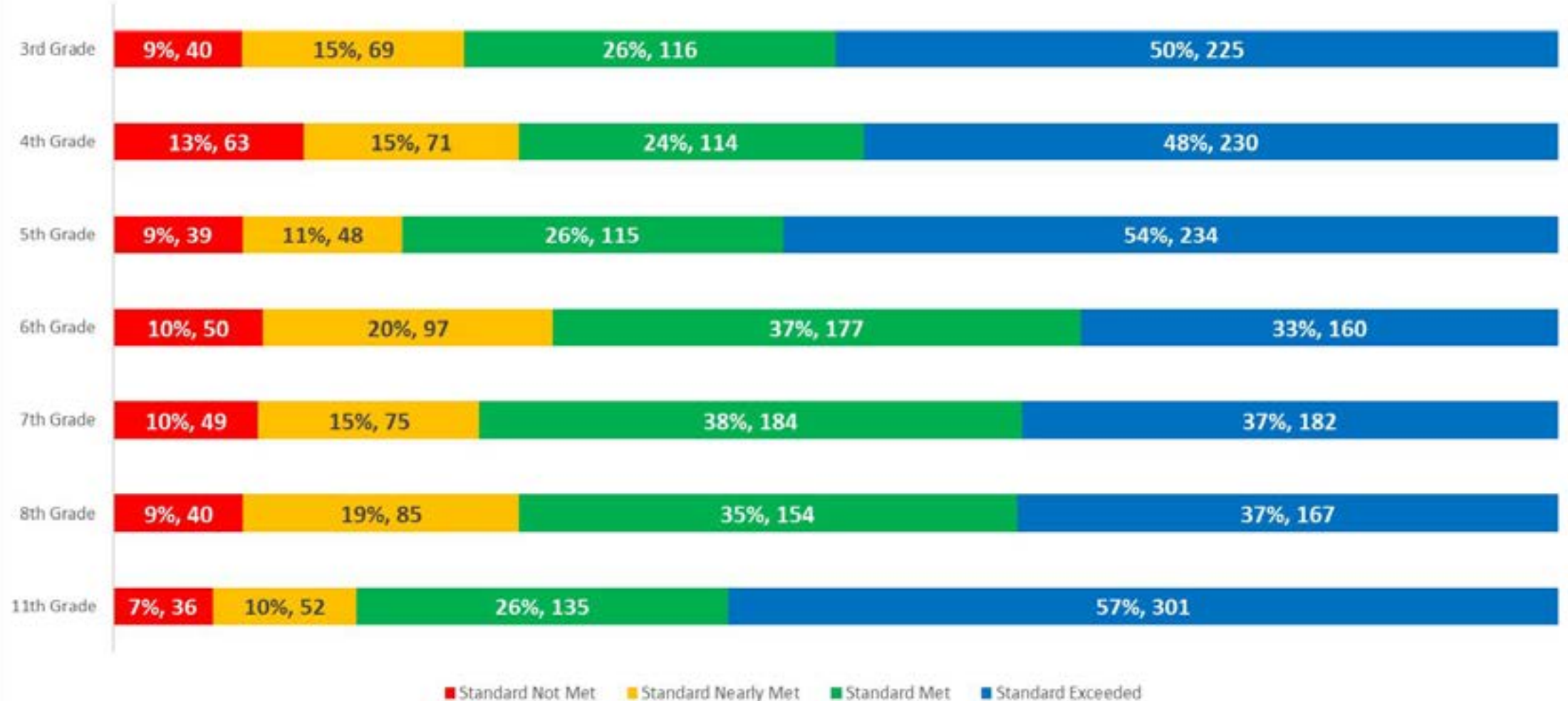
22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency 11th Grade

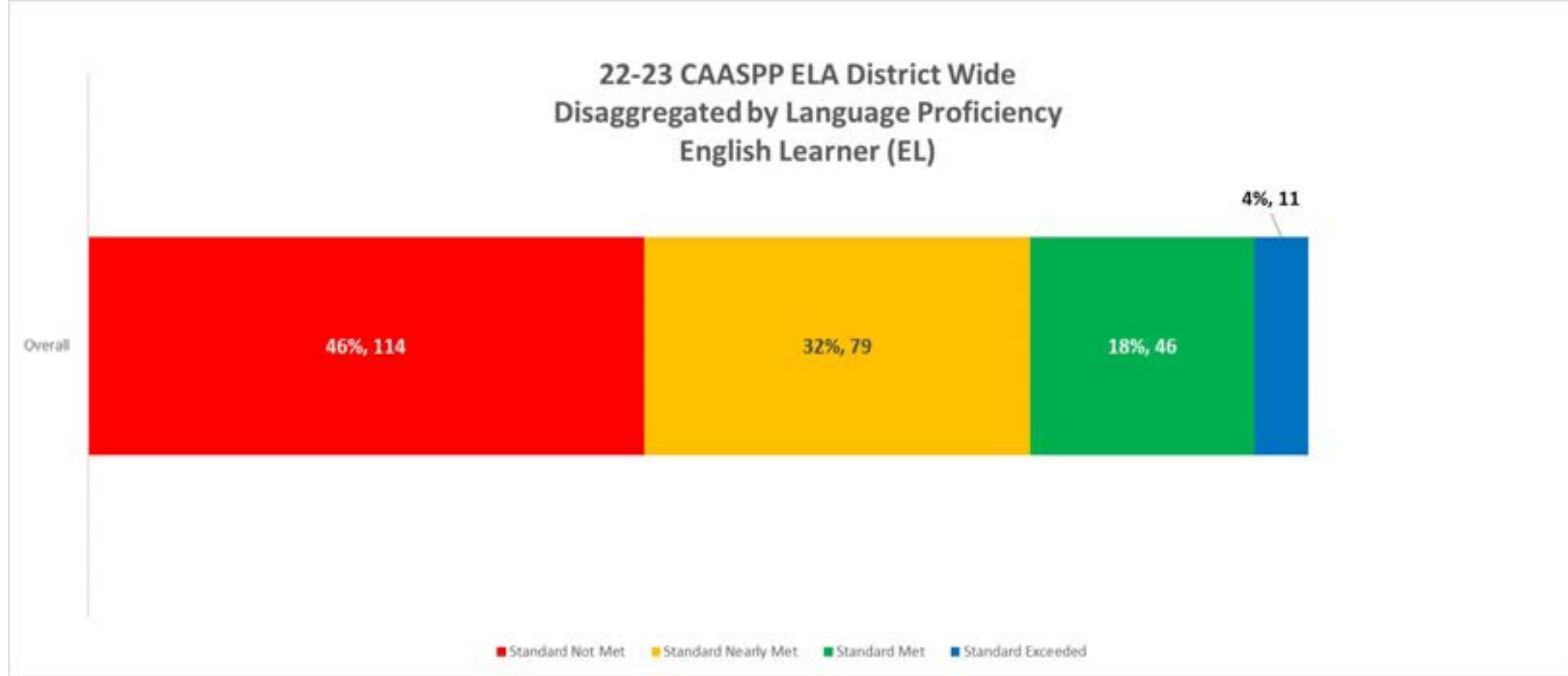


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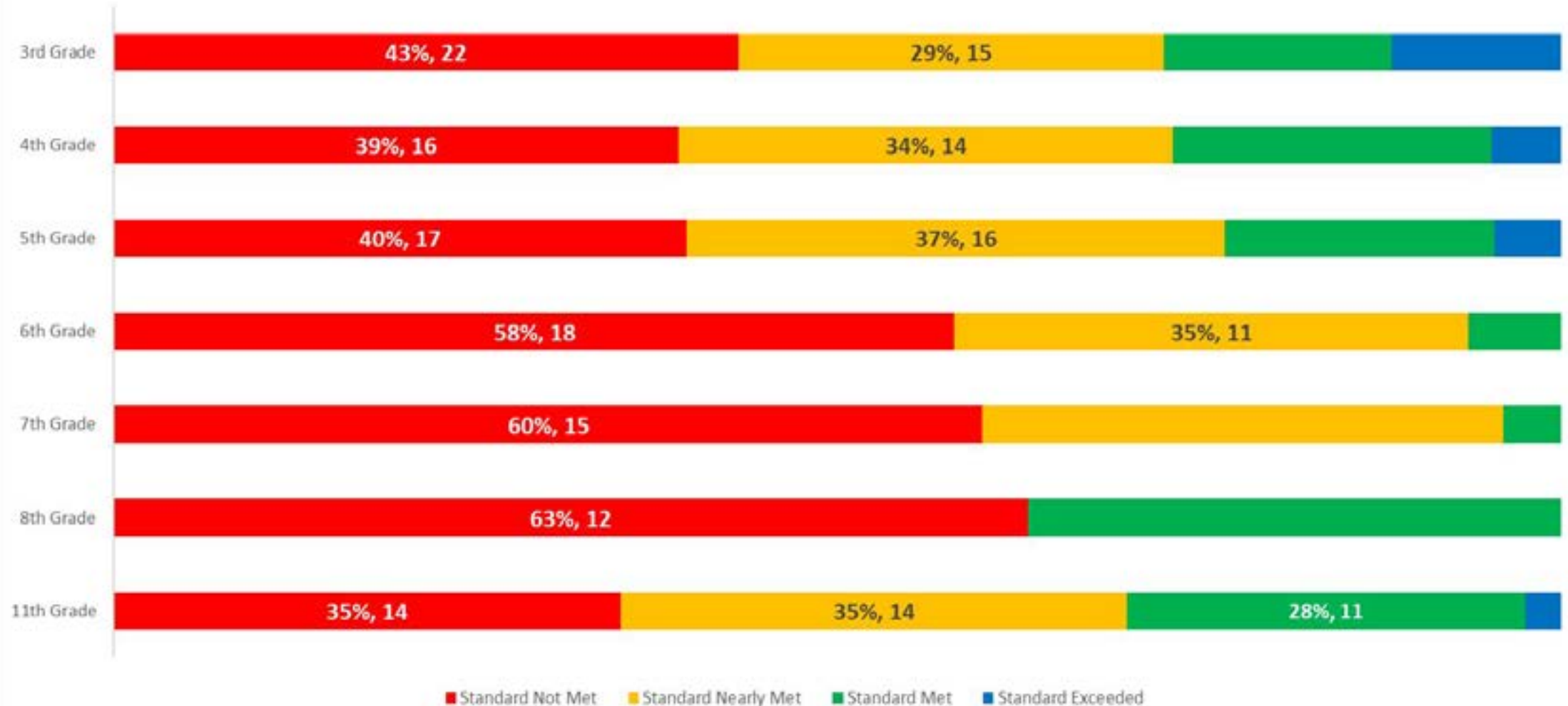


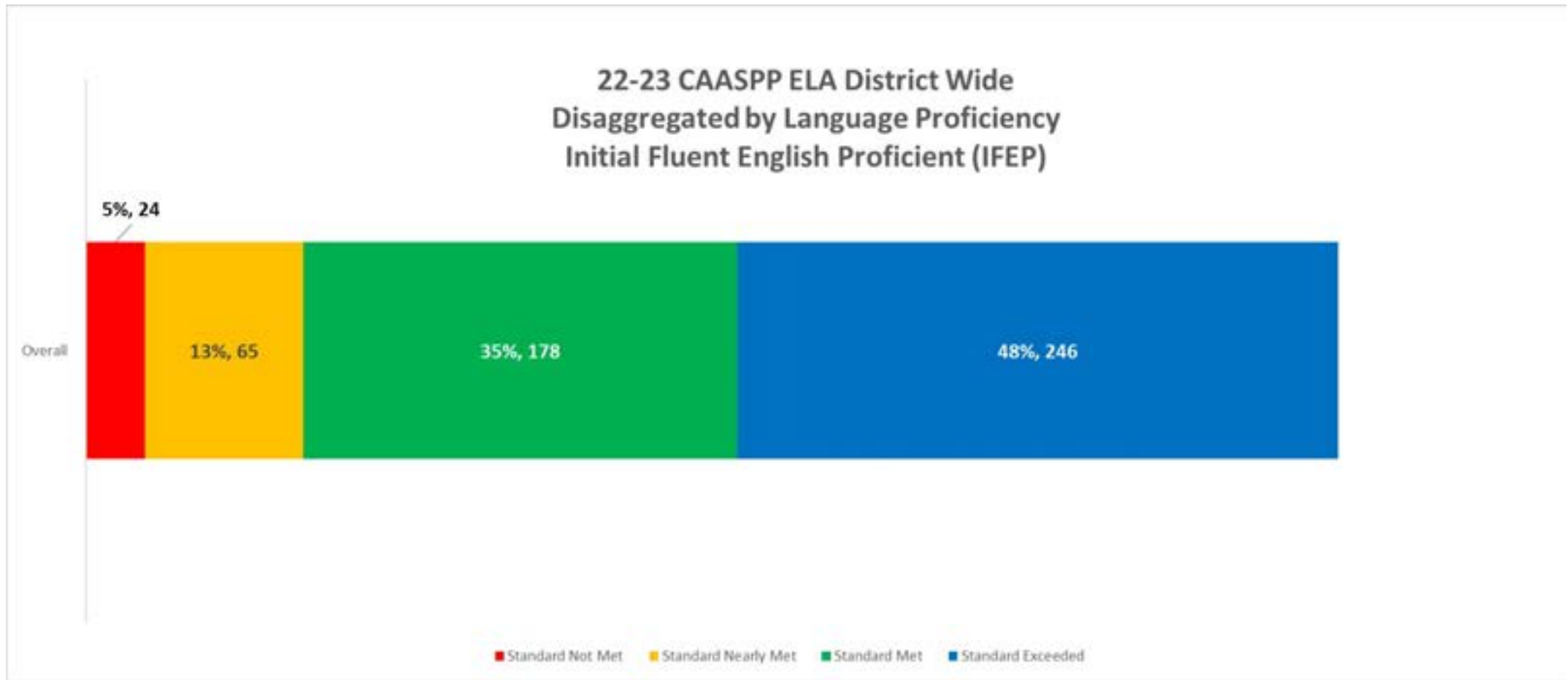
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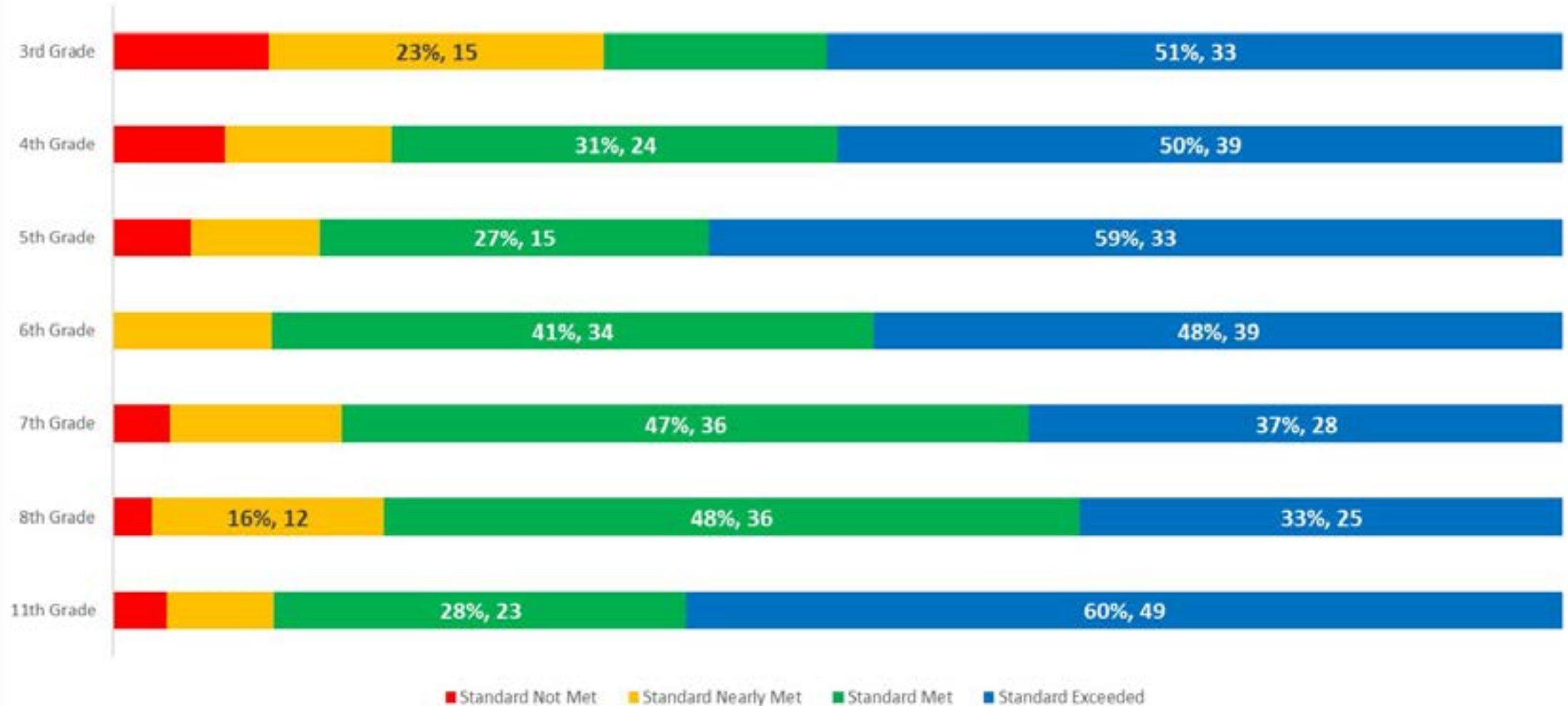


22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency English Learner (EL)

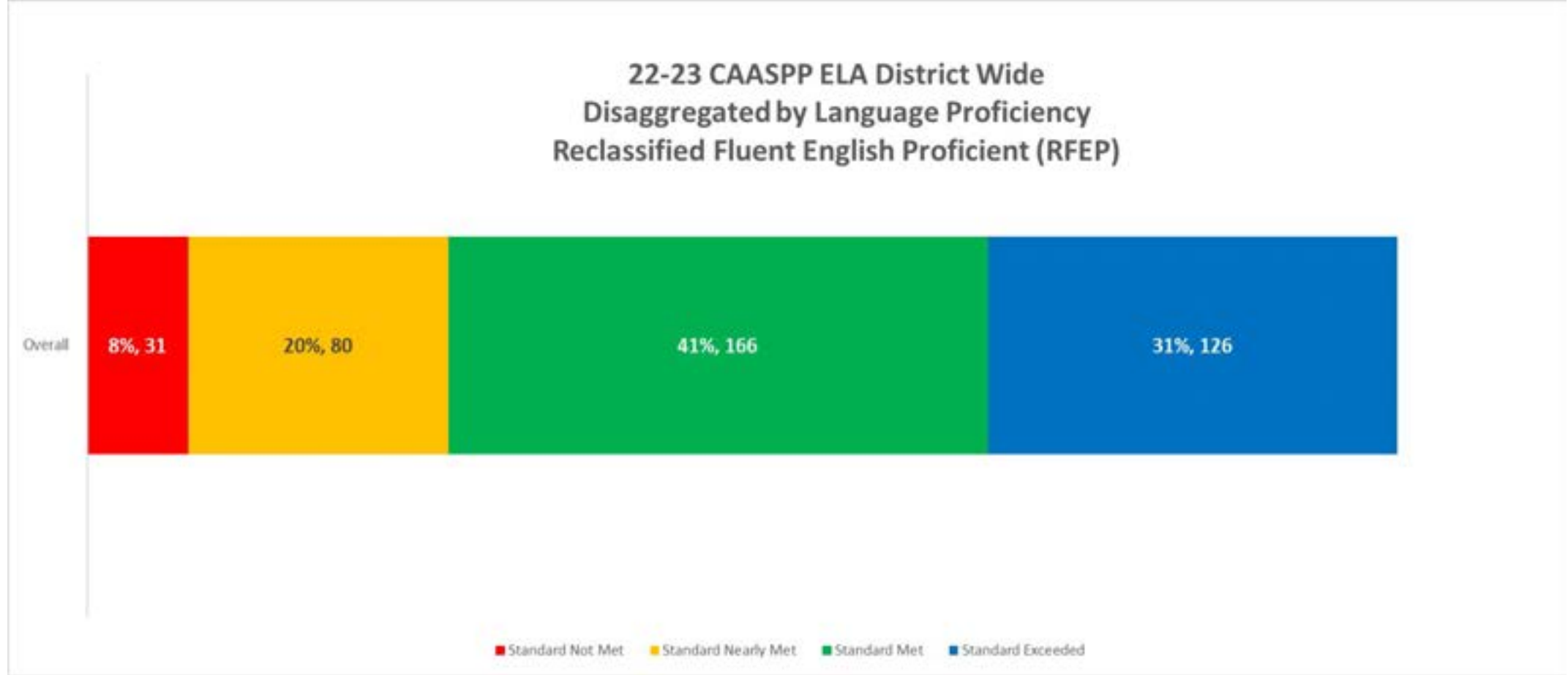




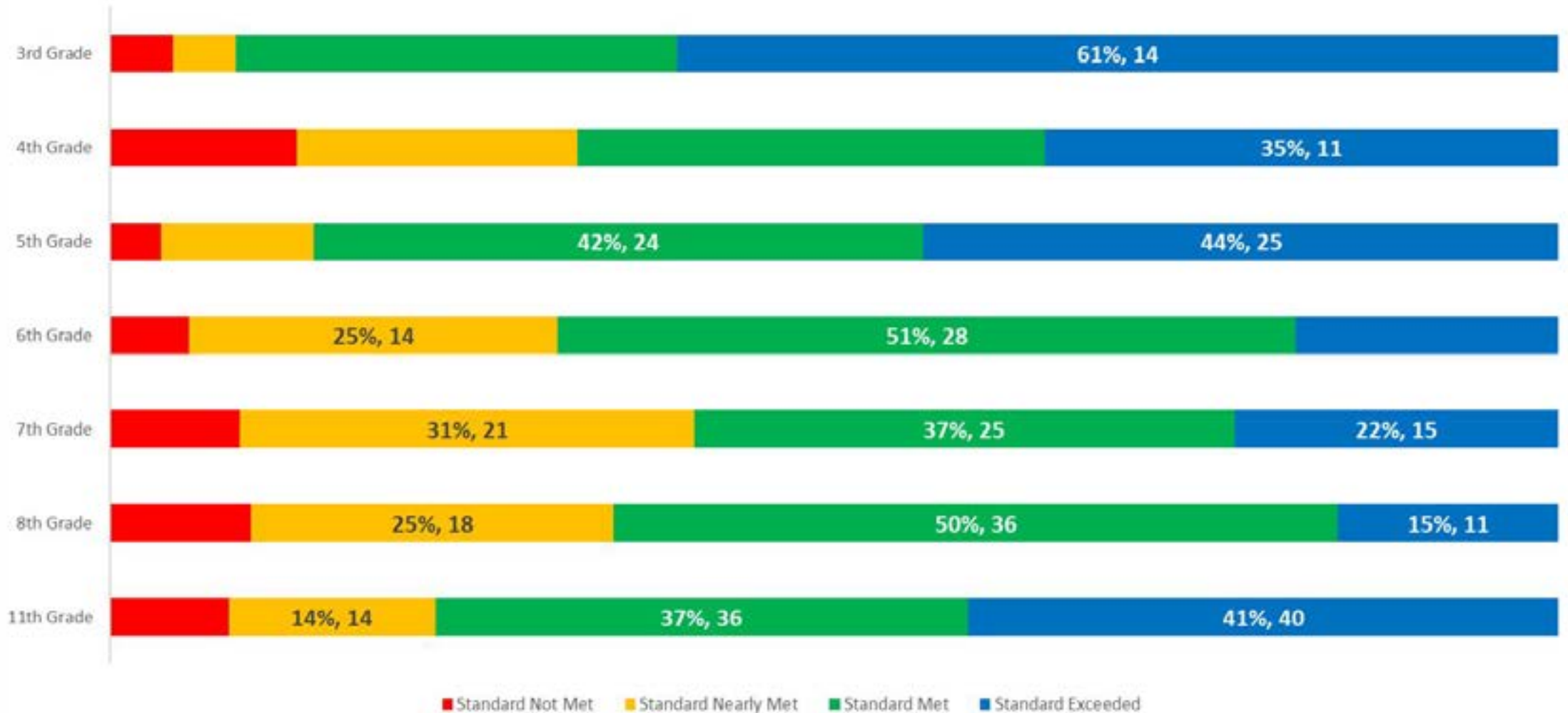
22-23 CAASPP ELA District Wide Disaggregated by Language Proficiency Initial Fluent English Proficient (IFEP)



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)



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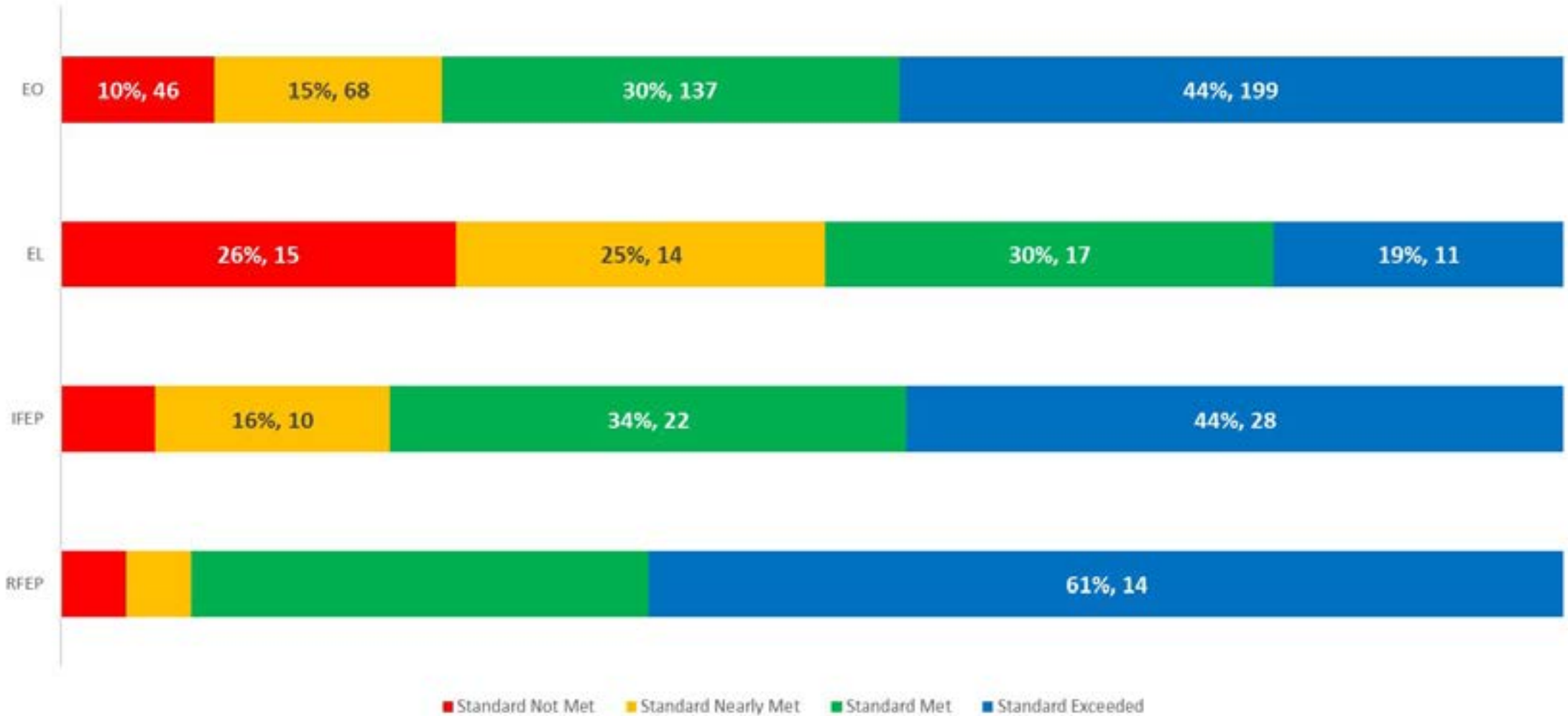


CAASPP

Disaggregated by

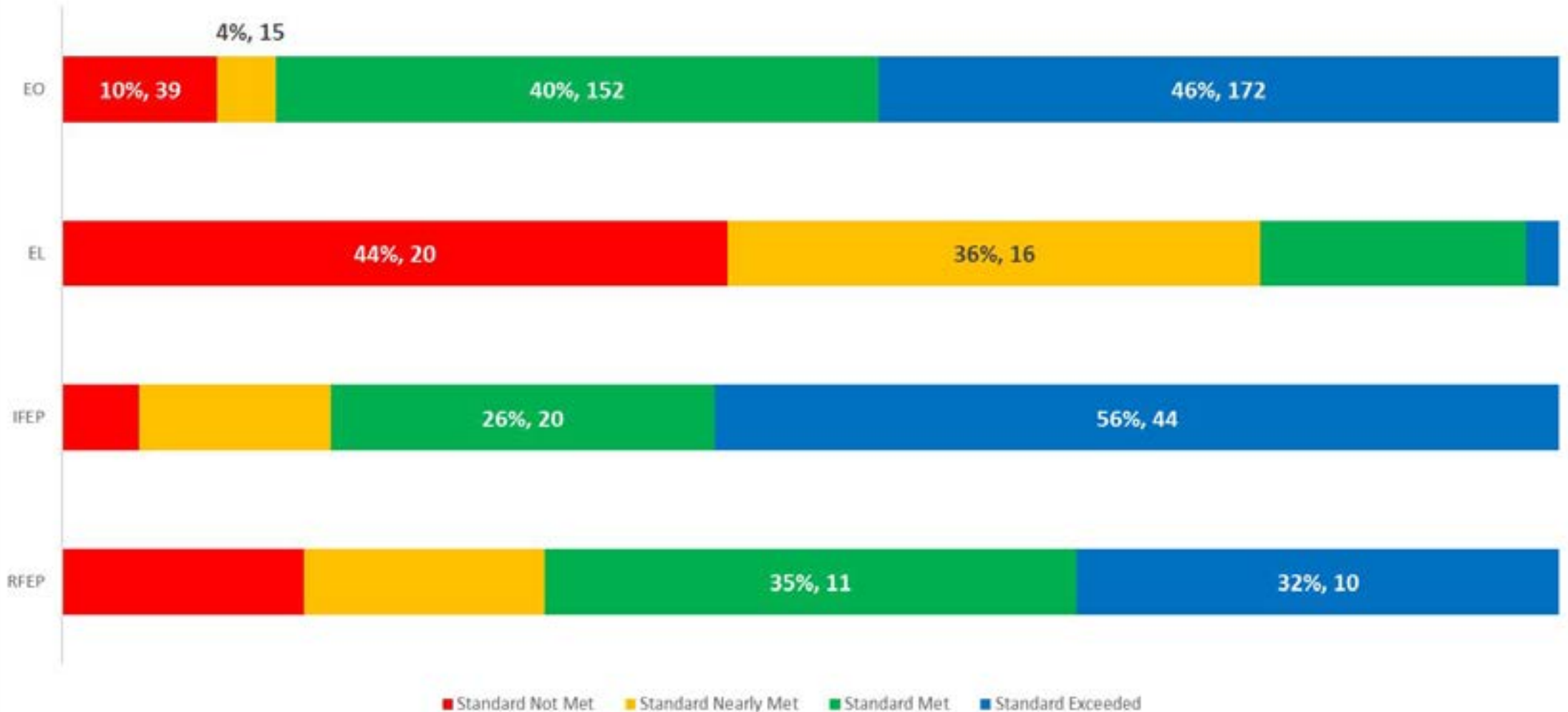
Language Proficiency

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



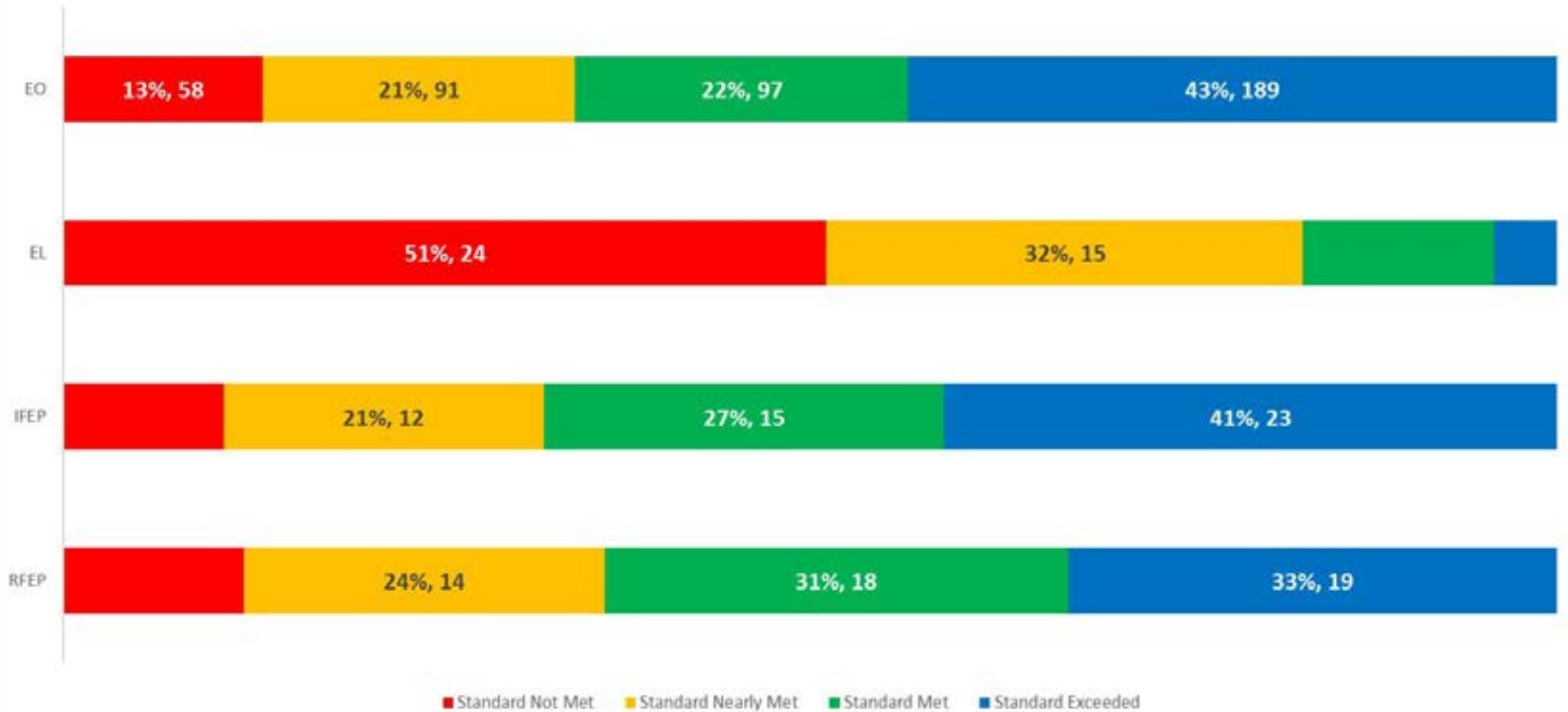
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22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 4th Grade



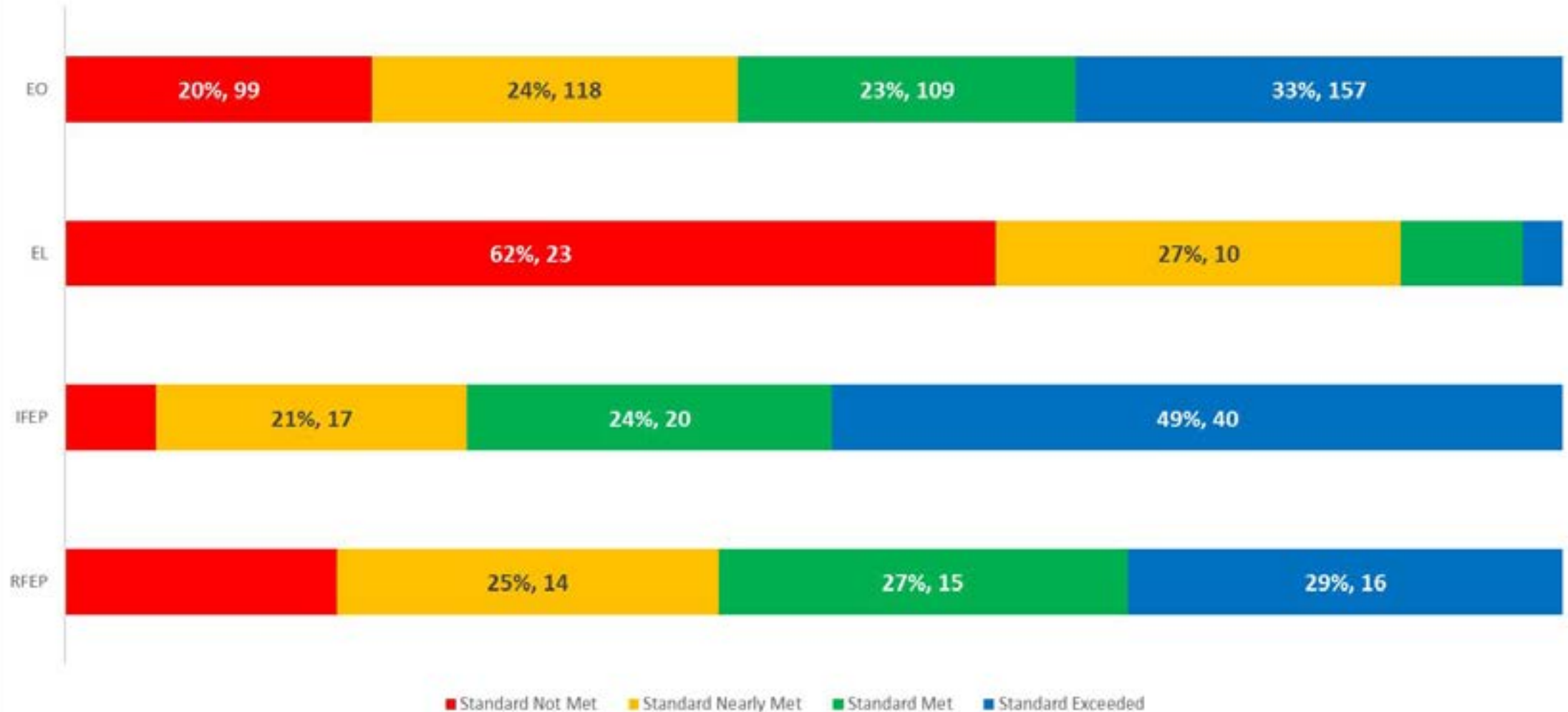
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22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 5th Grade



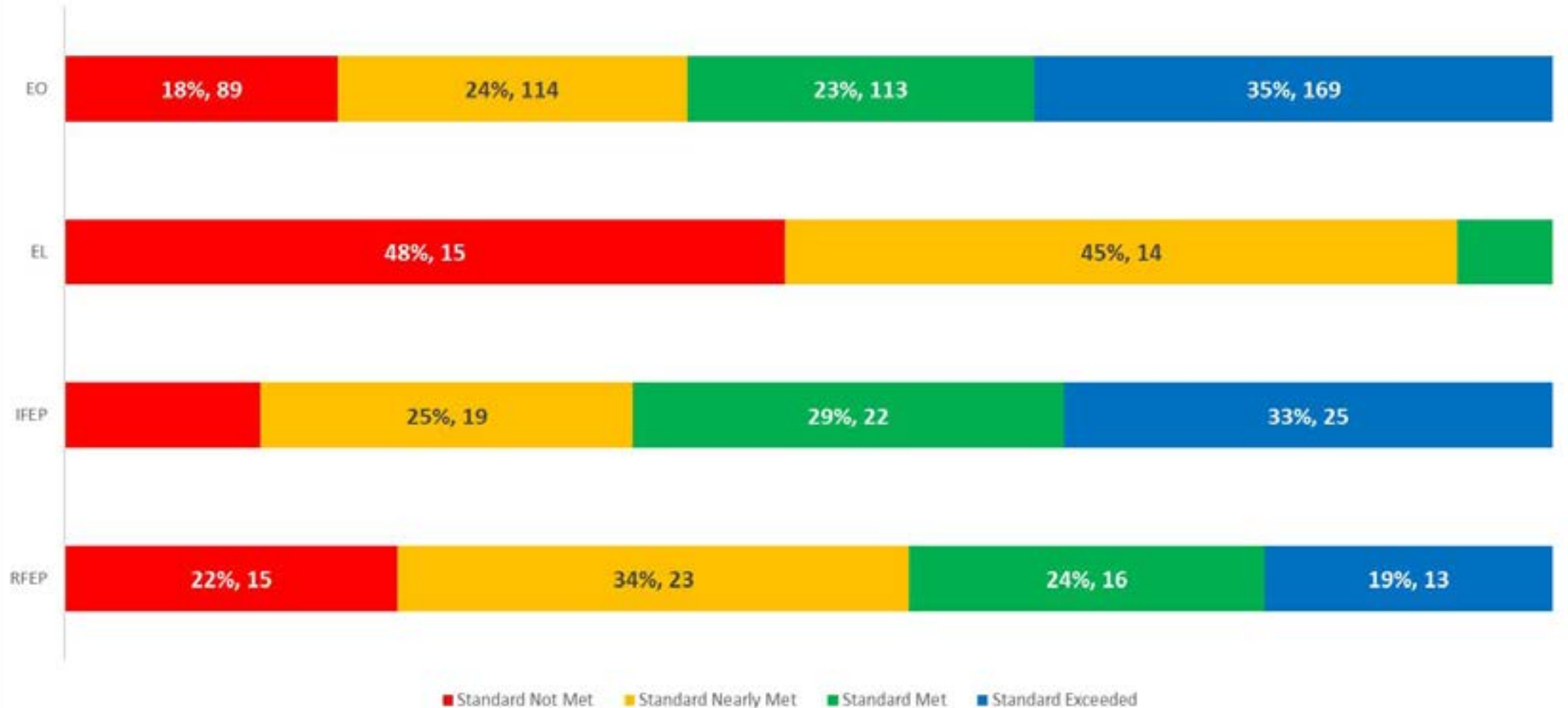
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22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 6th Grade



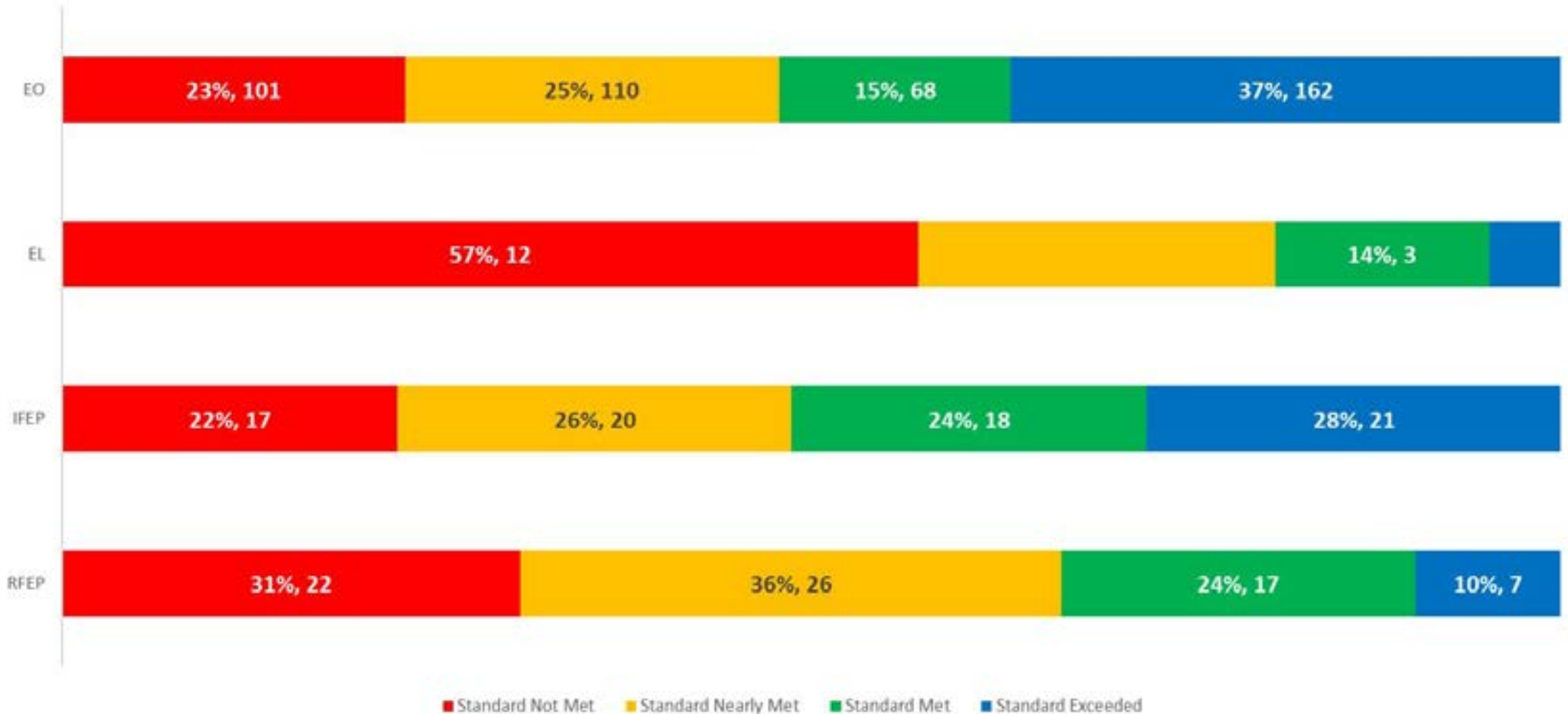
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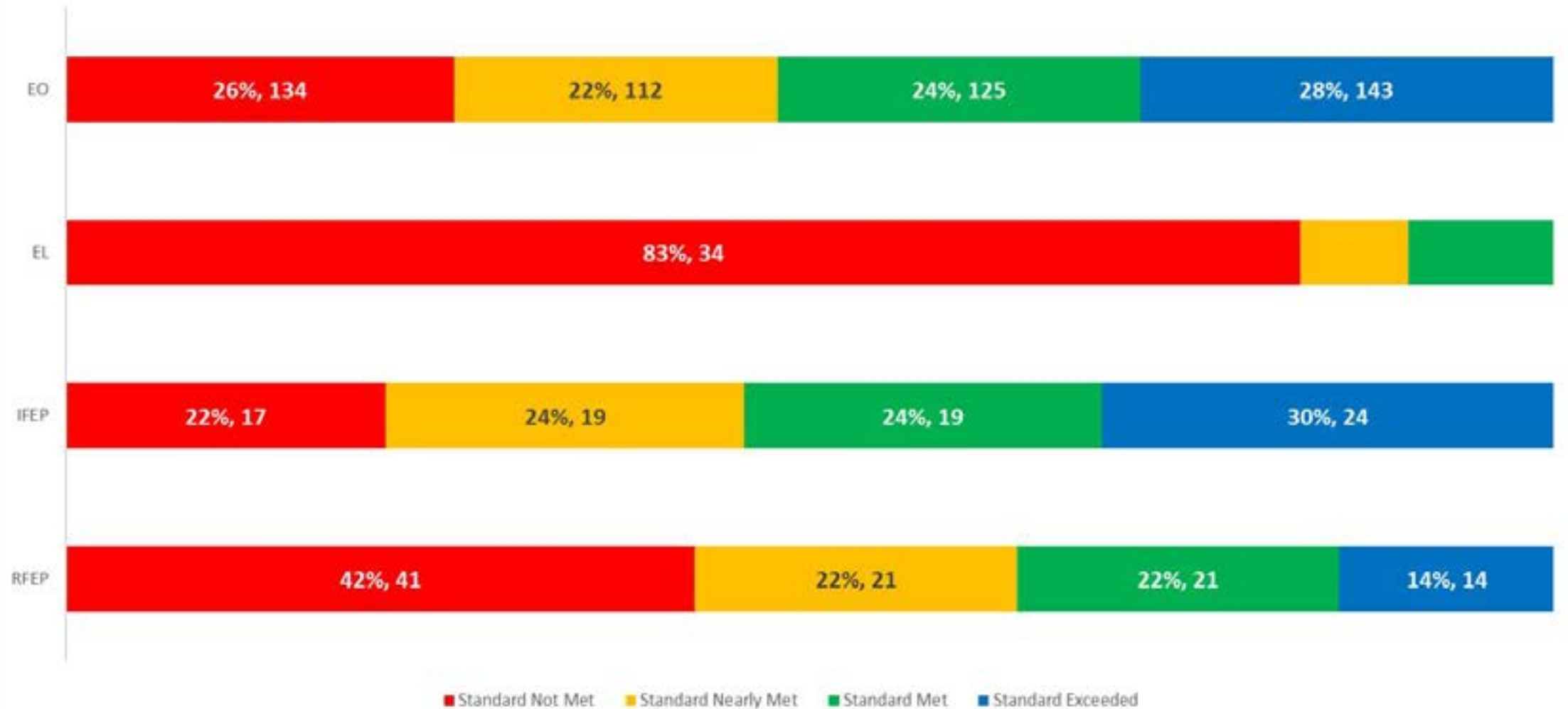
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22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 8th Grade

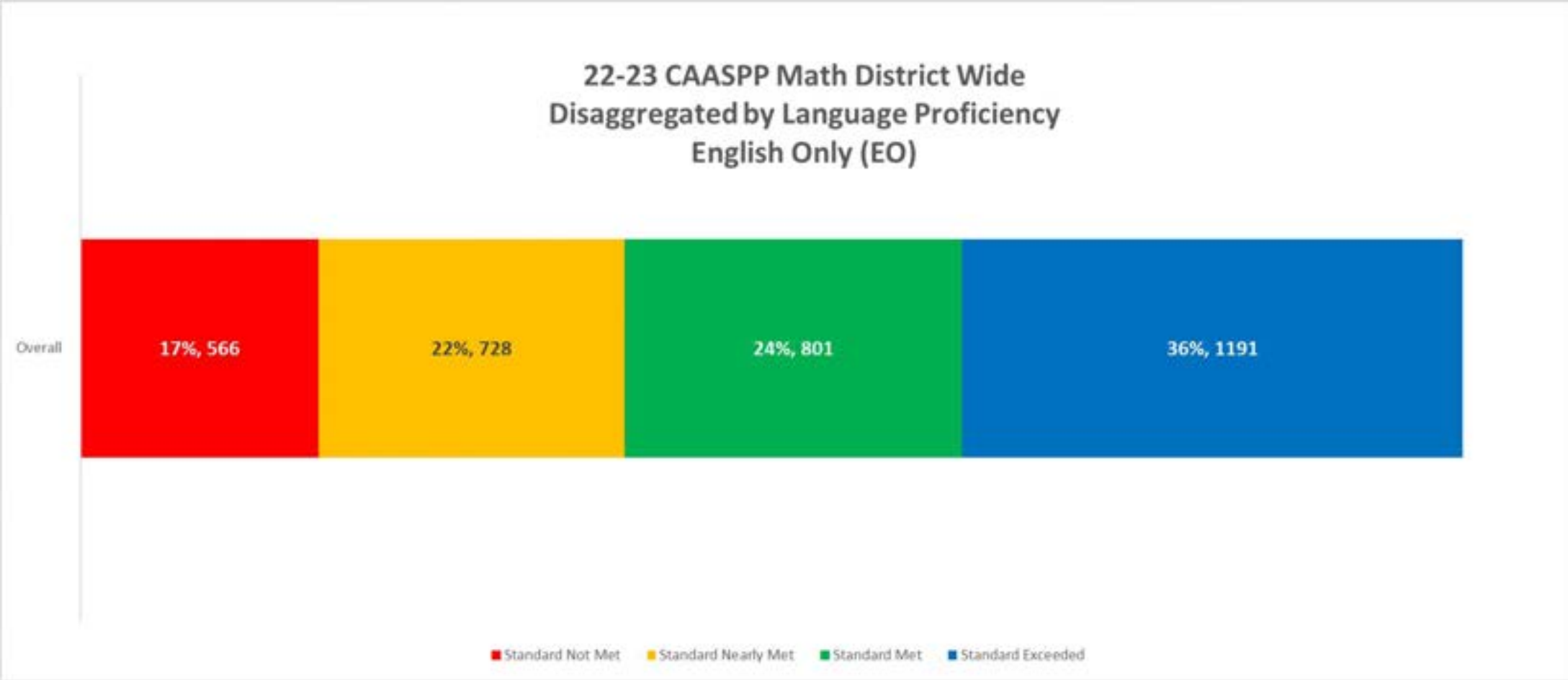


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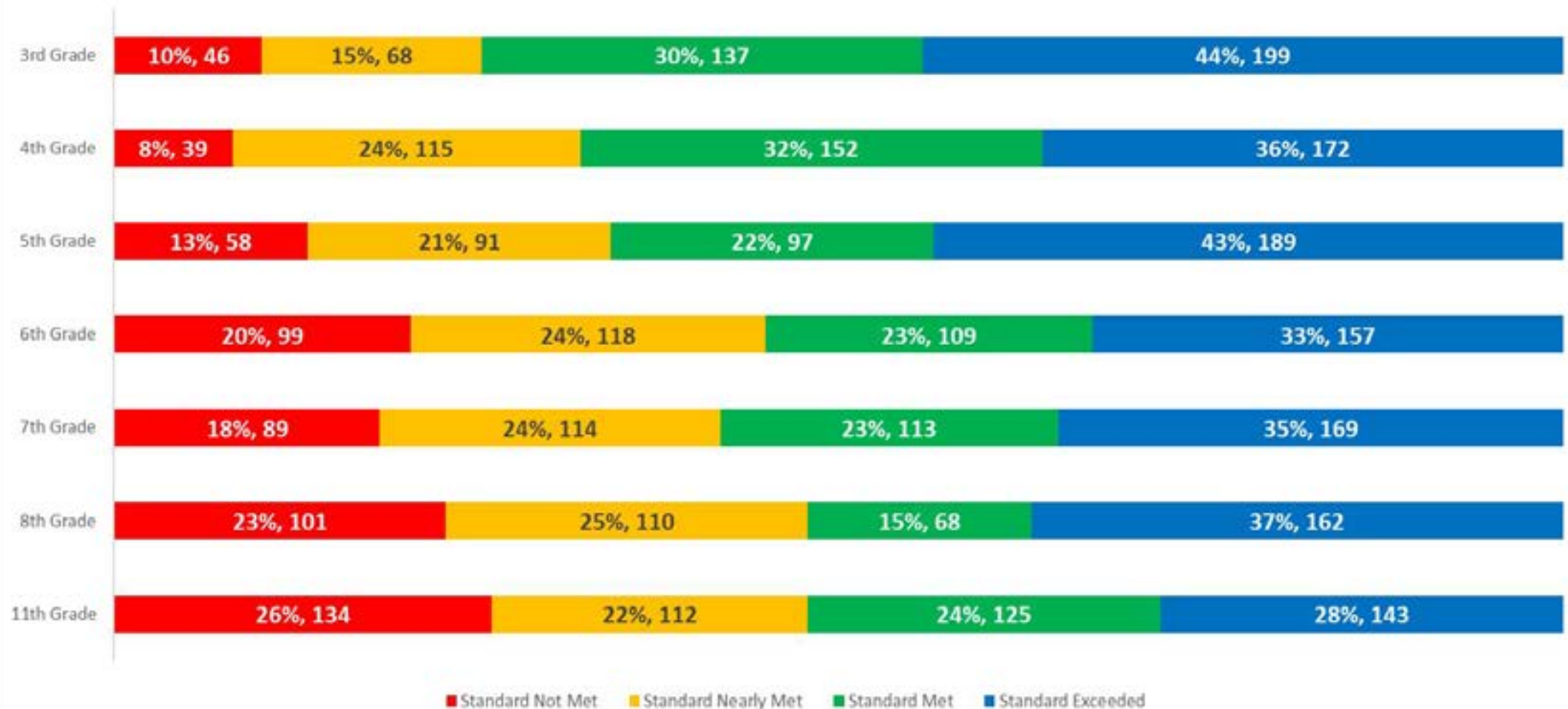
22-23 CAASPP Math District Wide Disaggregated by Language Proficiency 11th Grade



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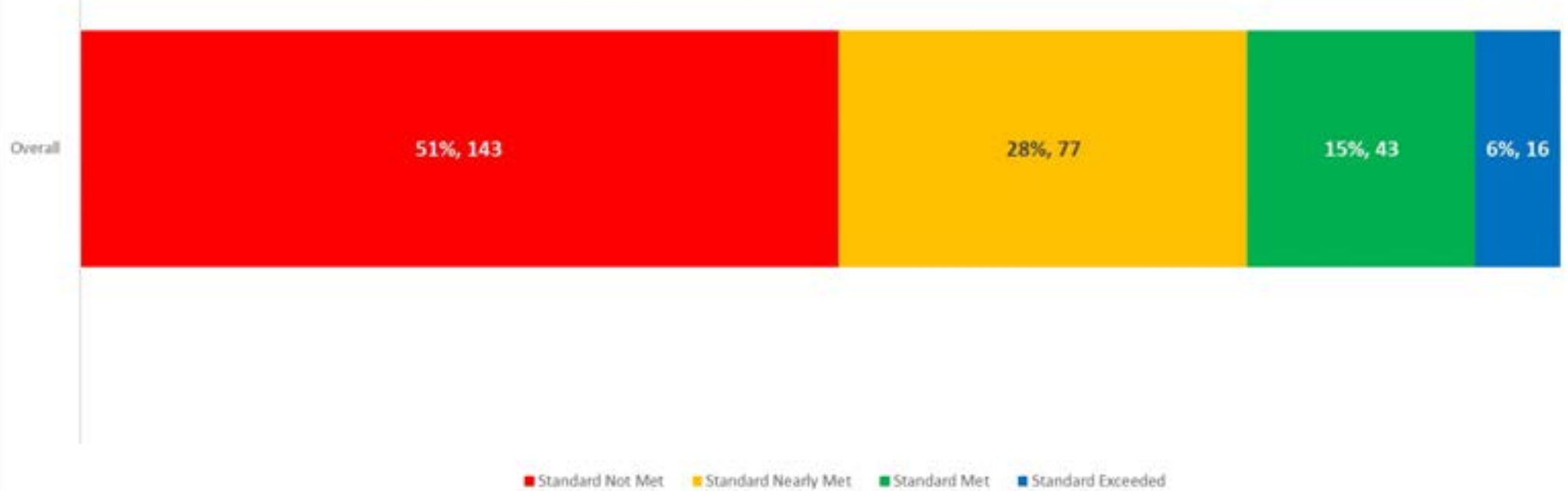
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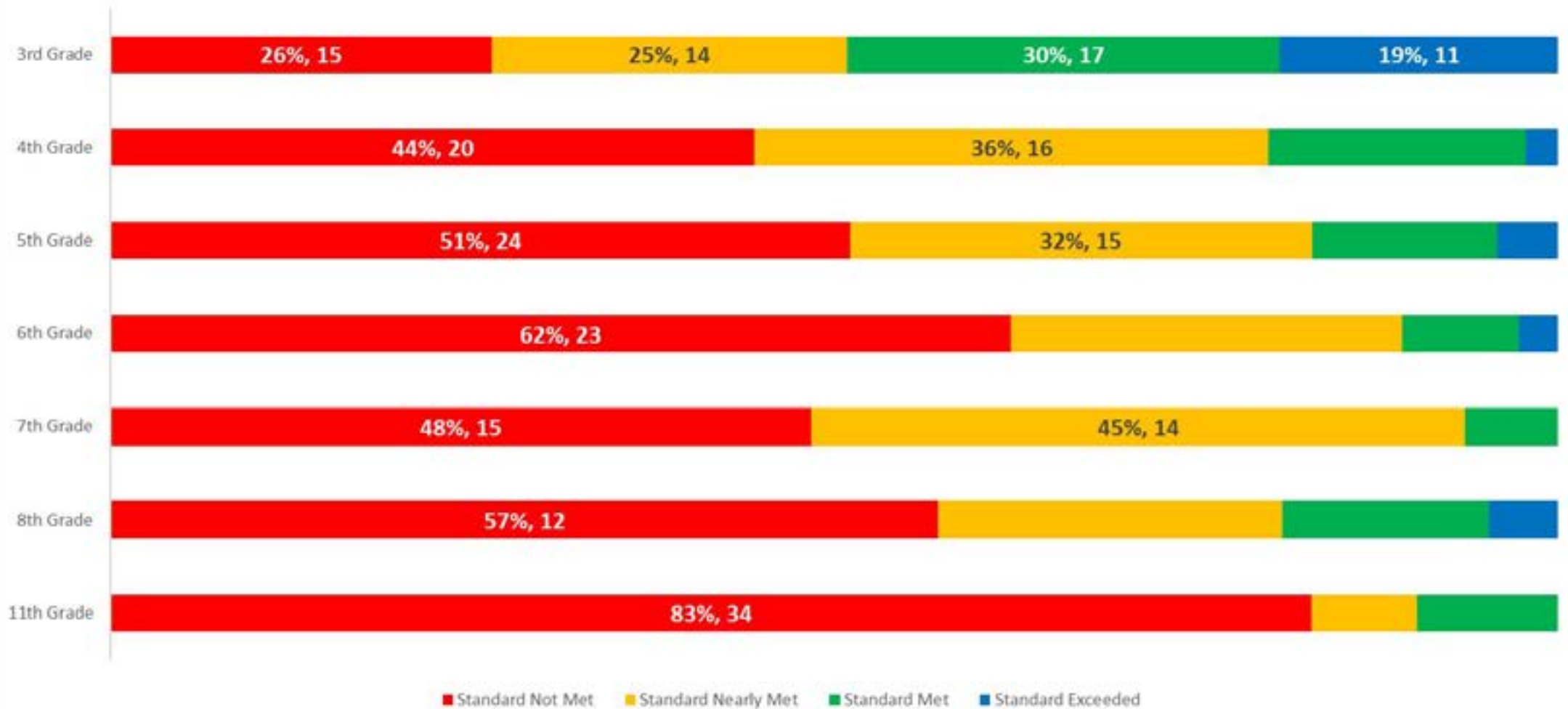
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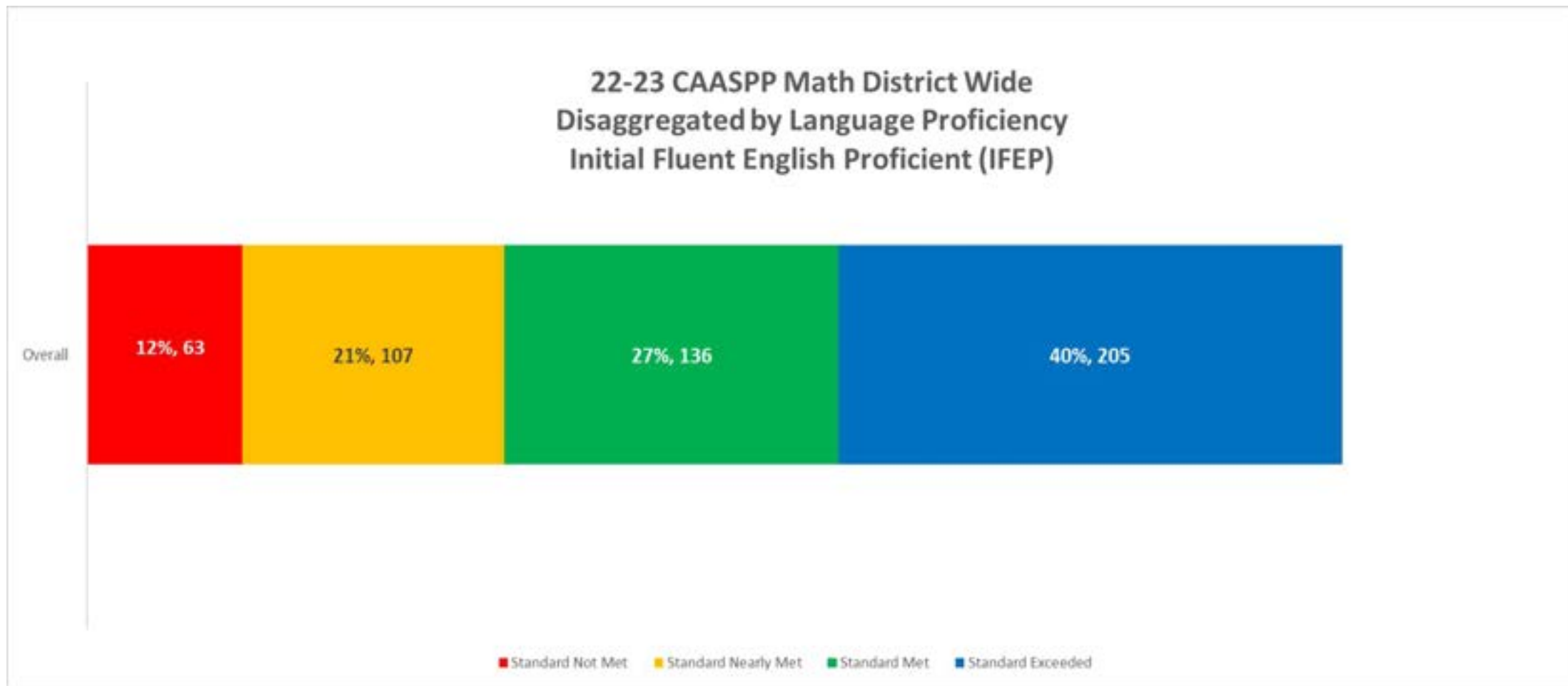
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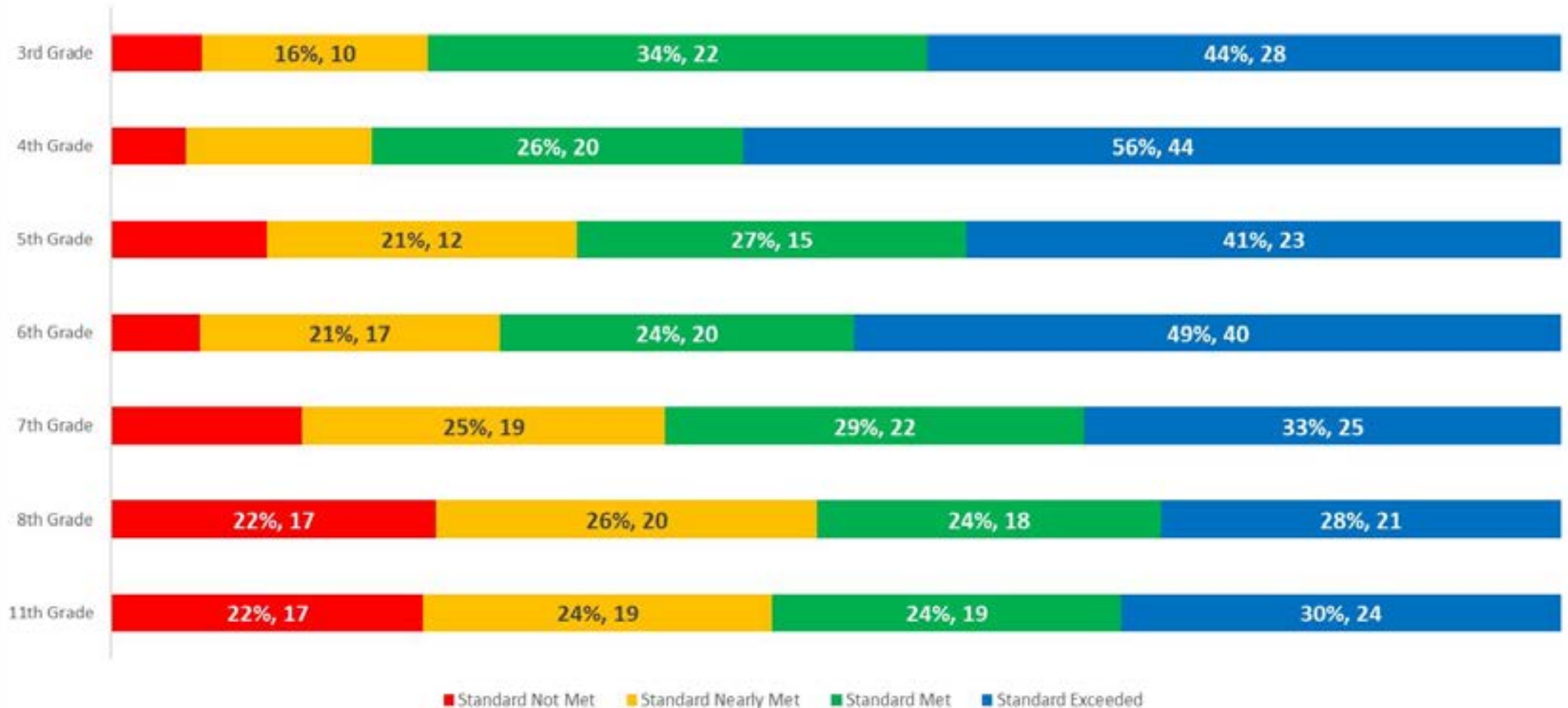
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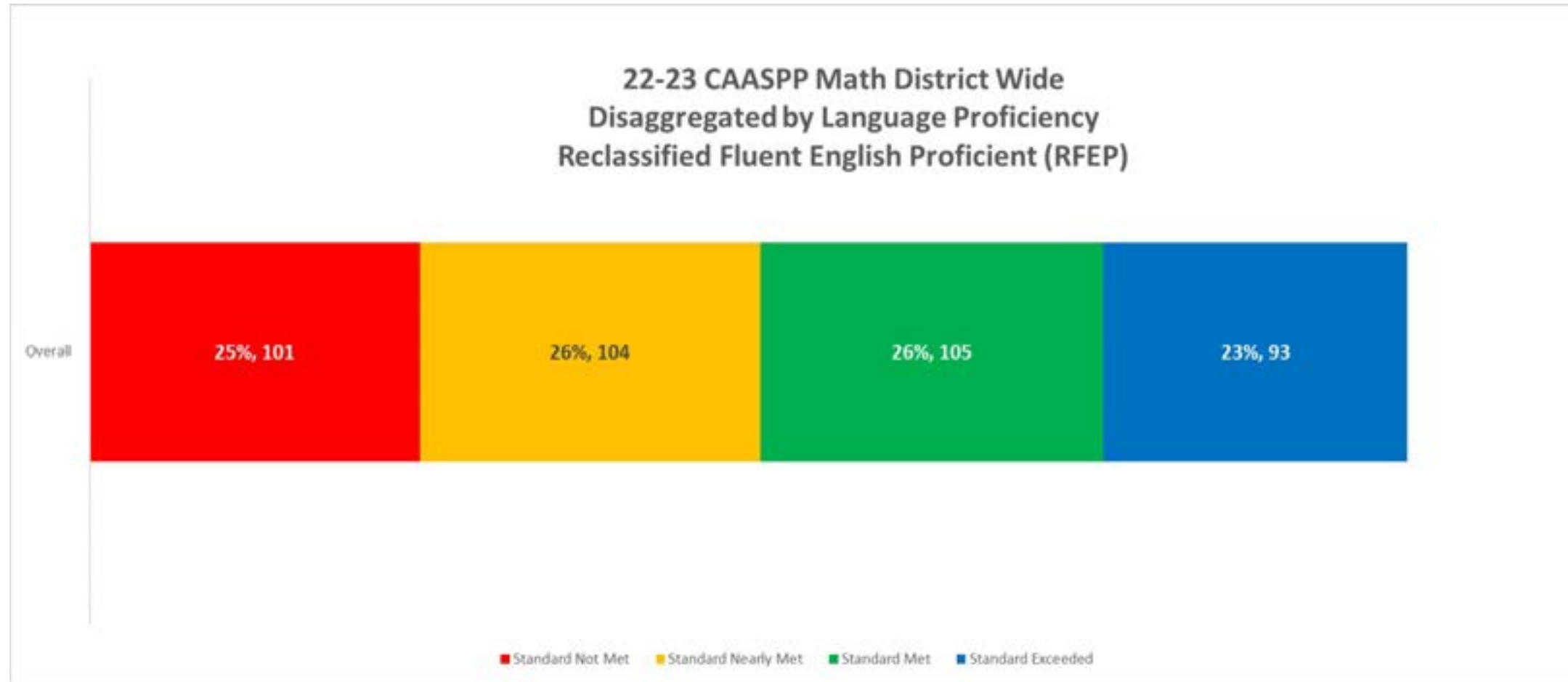
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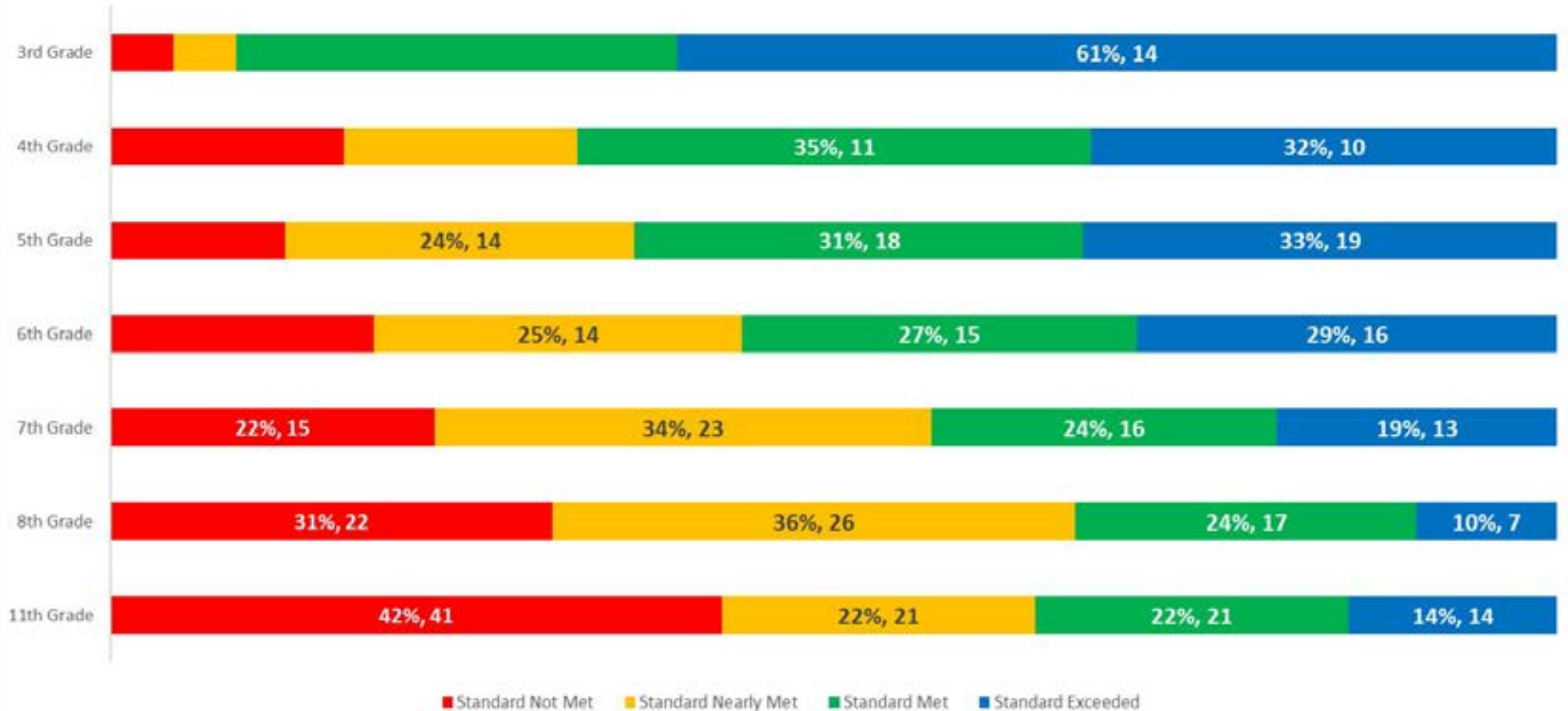
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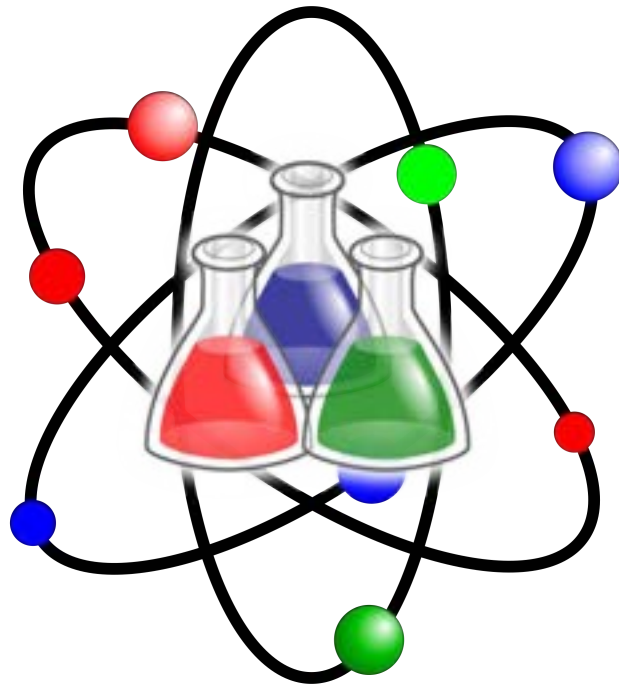
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22-23 CAASPP Math District Wide Disaggregated by Language Proficiency Reclassified Fluent English Proficient (RFEF)



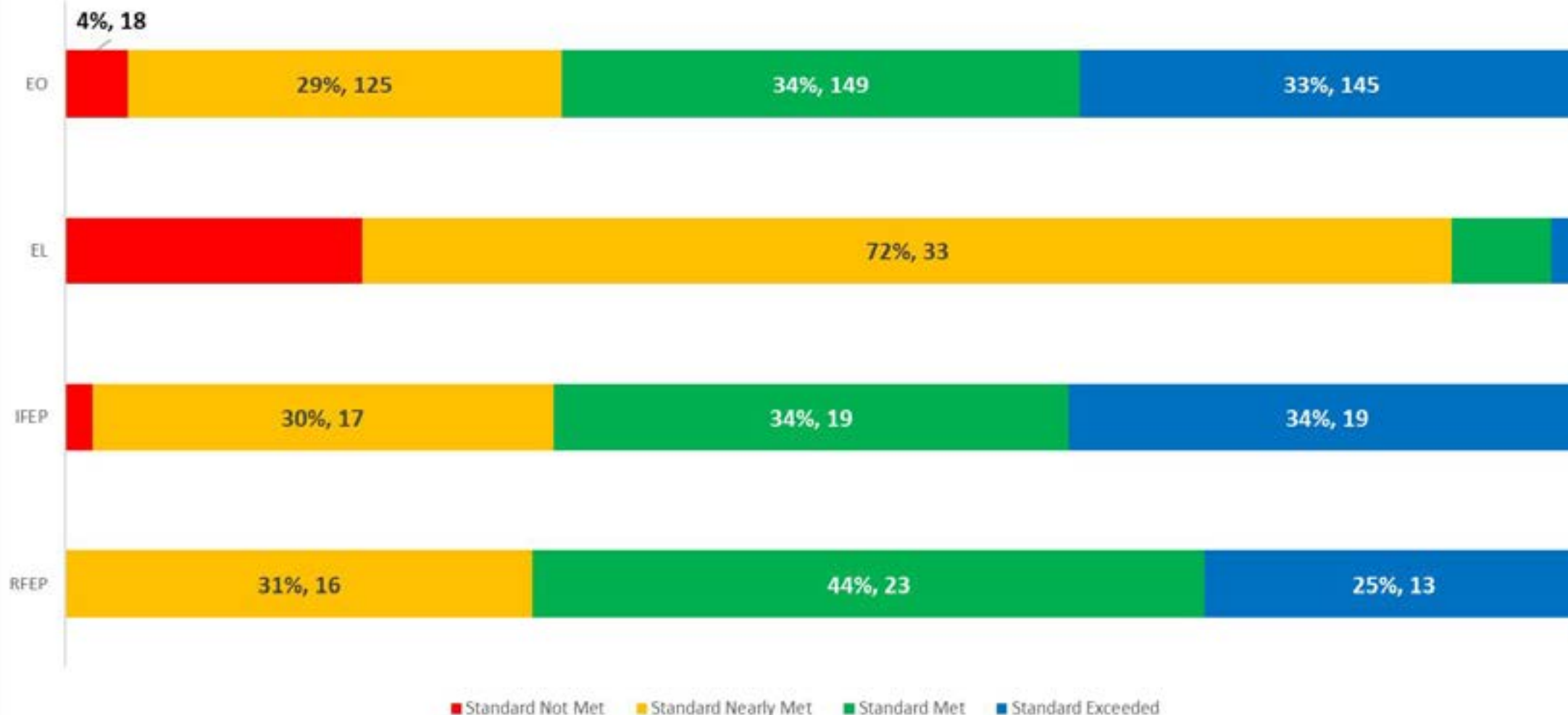
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CAST

**Disaggregated by
Language Proficiency**

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



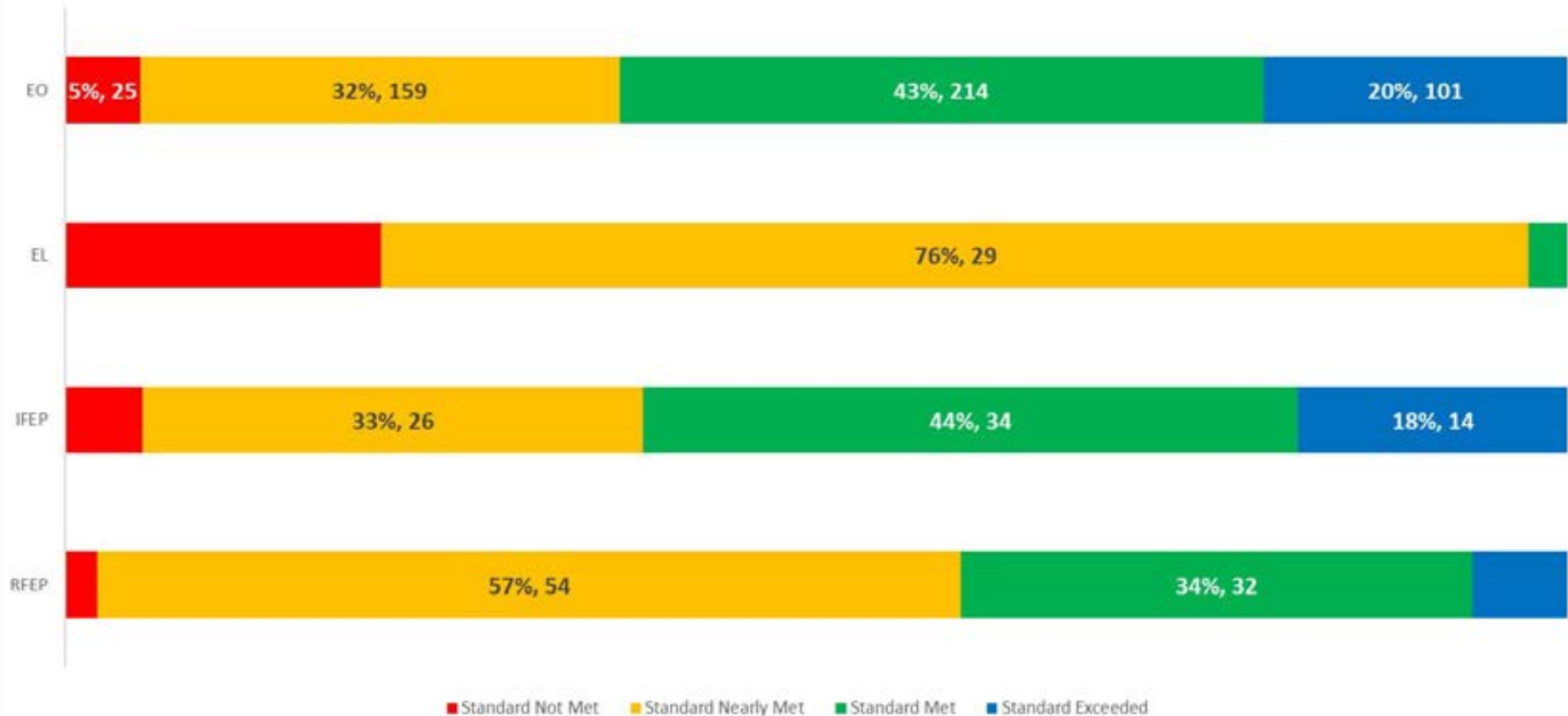
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22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency 8th Grade

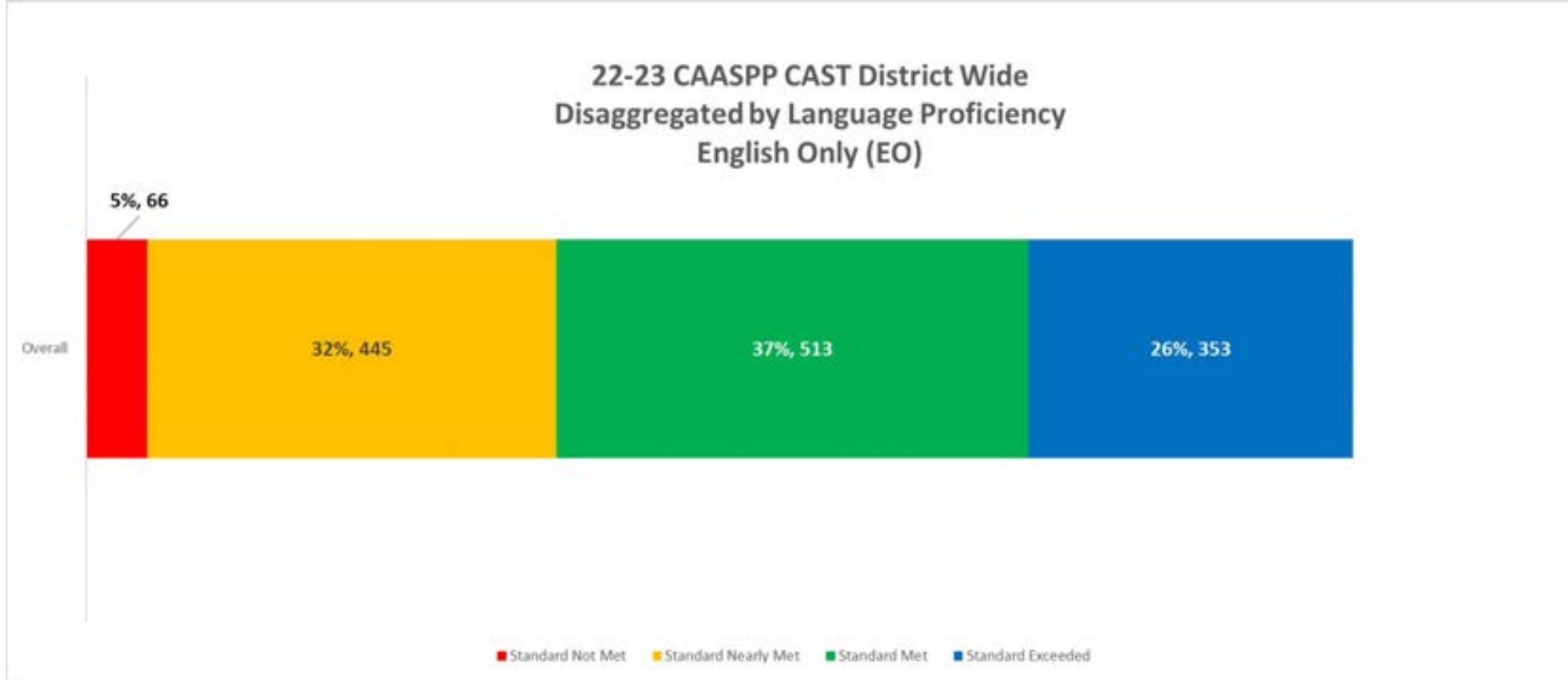


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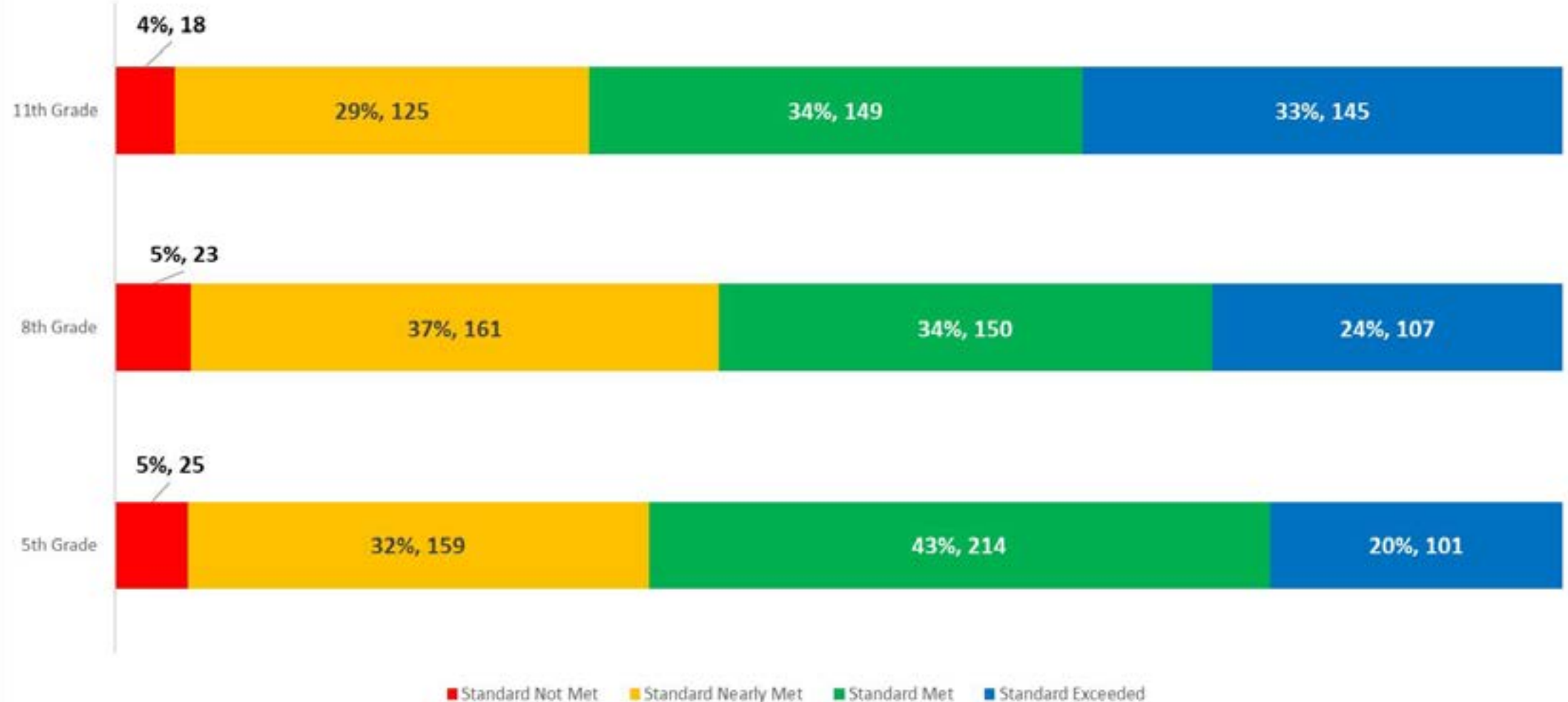
22-23 CAASPP CAST District Wide Disaggregated by Language Proficiency 11th Grade



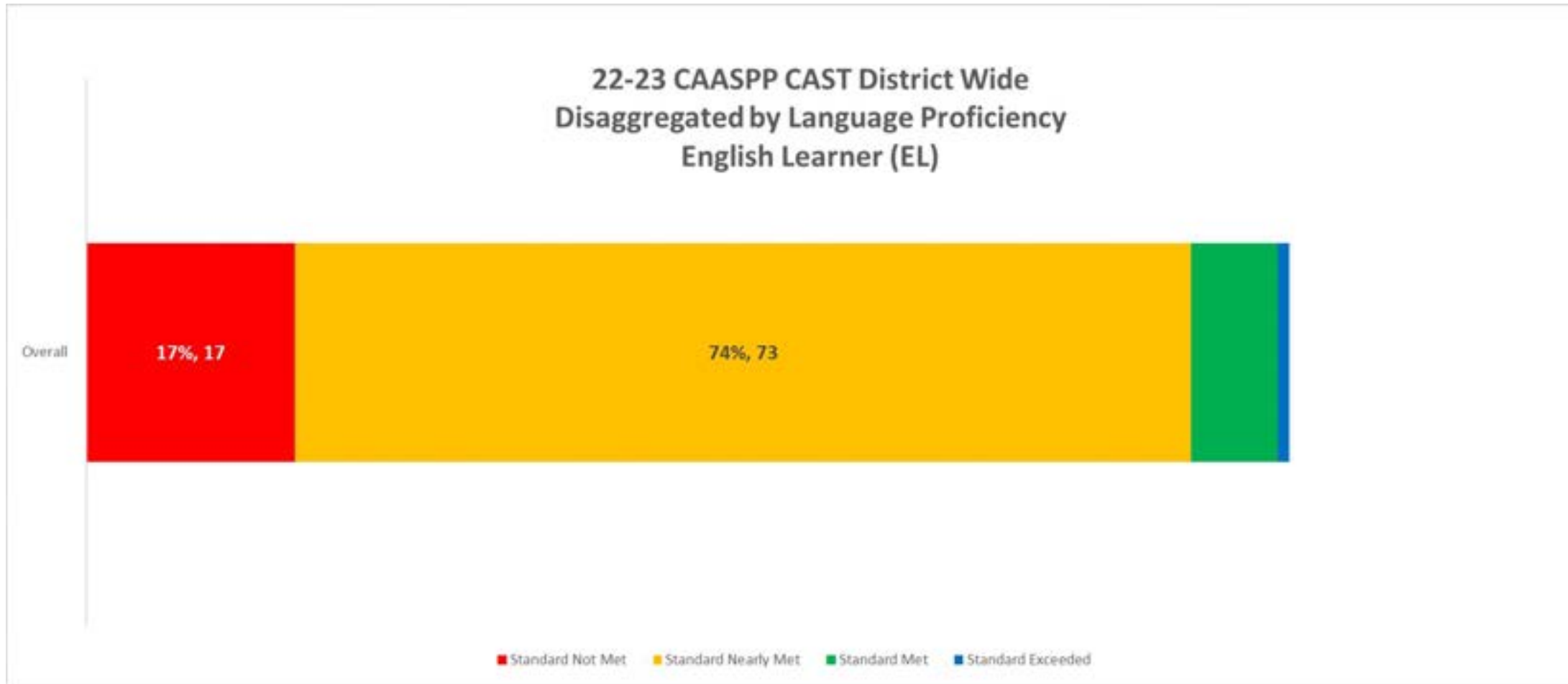
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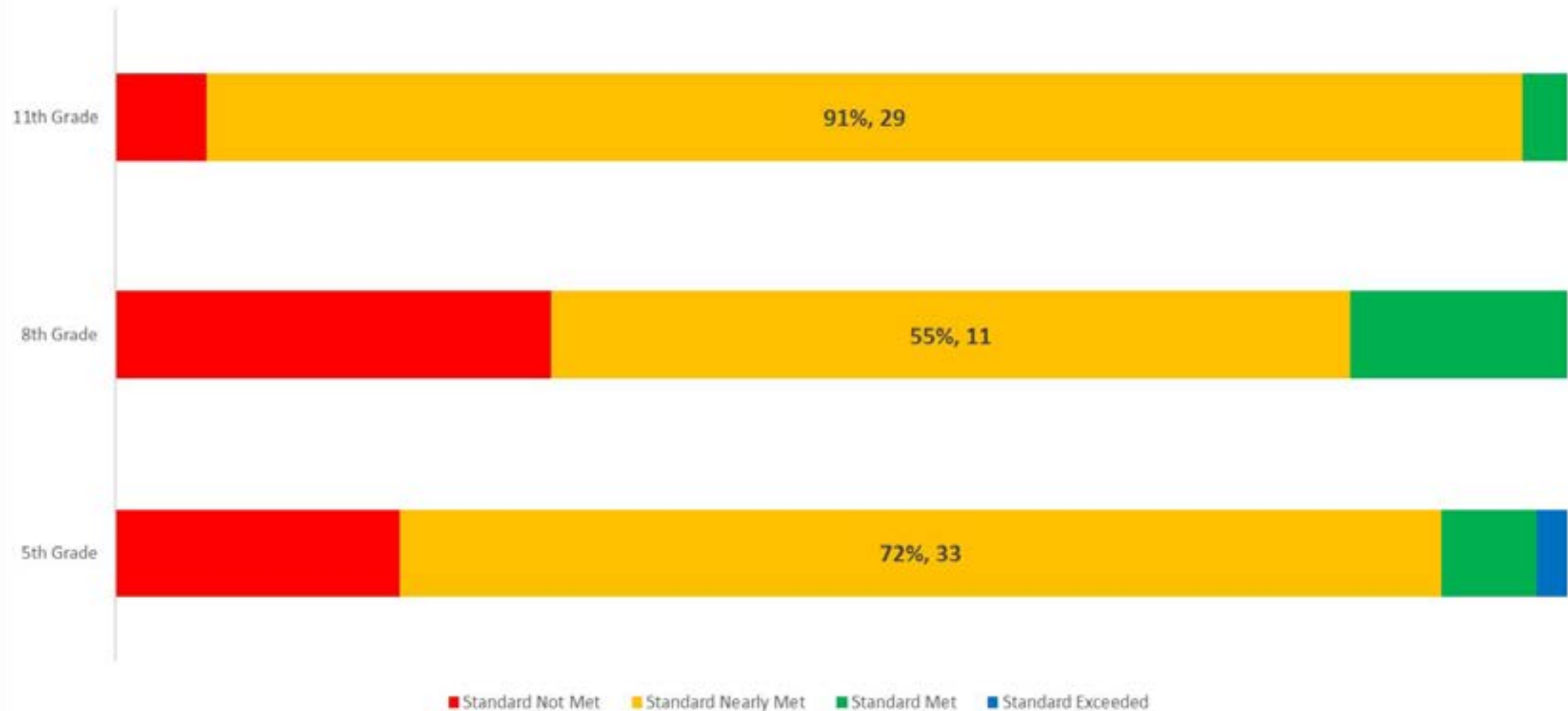
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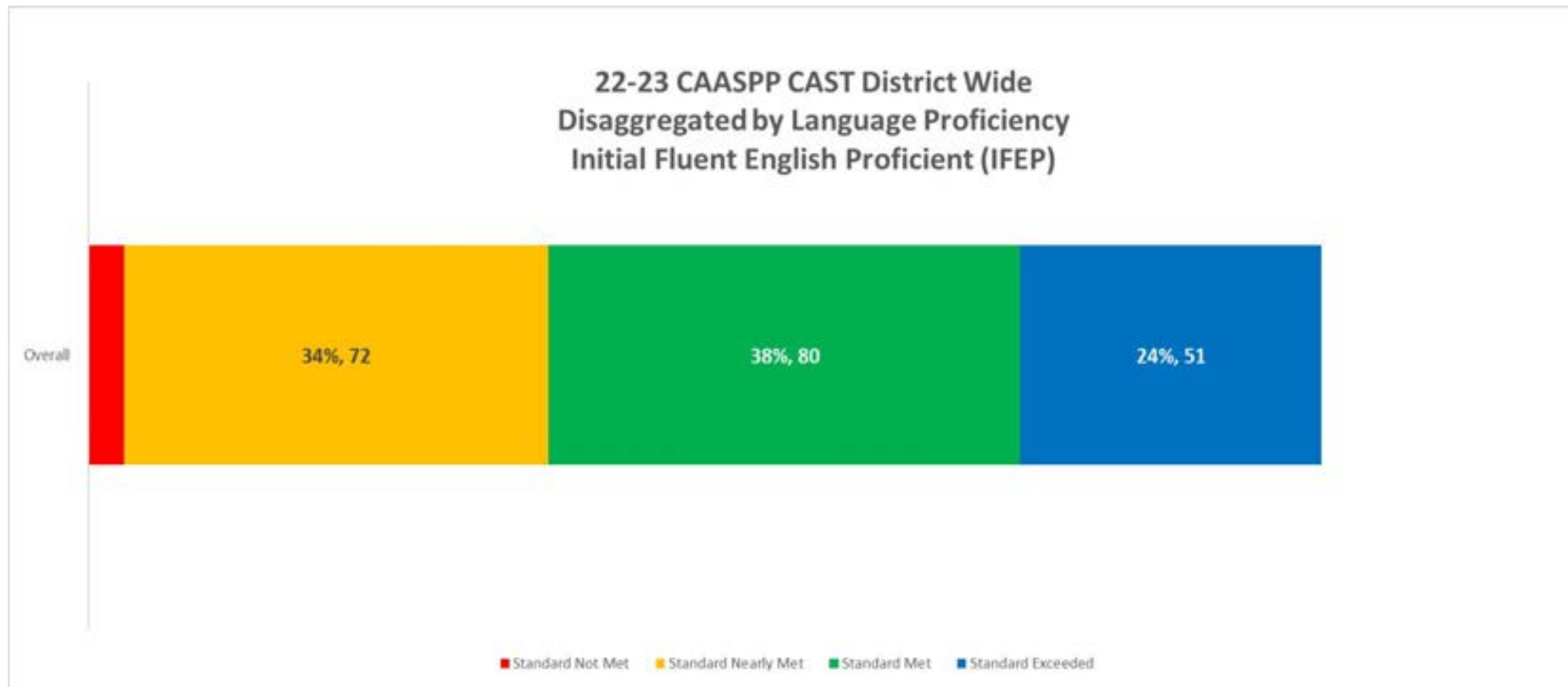
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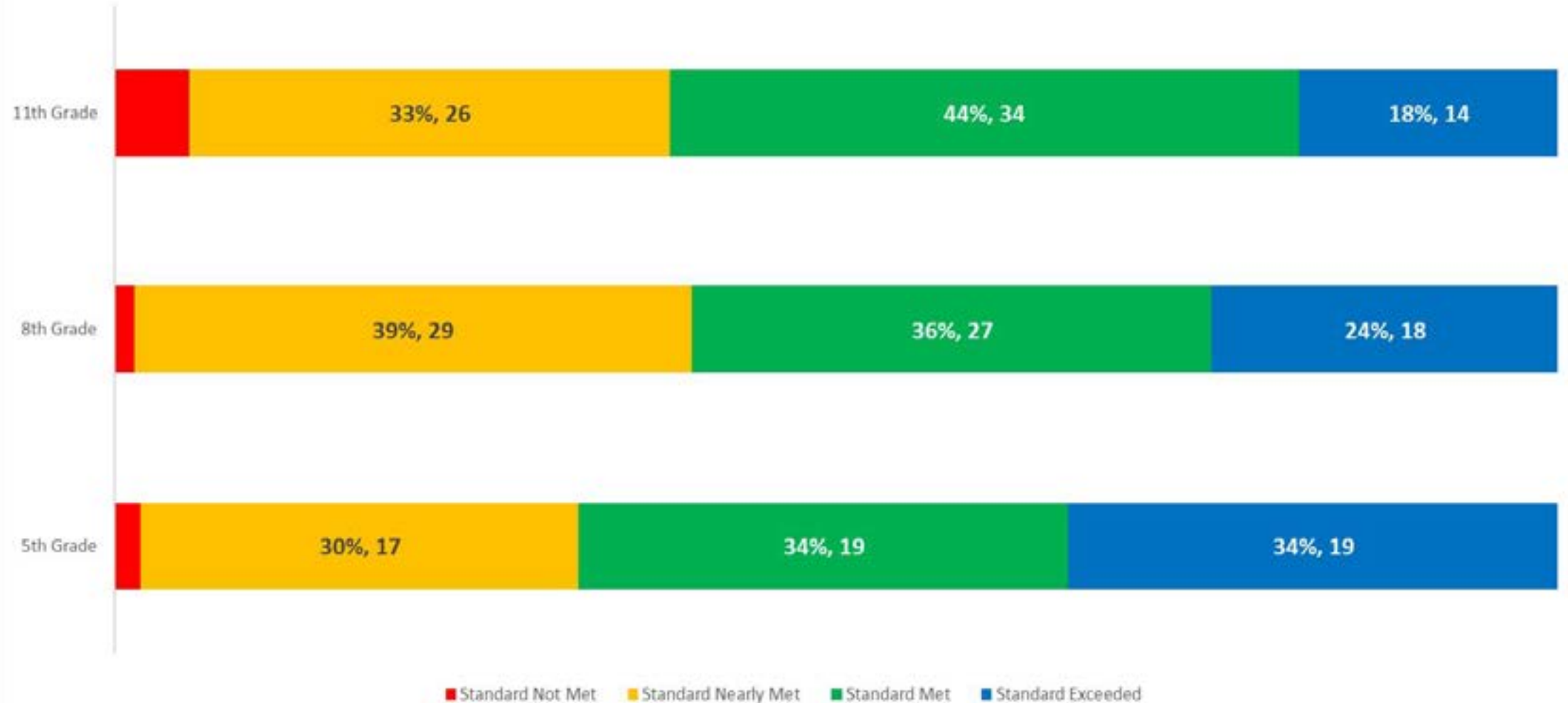
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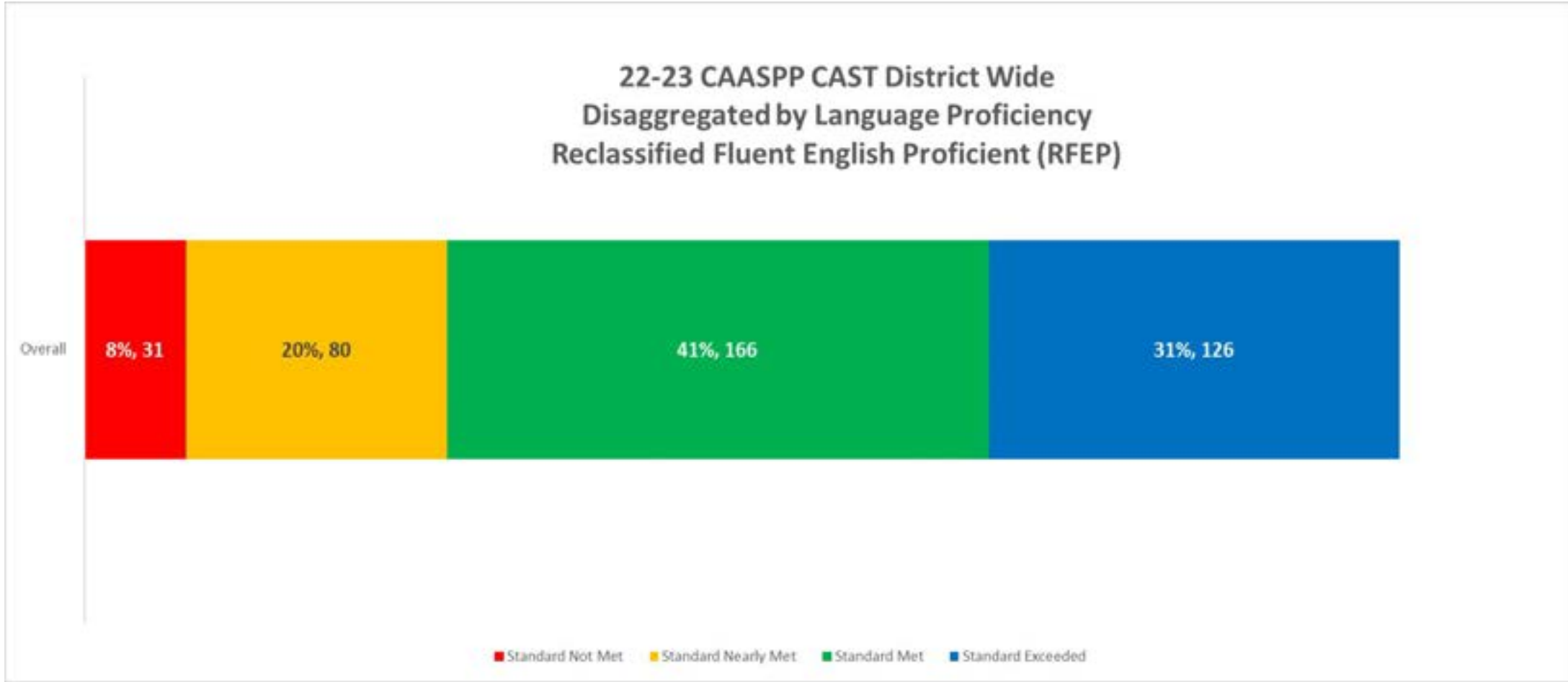


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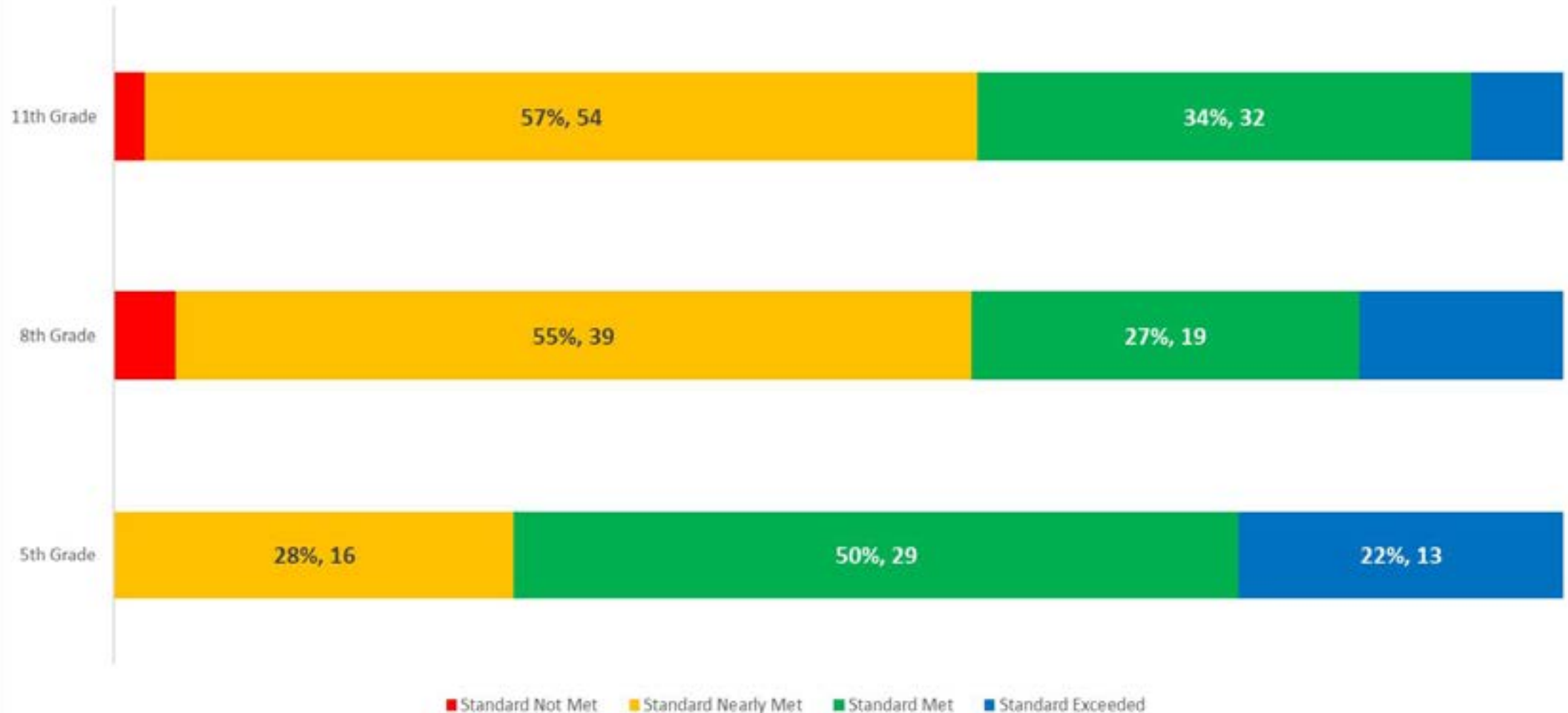


**22-23 CAASPP CAST District Wide
Disaggregated by Language Proficiency
Initial Fluent English Proficient (IFEP)**



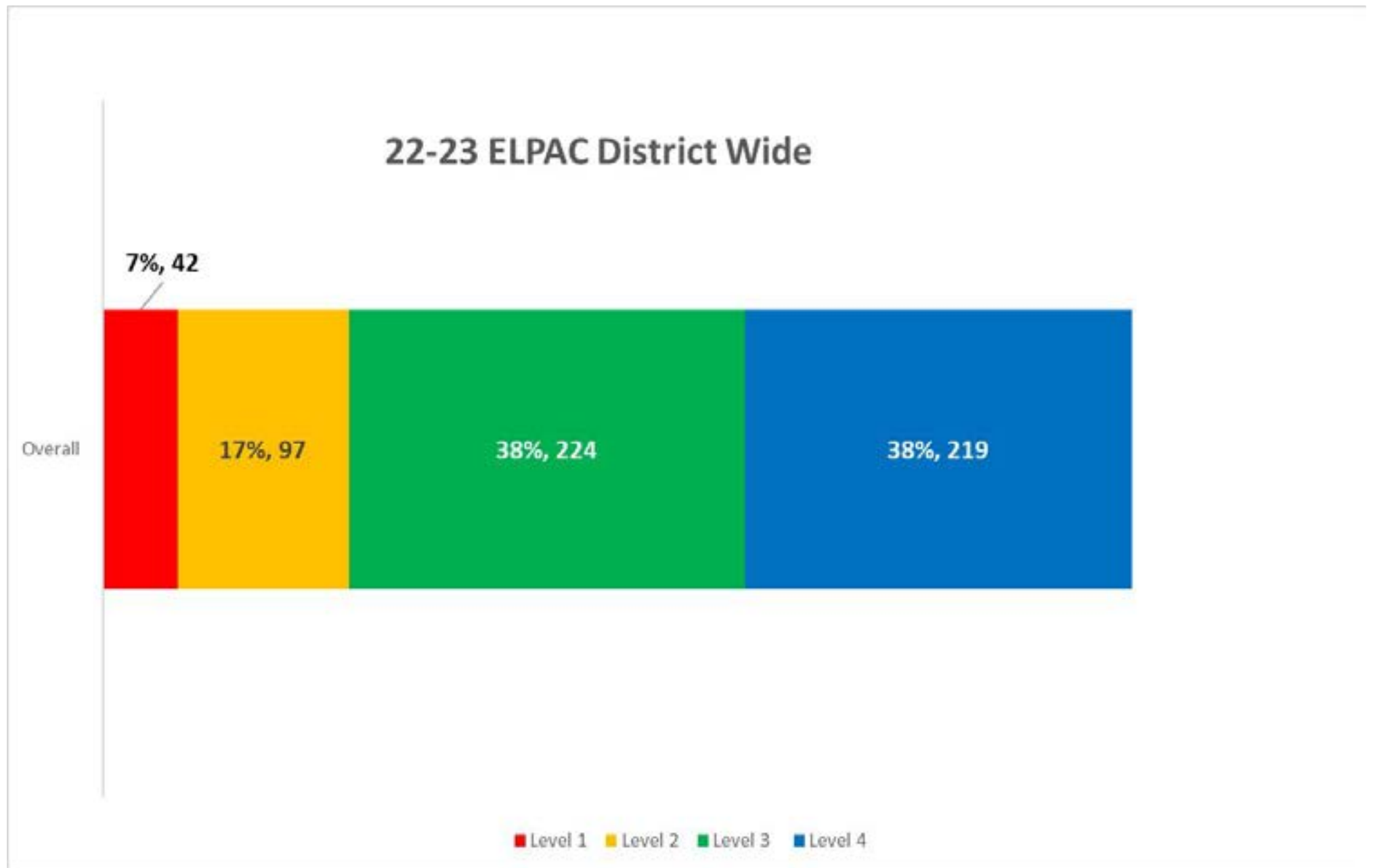


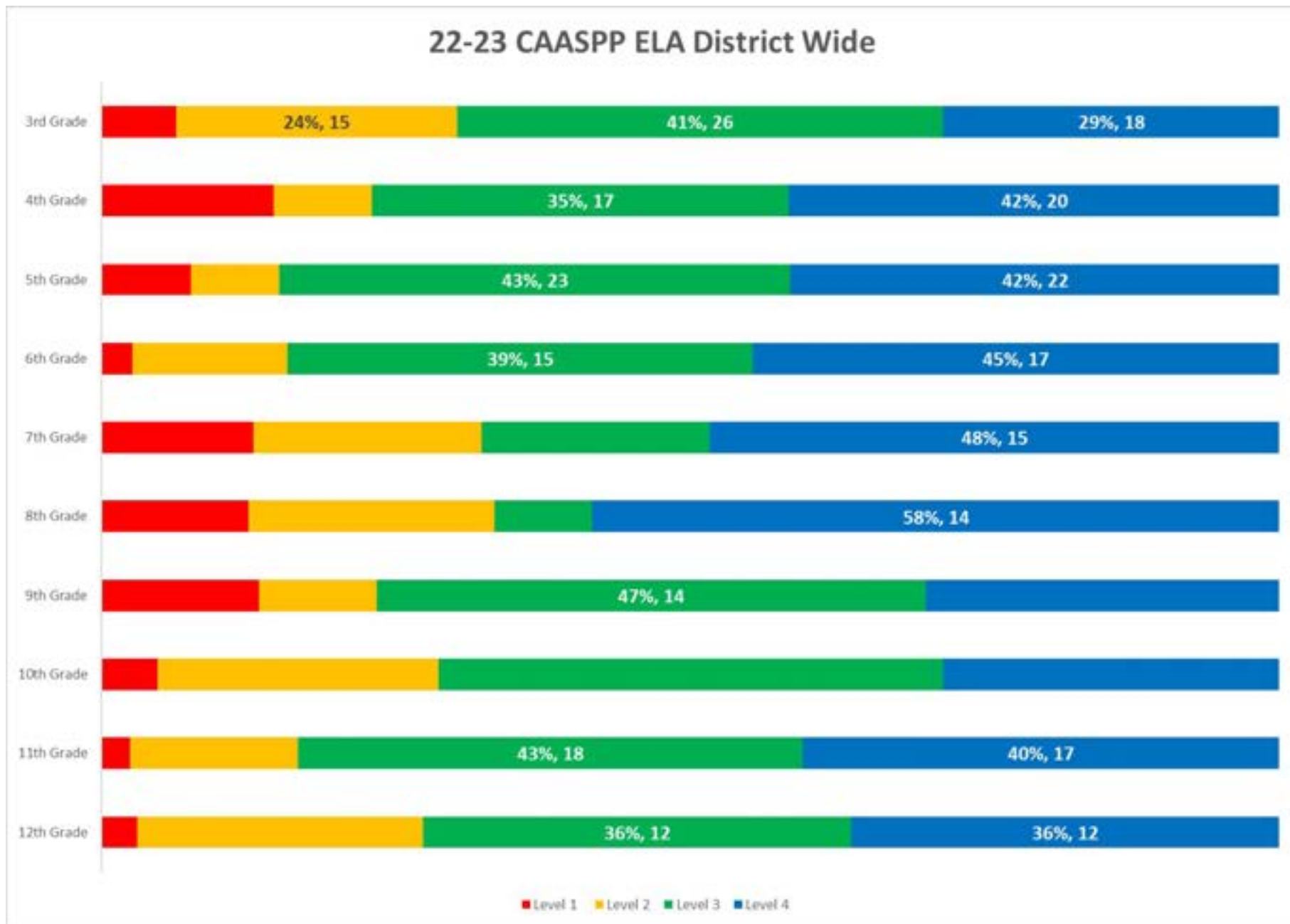
**22-23 CAASPP CAST District Wide
Disaggregated by Language Proficiency
Reclassified Fluent English Proficient (RFEF)**



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](#)