SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

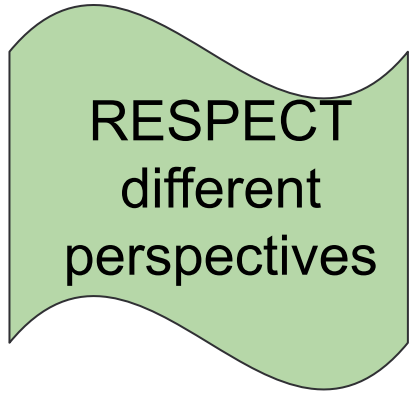
LCAP Parent Advisory Committee (PAC)

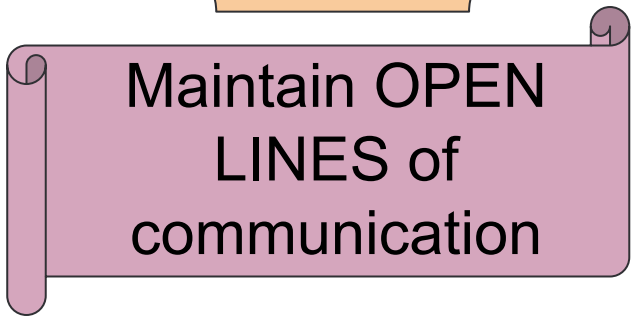
Dr. Stacy Williamson
Director of Assessment, Research, and Evaluation
November 15, 2023

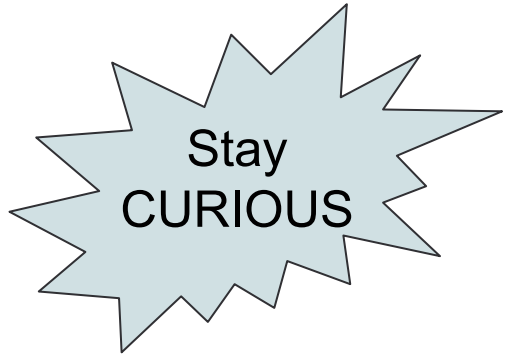
Agenda

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

Community Agreements







2023-24 Goal Teams

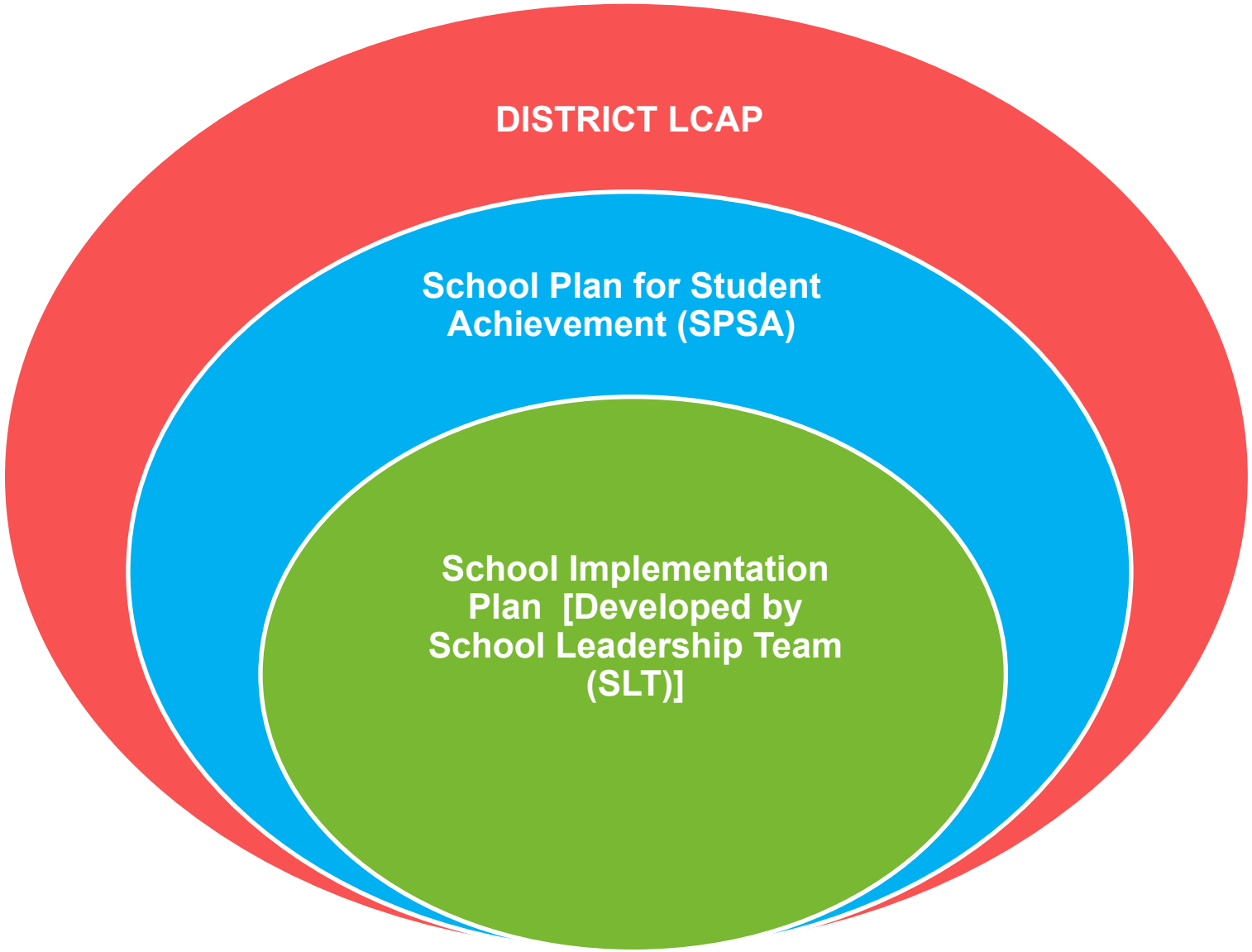
- Goal 1: Rosa Serratore, Jules Weber, Nancy Chou, Casper Casparian
- Goal 2: Adela Rogers, Berenice Onofre, Juan Gomez
- Goal 3: Nazareth Riquelme, Amy Wiwuga, Stephanie Gibbons, Adriane Ransom, Gustavo Madero

Heidi Vega Aimonetti, Scout Campos

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2022-23 Q1 Lag Data: Key Findings

LCAP: One Unifying Plan



LCAP Goals

- 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

- <u>State Testing: Goal 1 &2</u>
  - CAASPP ELA and Math: 3-8 and 11
  - CAST: 5, 8, 11, and 12
- <u>Local Assessments: Goal 1 & 2</u>
  - 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)
    - *Spring*
      - Kindergarten Math Assessment
      - 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)

2023-24 Goal Teams

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Share your thoughts

Thank you for your time

- Update on Upcoming Meeting Dates
- All meetings will take place from 4:00-6:00 via Zoom
  - 1/23/24
  - 3/5/24
  - 5/15/24
  - 5/23/24 *Tentative
  - 6/25/24
  - Calendar Invites will be sent out tomorrow
- 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

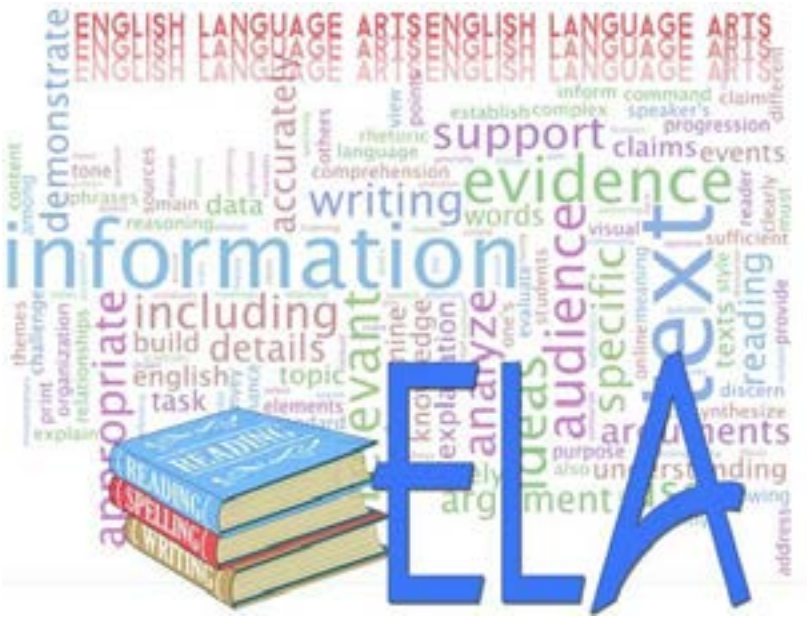
District-Wide Overall Data for:

- CAASPP
- CAST

LCAP Goal 1:

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

Appendix A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ELA
information
evidence
support
writing
including
details
text
audience
specific
analyze
ideas
demonstrate
accurately
appropriate
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events
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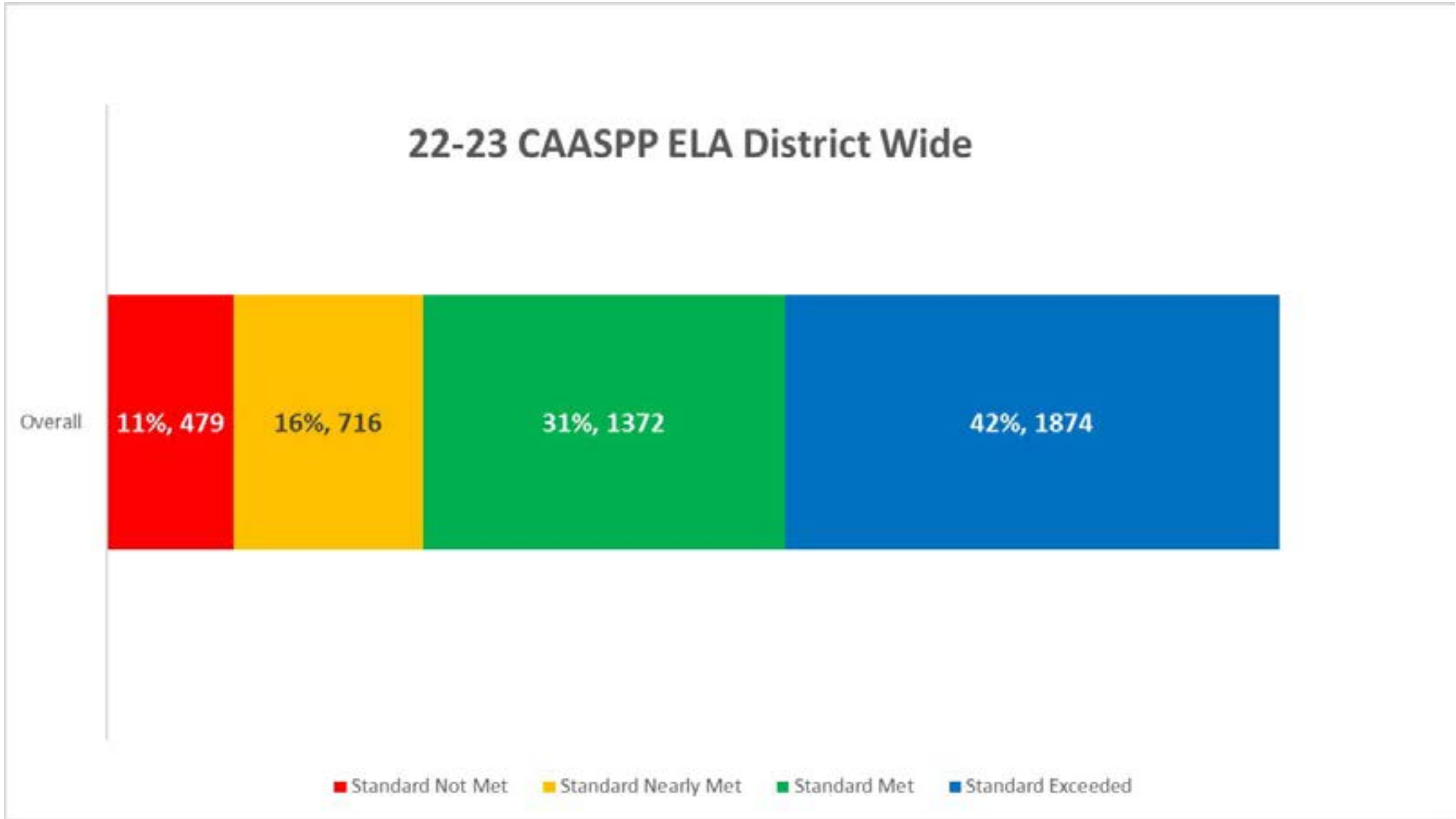
READING
SPELLING
WRITING

CAASPP Data



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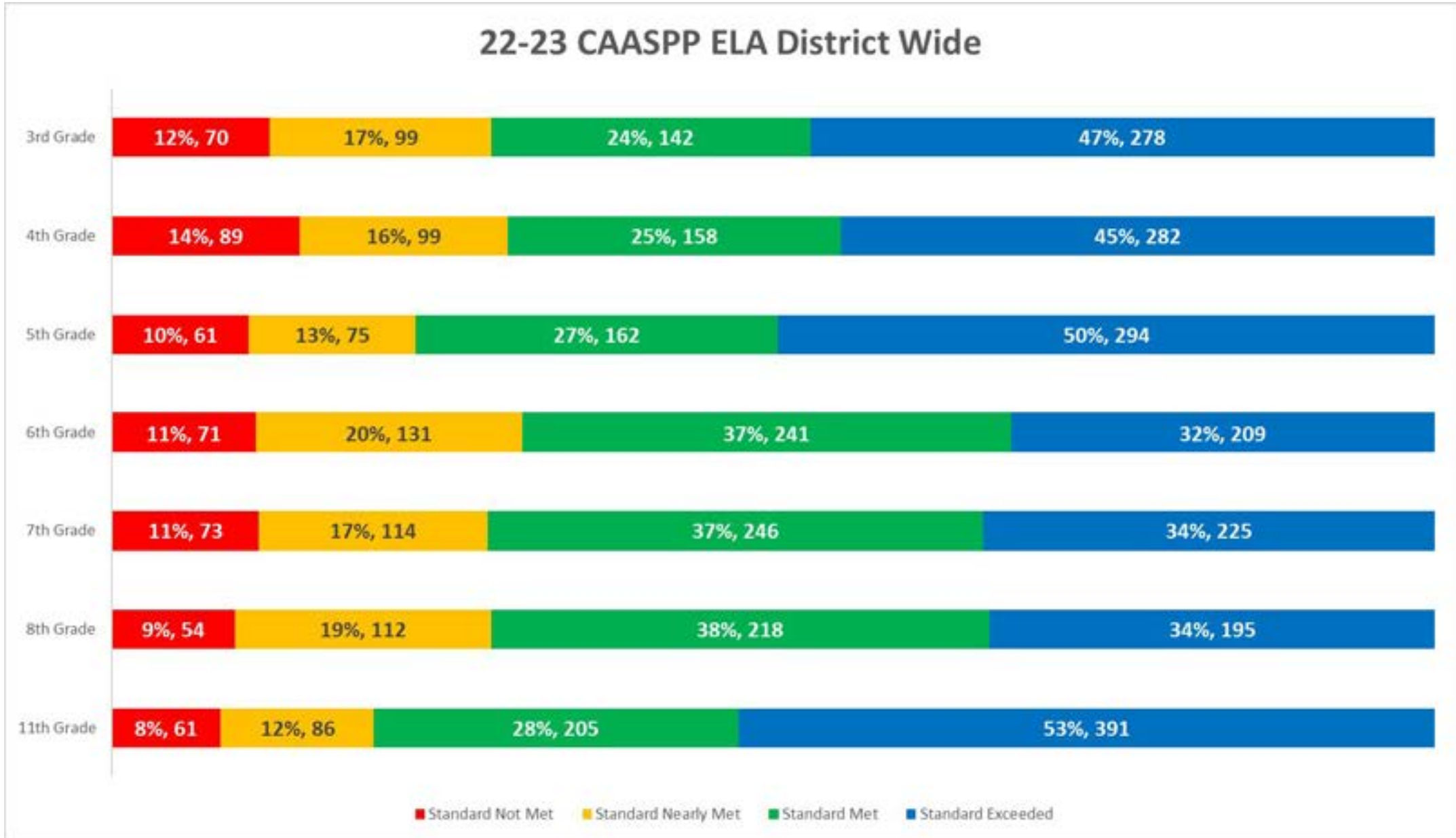

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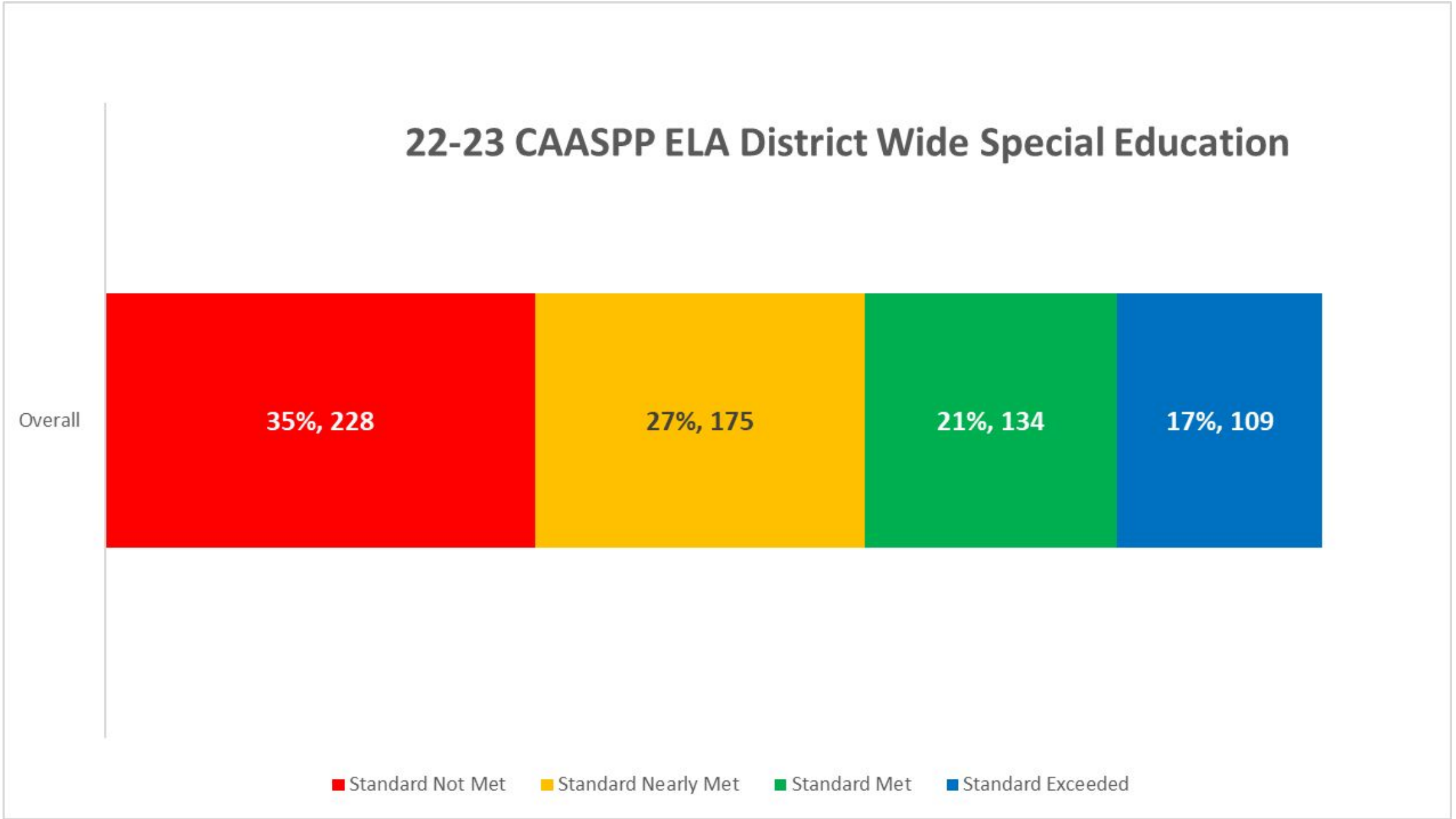

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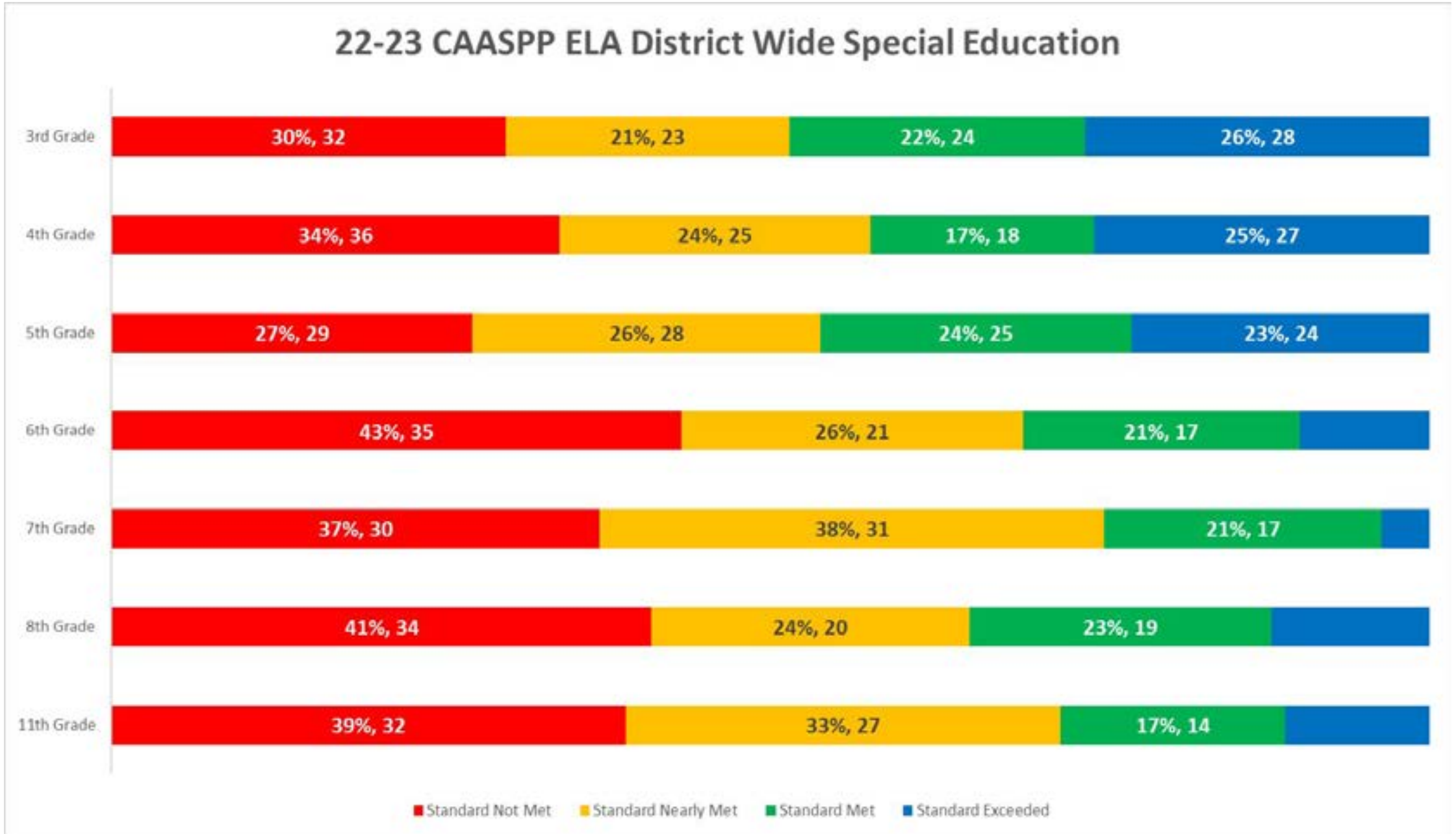

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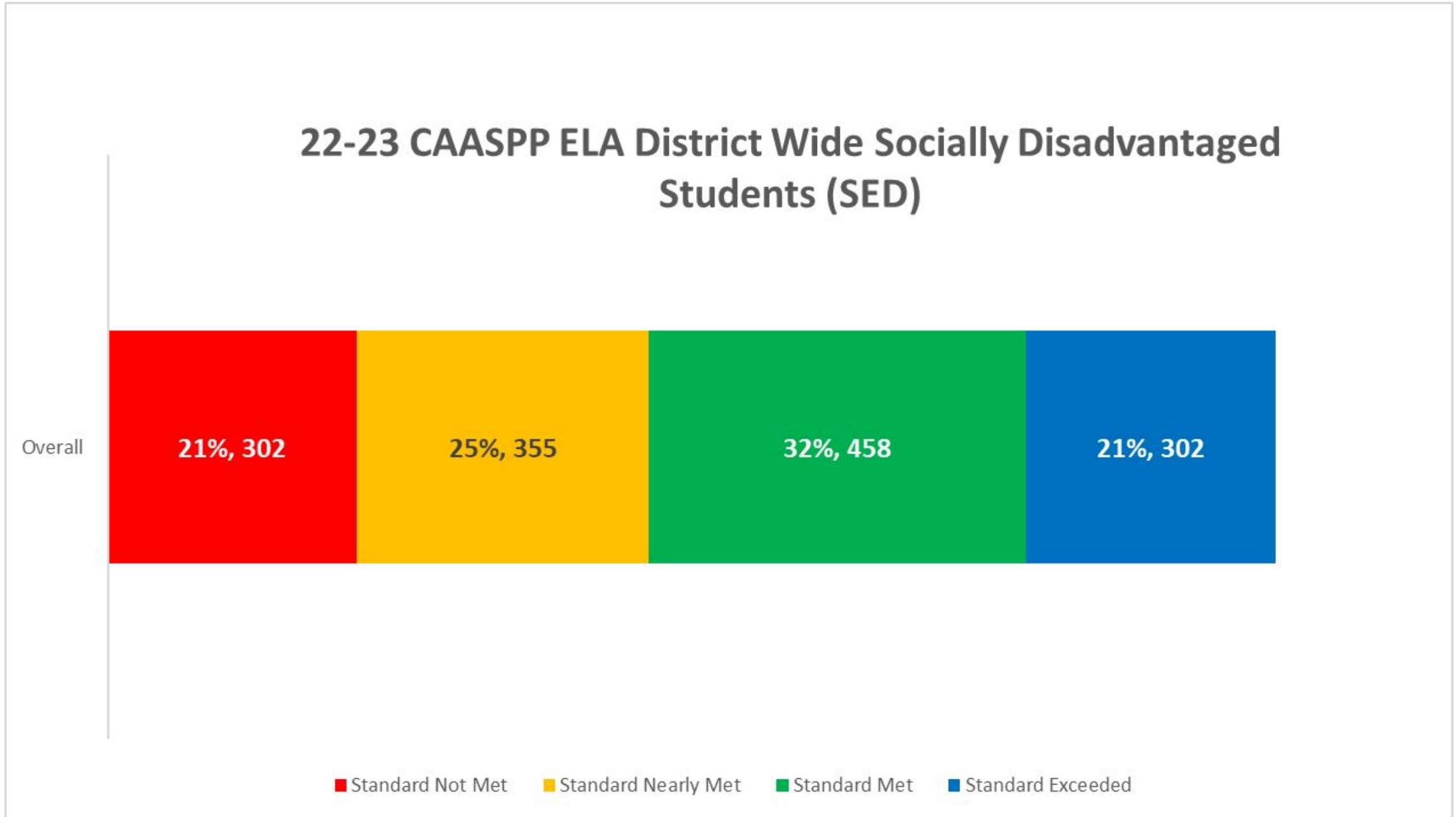

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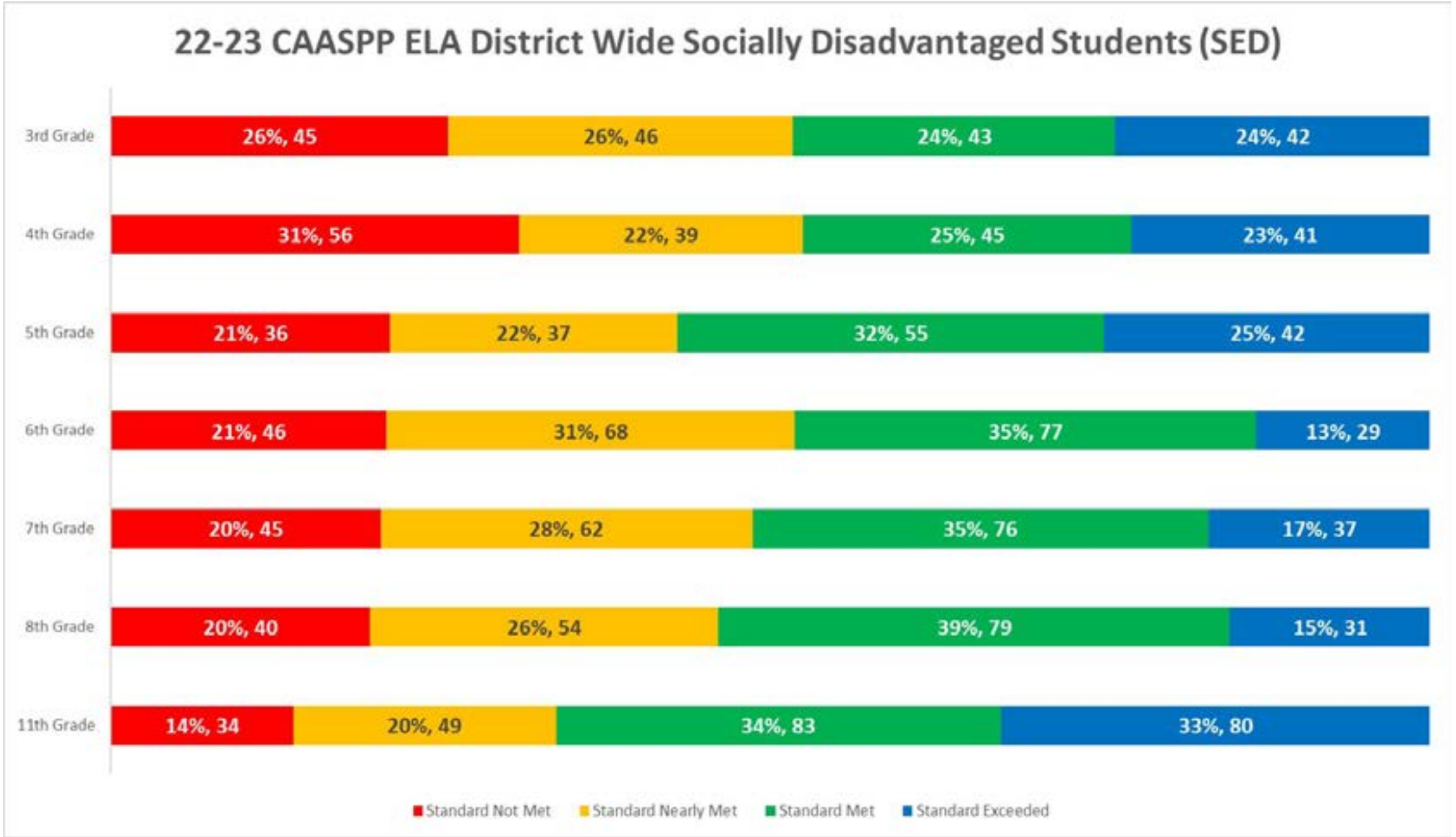

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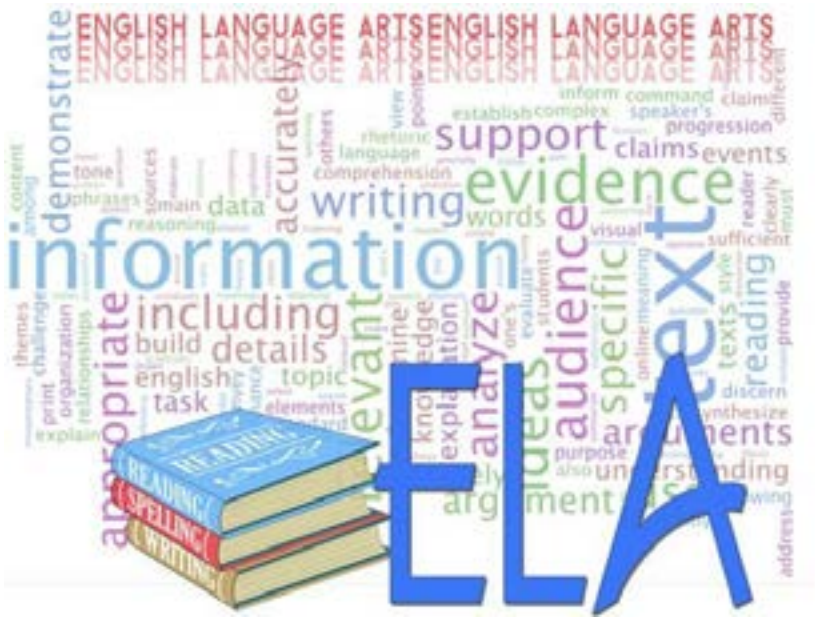
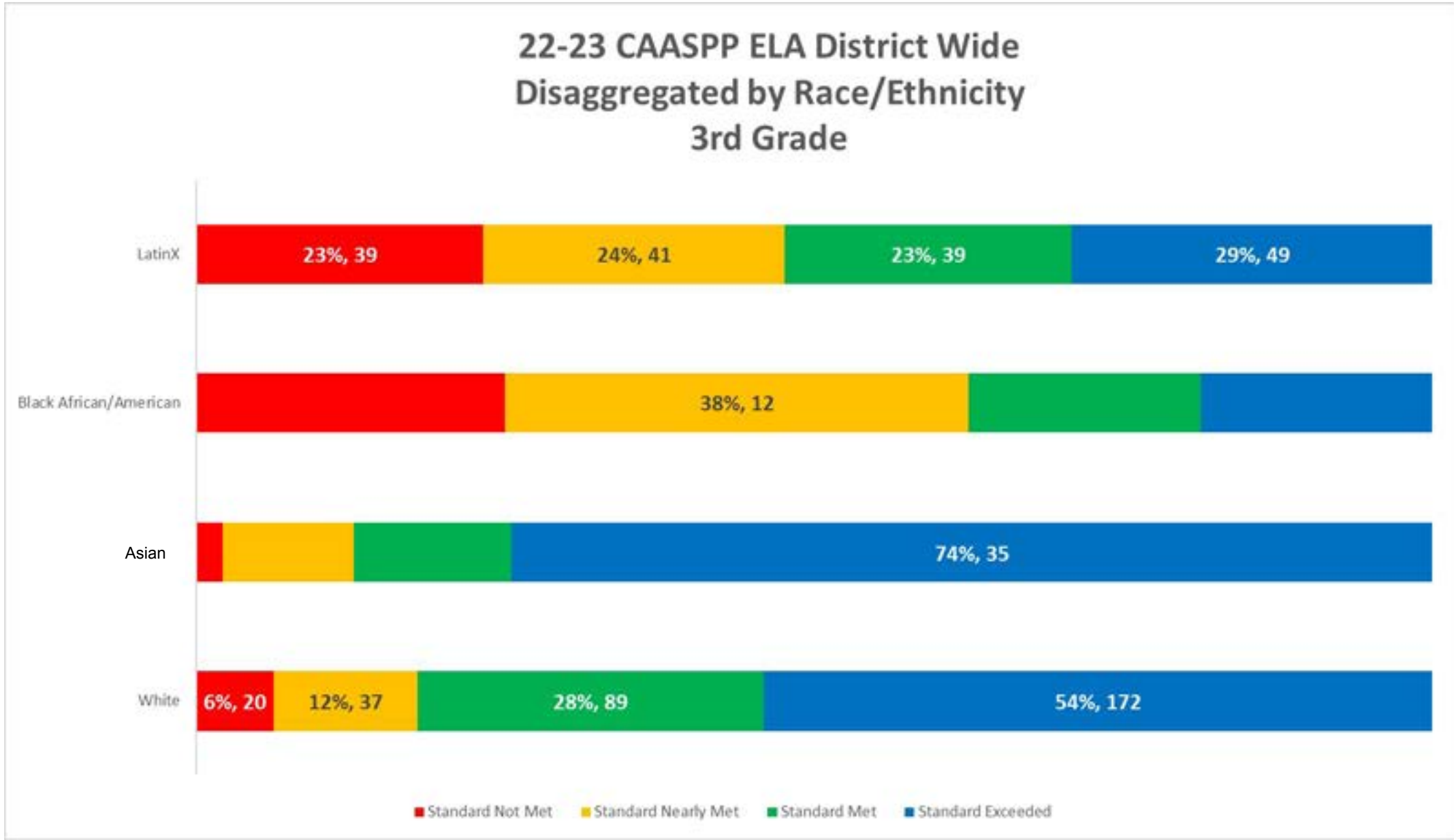


CAASPP Disaggregated by Race/Ethnicity



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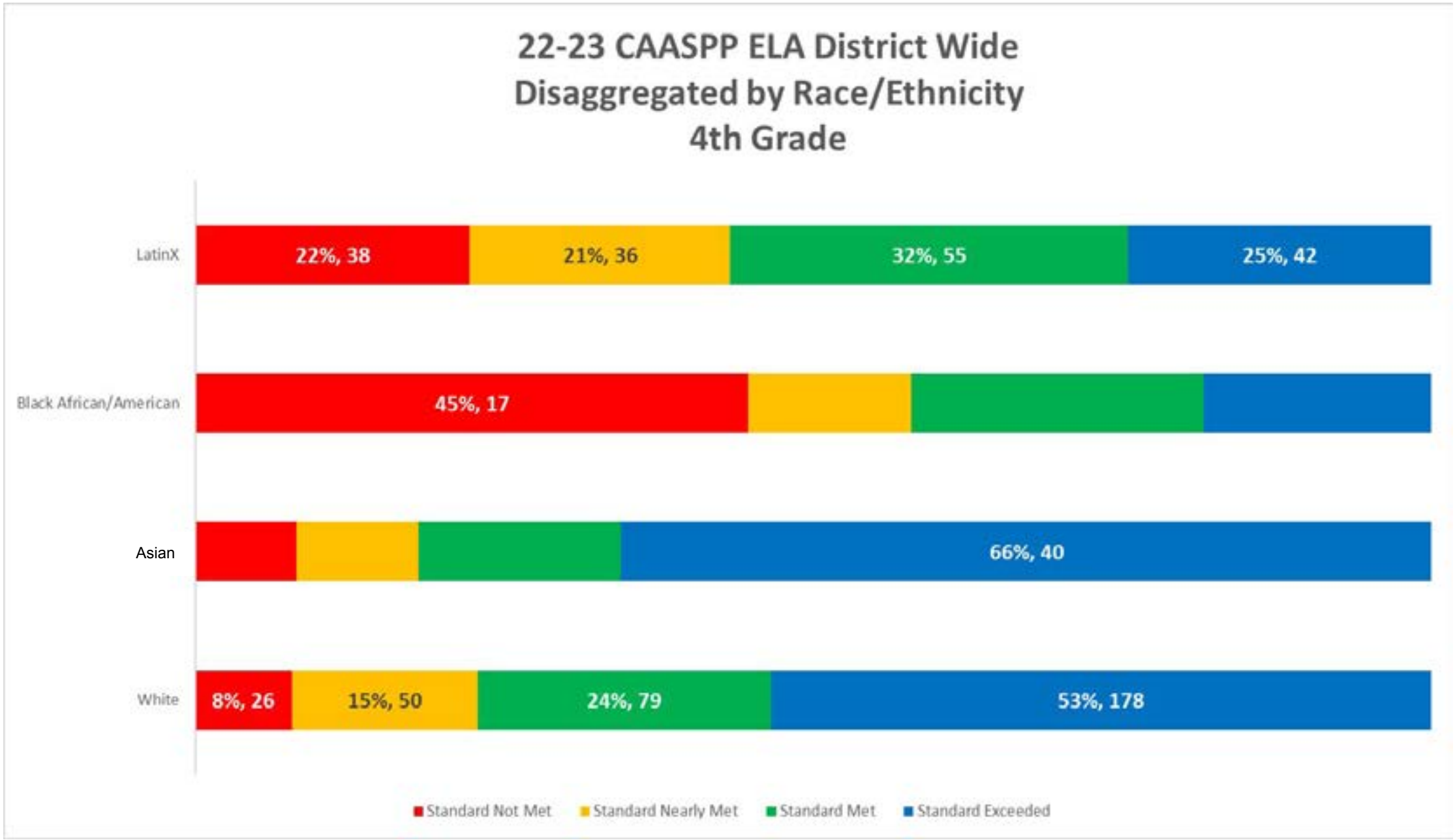

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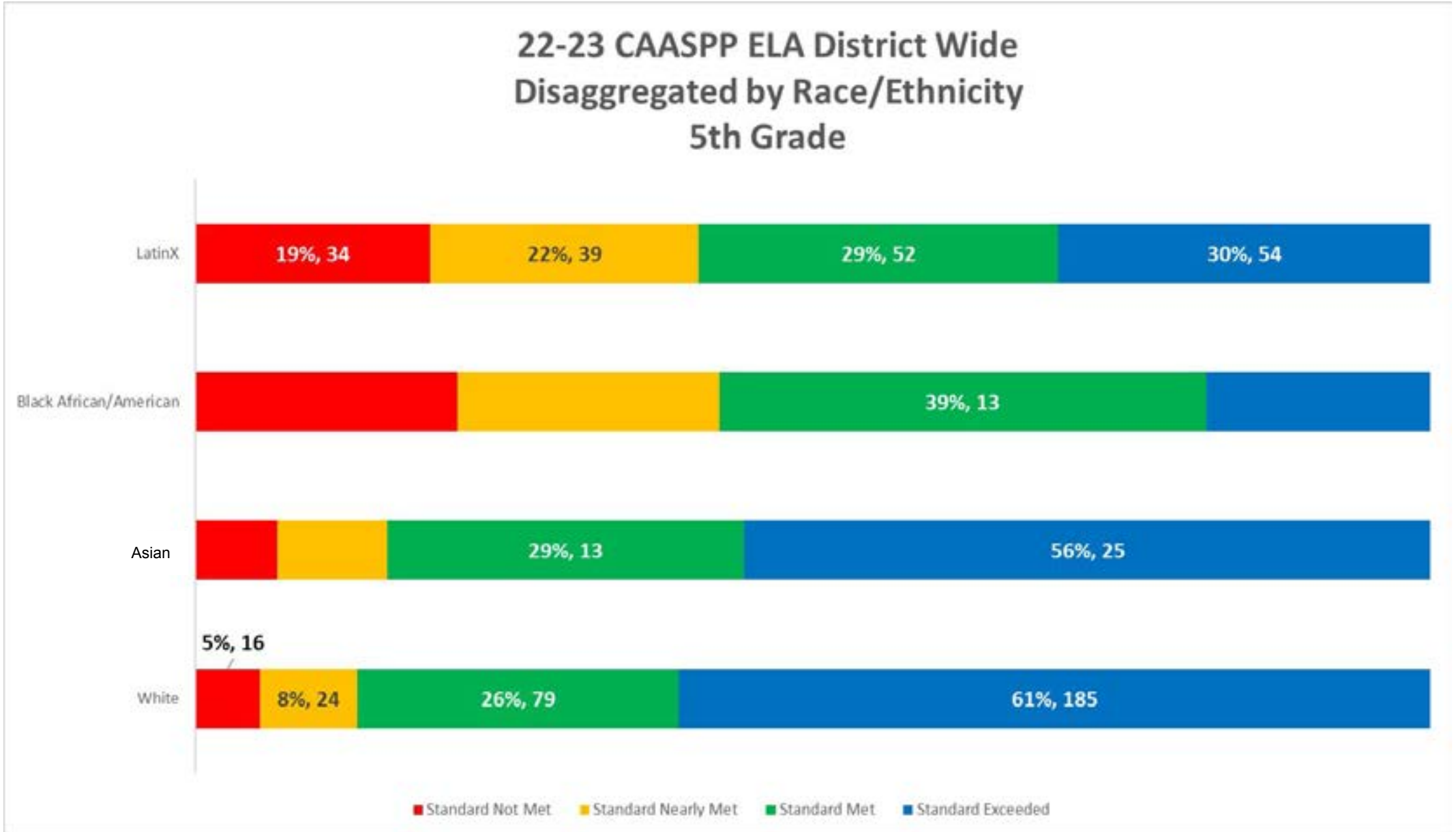

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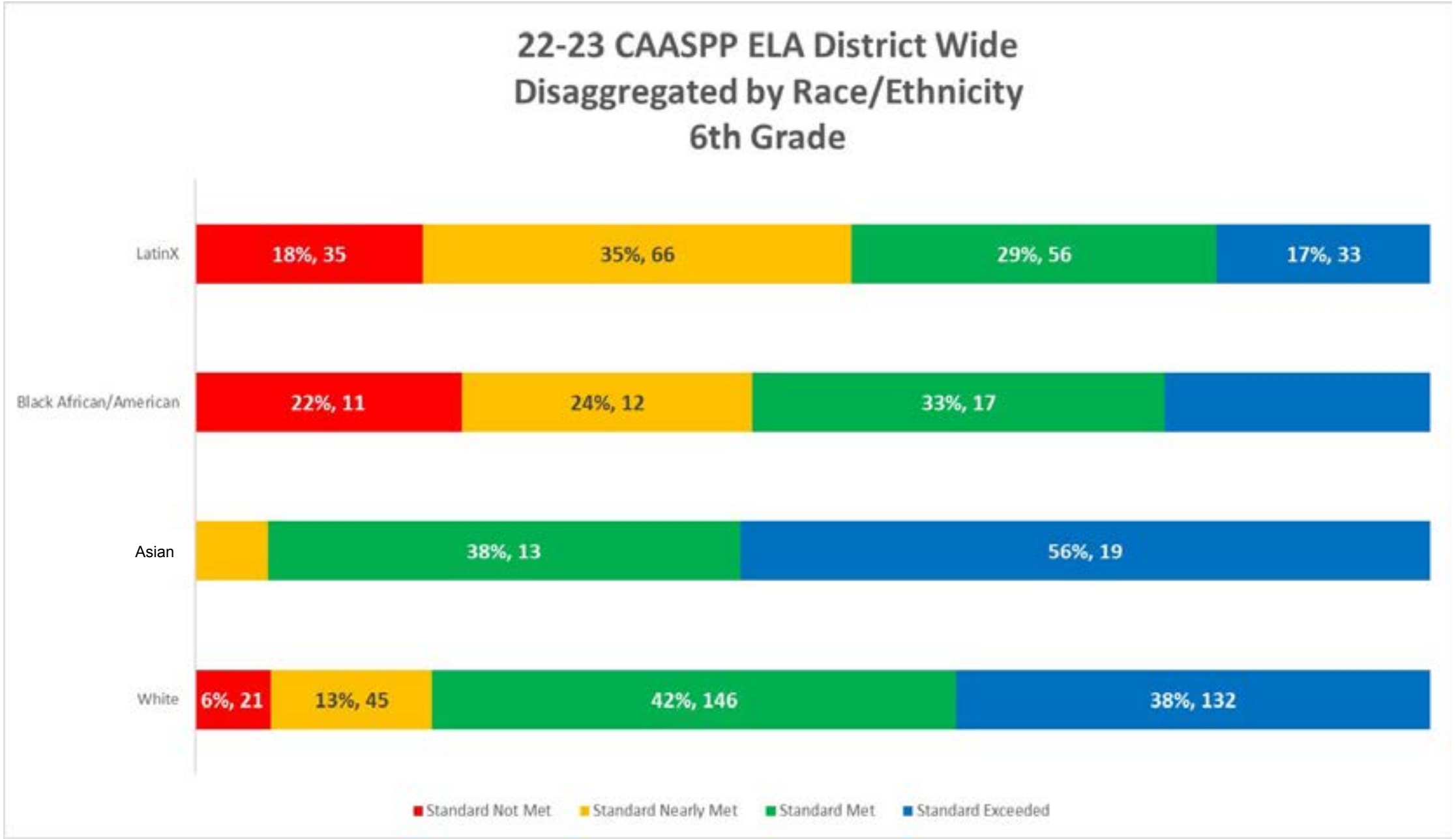

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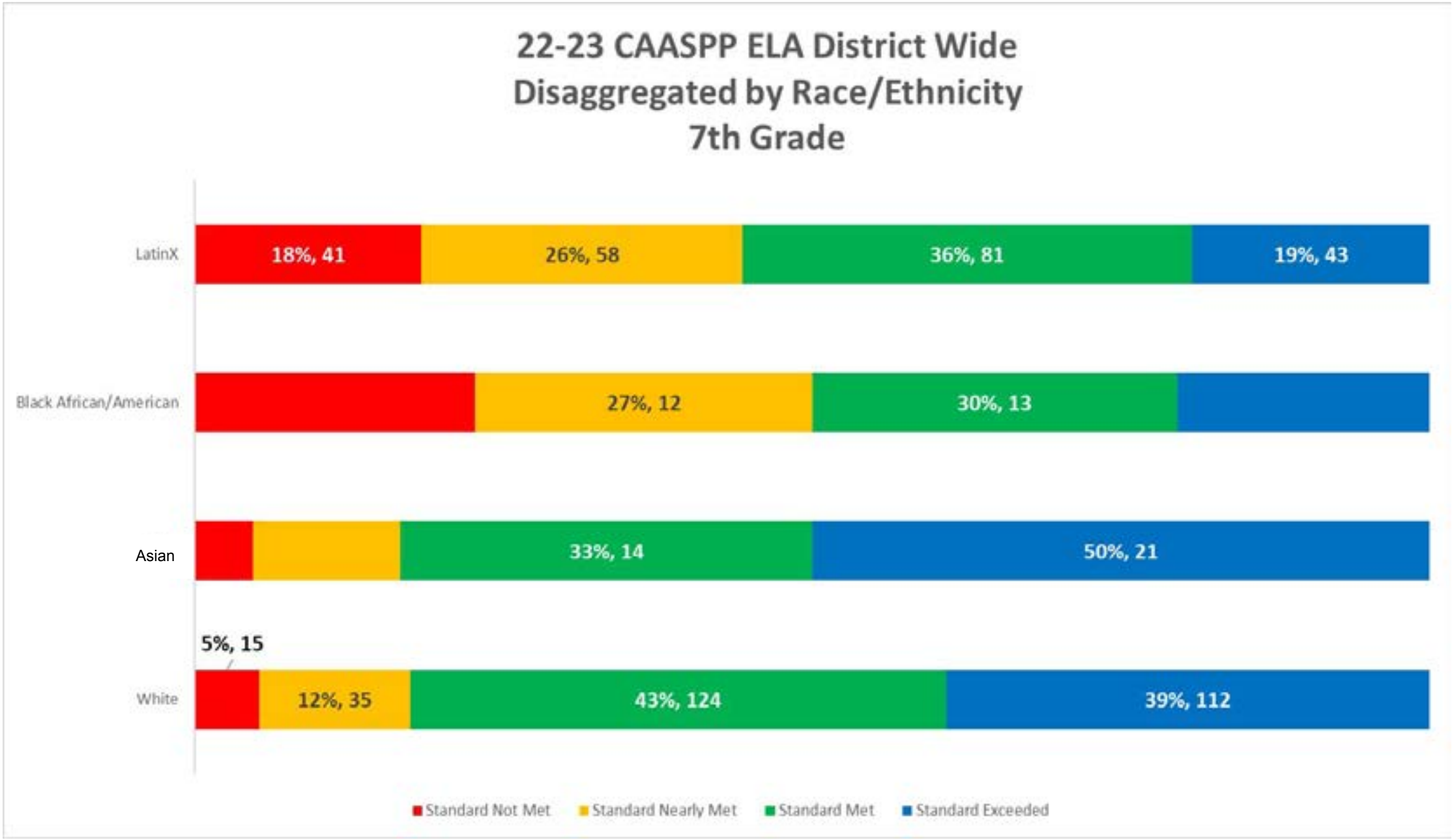

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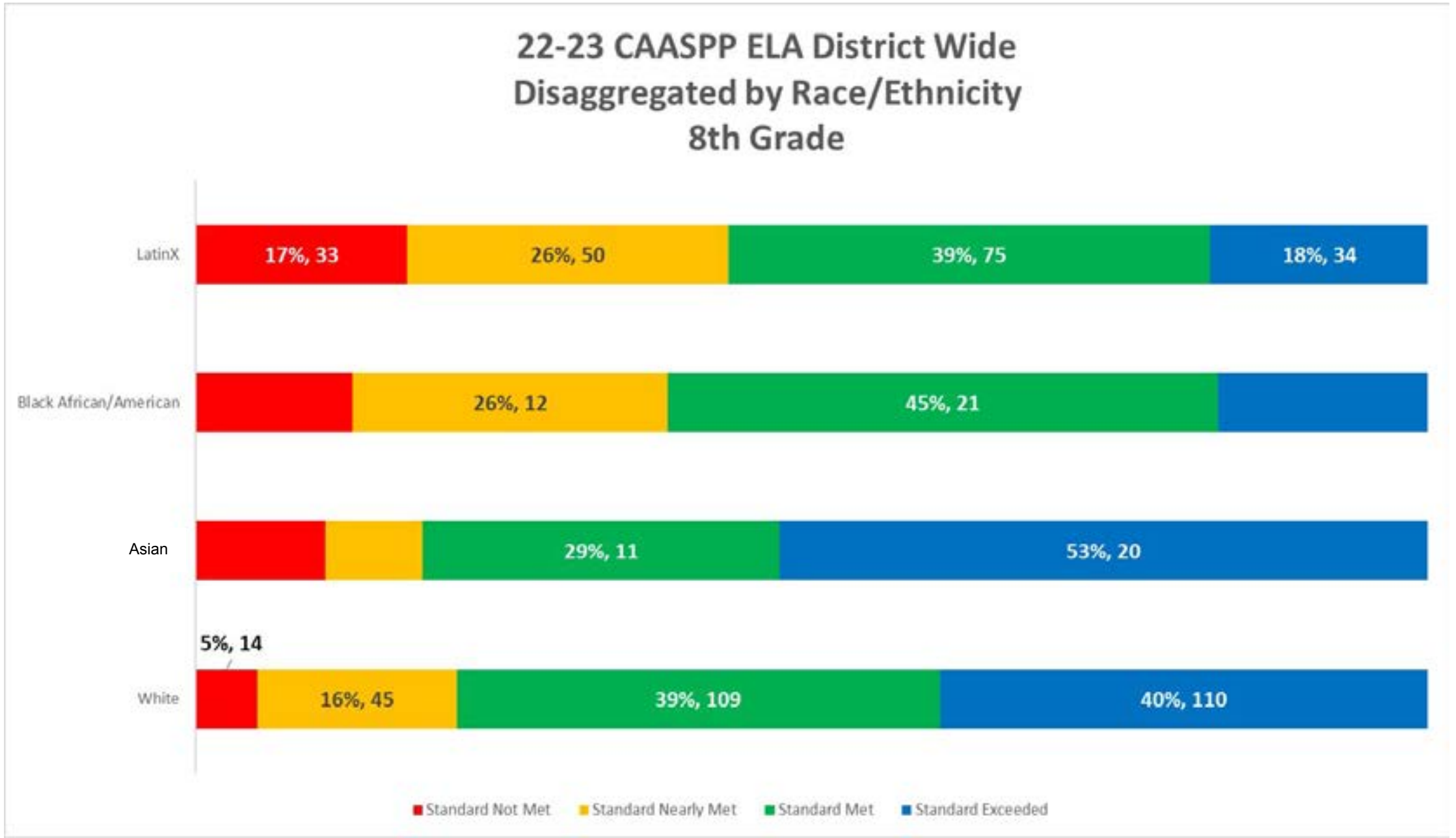

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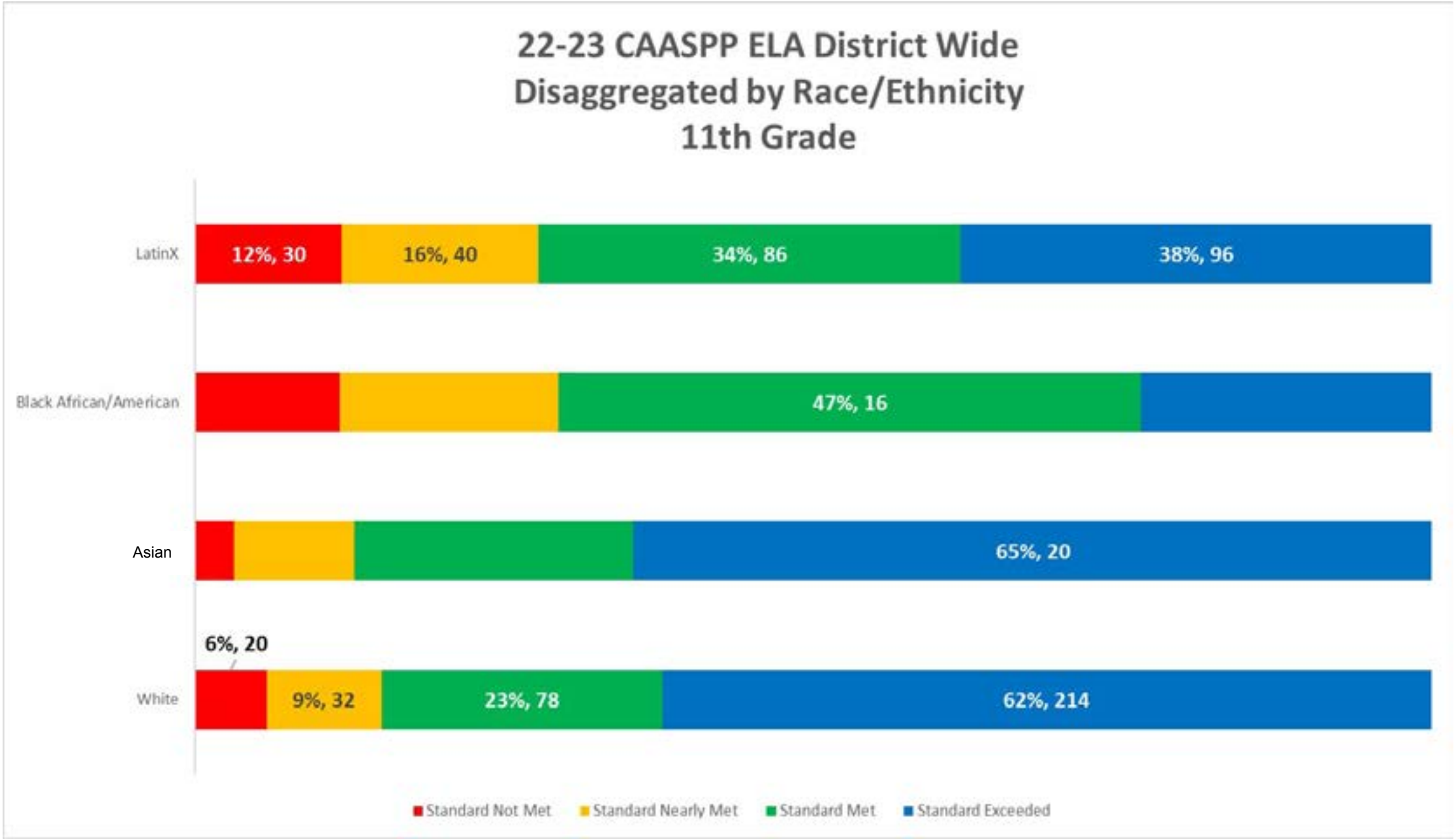

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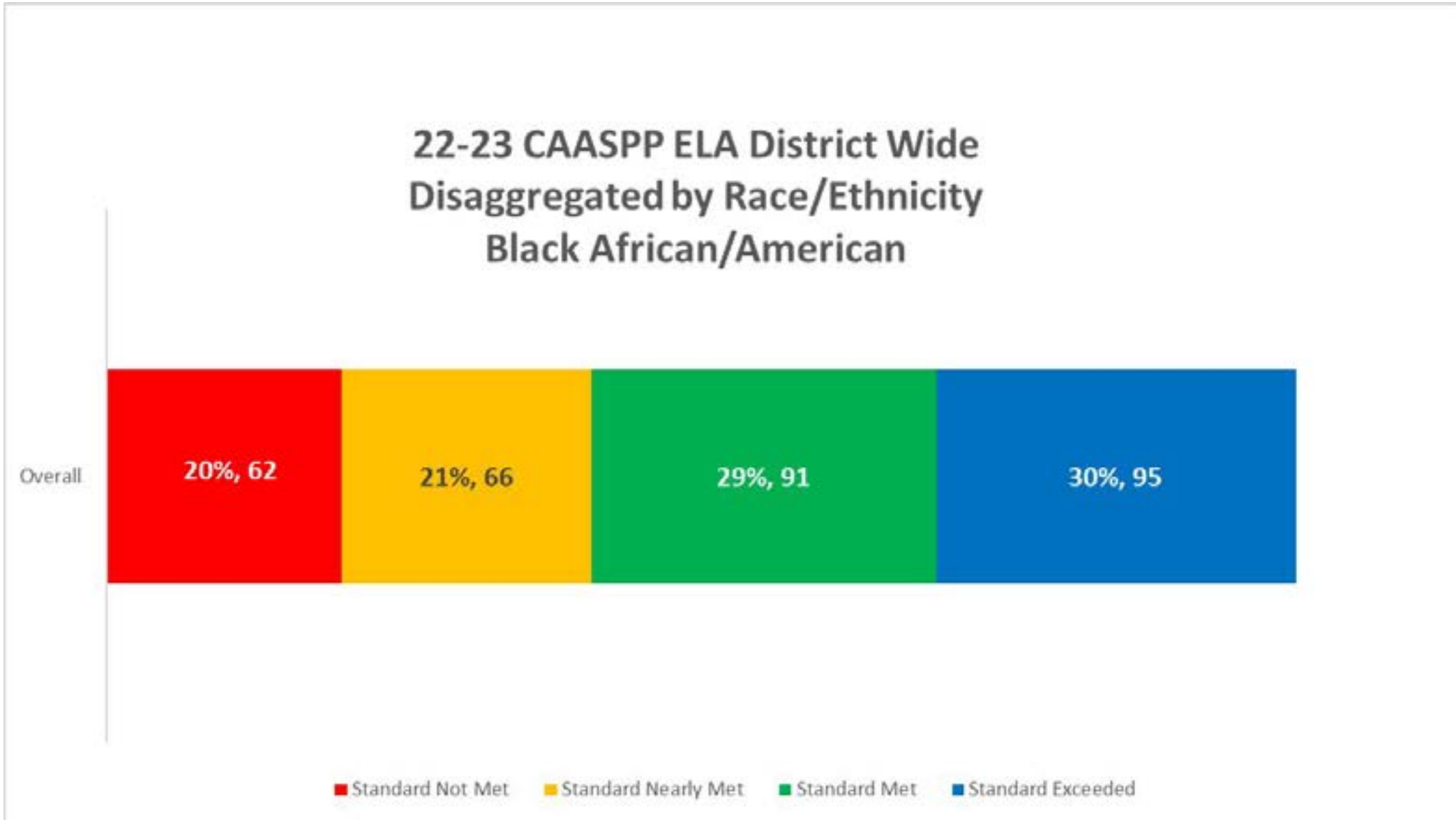

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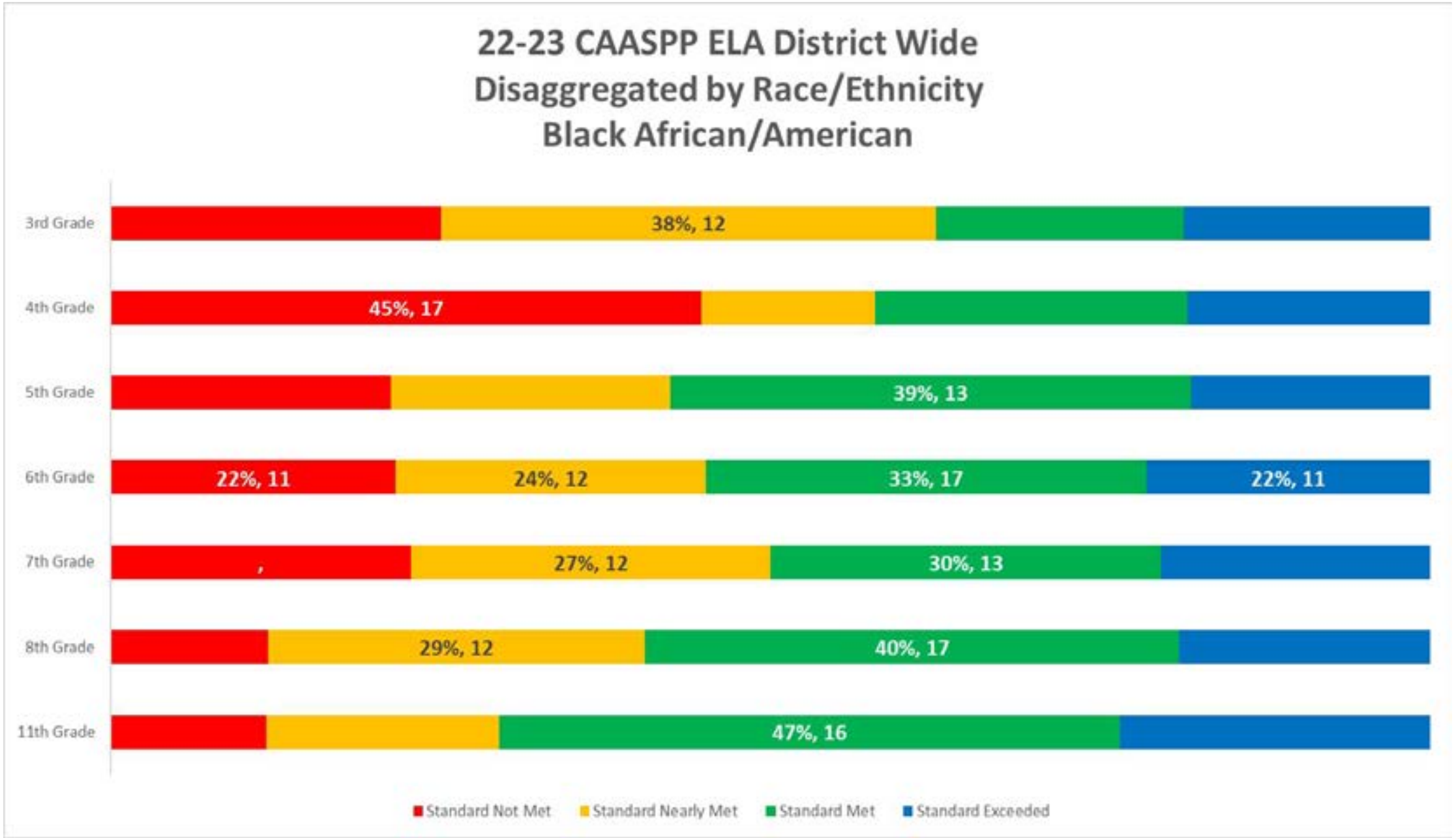

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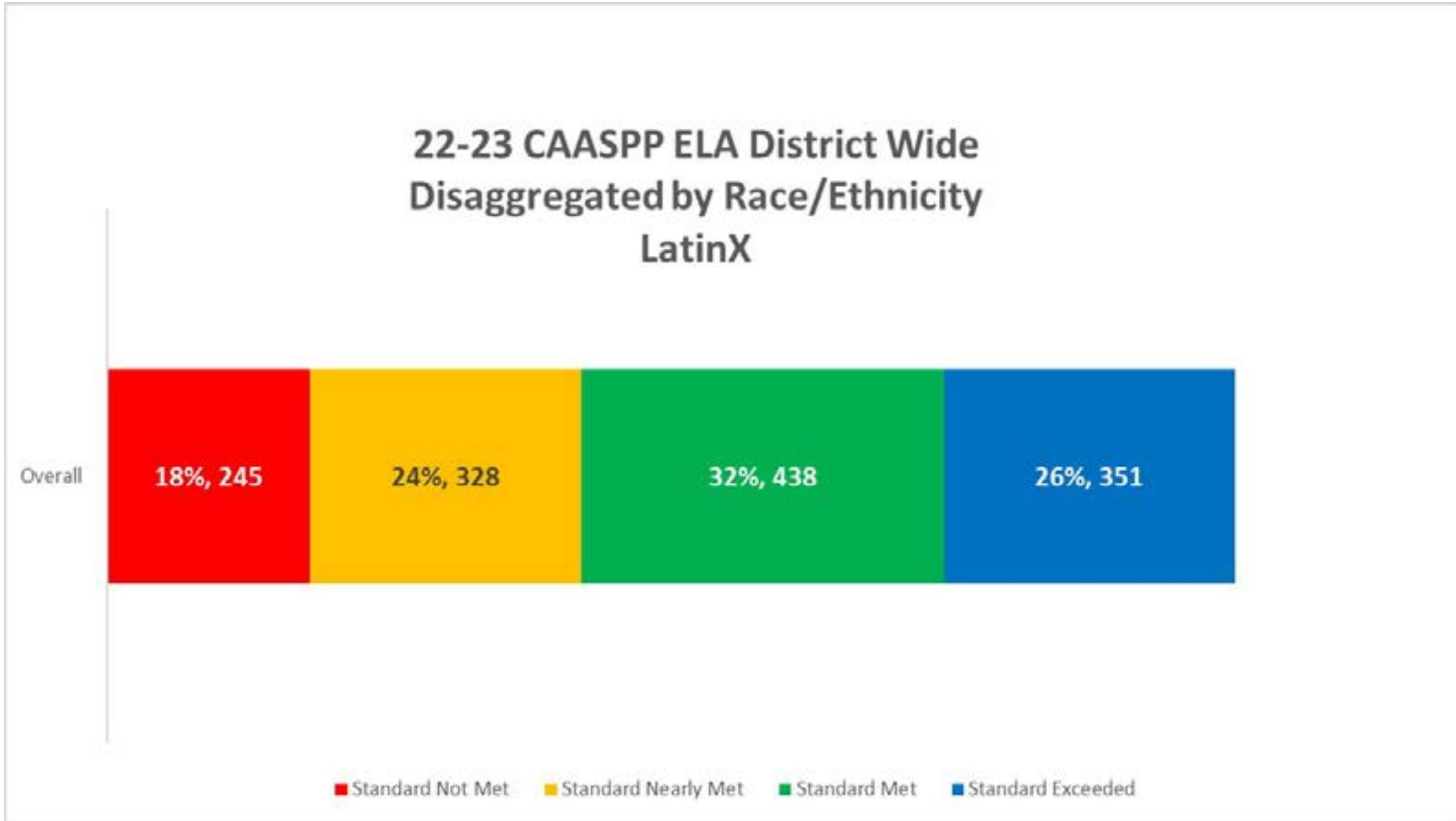

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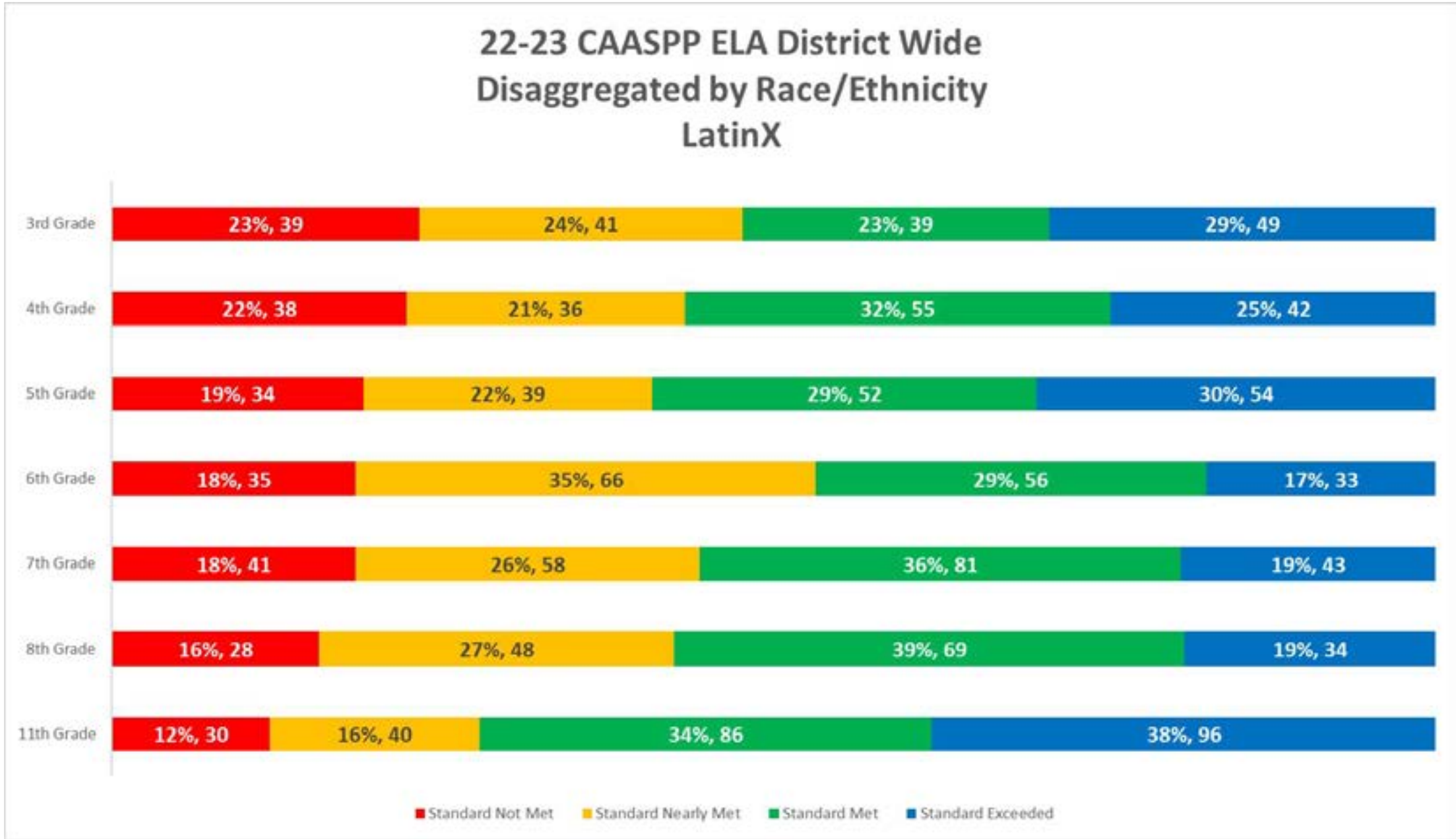

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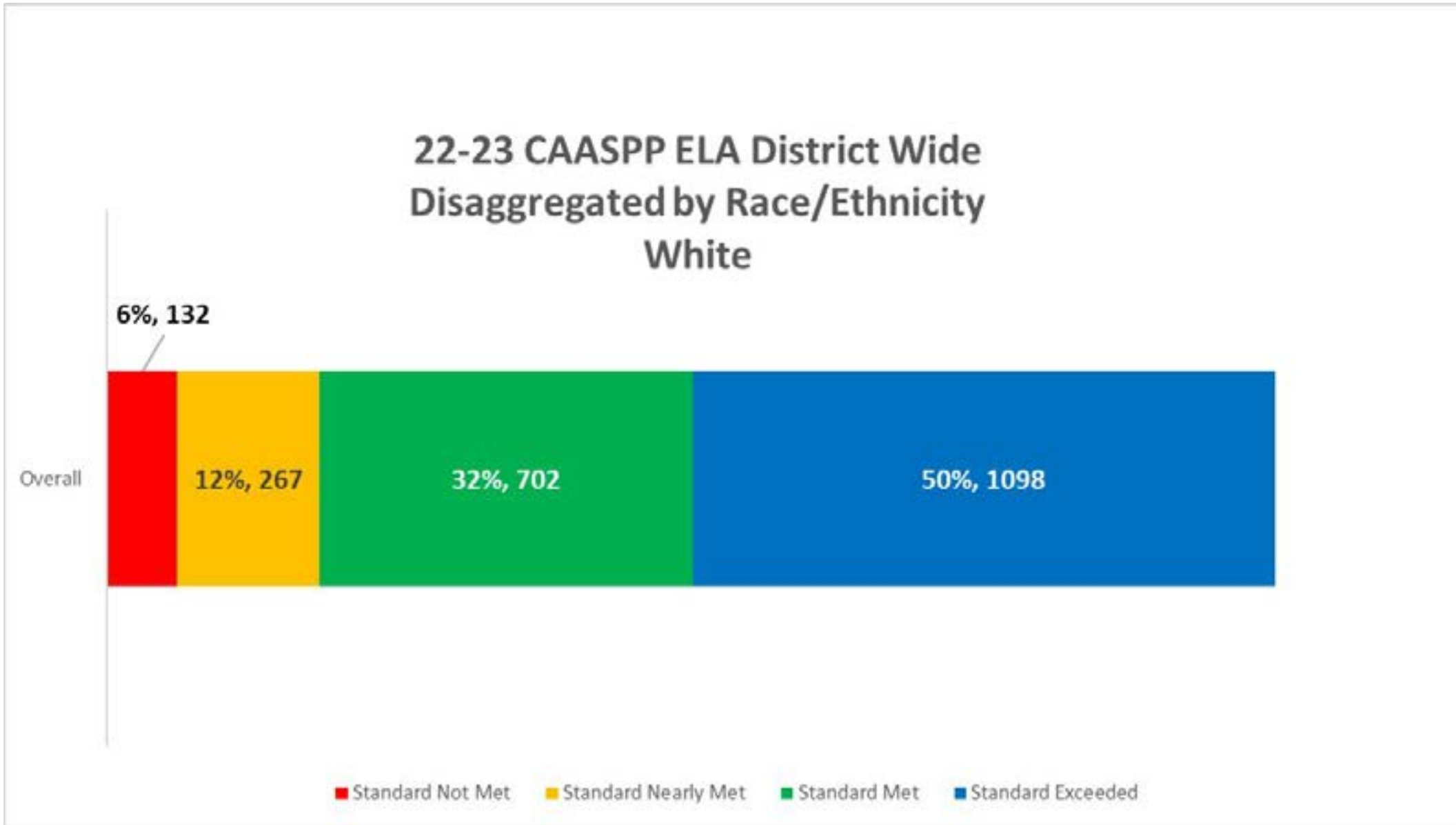

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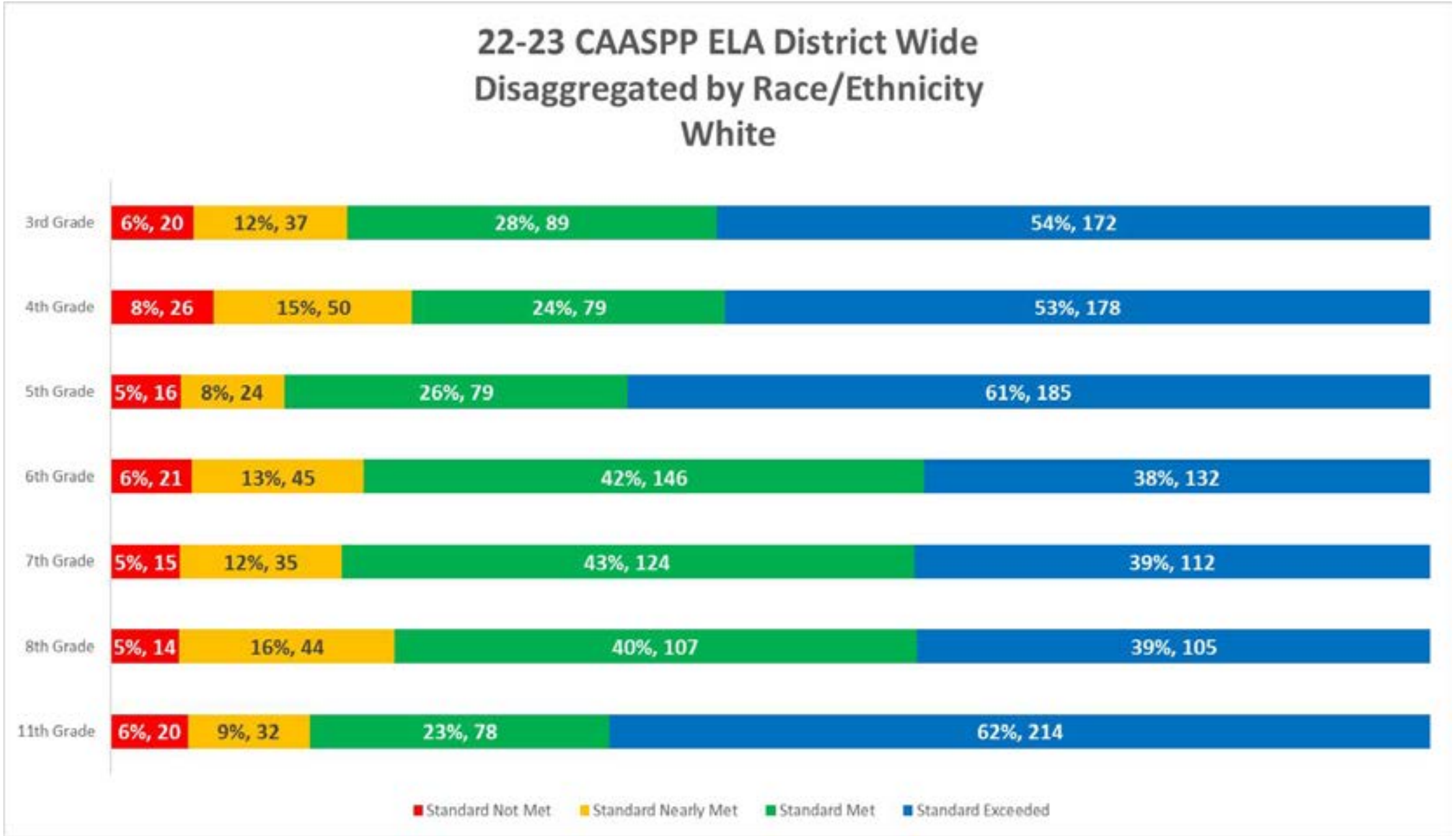

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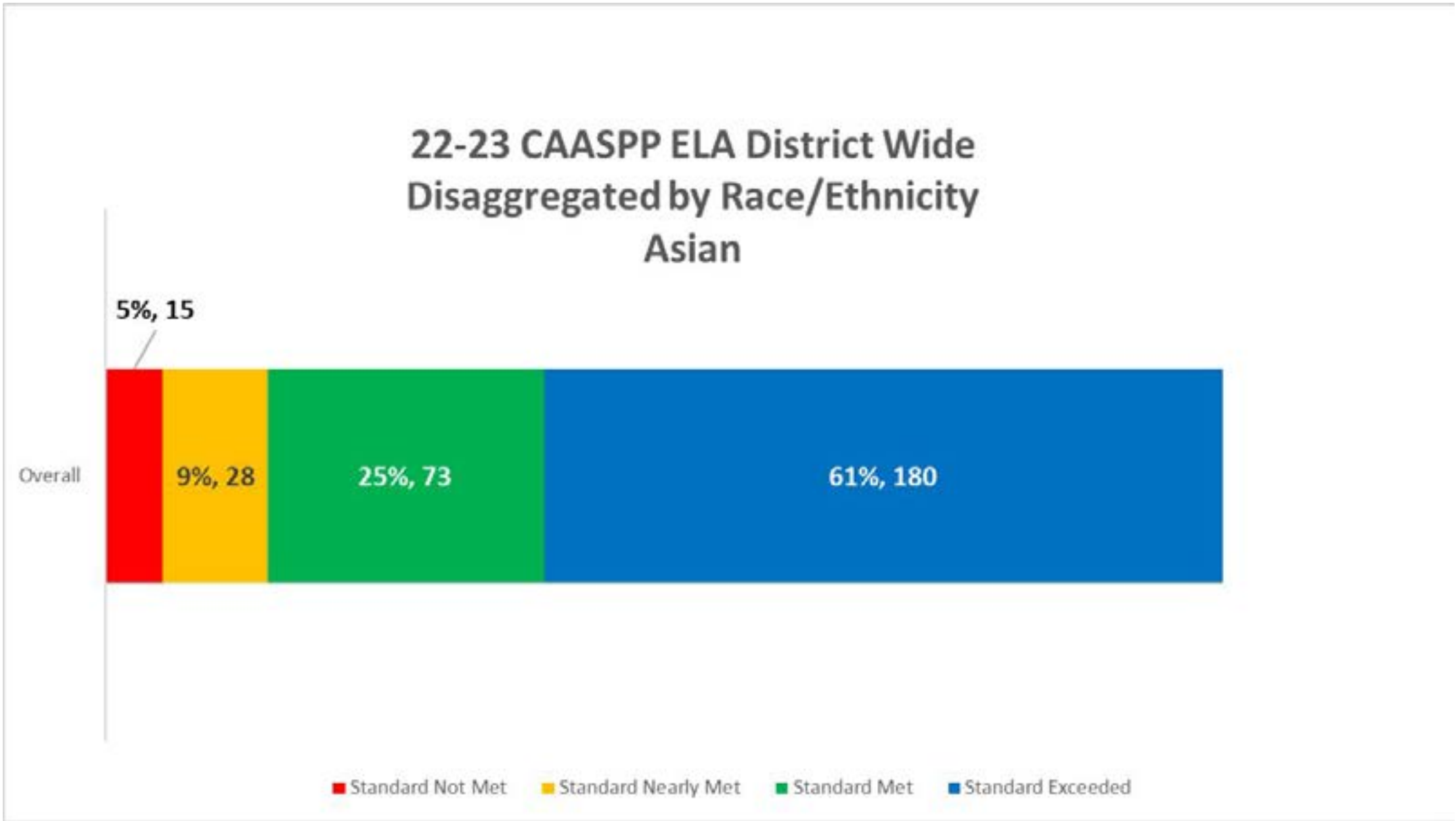

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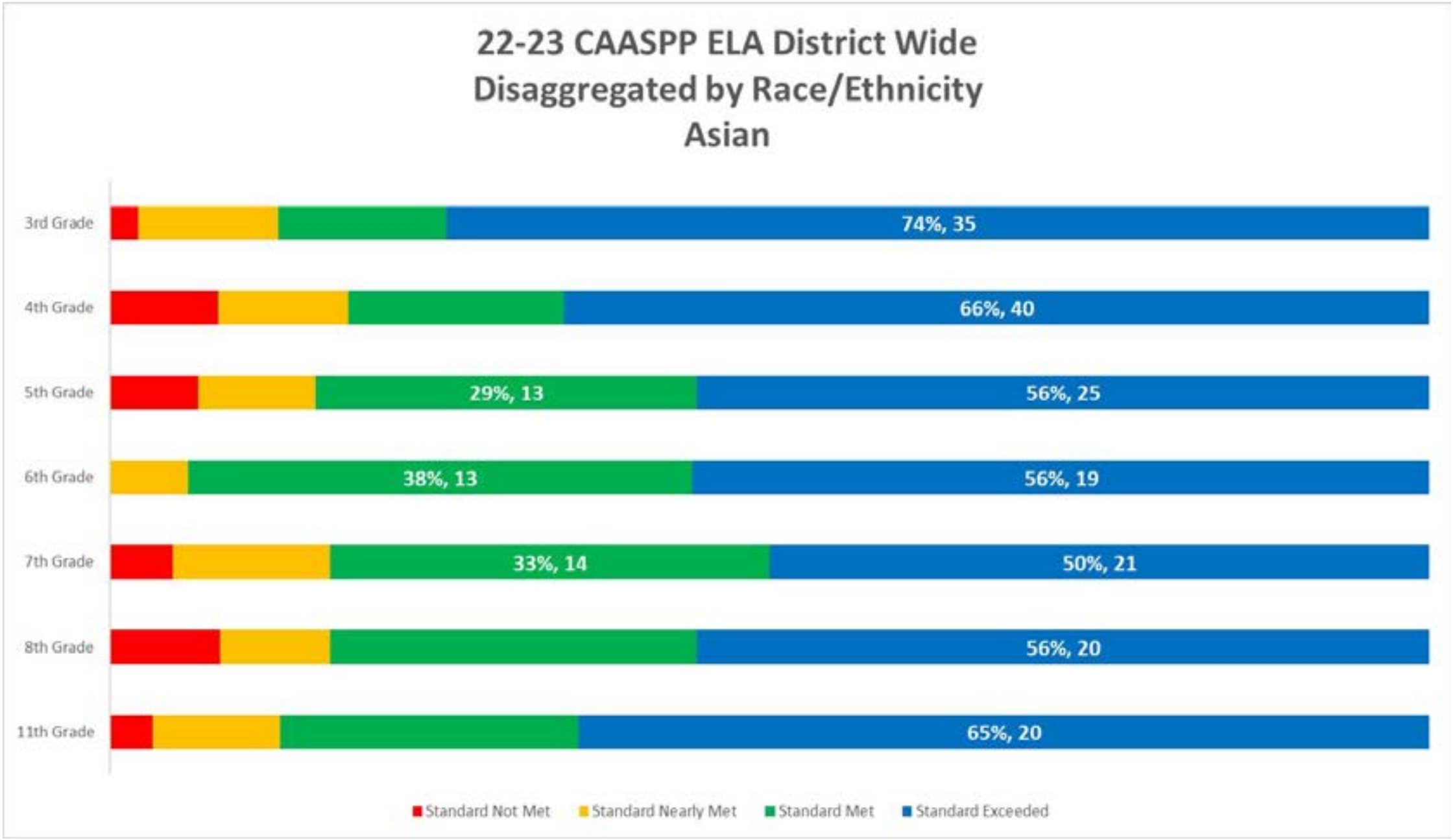

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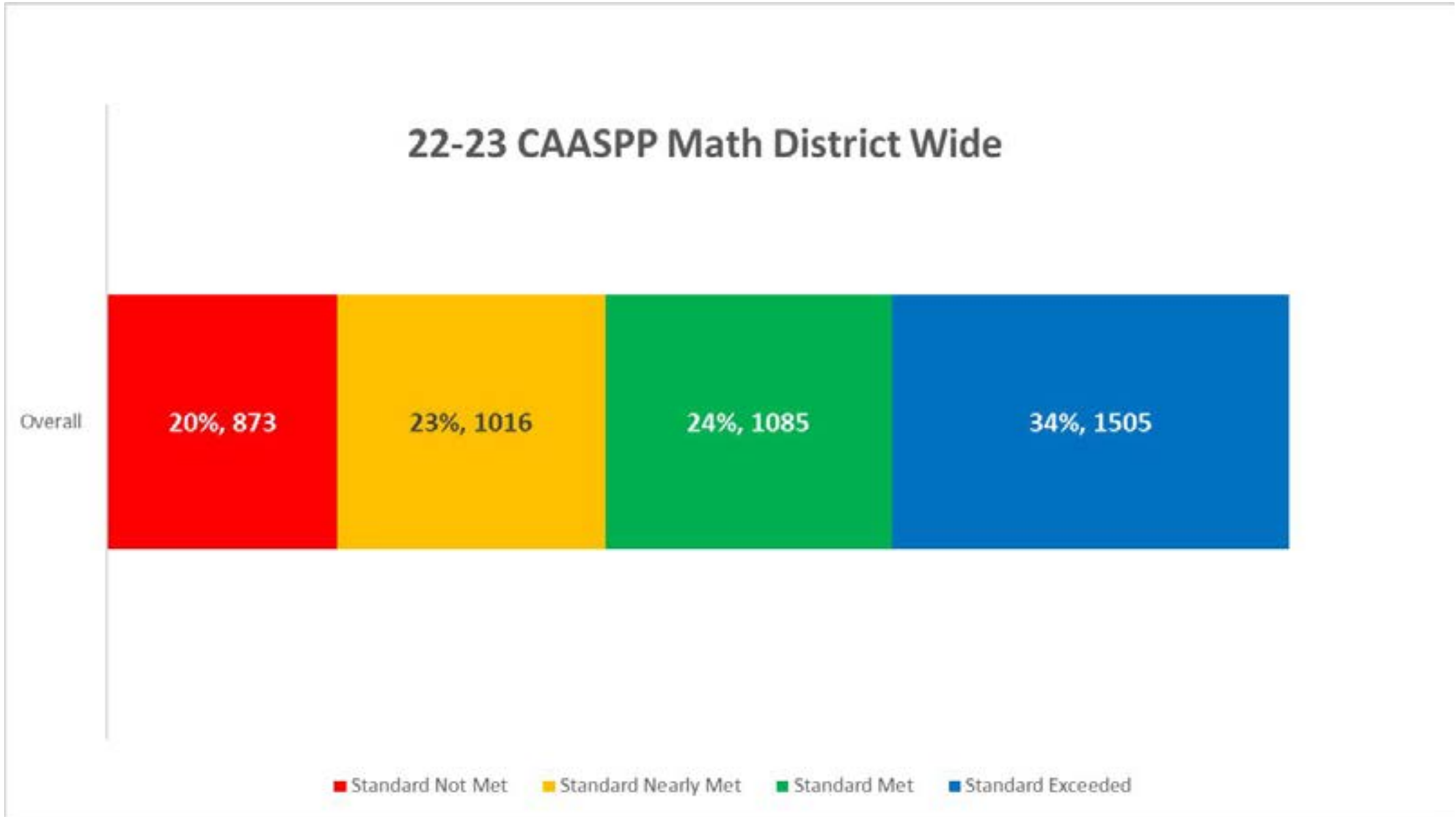
CAASPP Data



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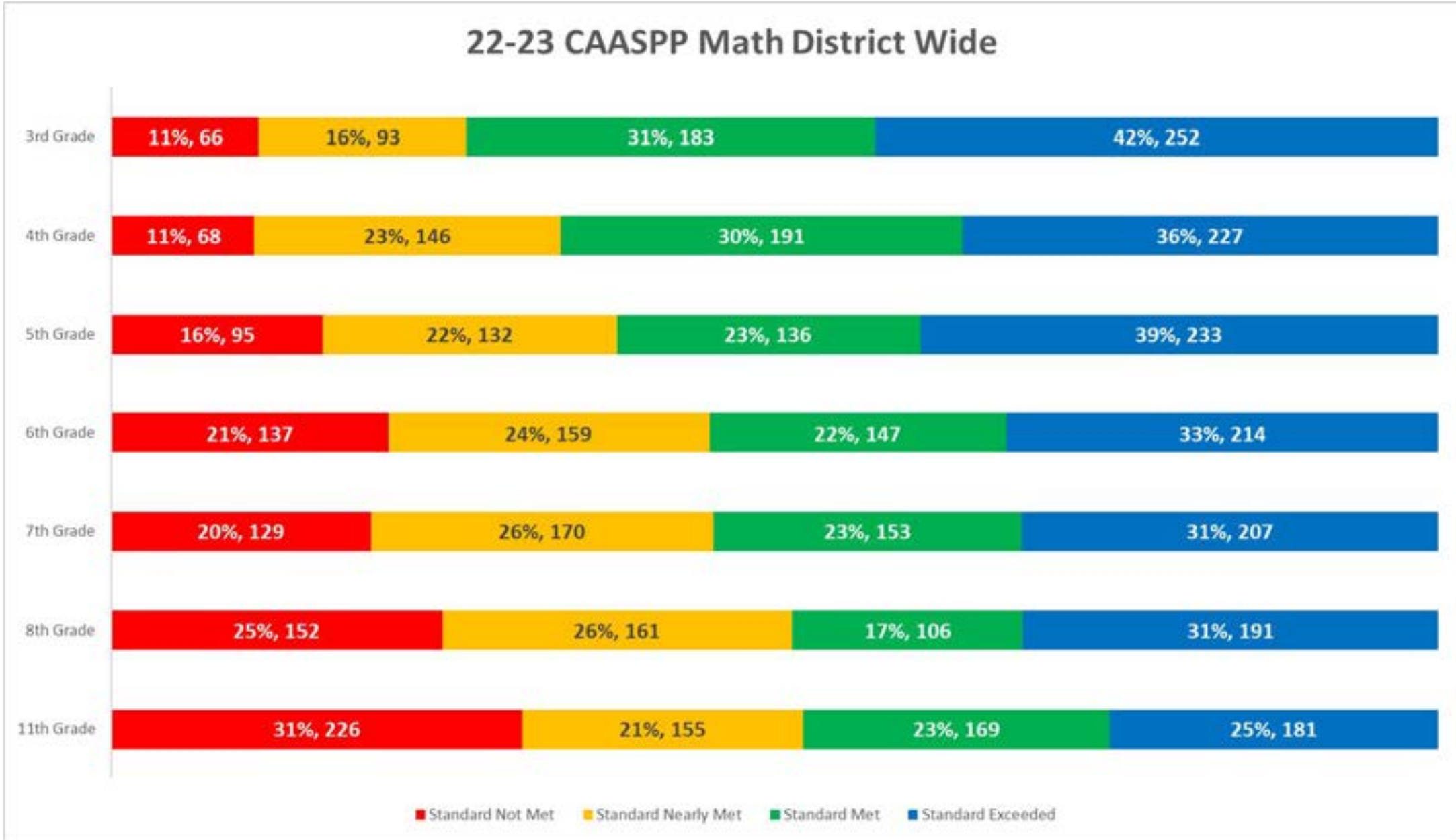

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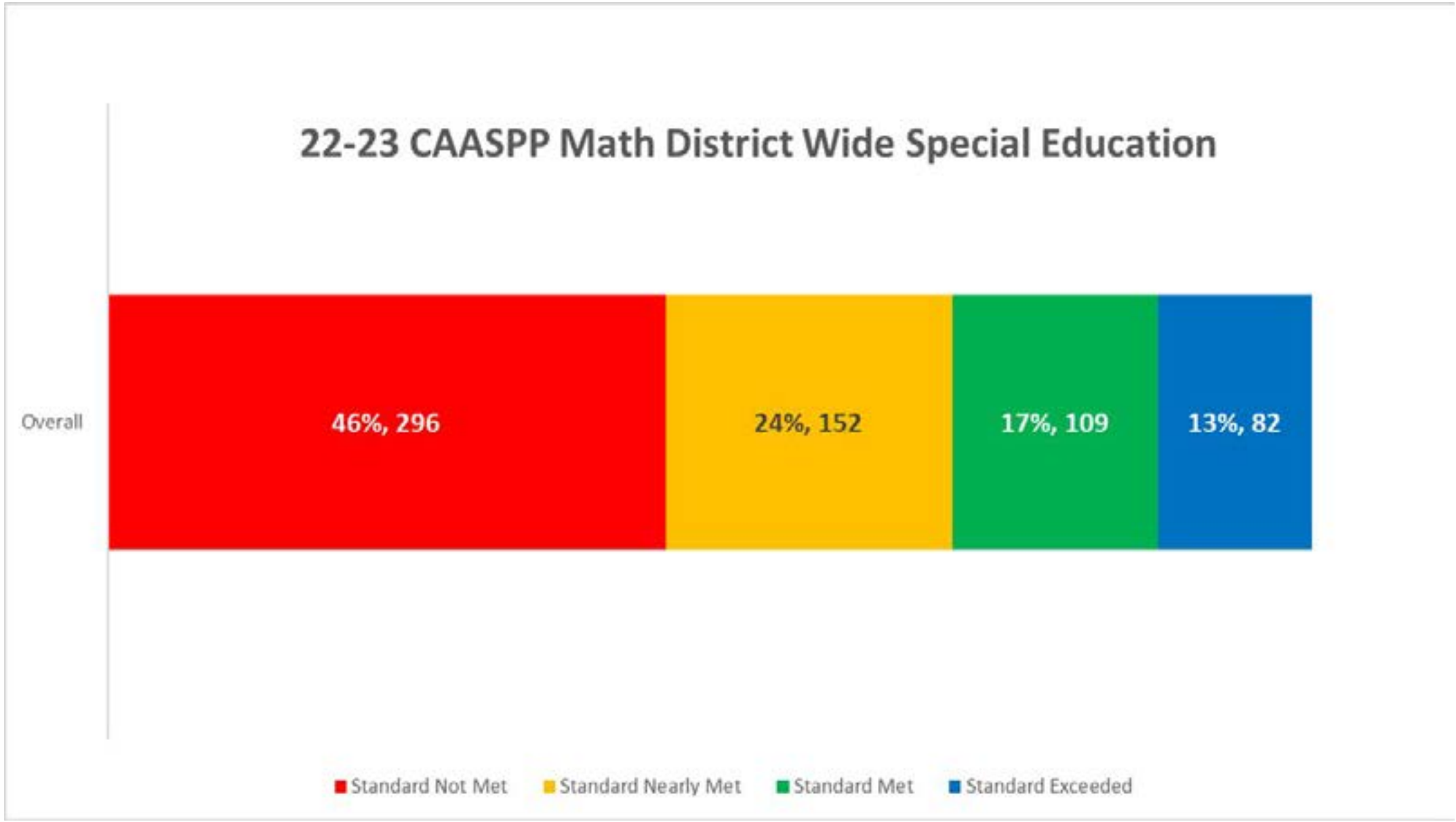

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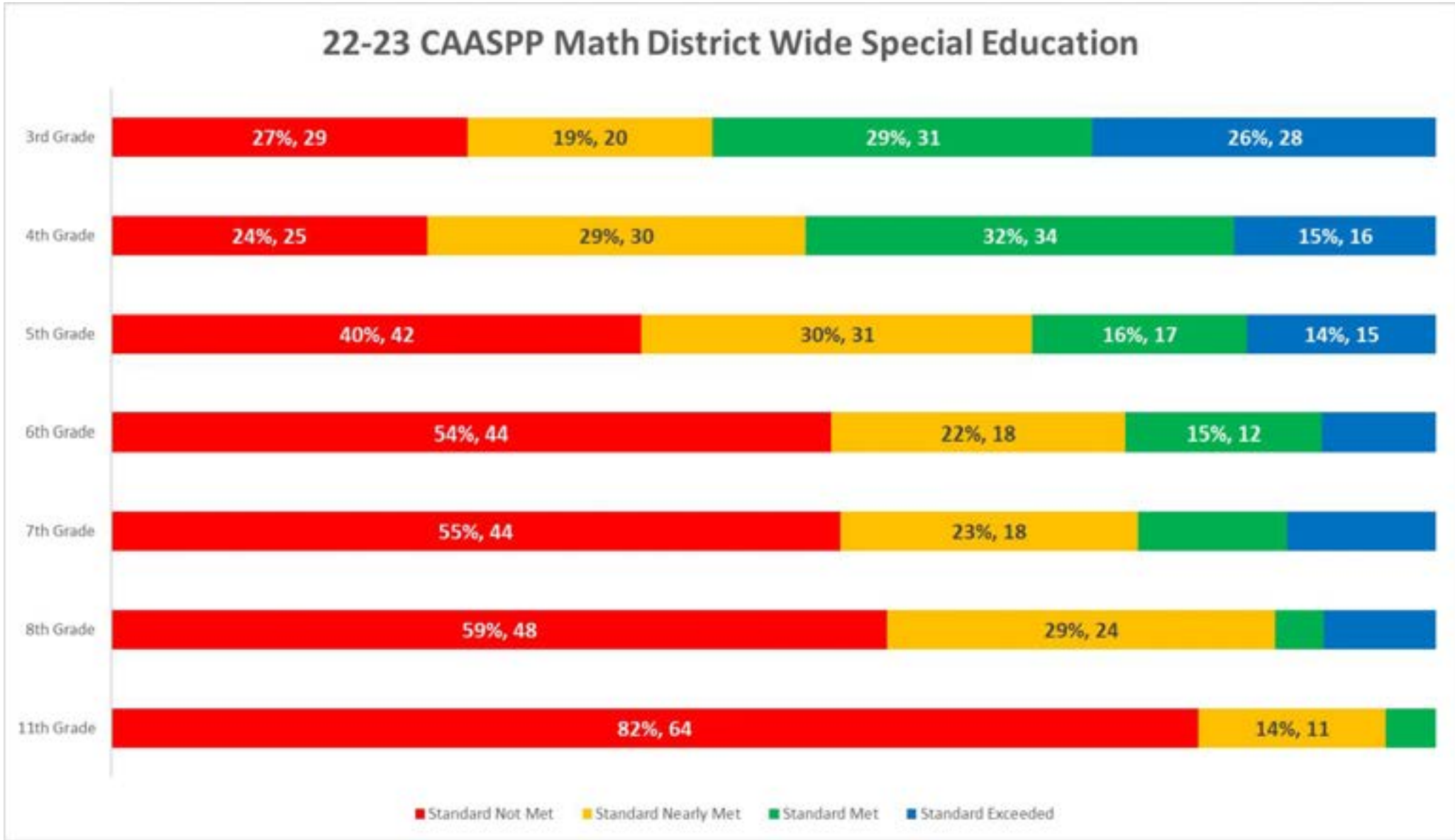

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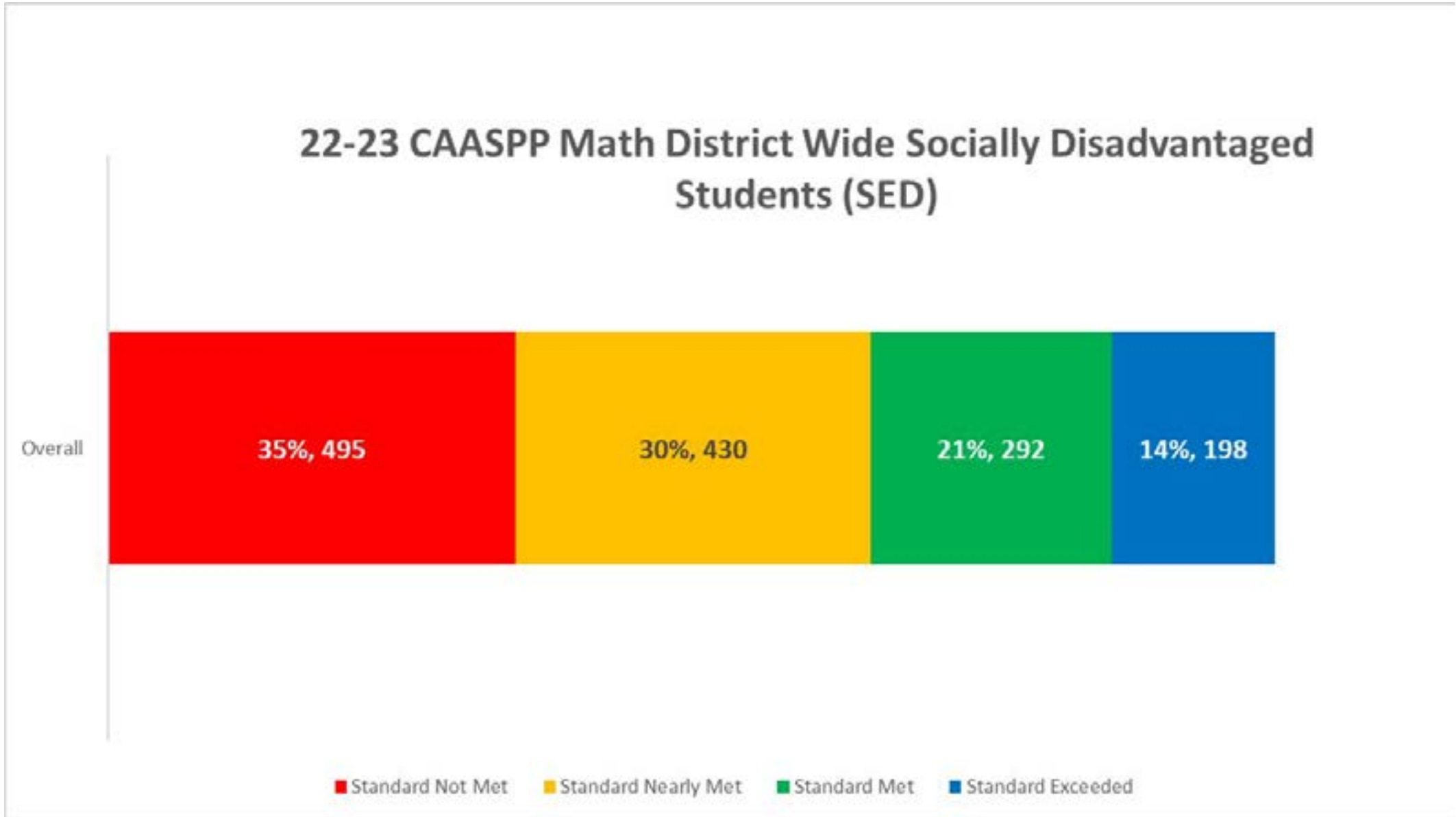

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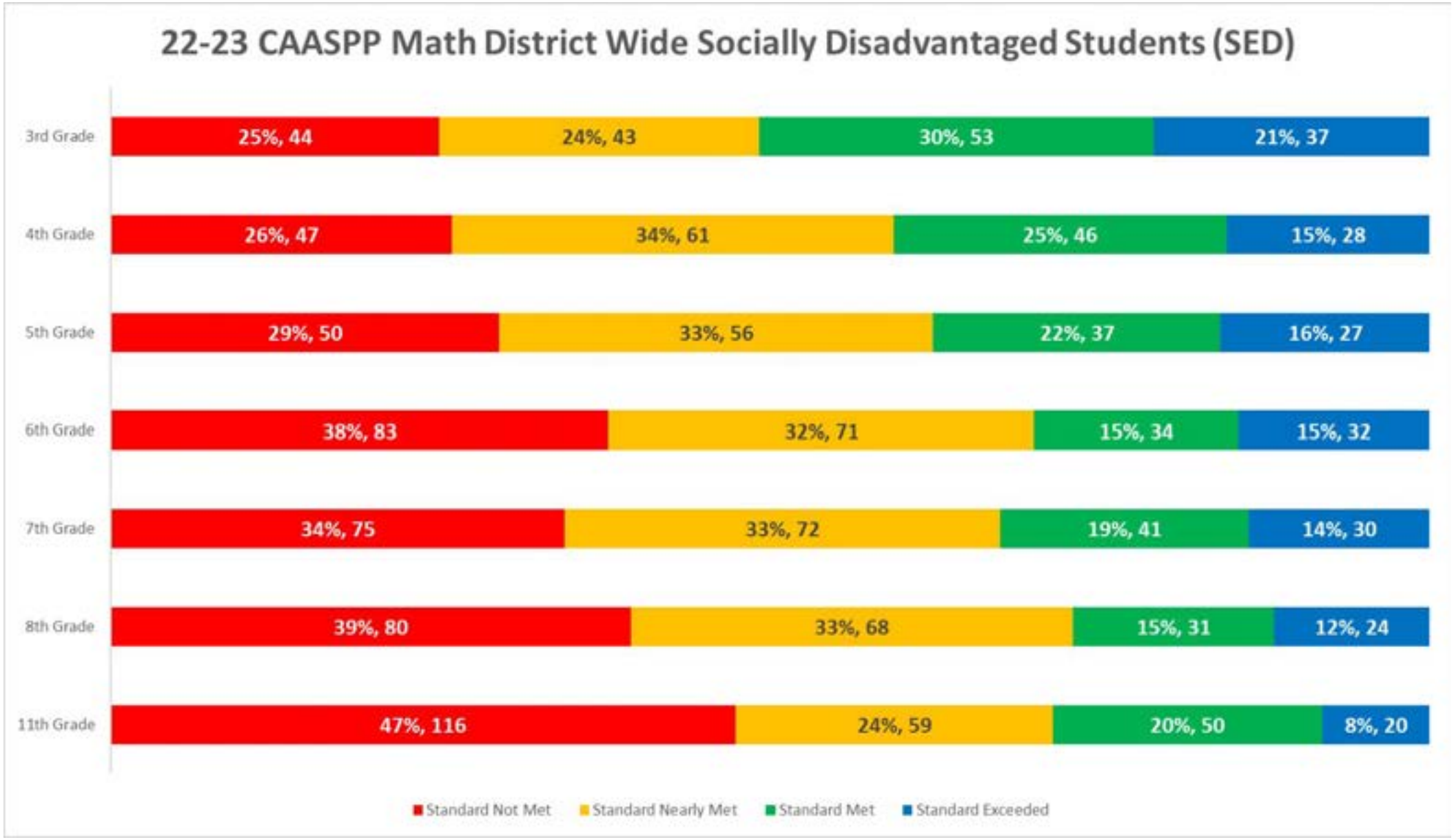

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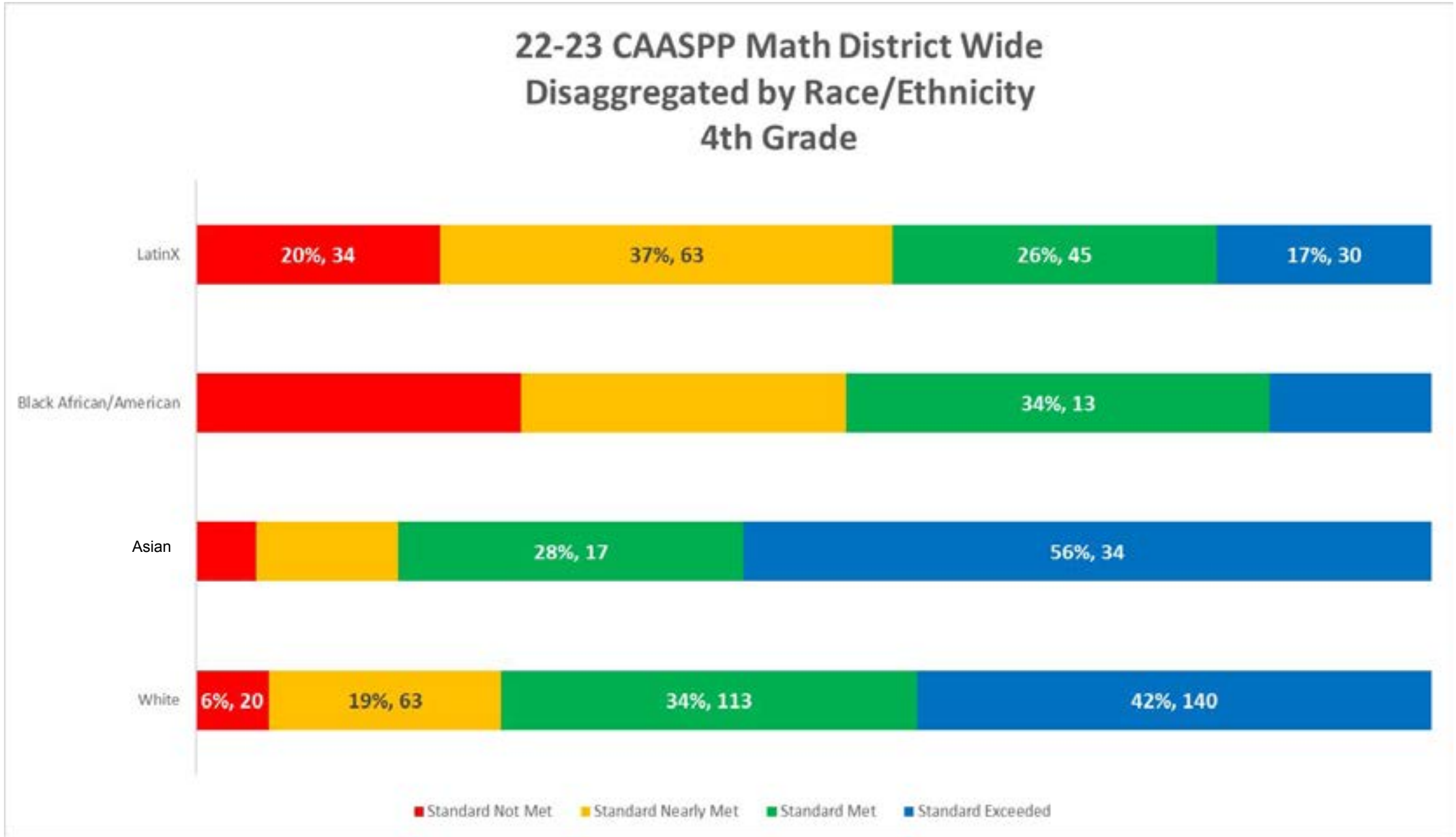
CAASPP Data Disaggregated by Race/Ethnicity



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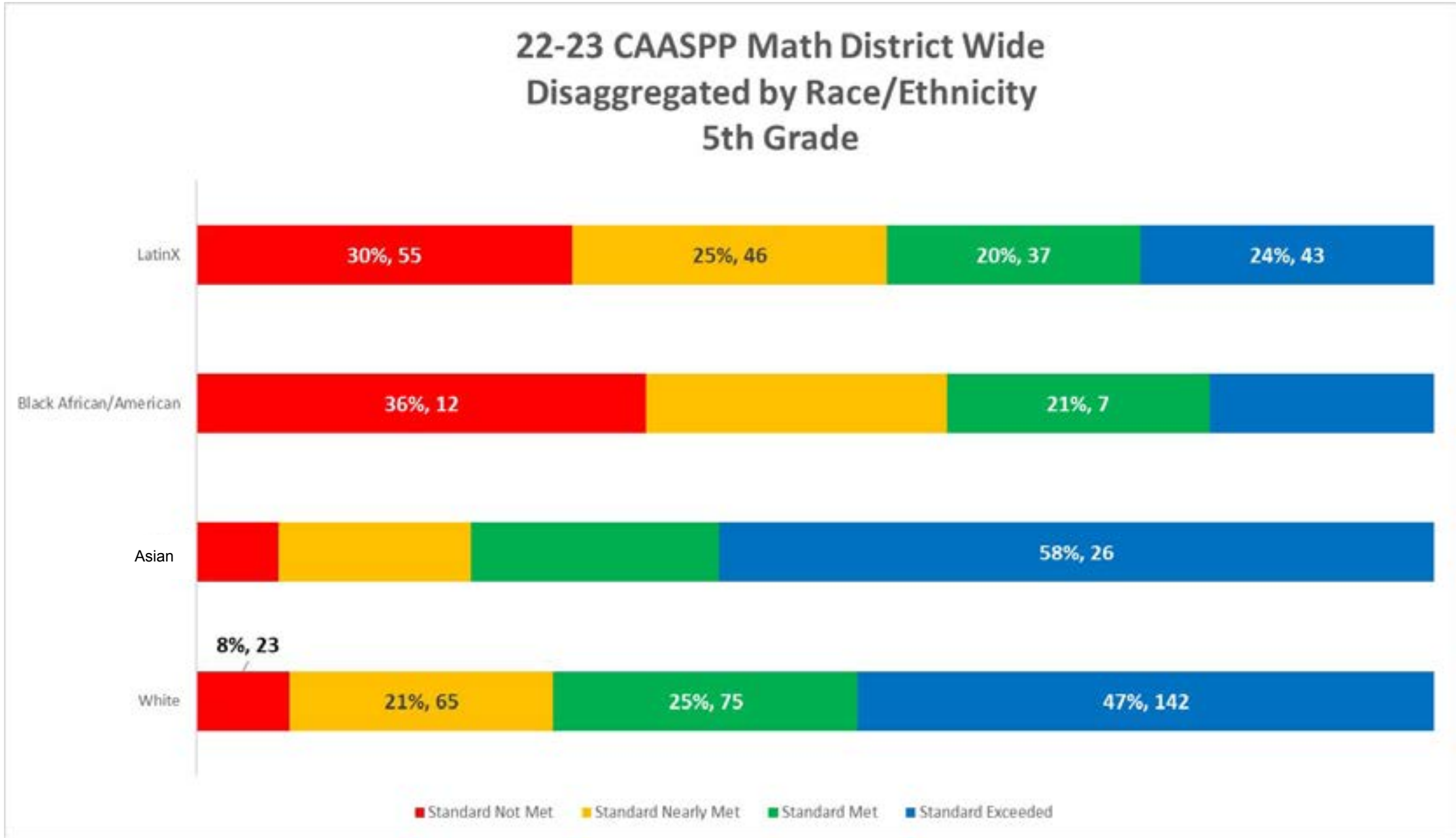

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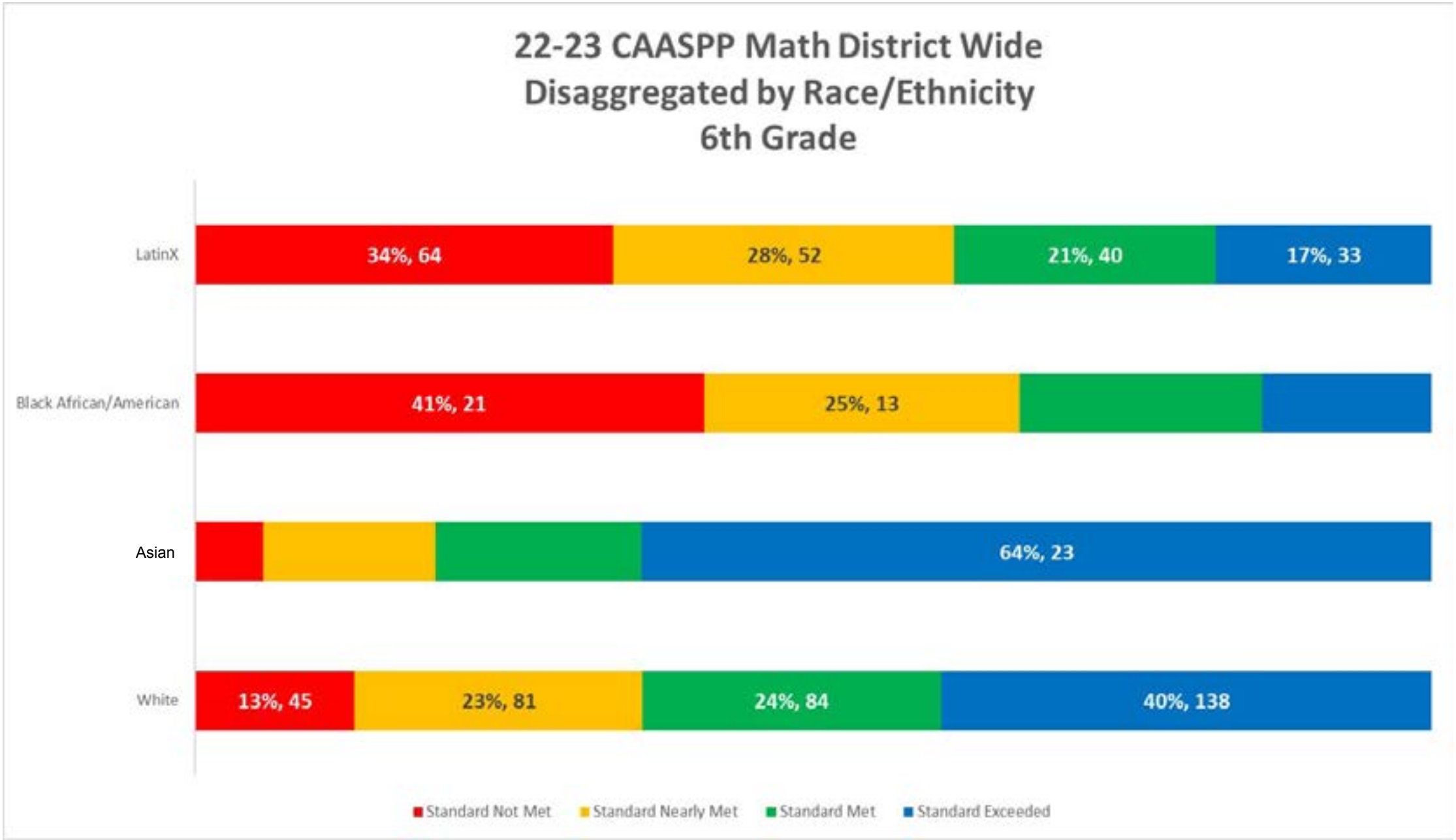

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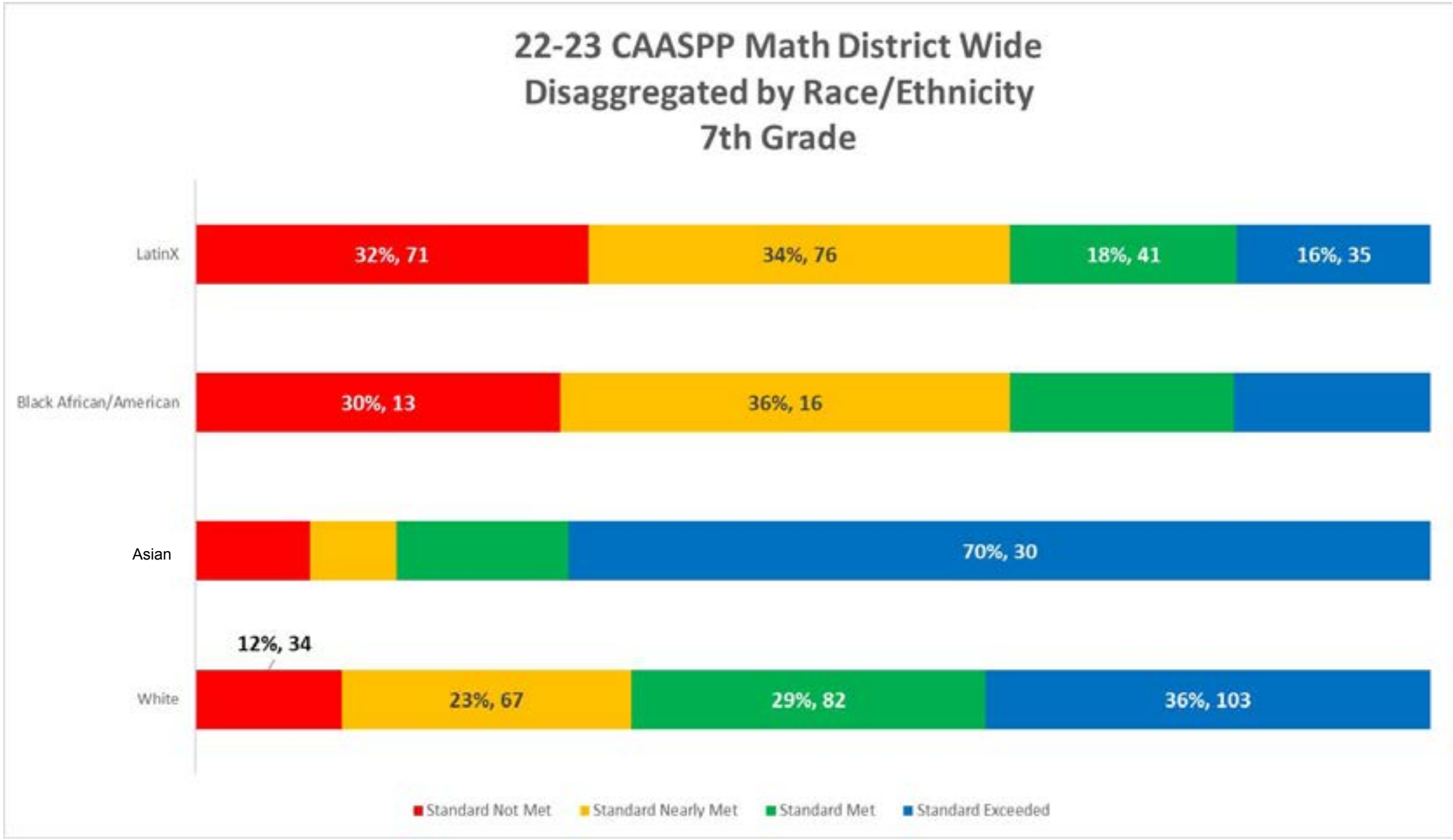

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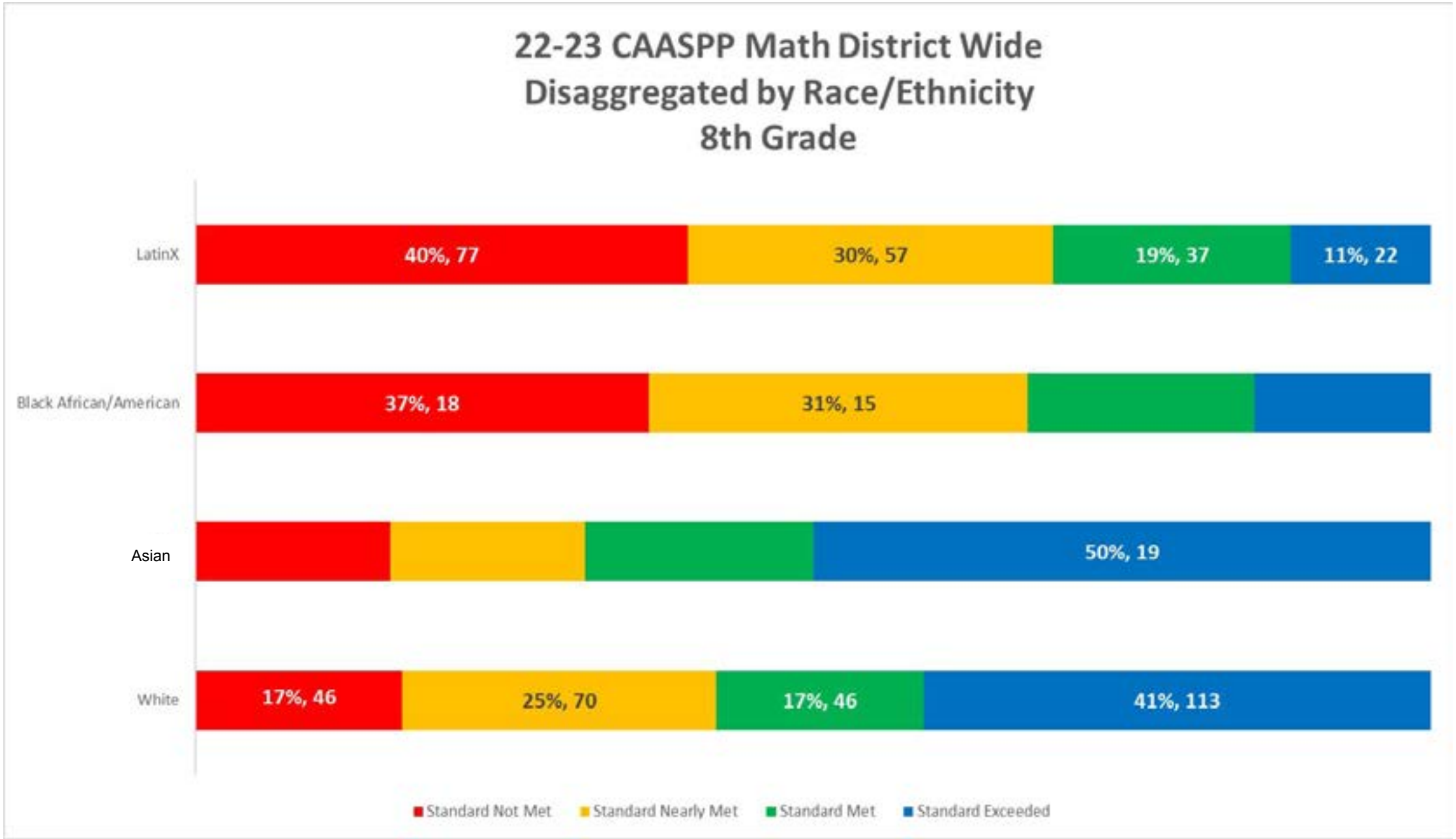

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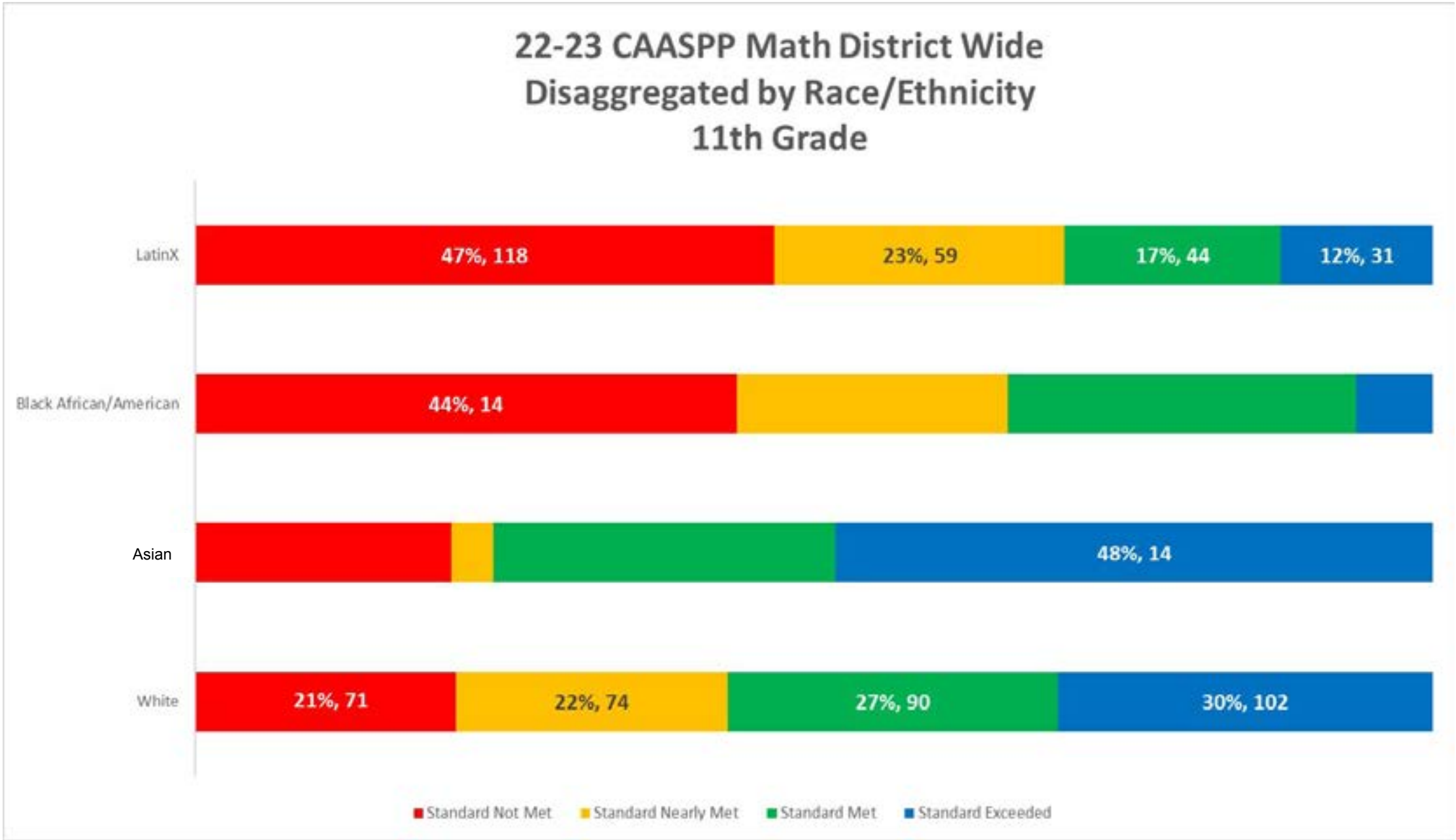

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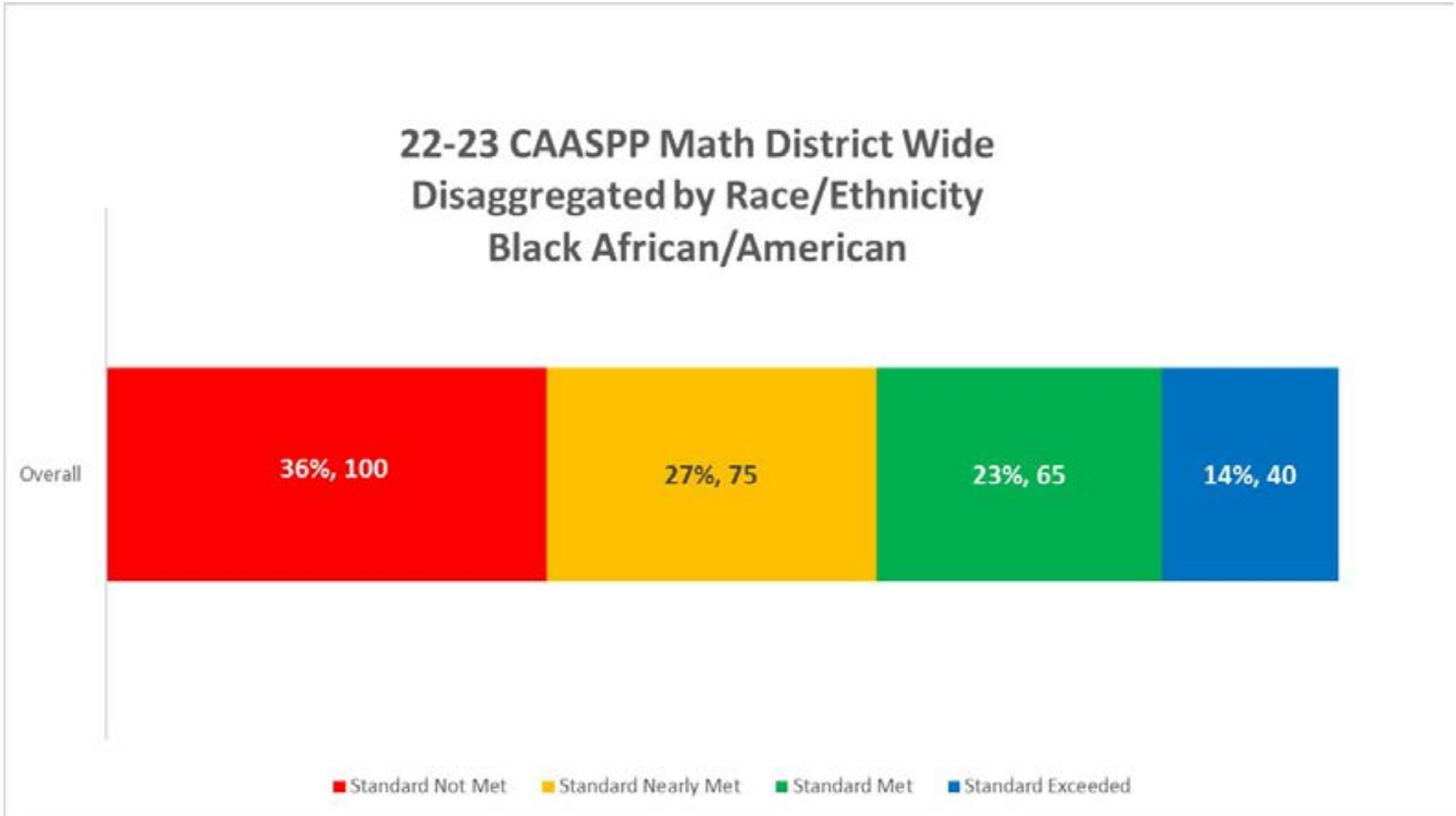

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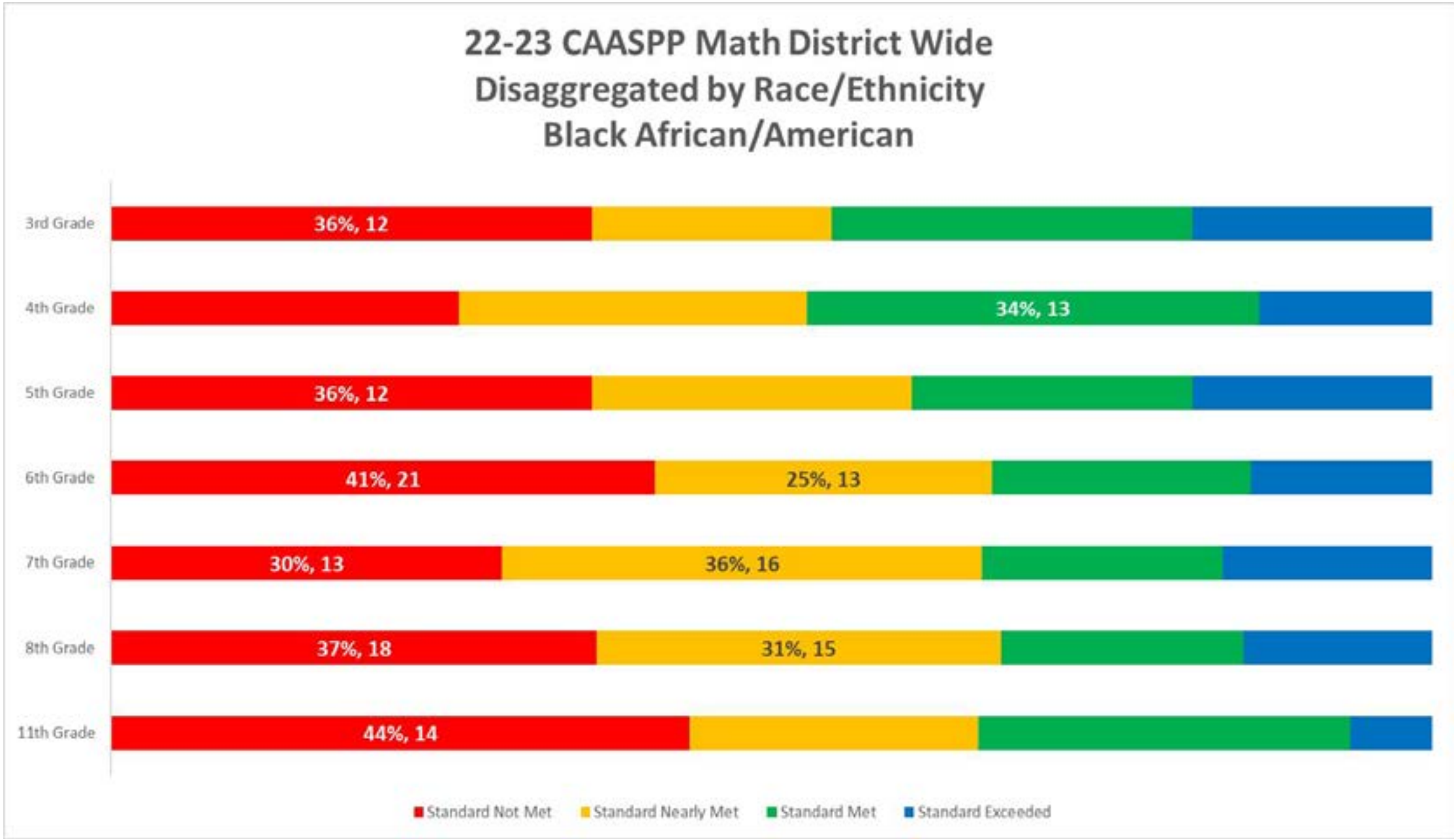

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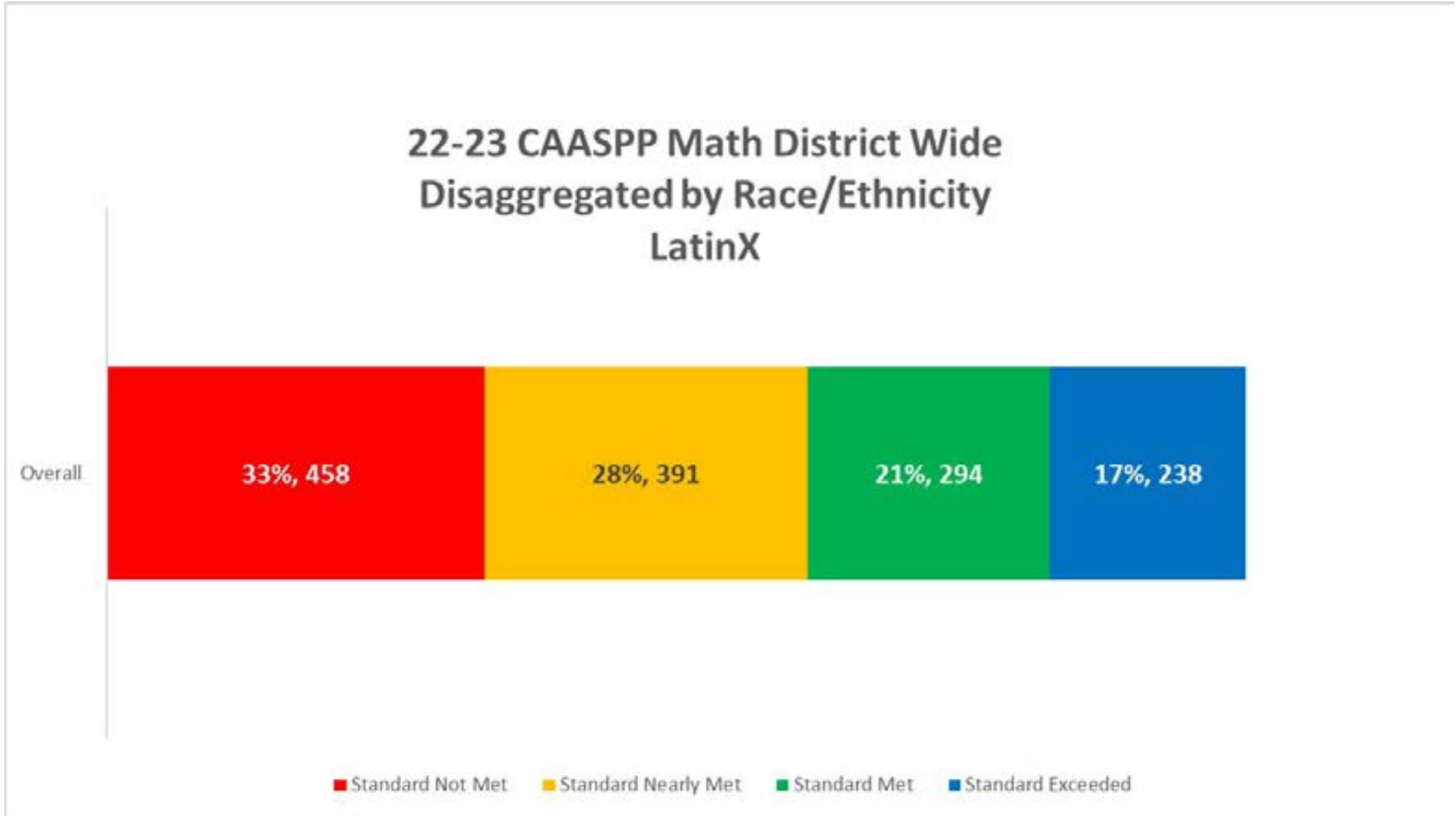

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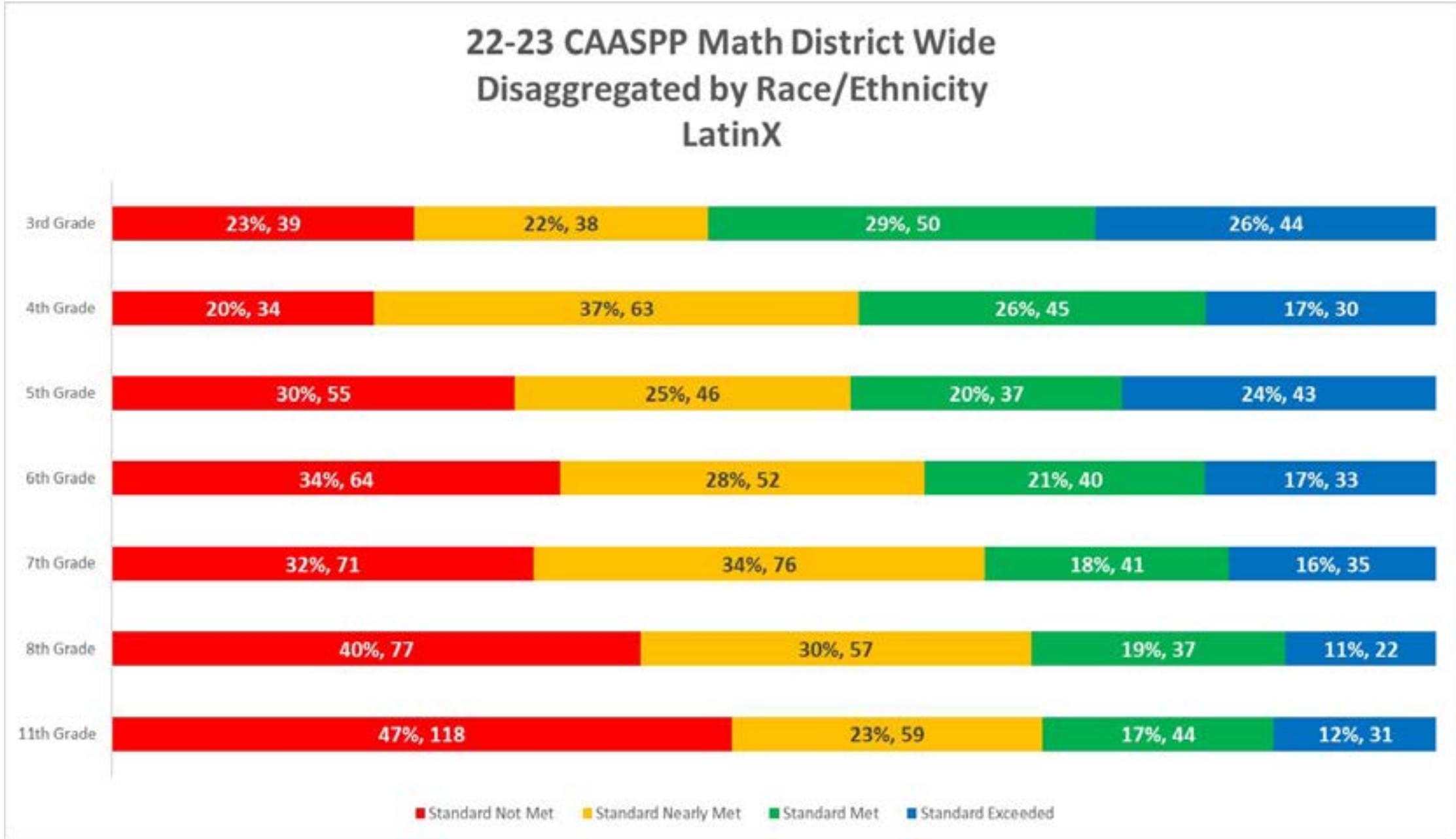

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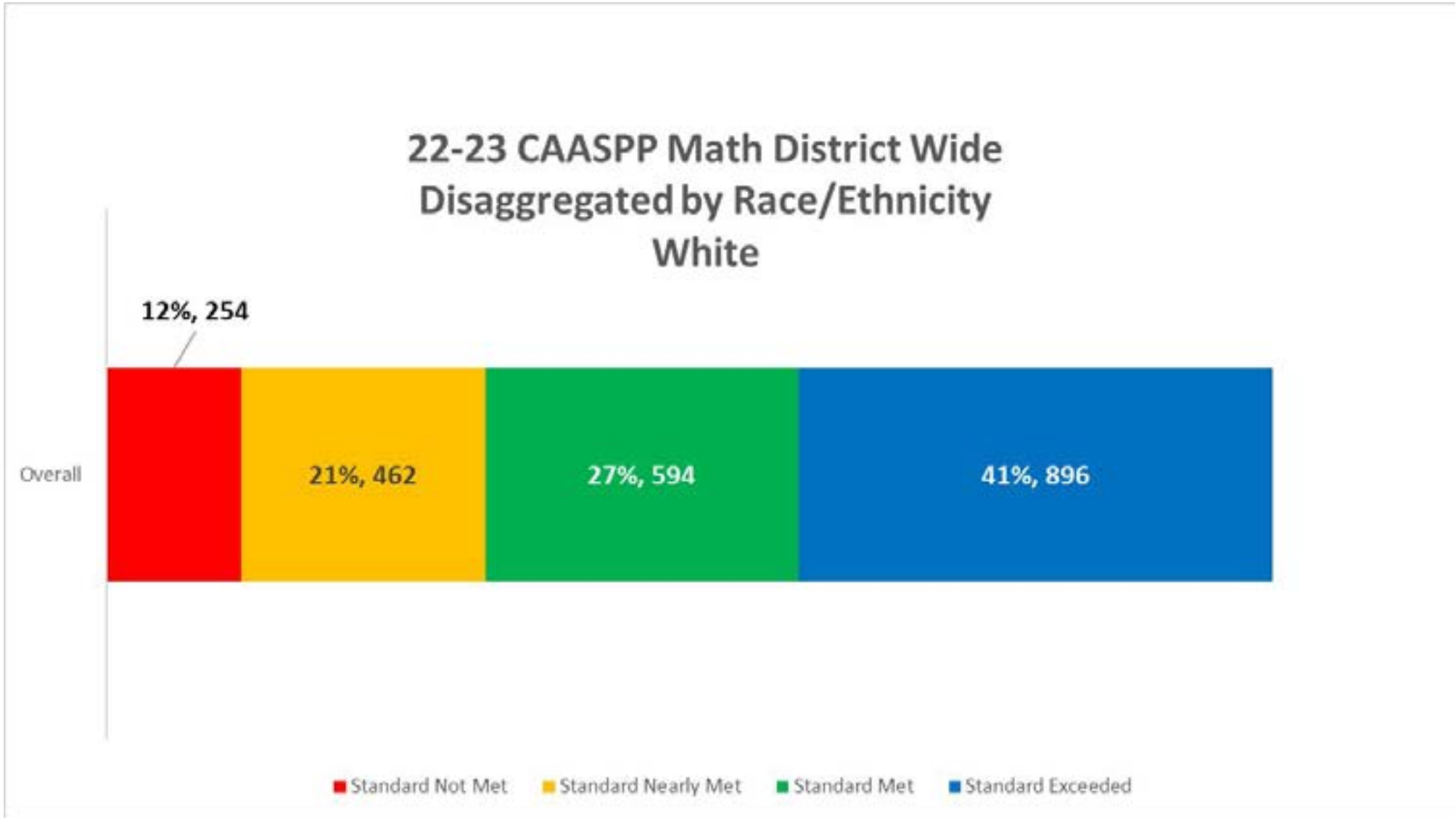

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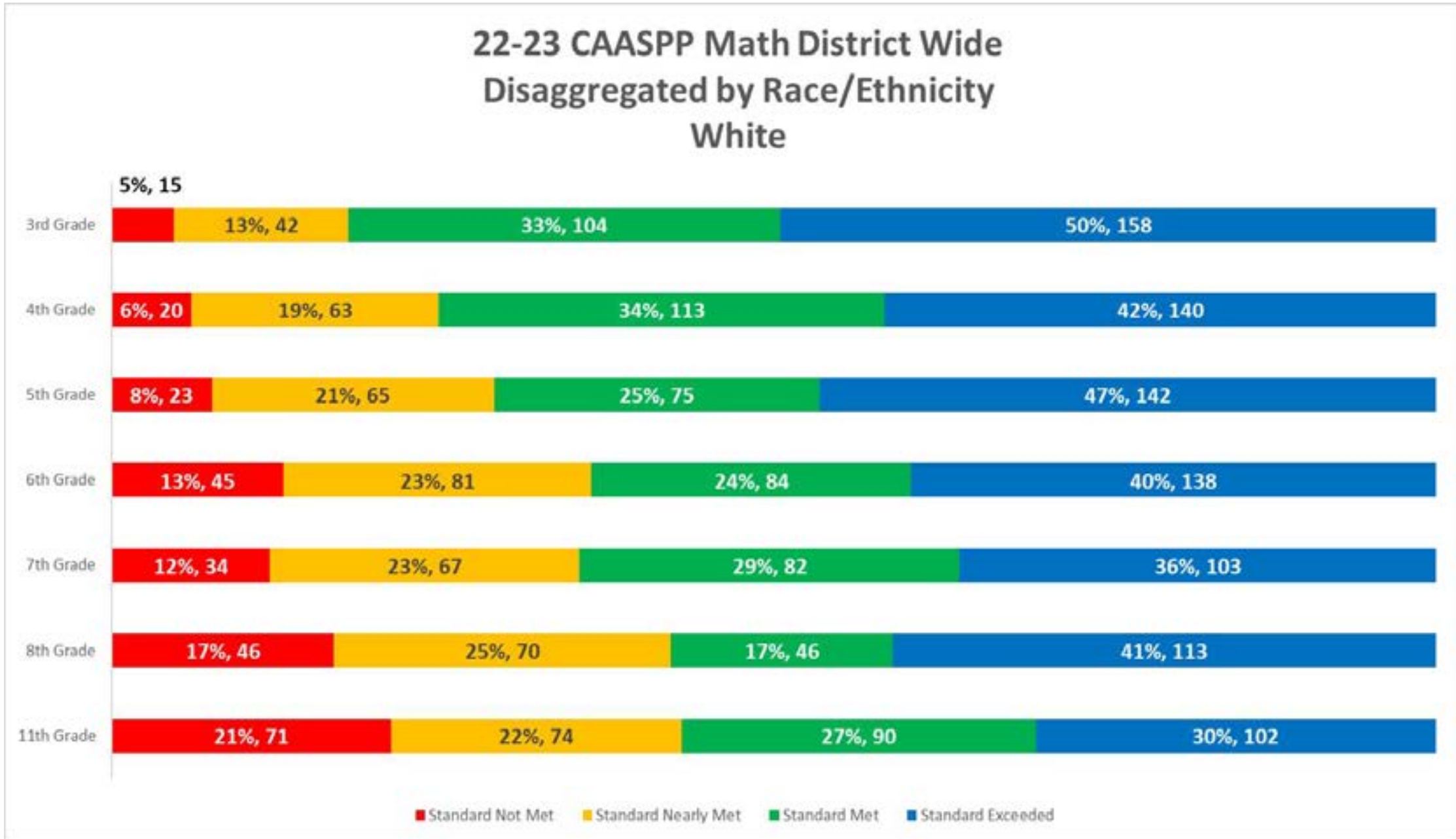

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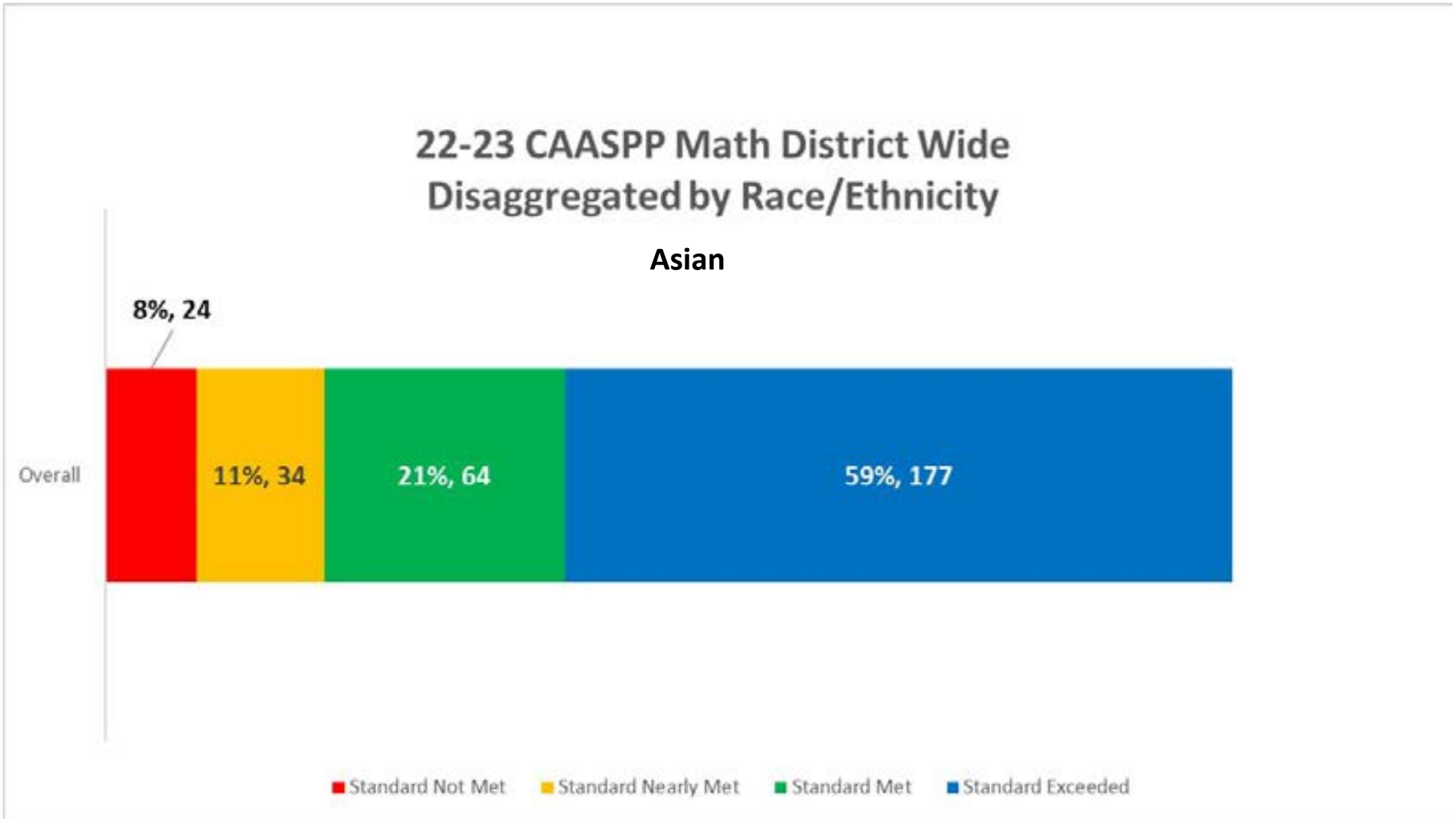

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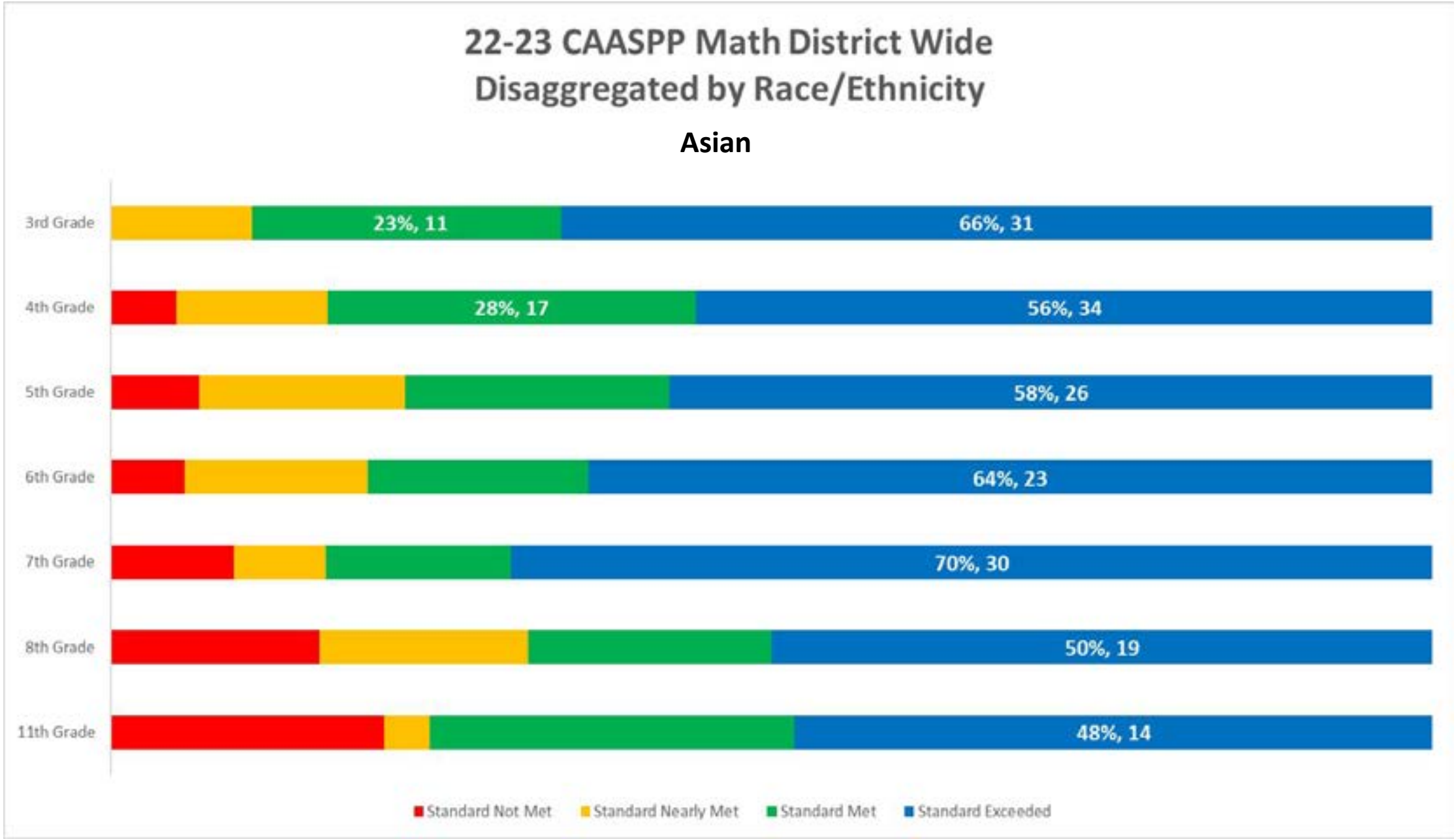

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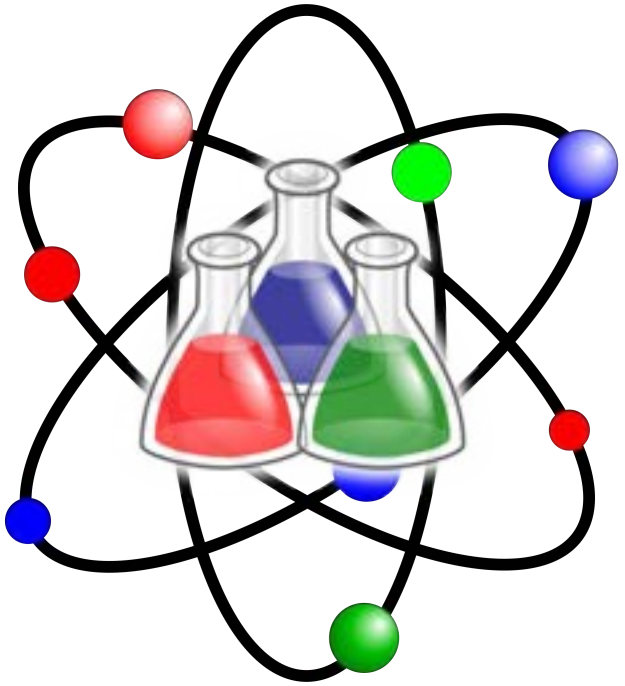

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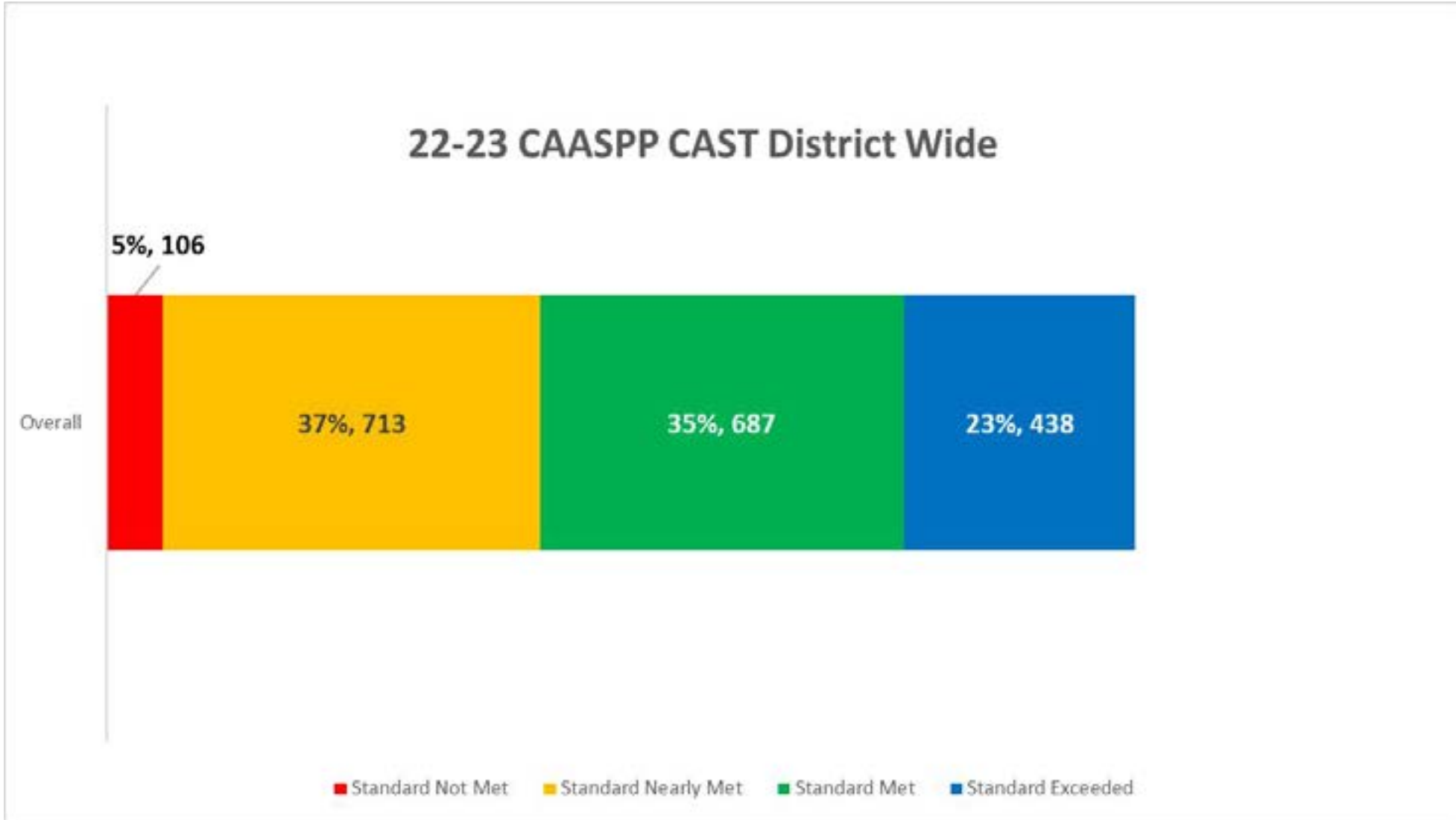

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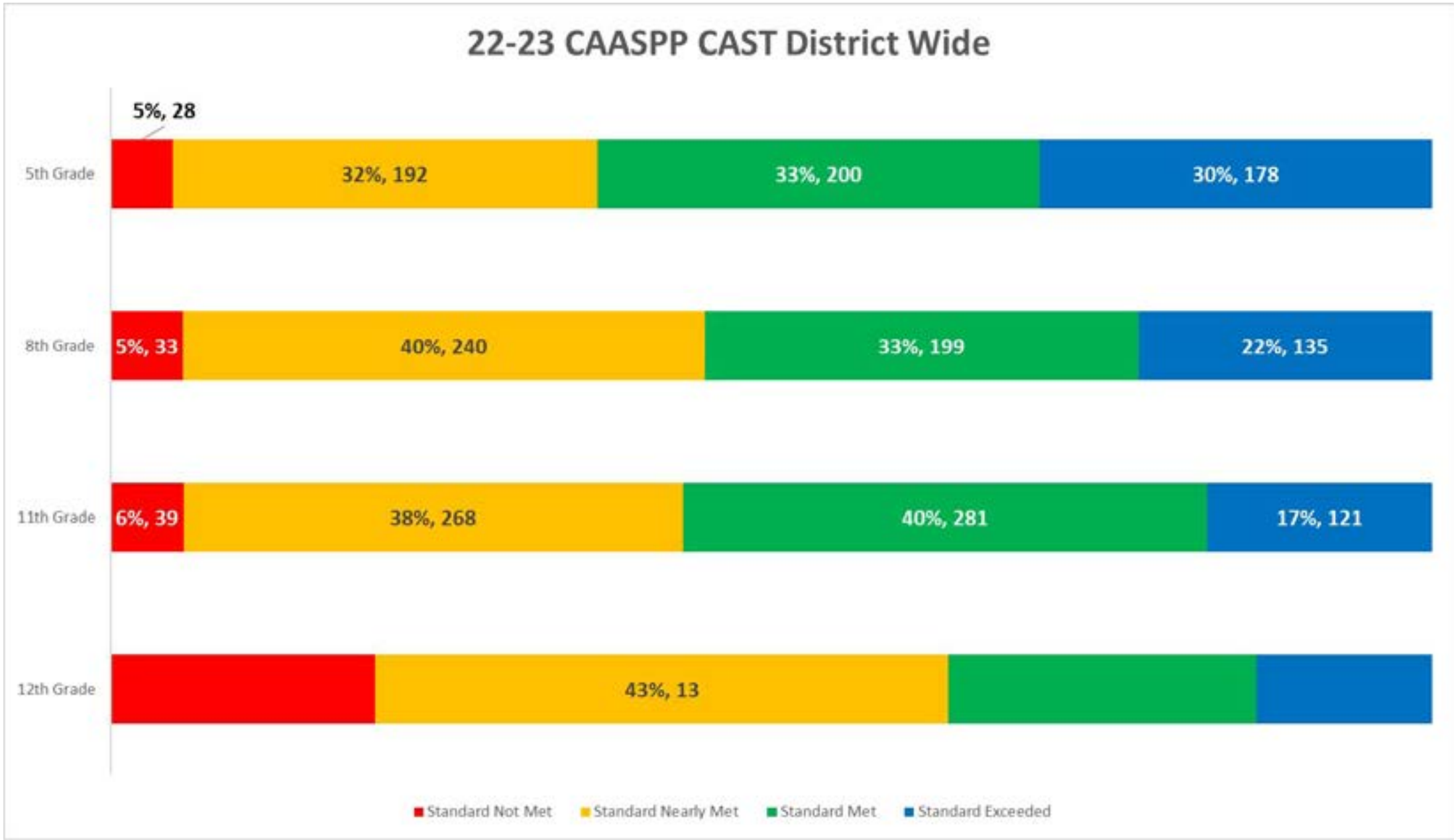

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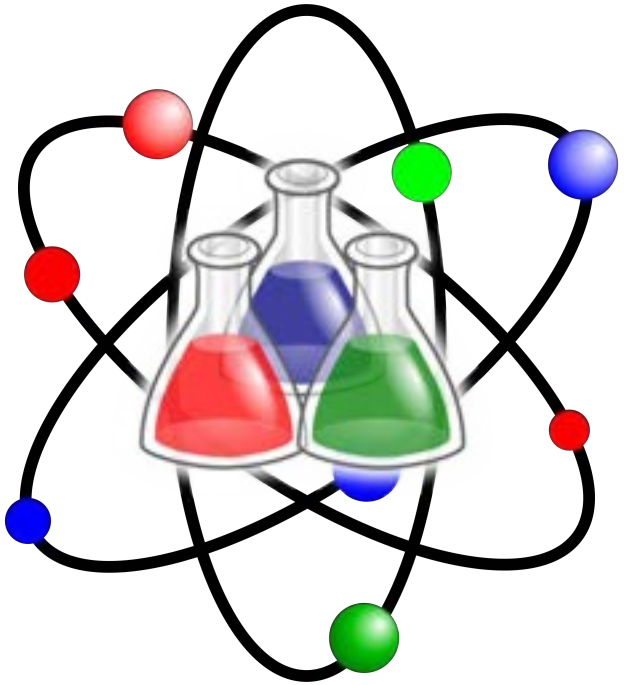

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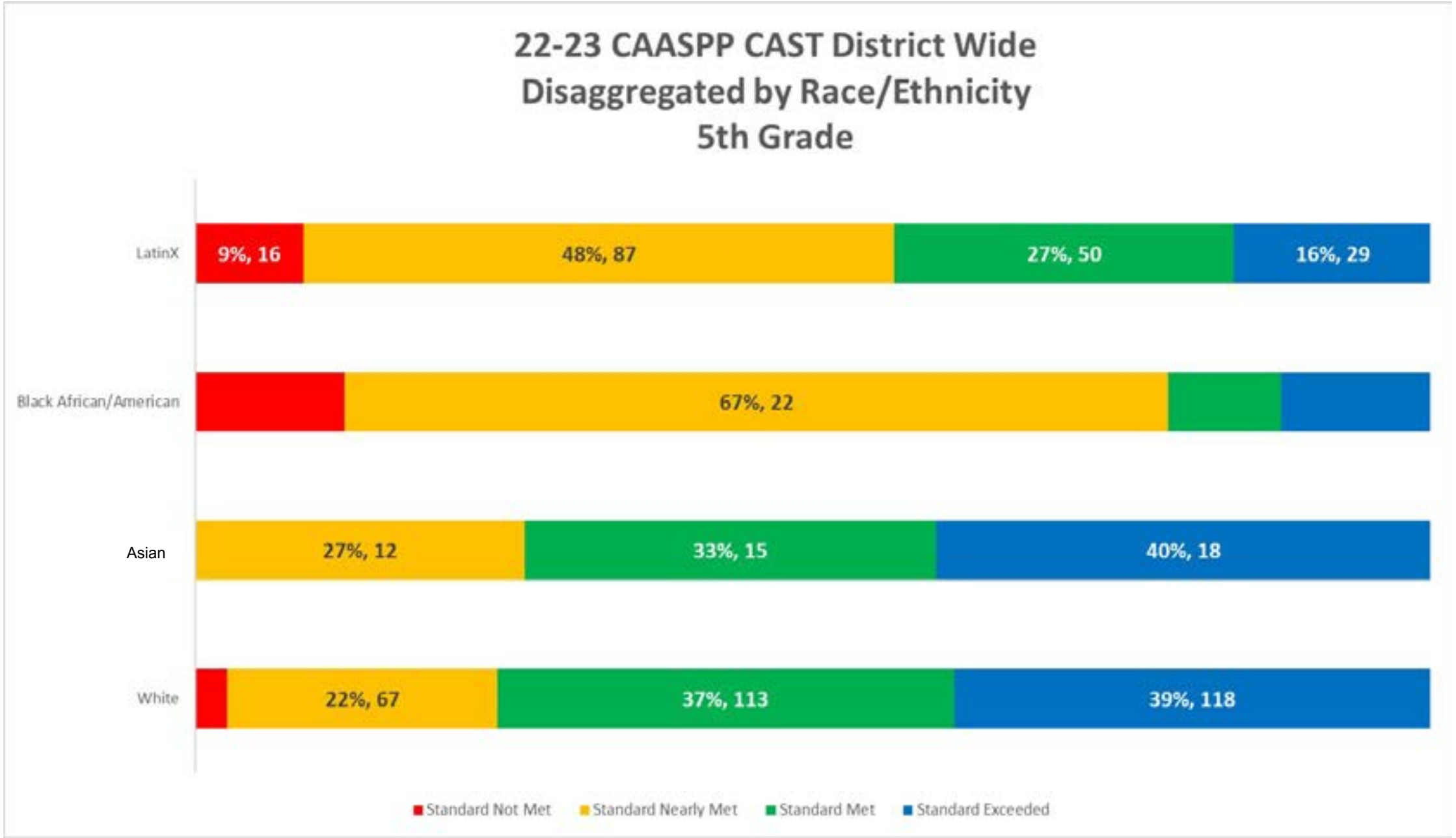
Disaggregated by Race/Ethnicity



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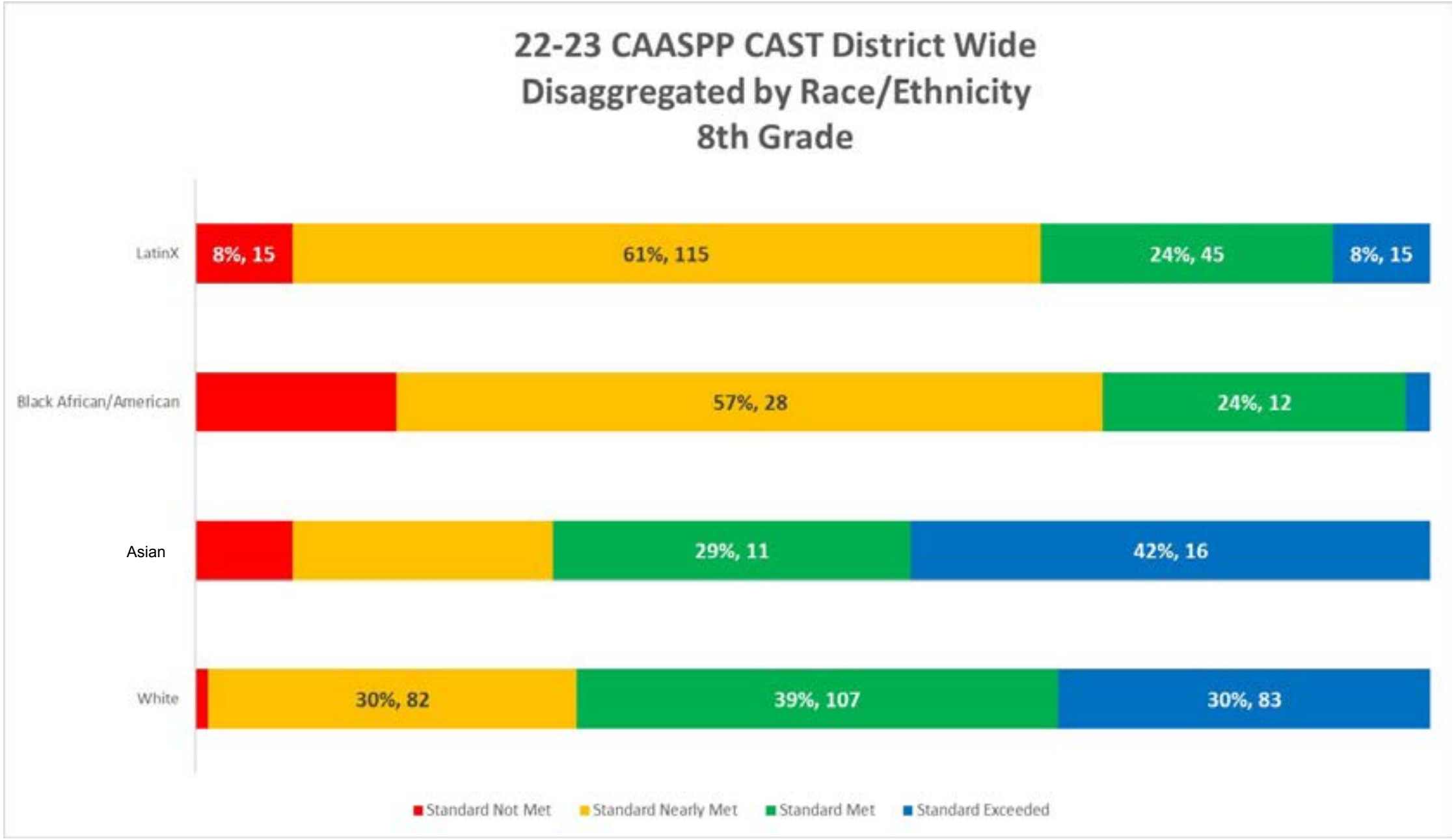

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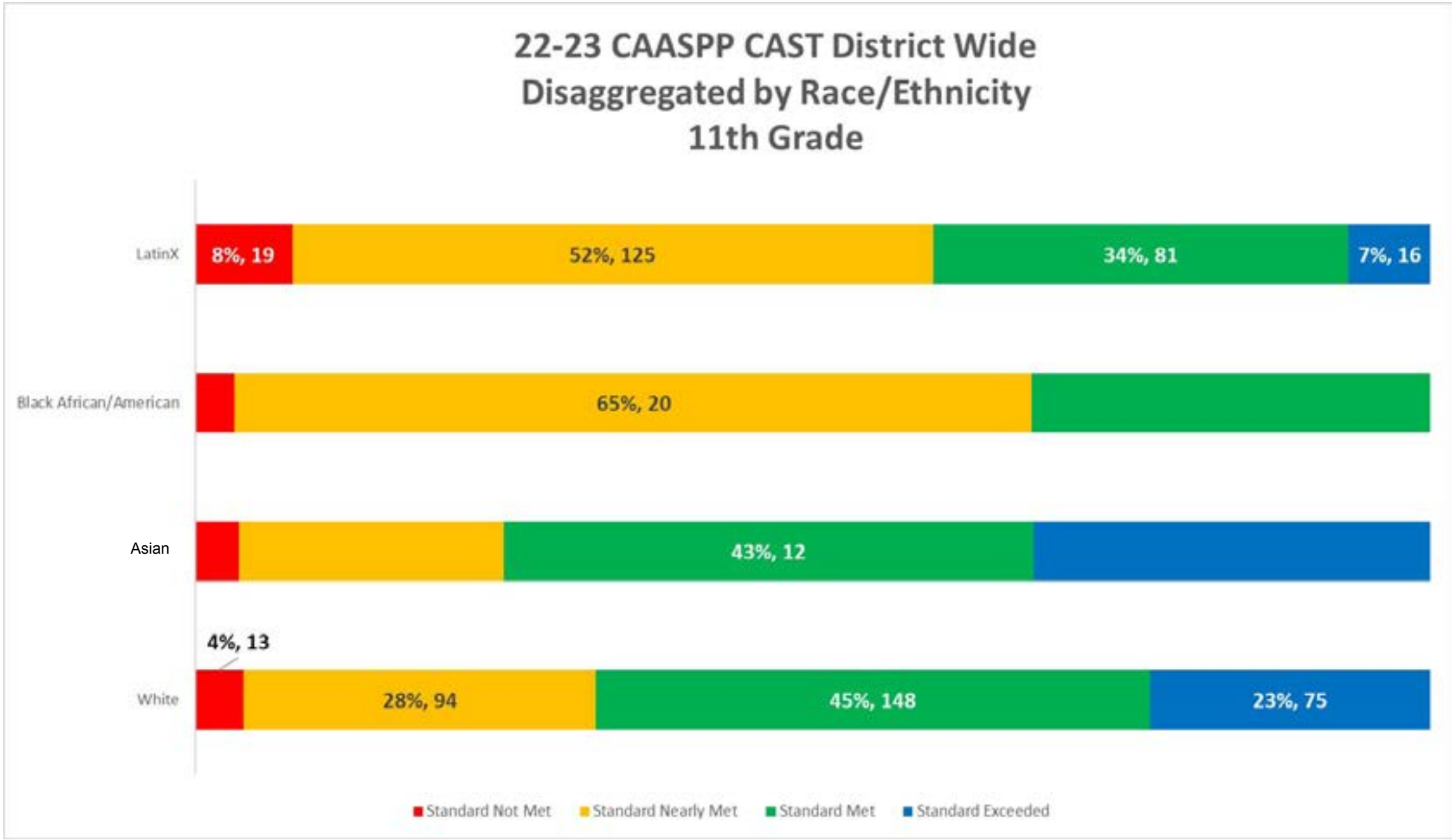

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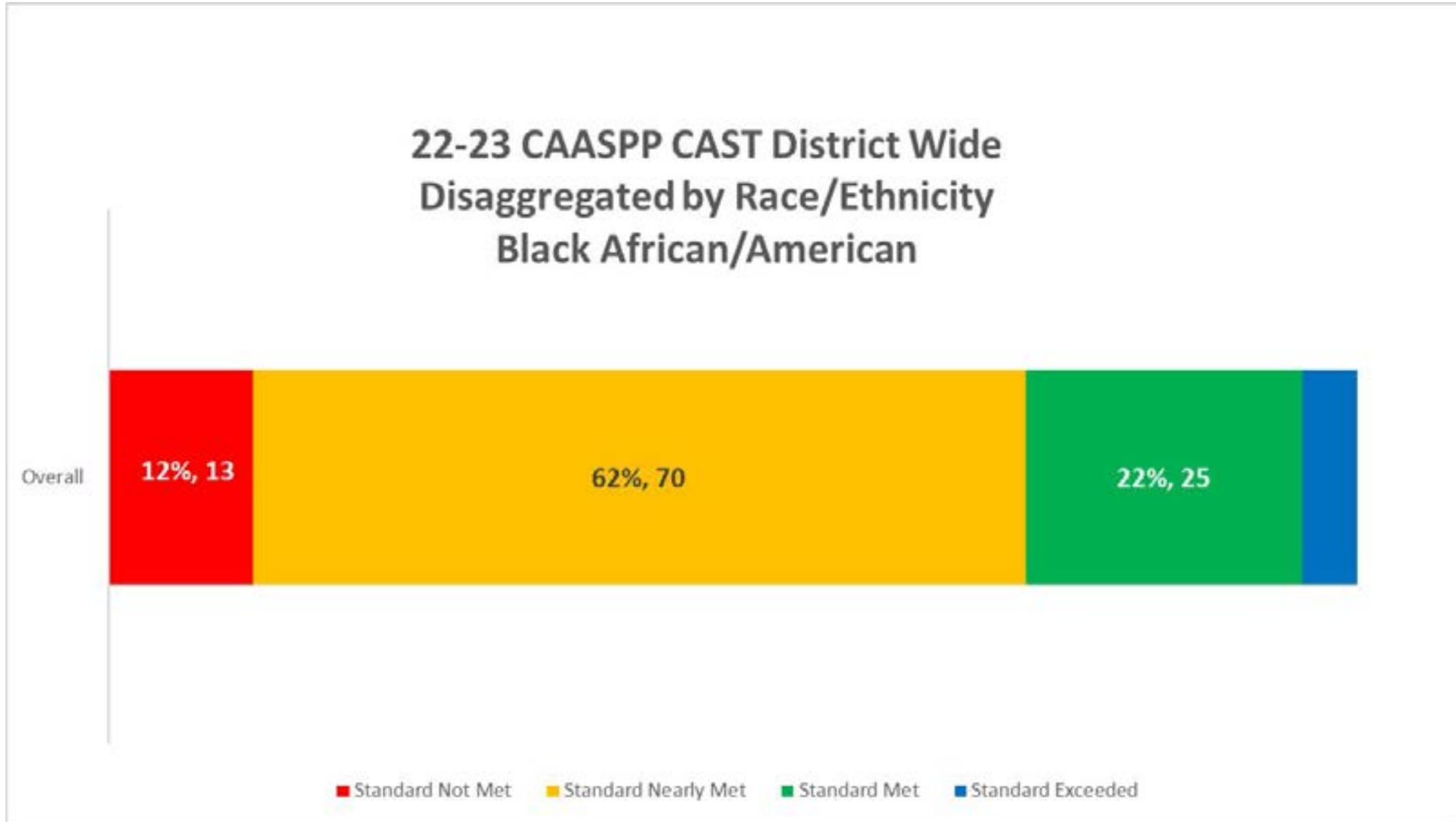

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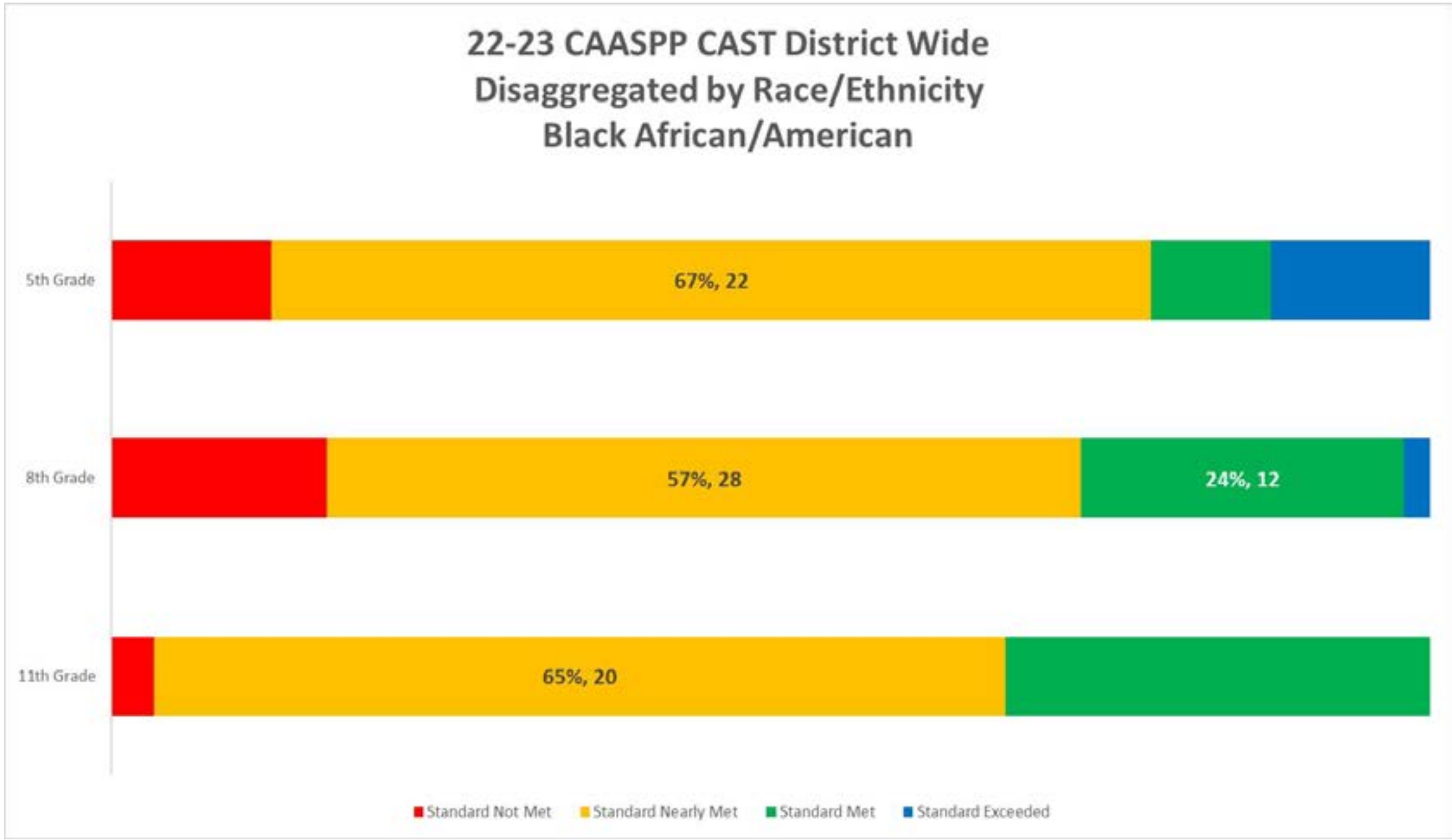

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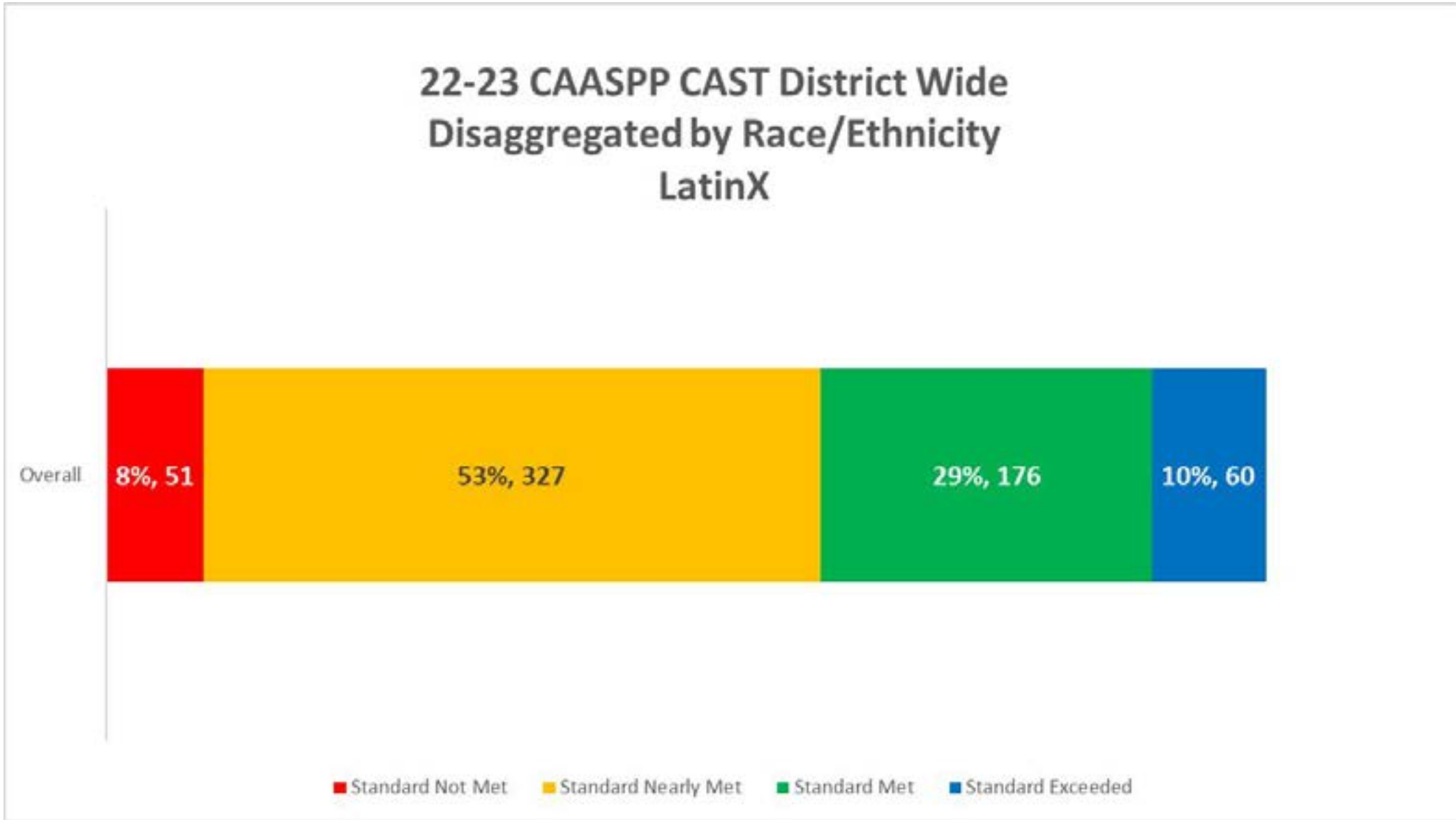

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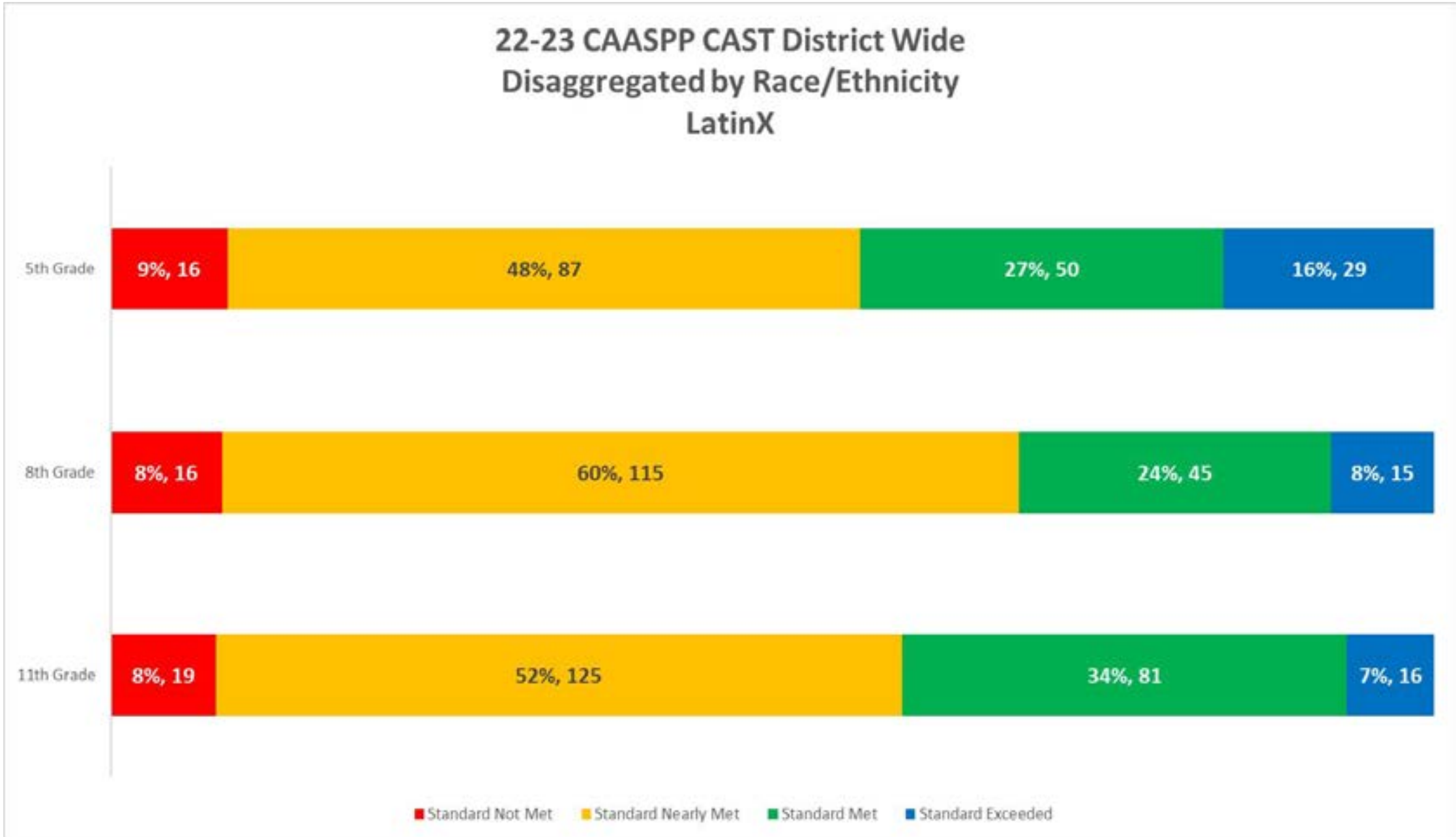

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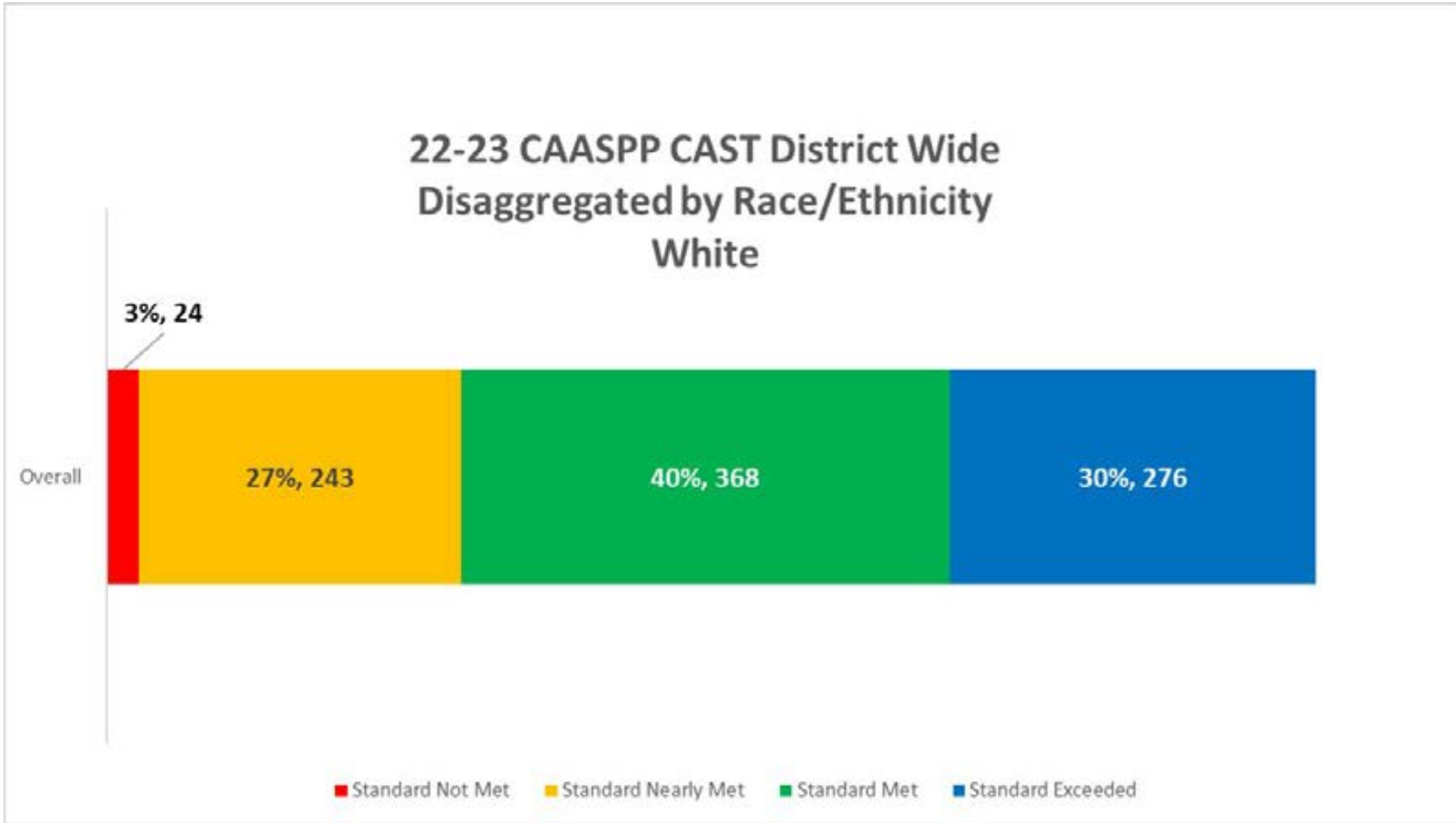

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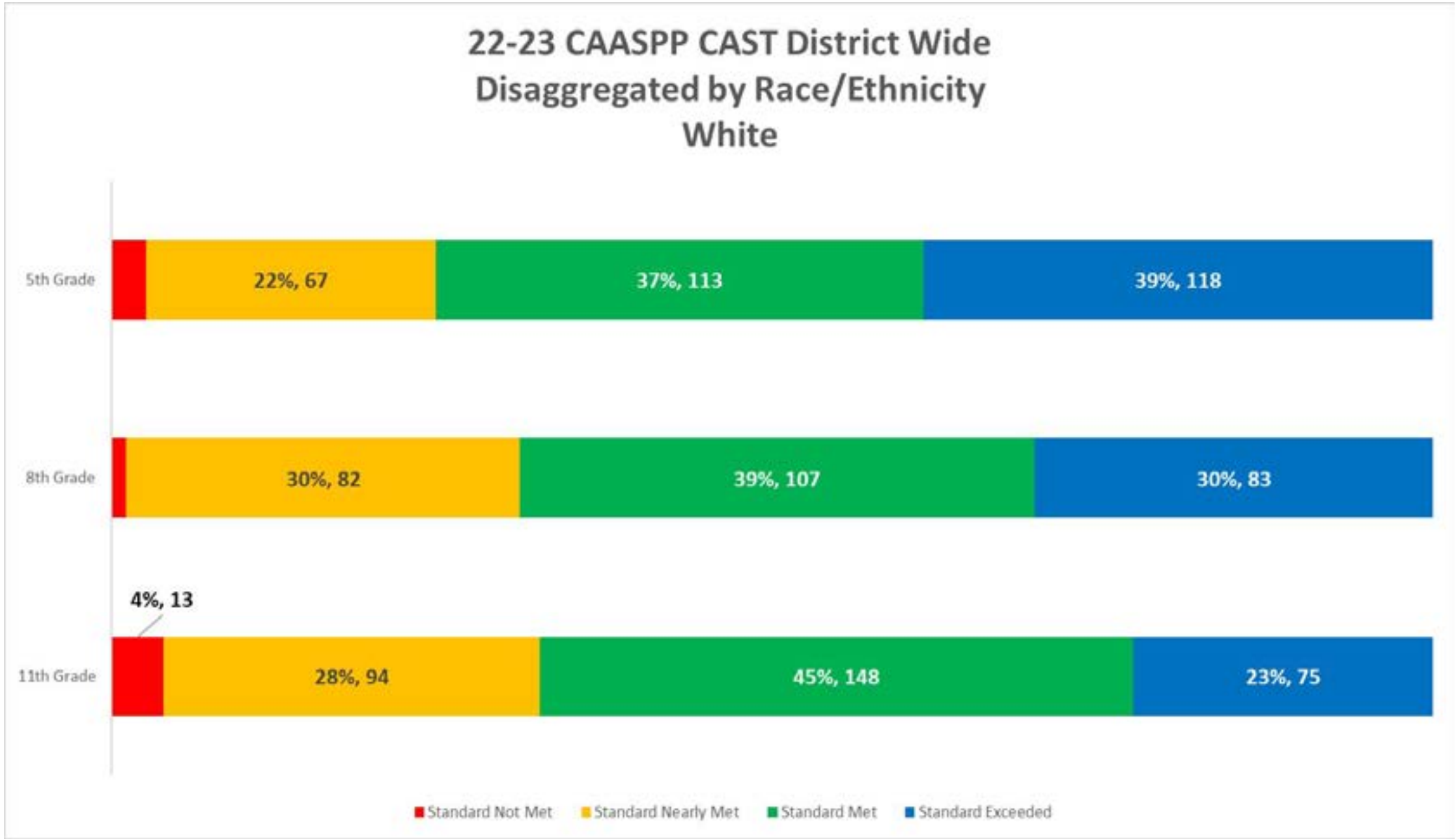

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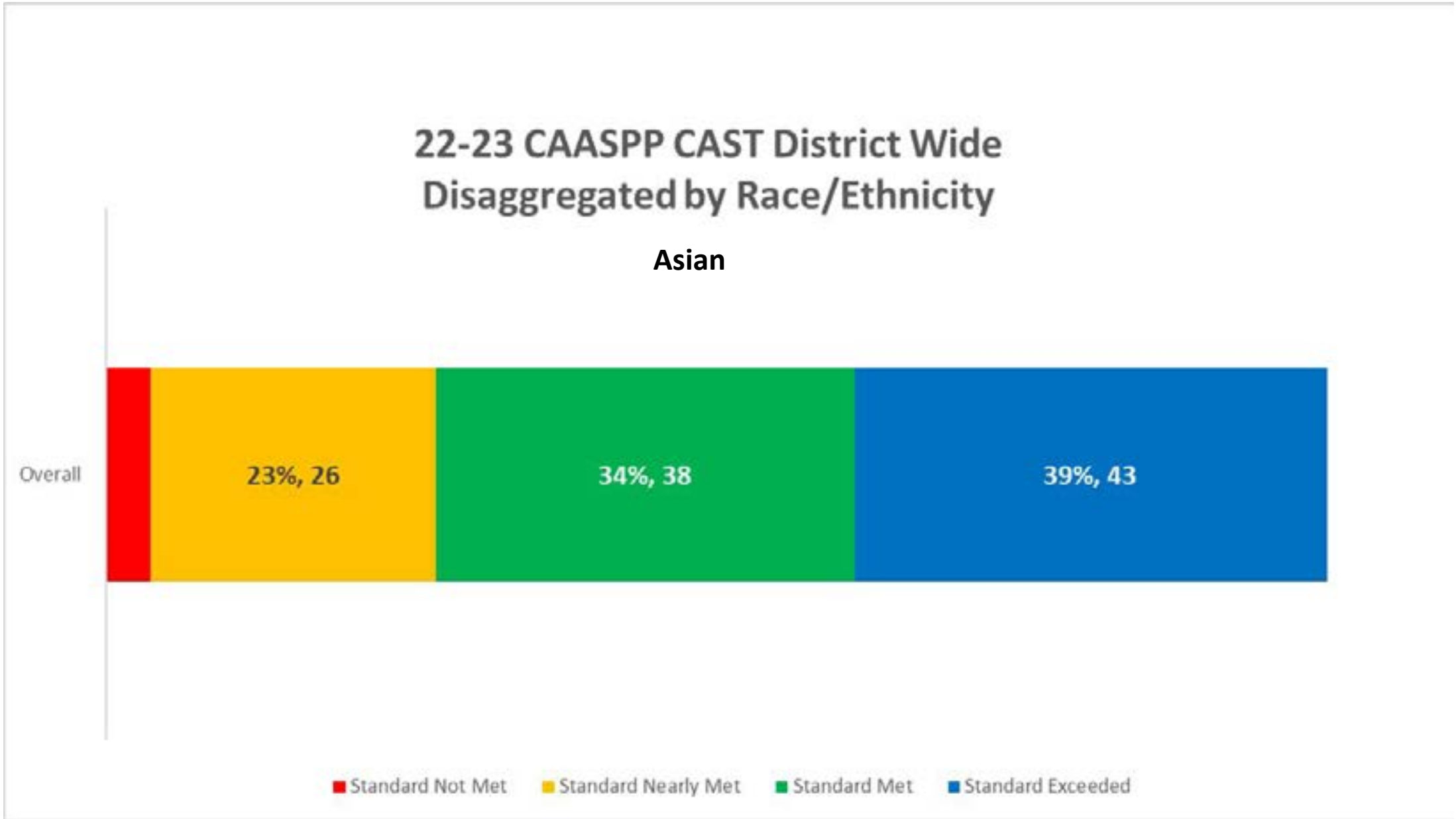

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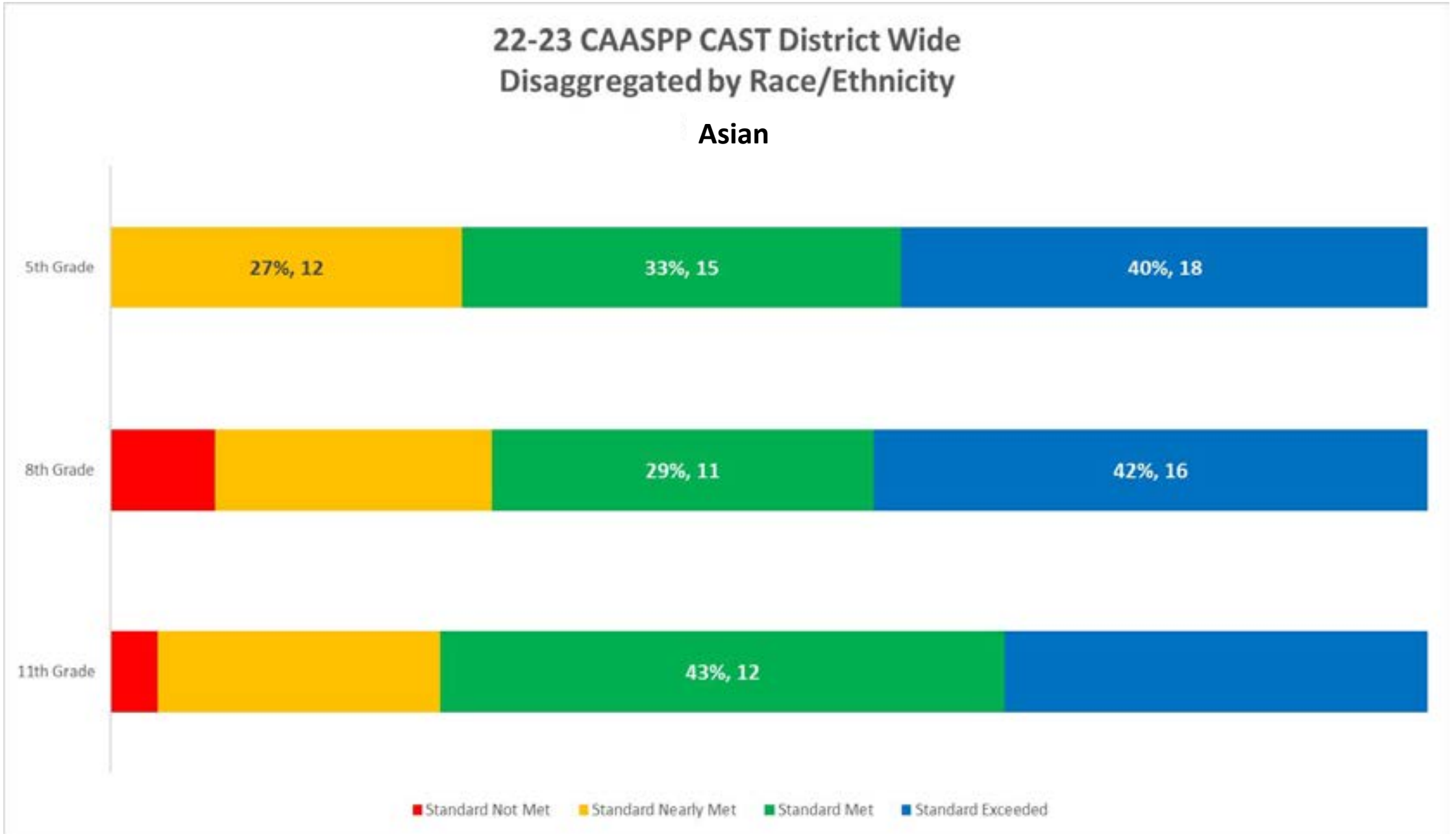

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District-Wide Data :

- 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?

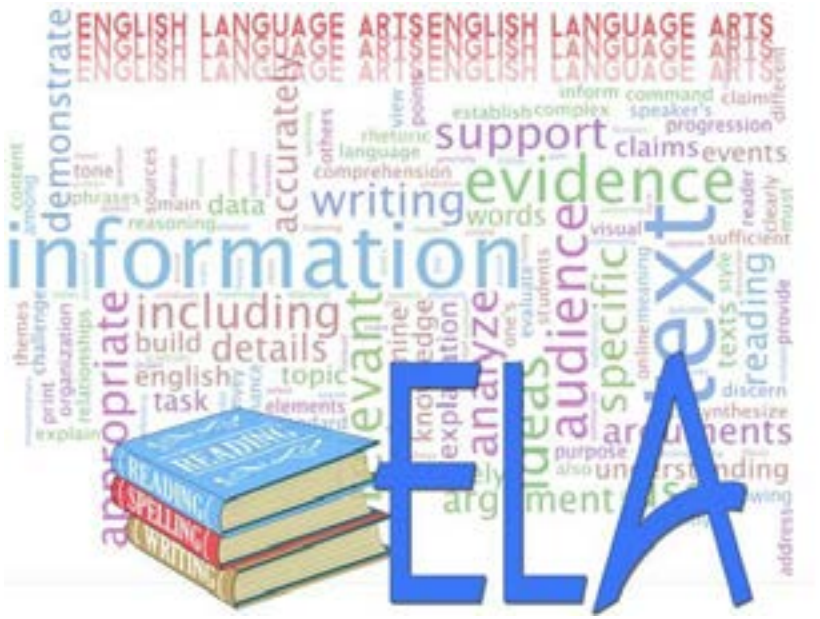
- The EDI is a holistic look at children because it measures all five of the developmental domains that are known to be predictive of later success in school and beyond. These five developmental domains are:
- 1) Physical Health and Well-being;
- 2) Social Competence;
- 3) Emotional Maturity;
- 4) Language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

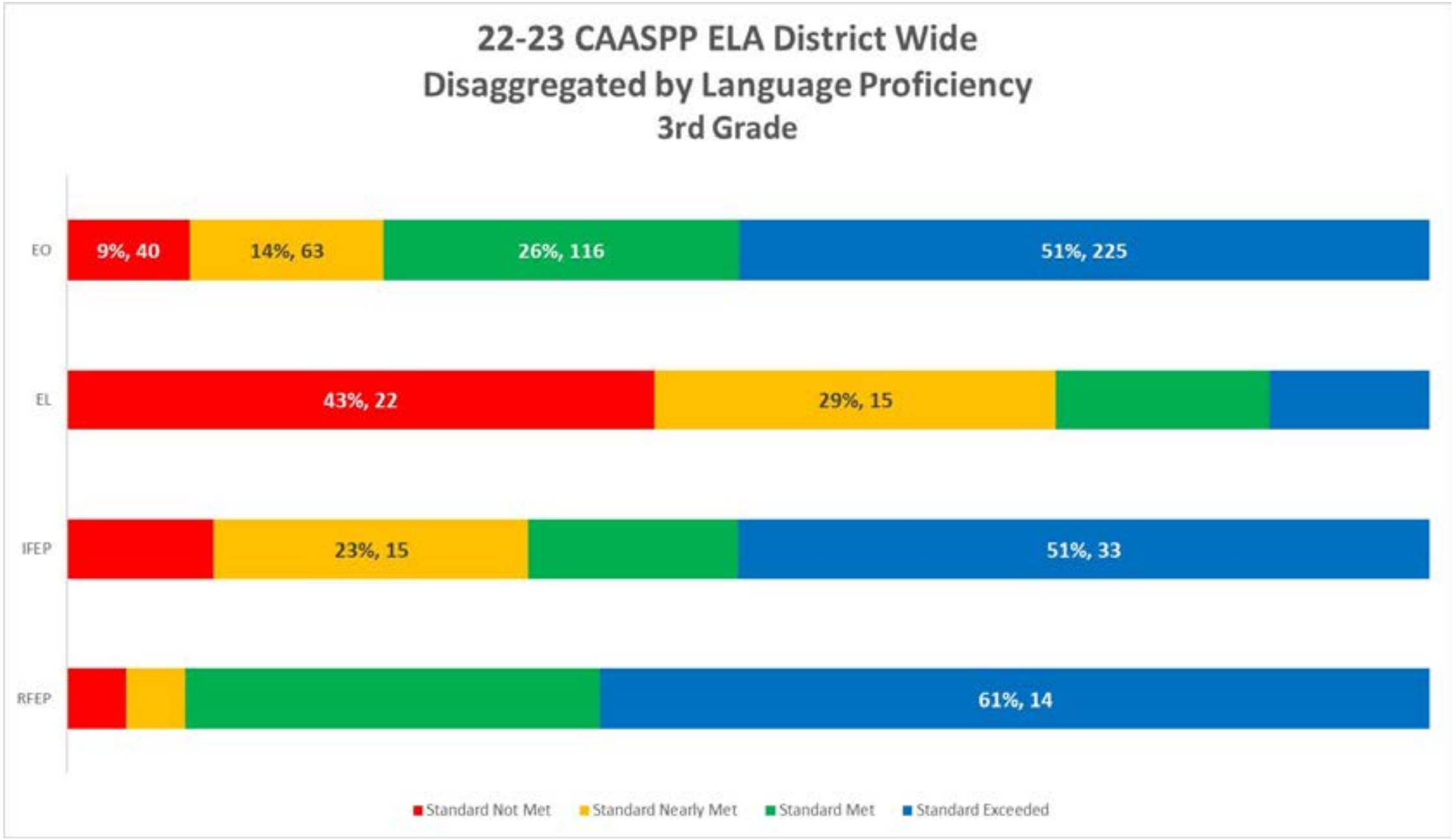
LCAP Goal 2:

- 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



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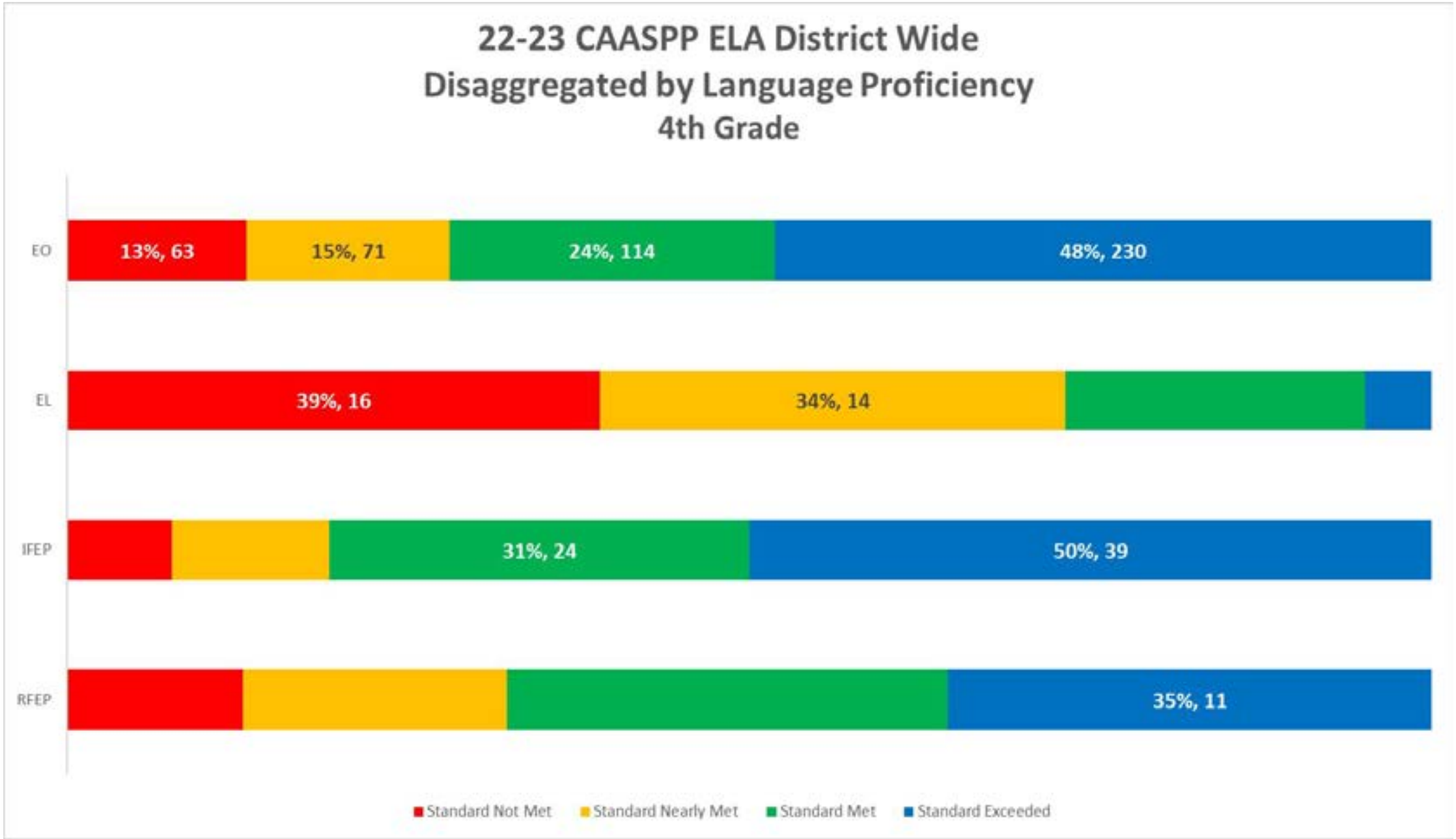

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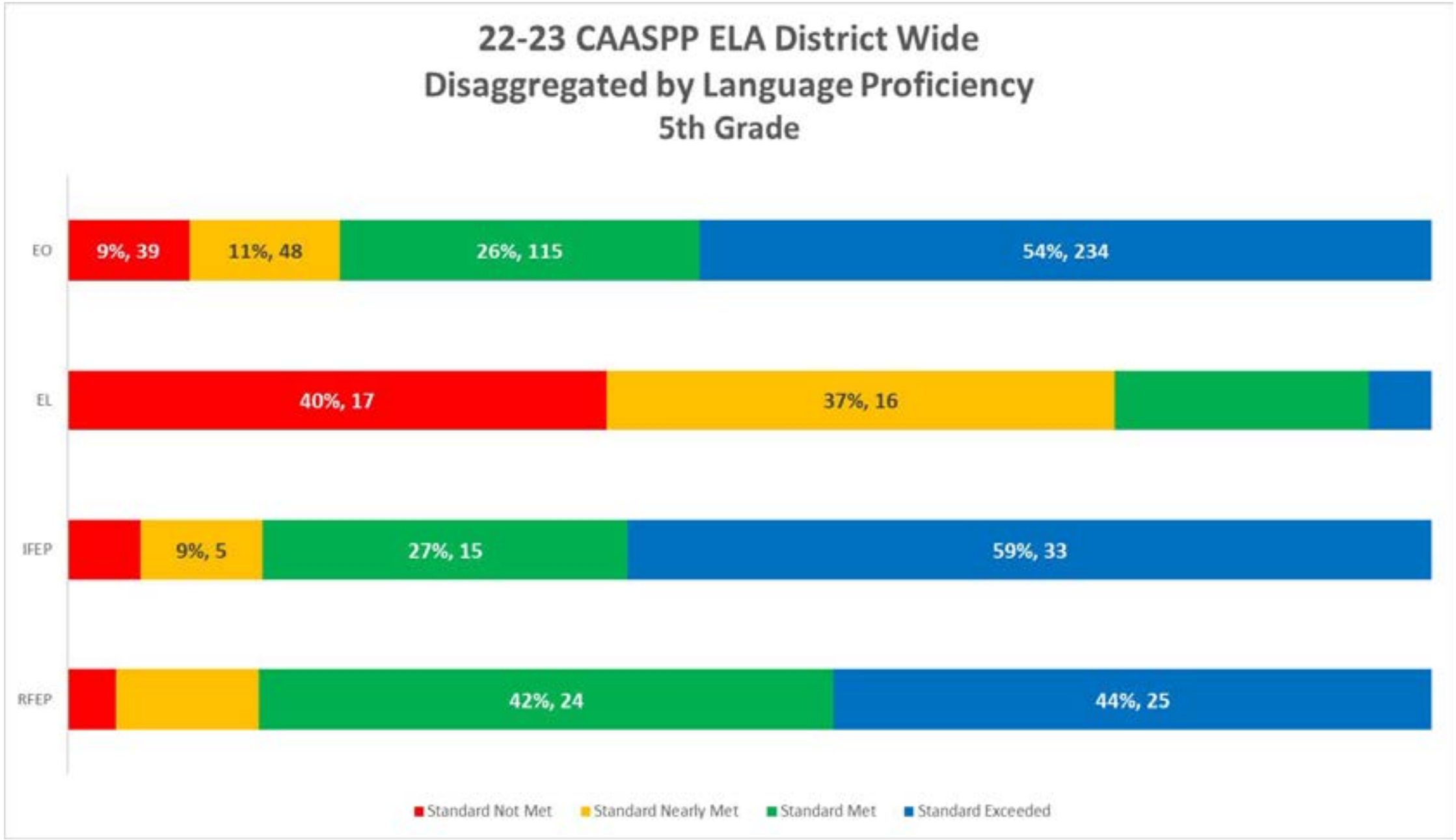

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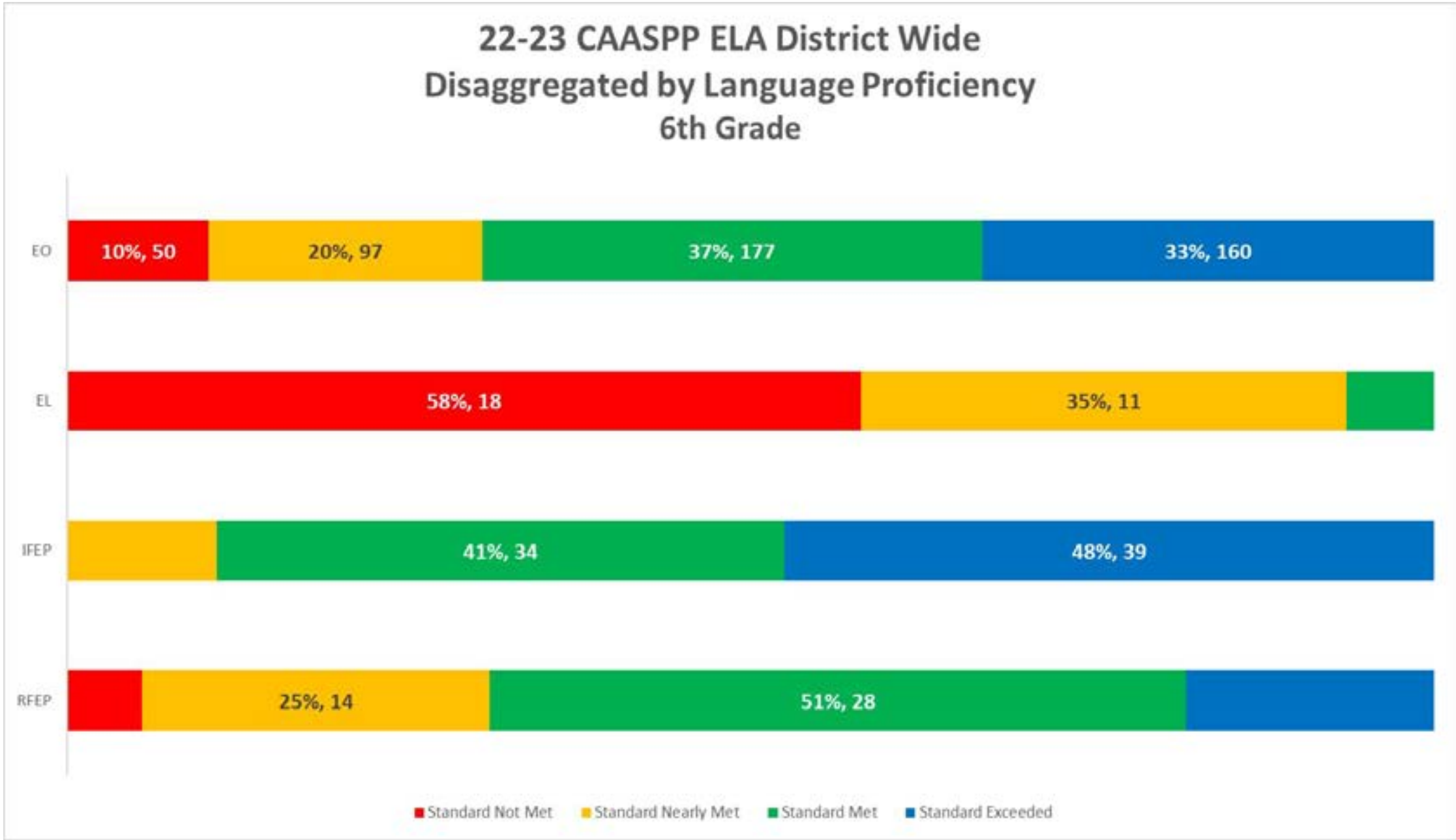

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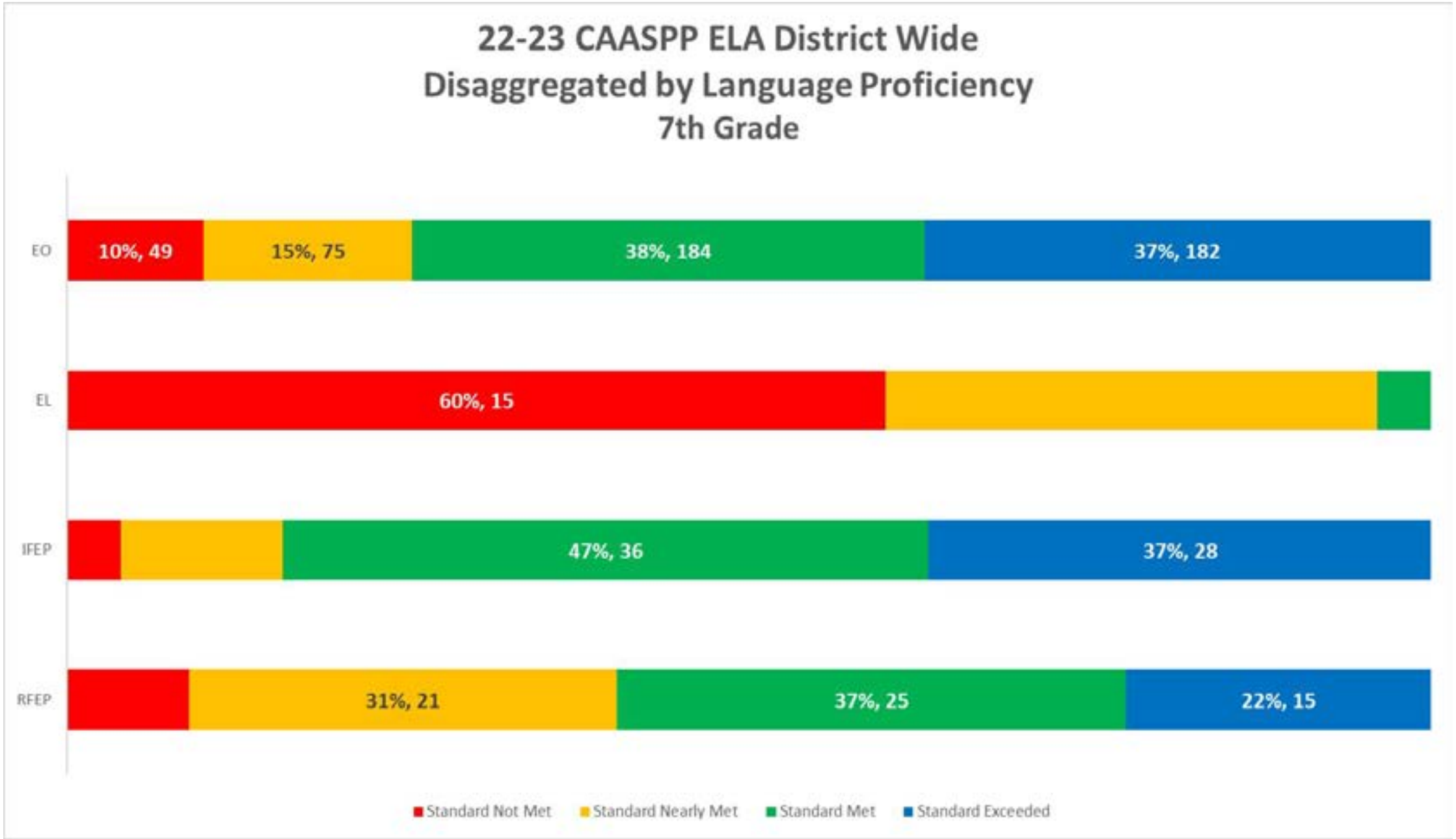

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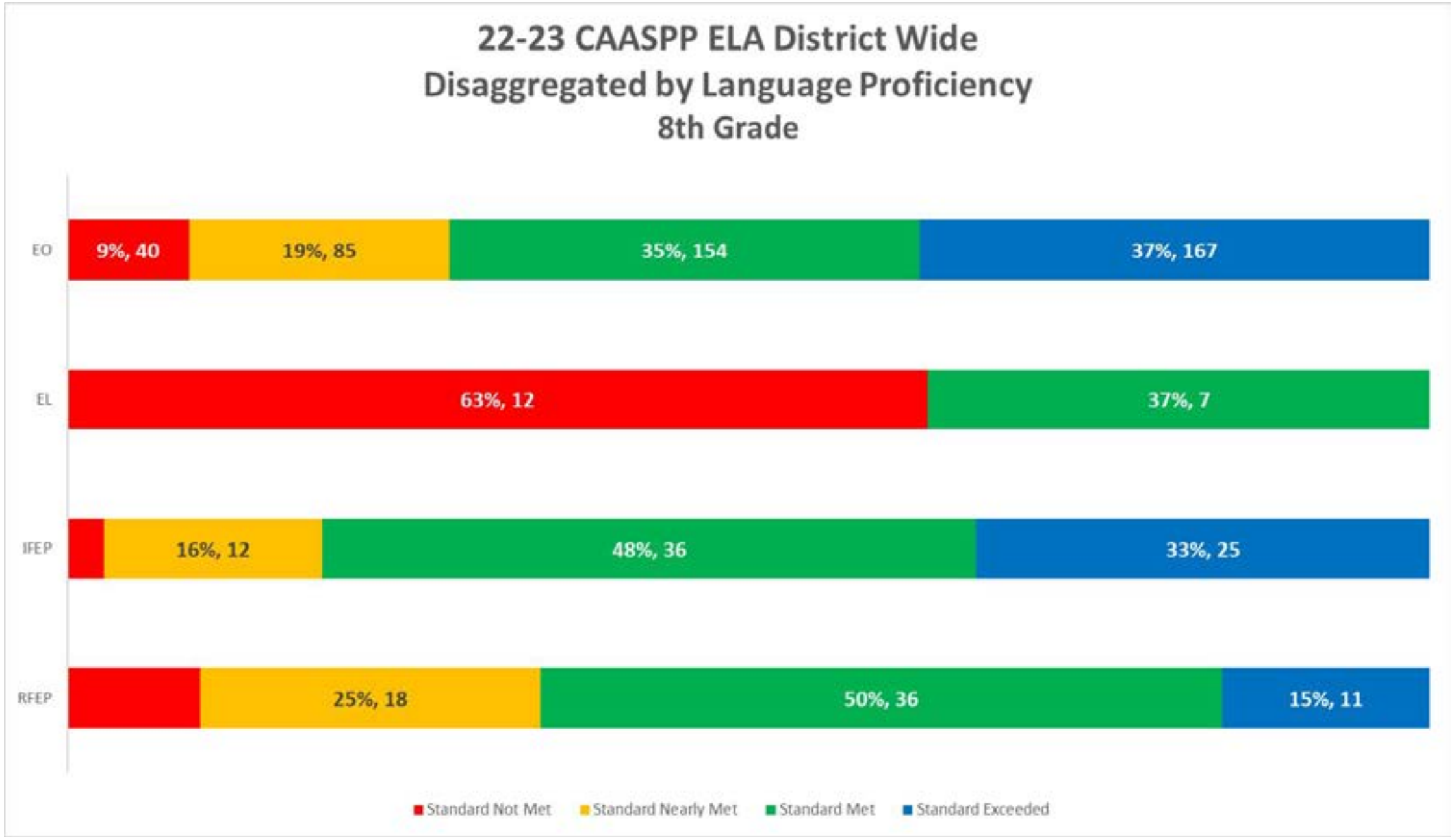

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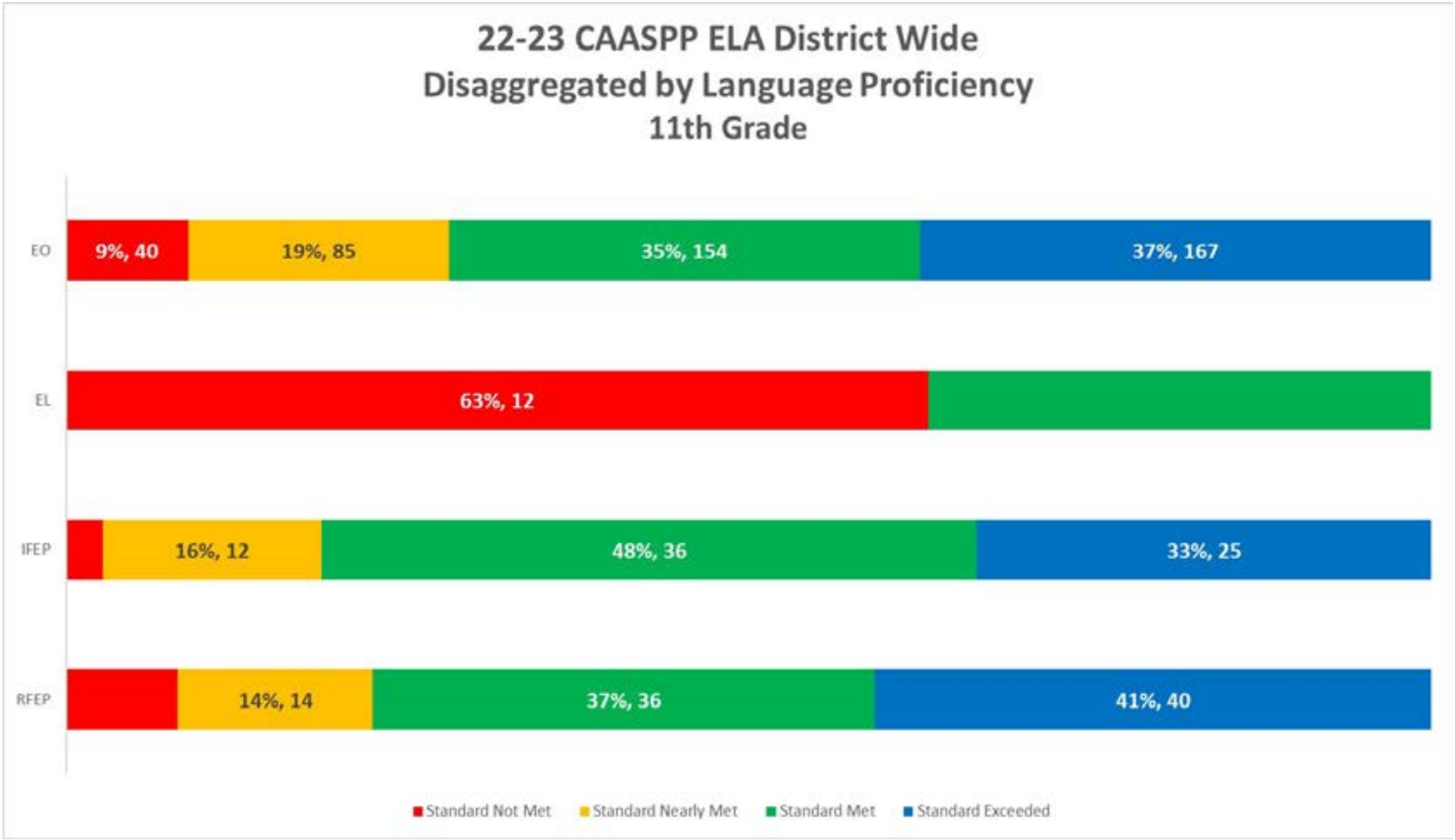

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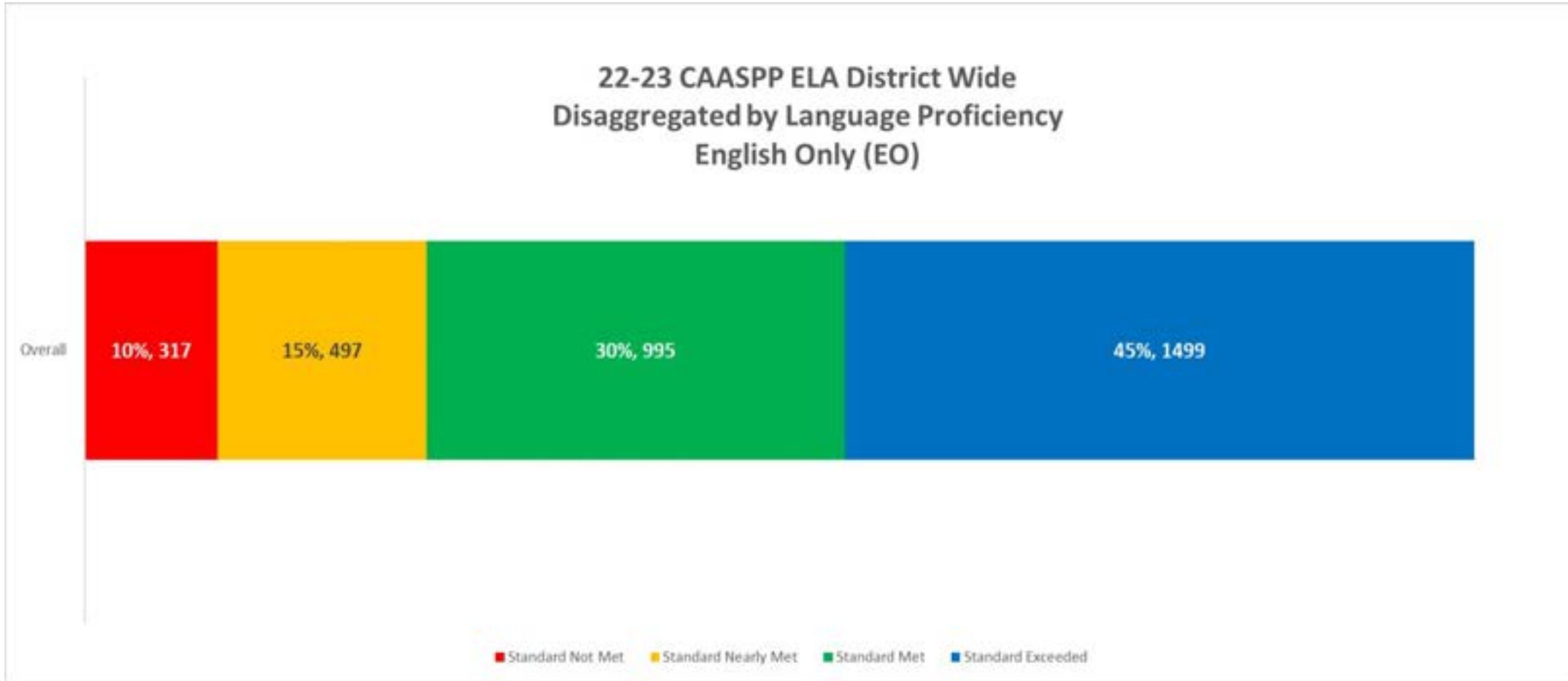

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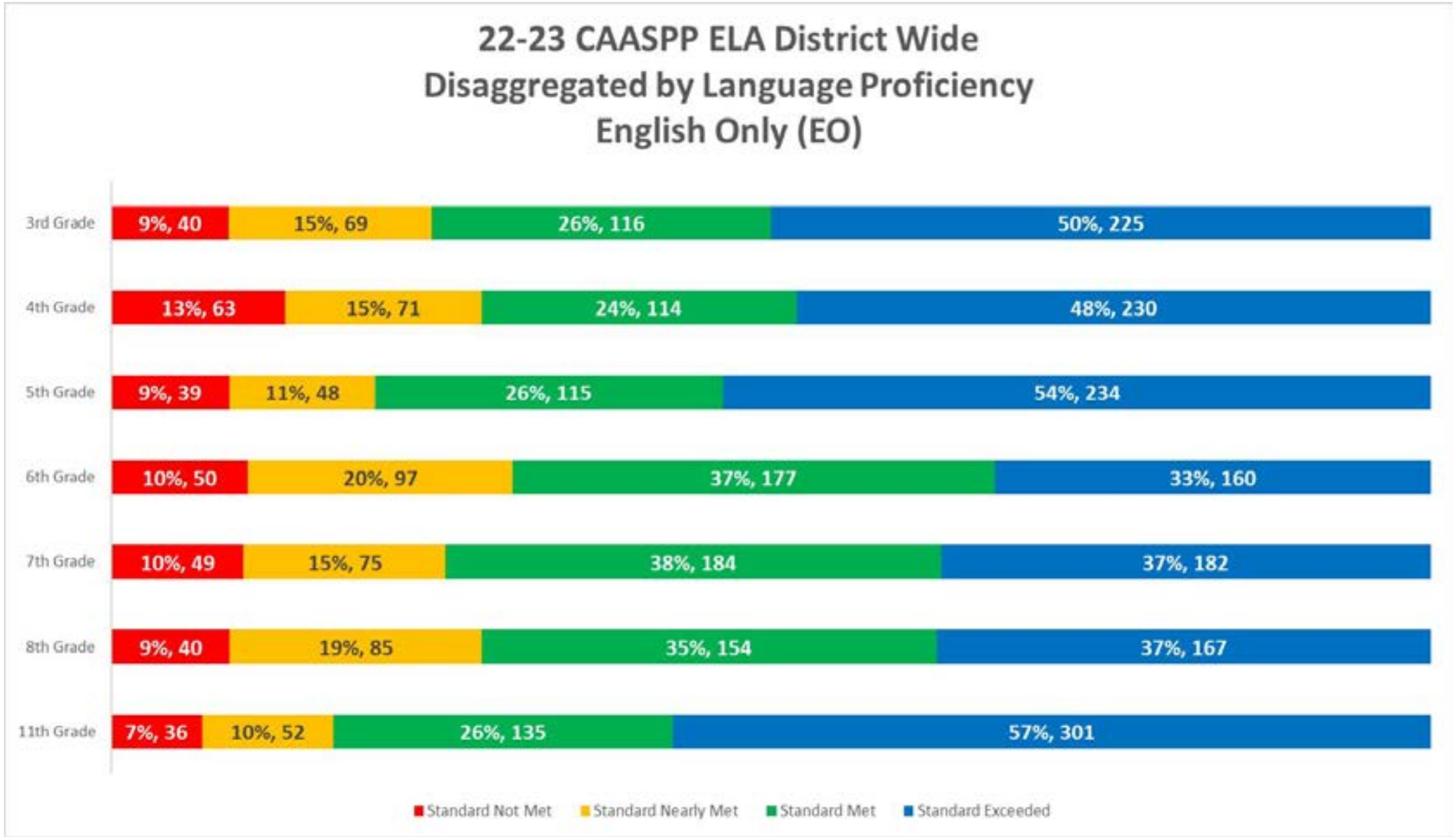

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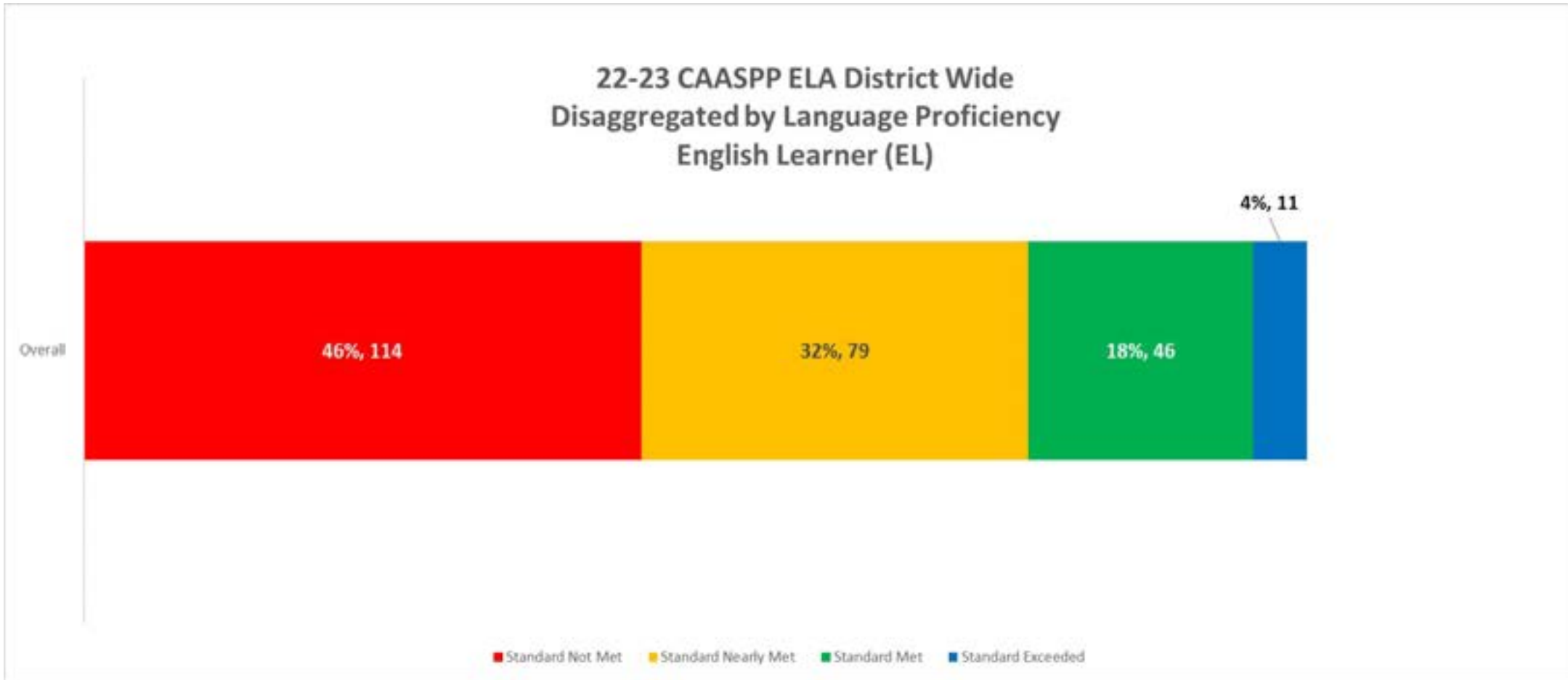

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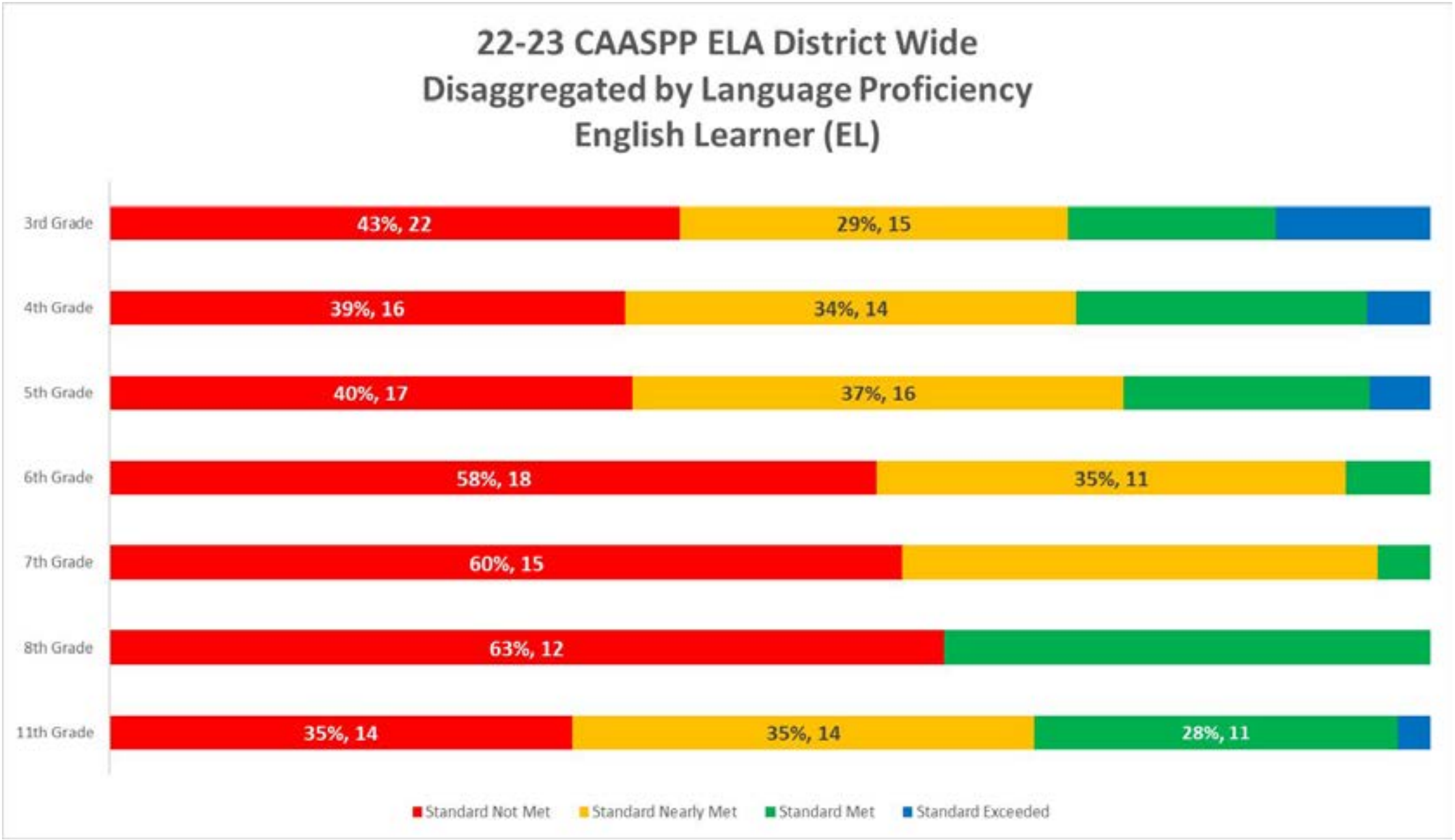

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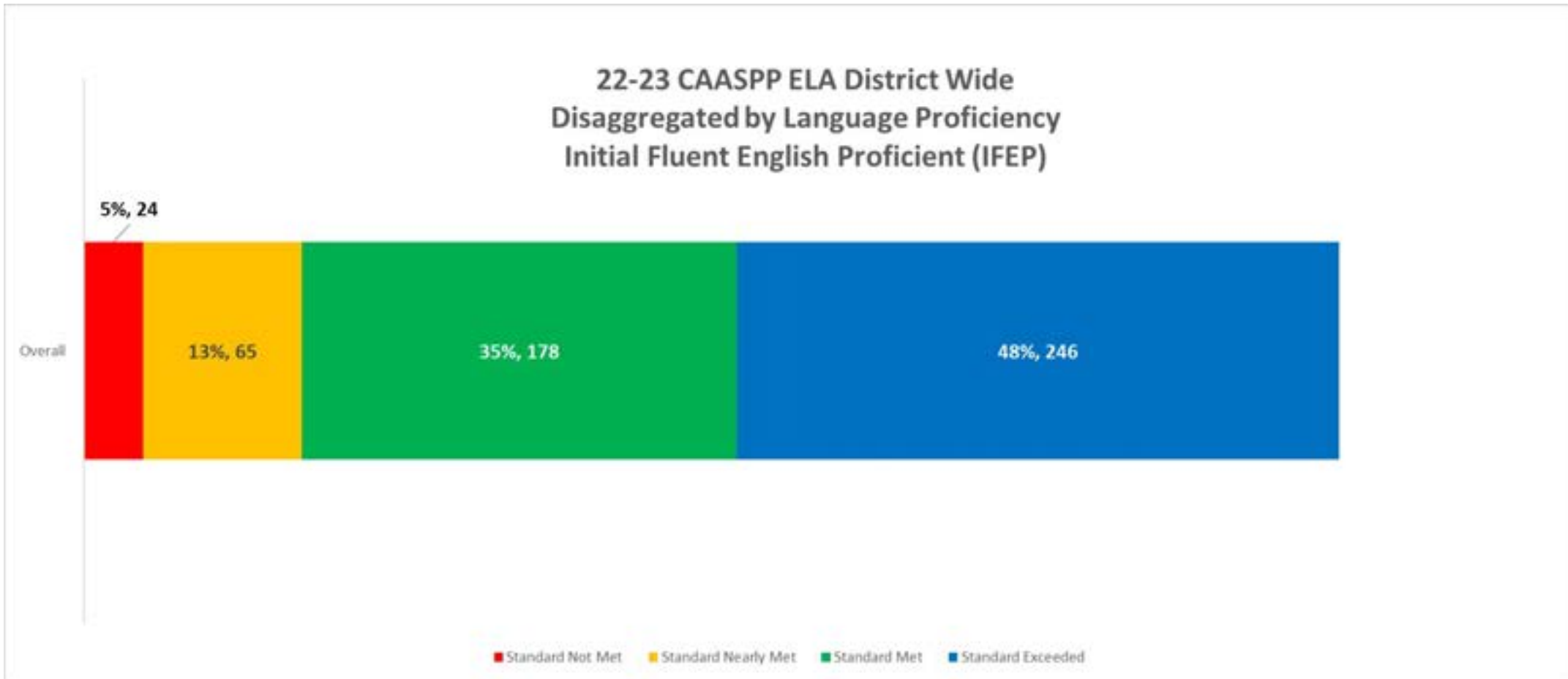

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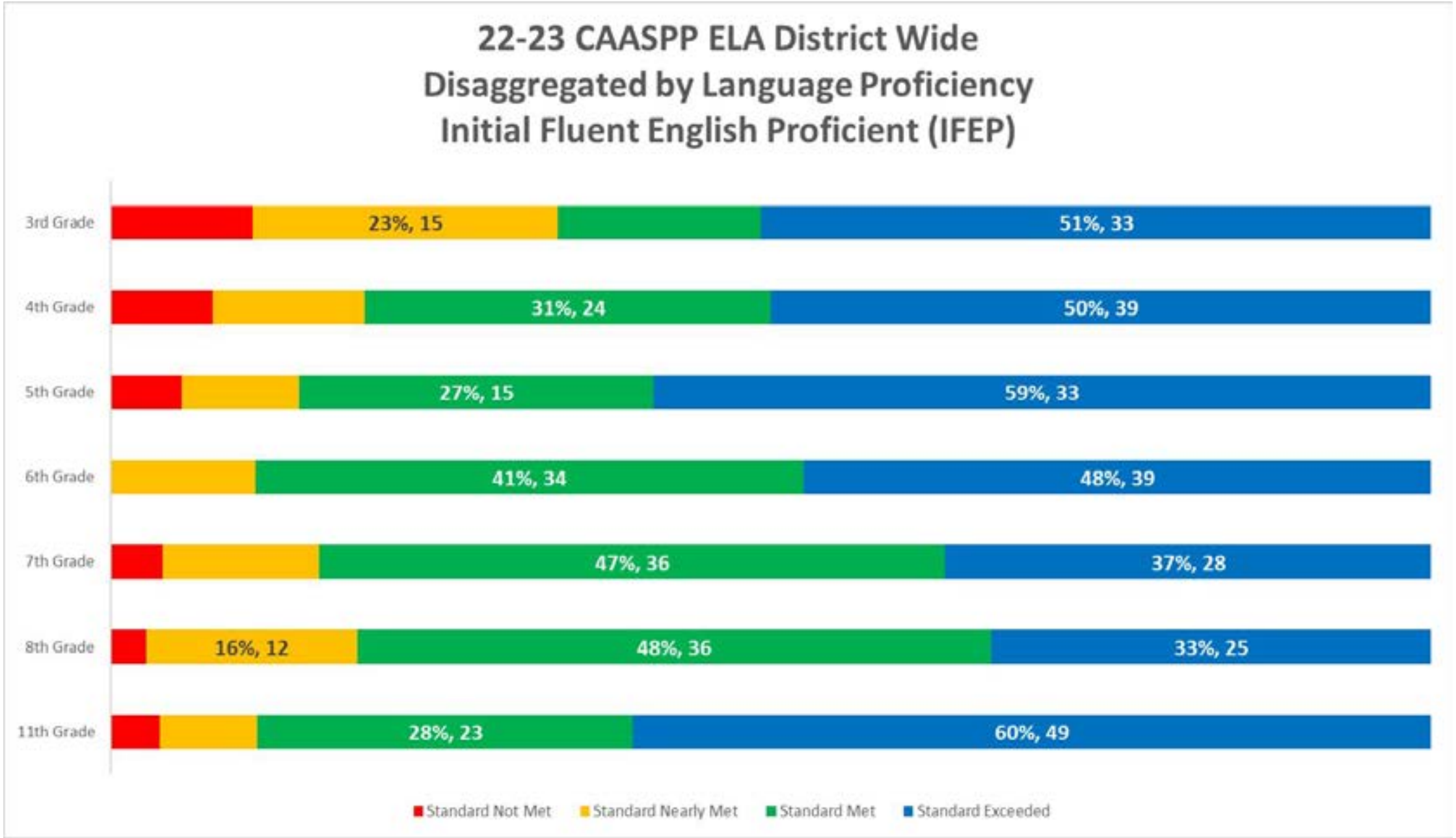

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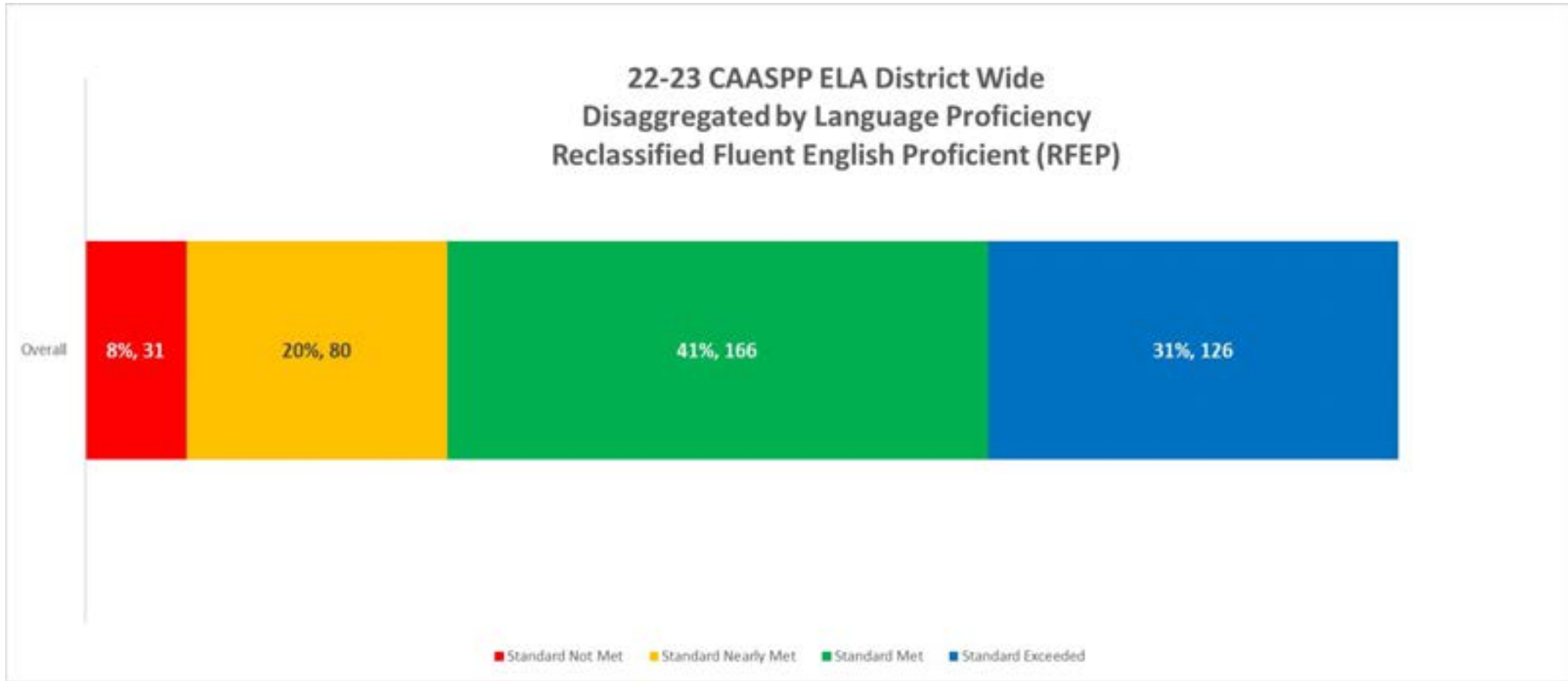

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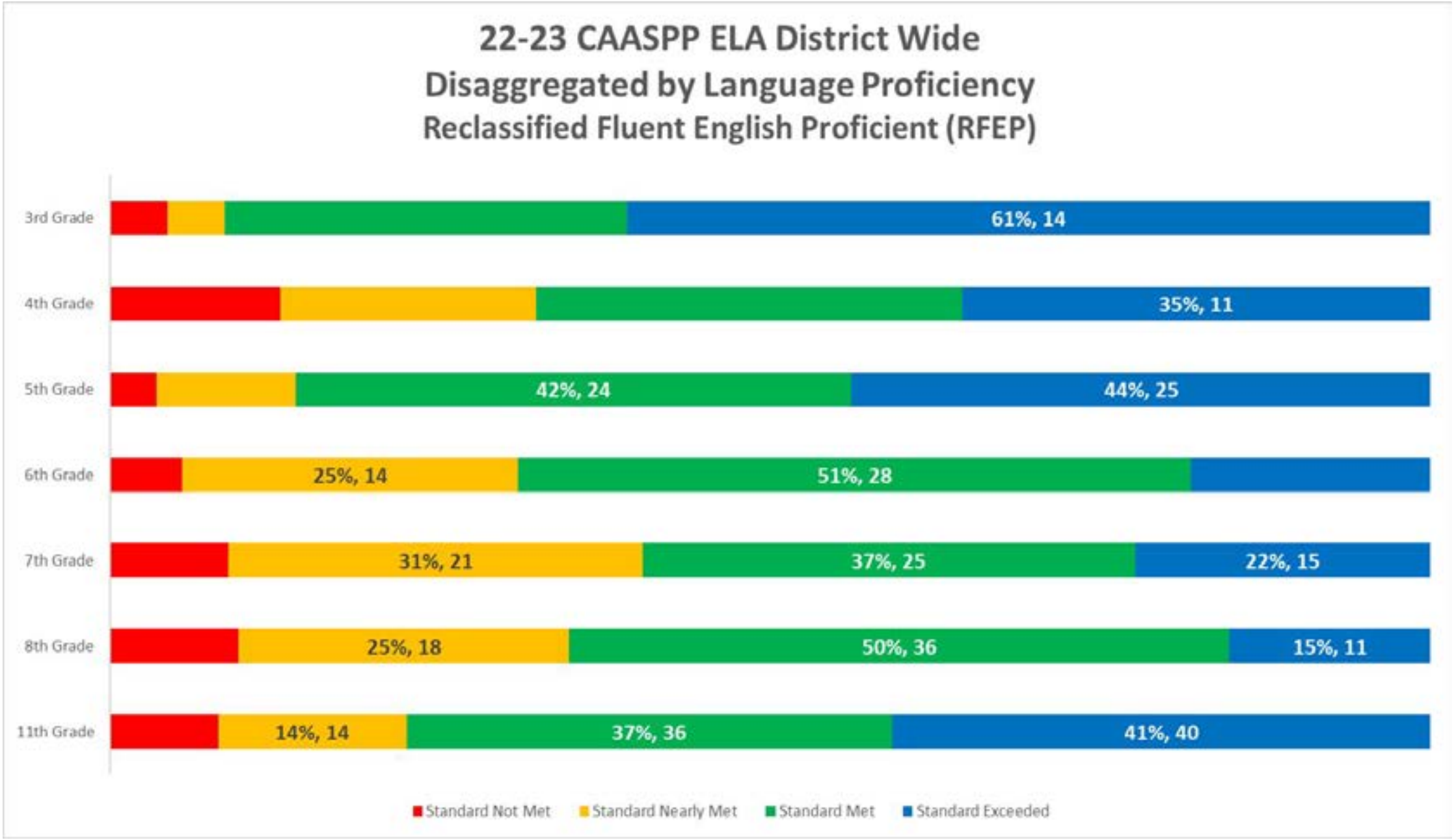

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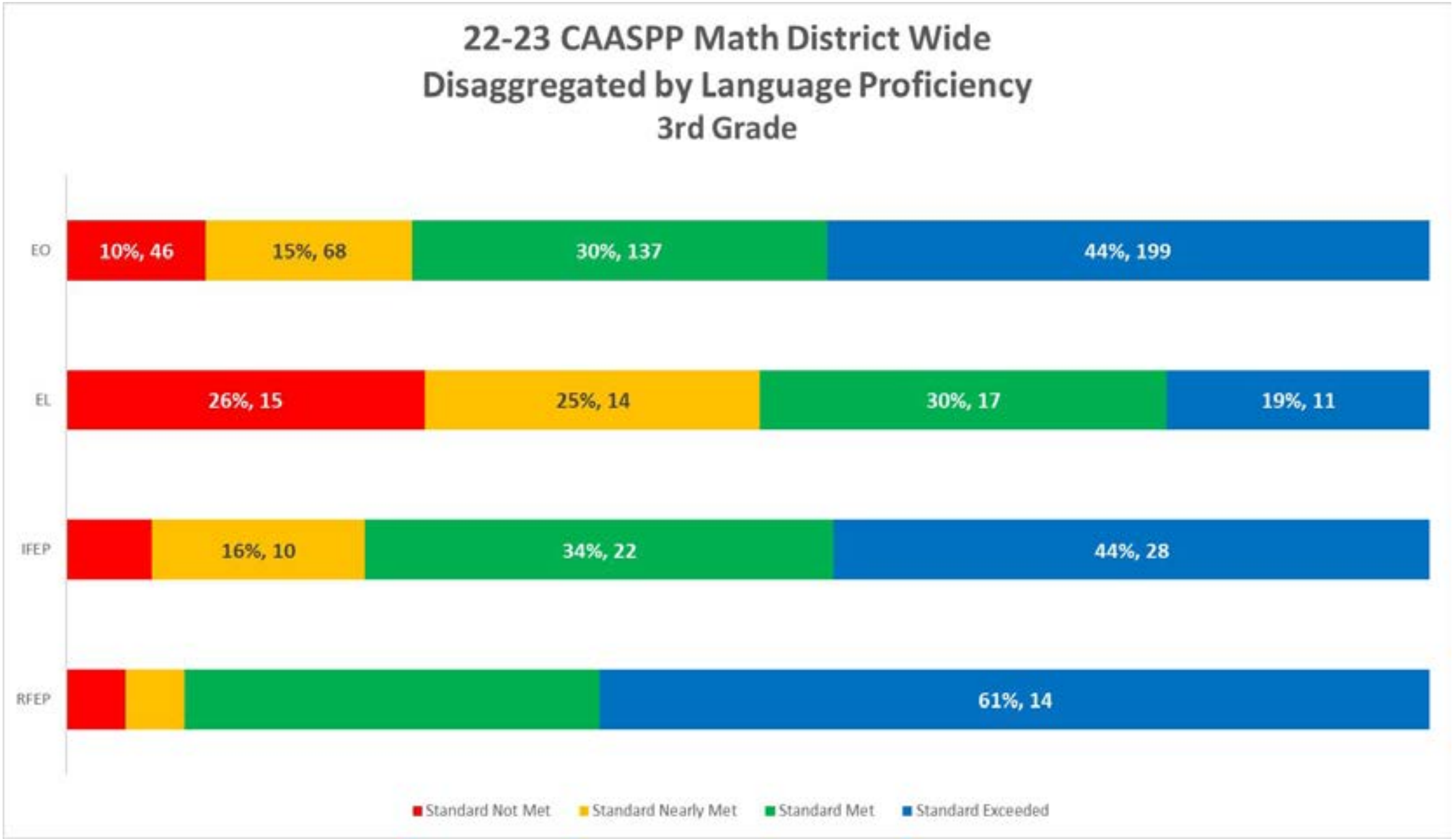
CAASPP Disaggregated by Language Proficiency



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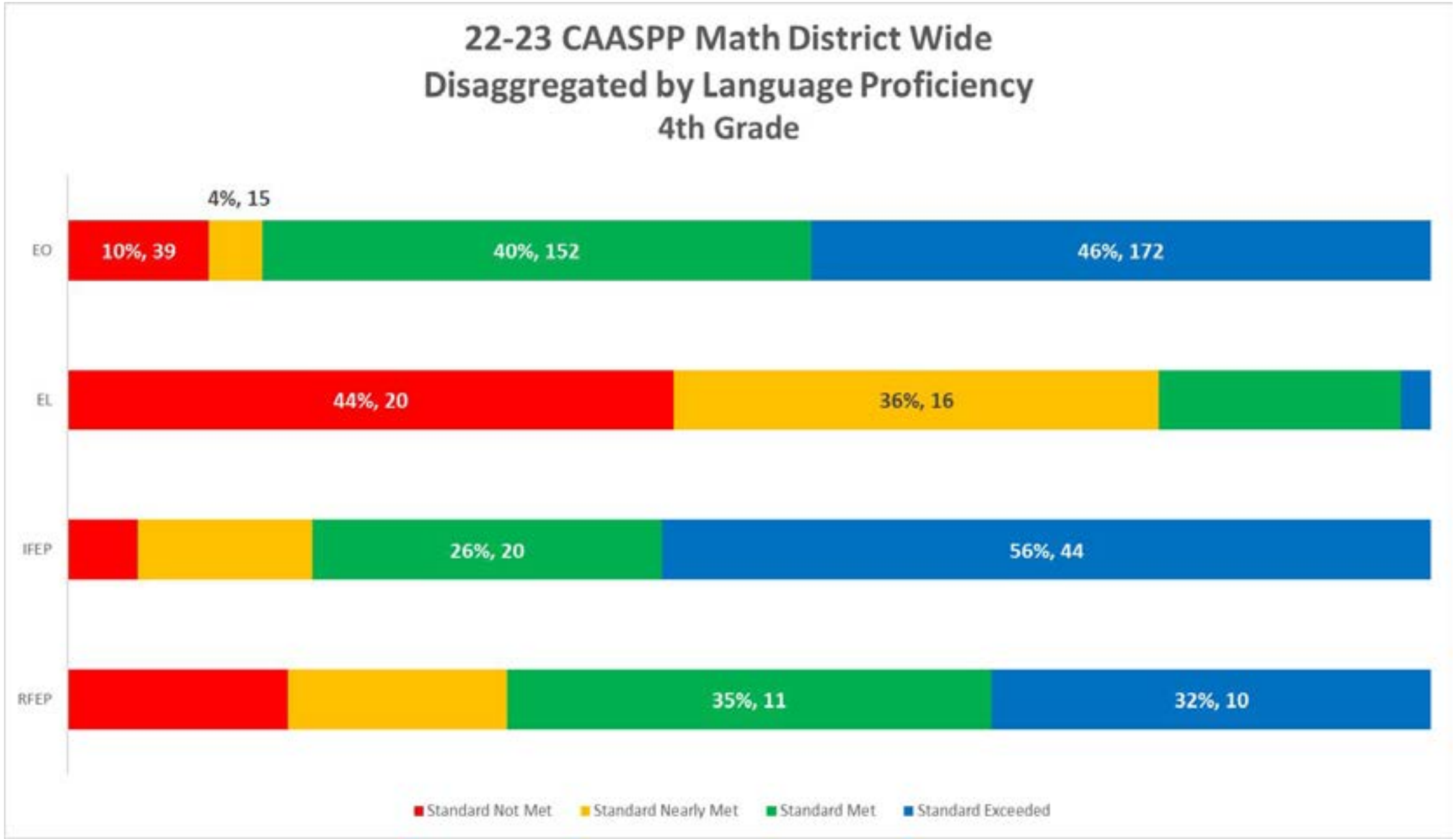

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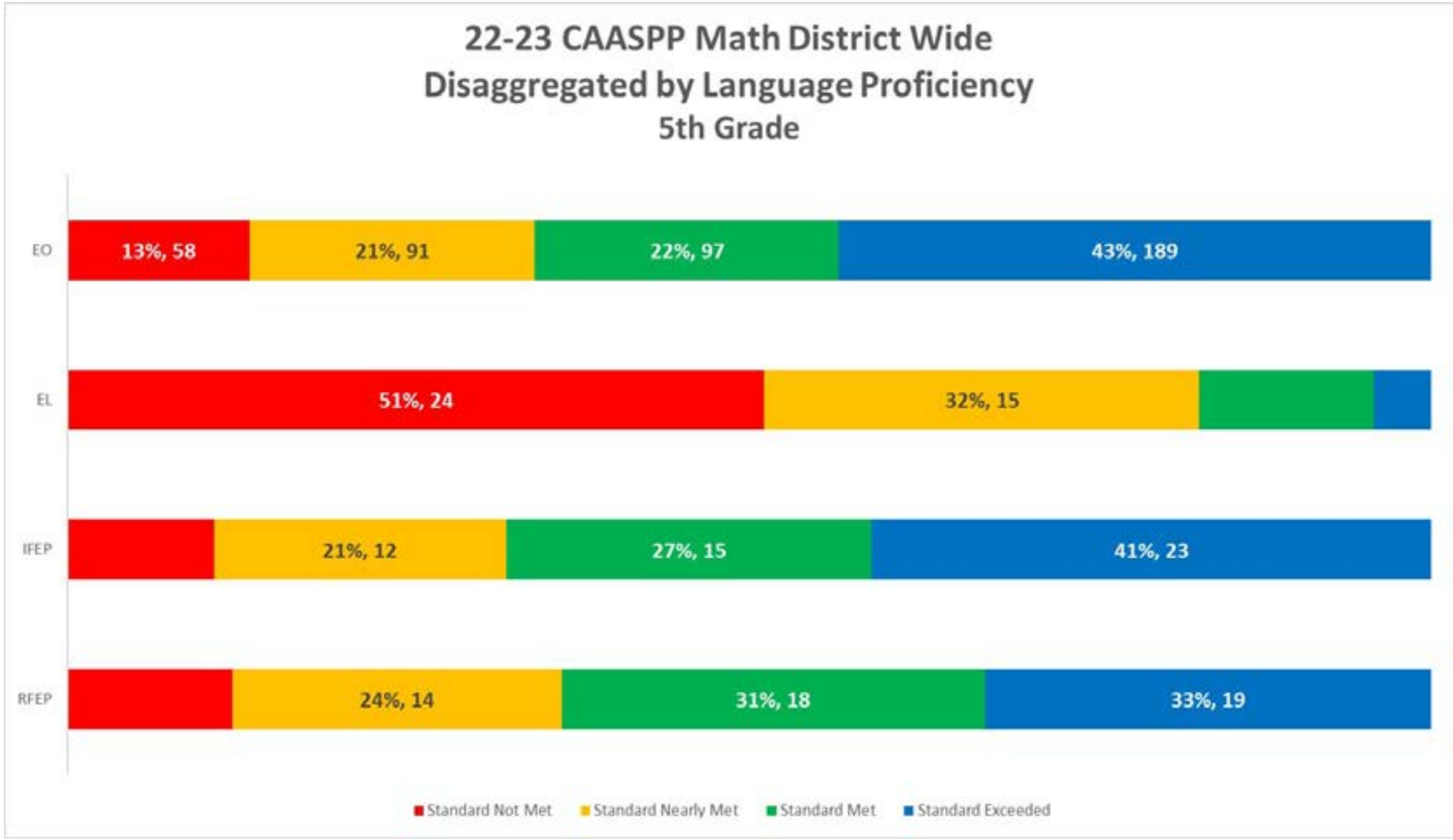

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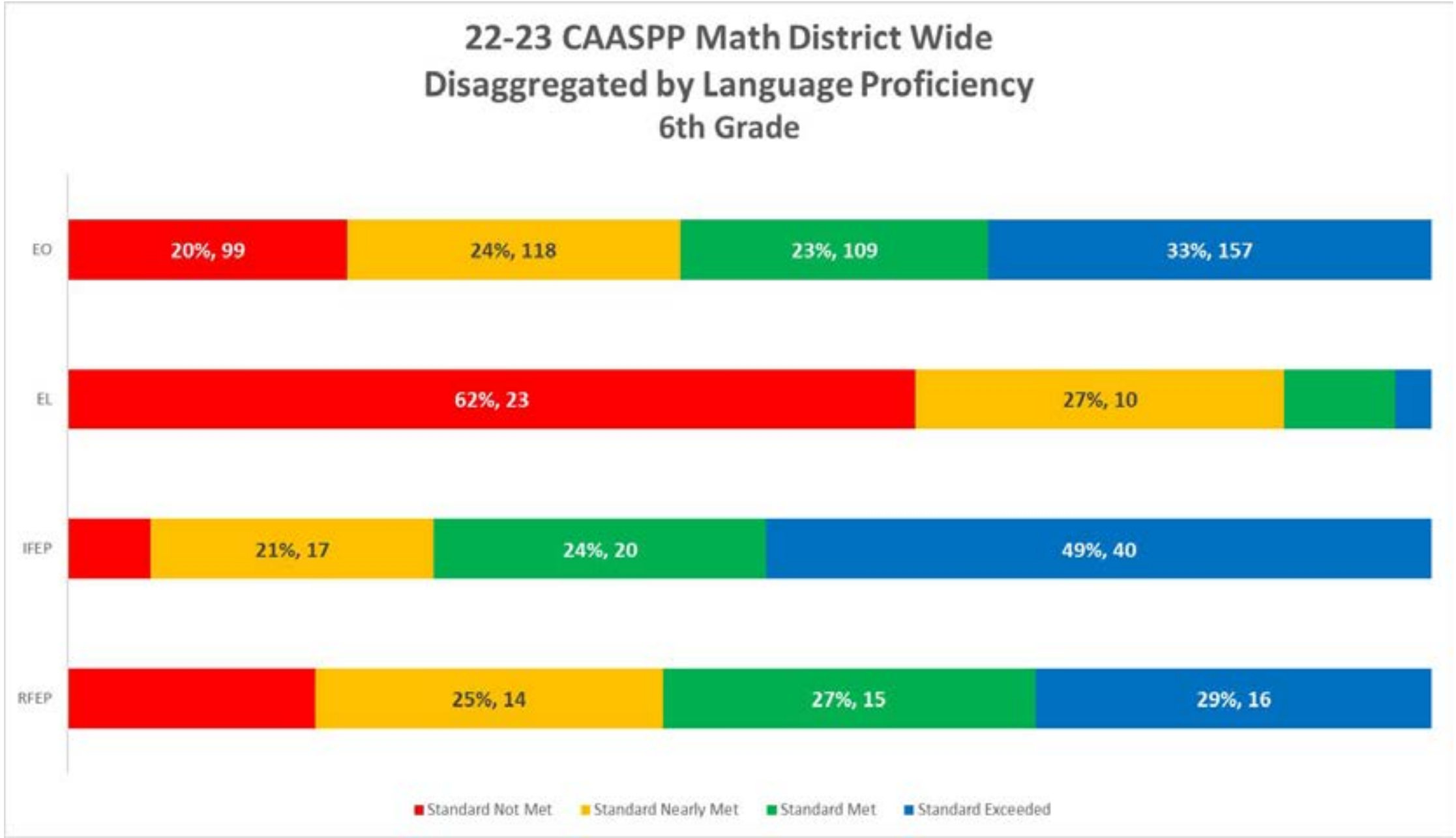

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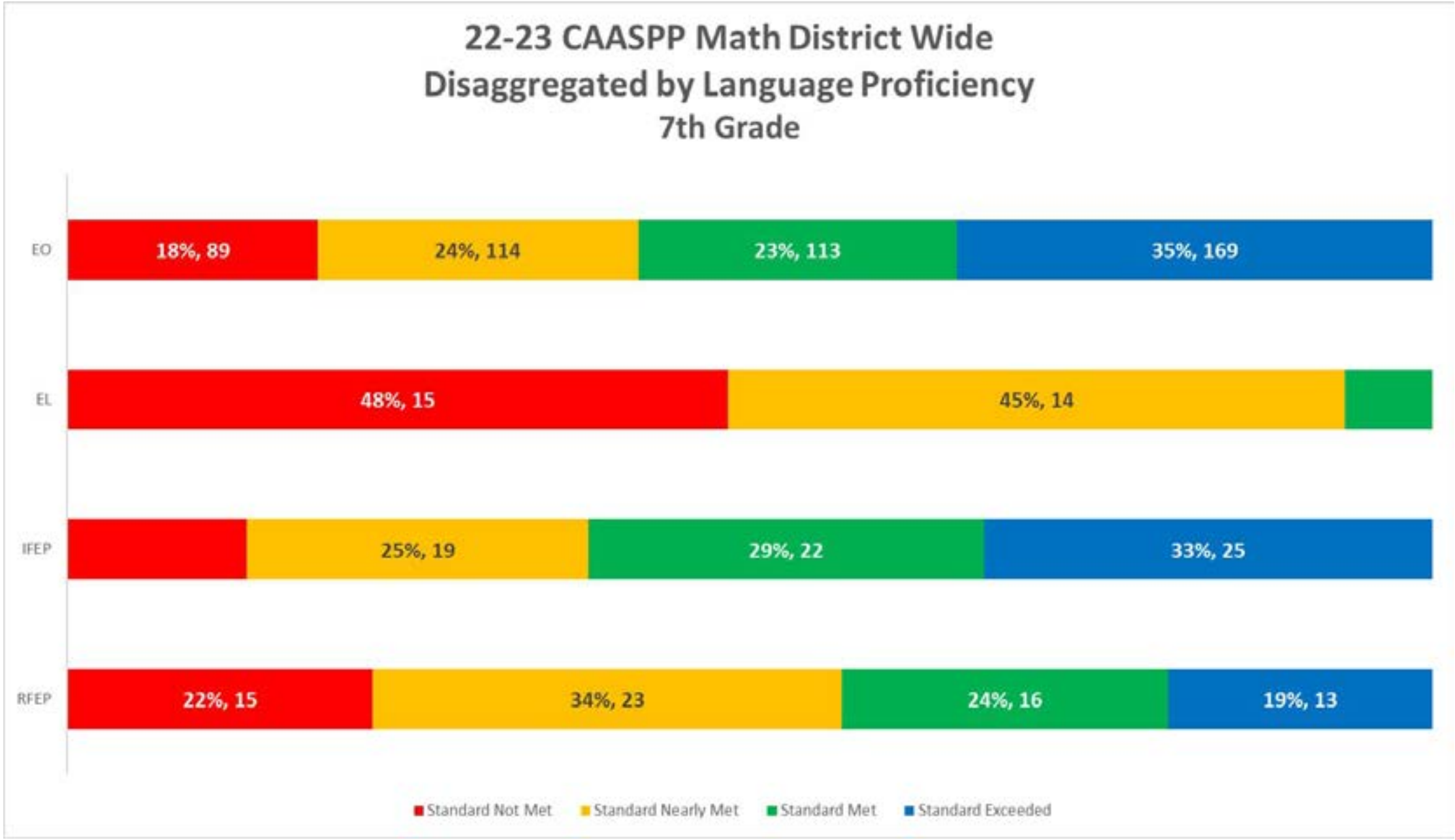

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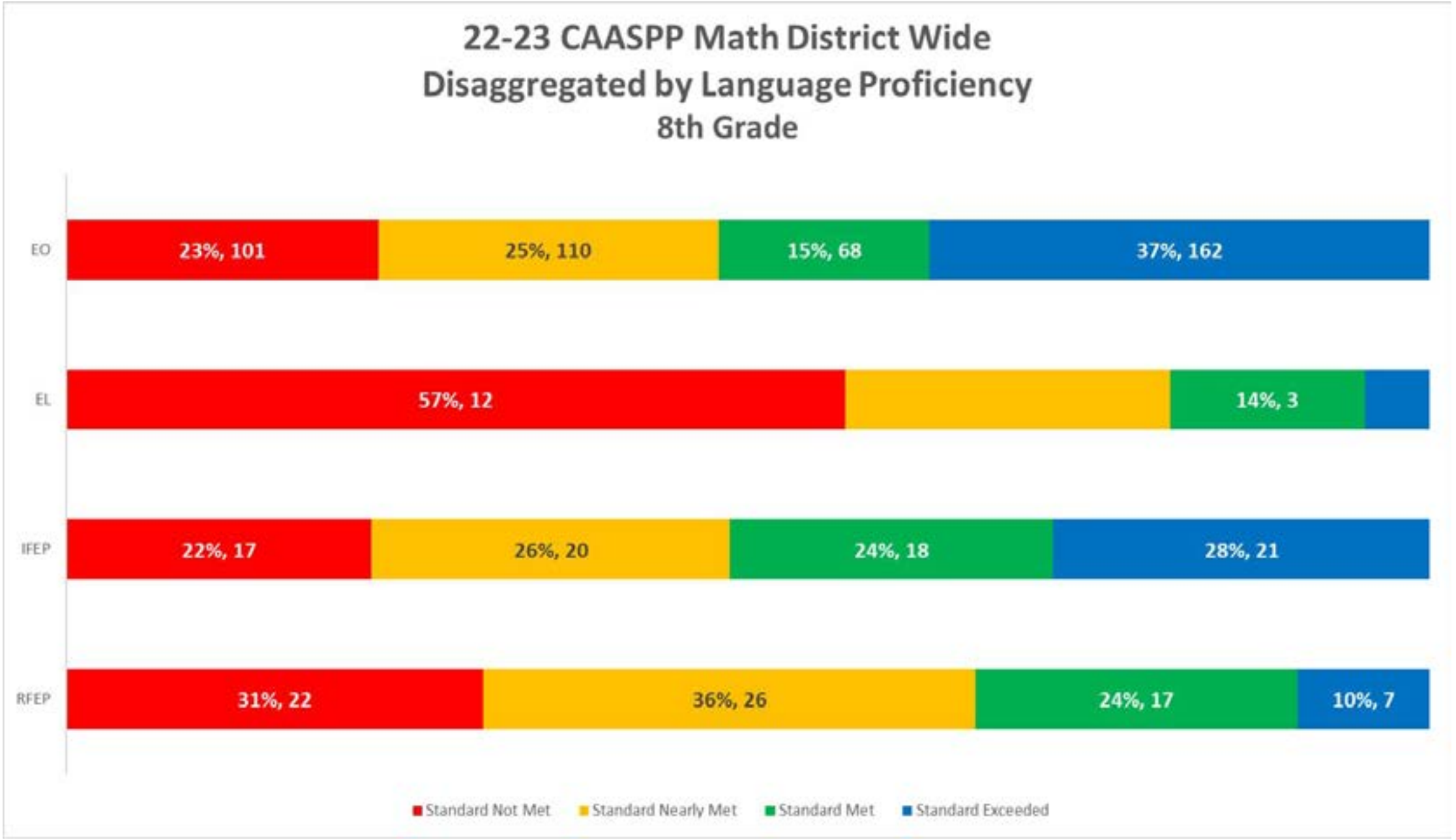

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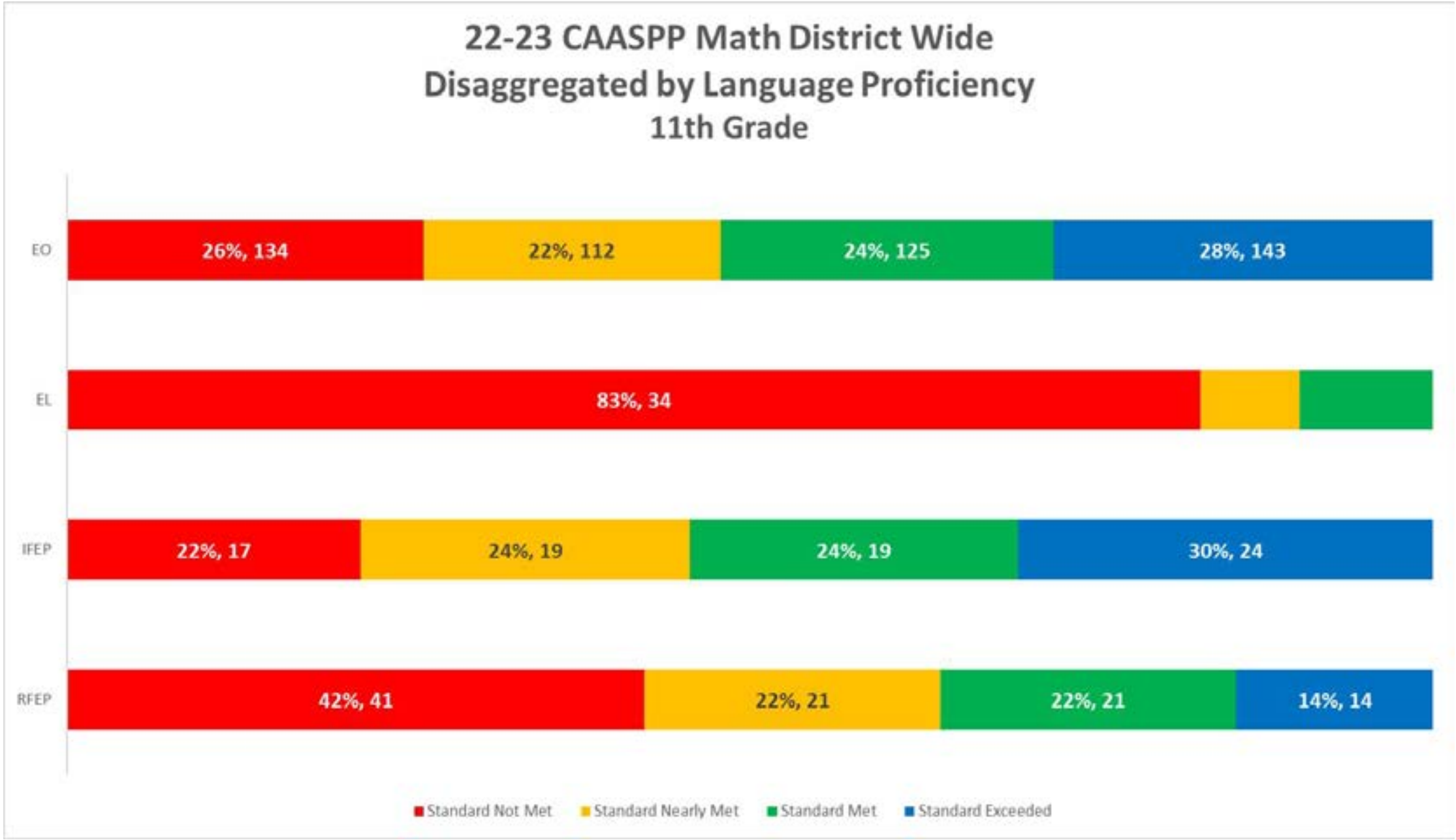

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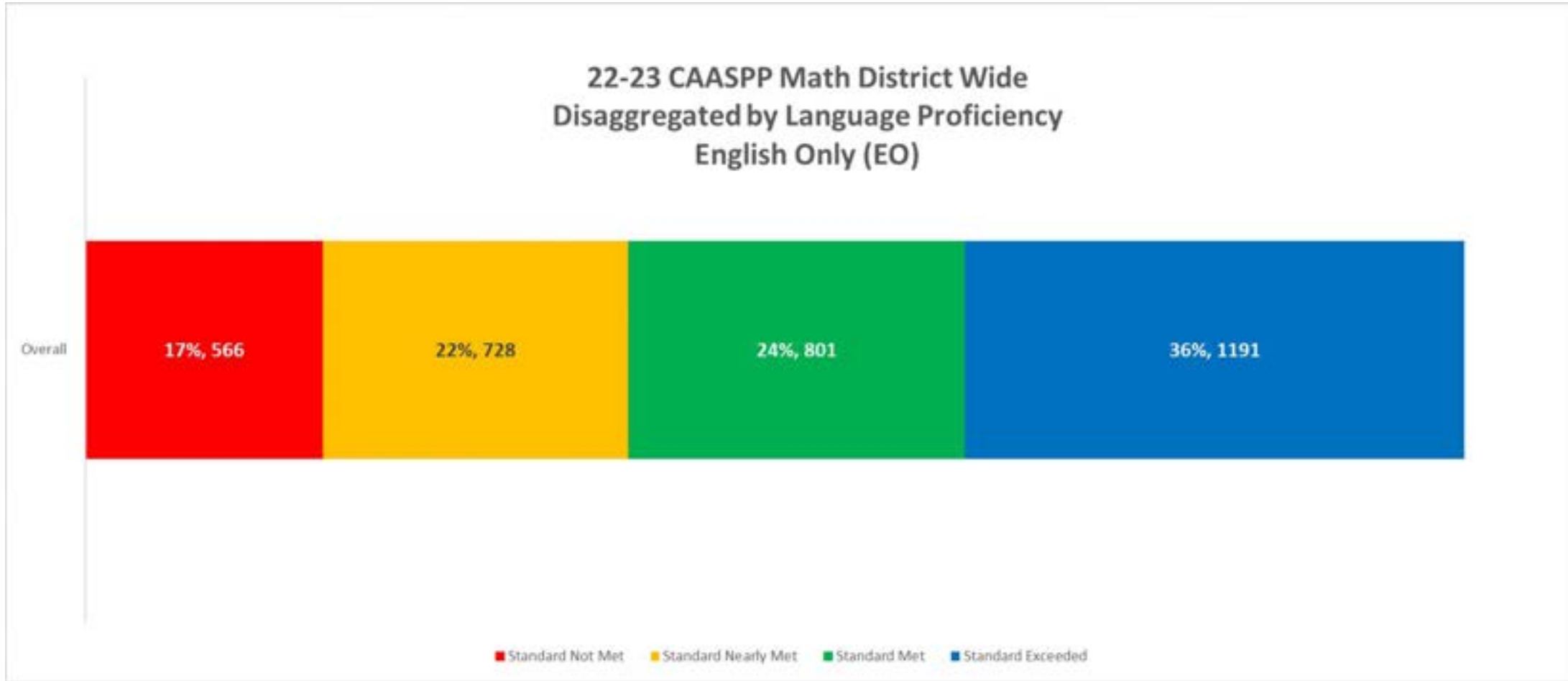

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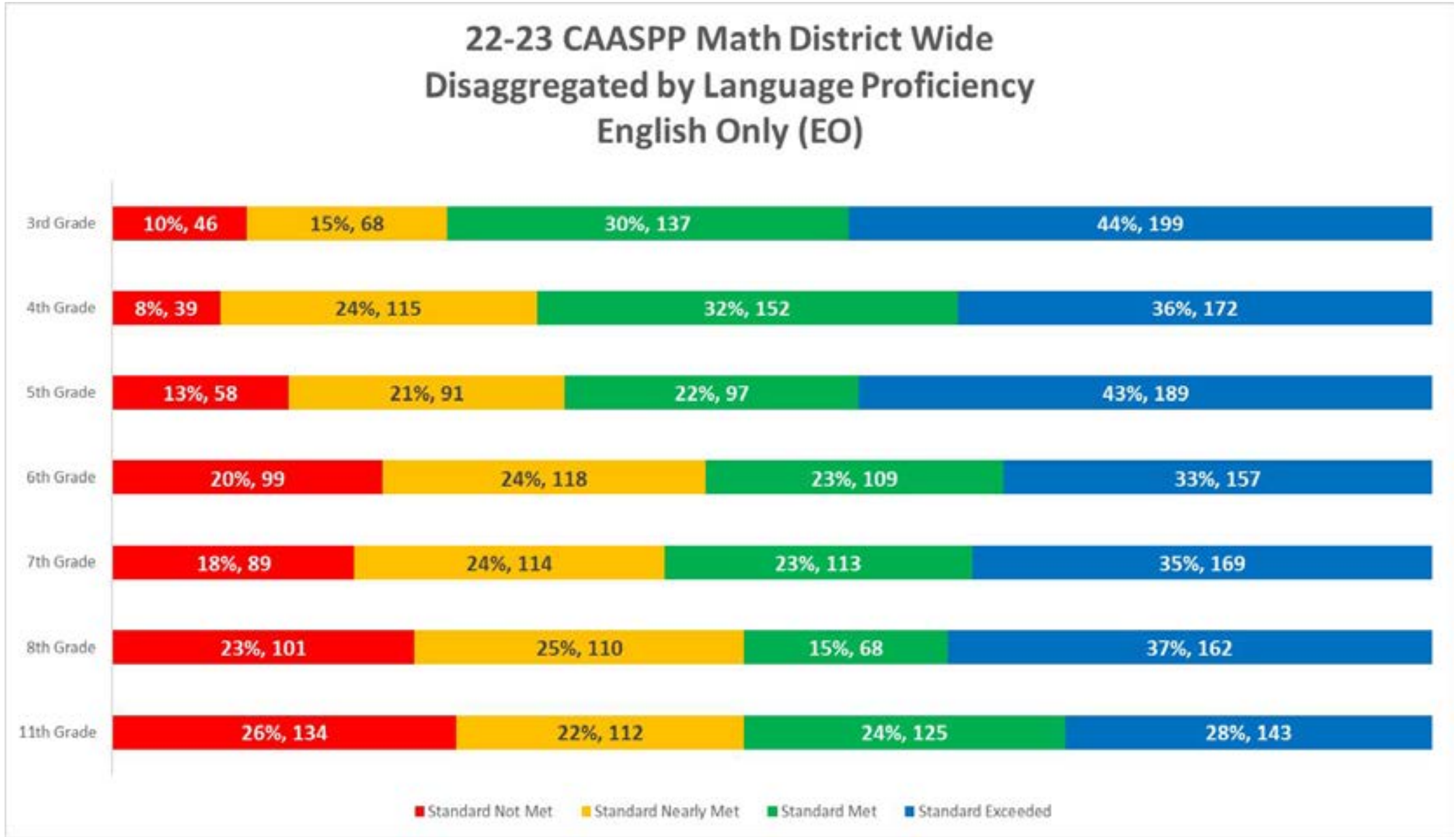

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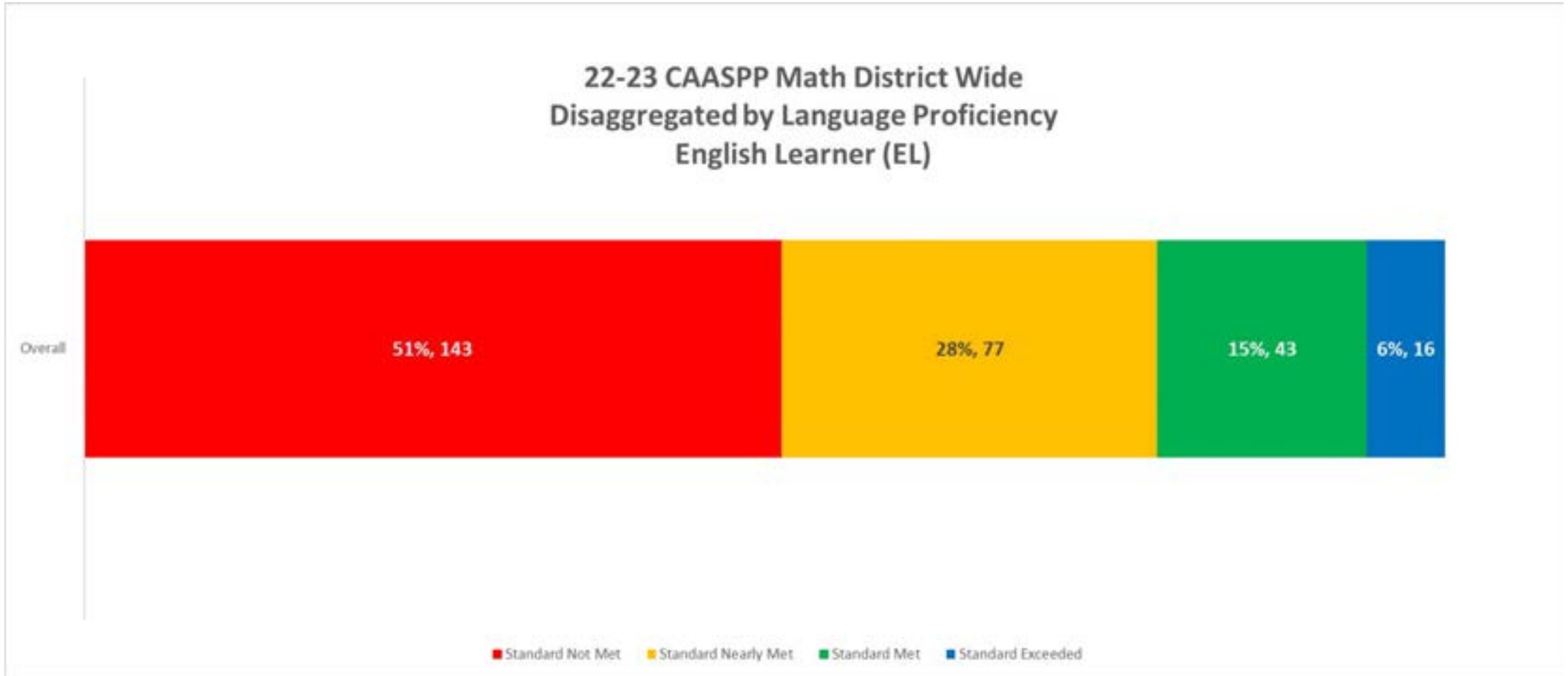

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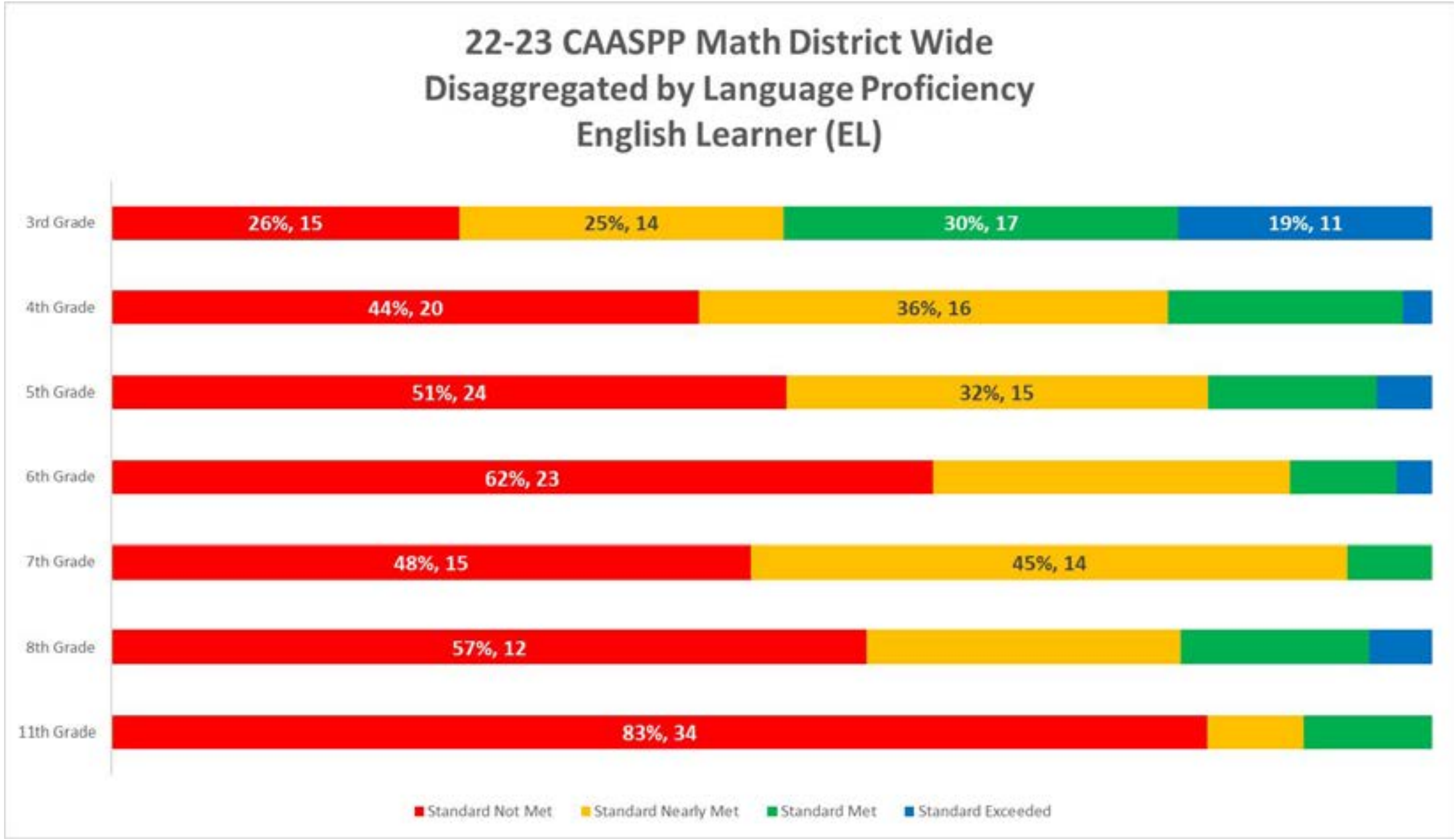

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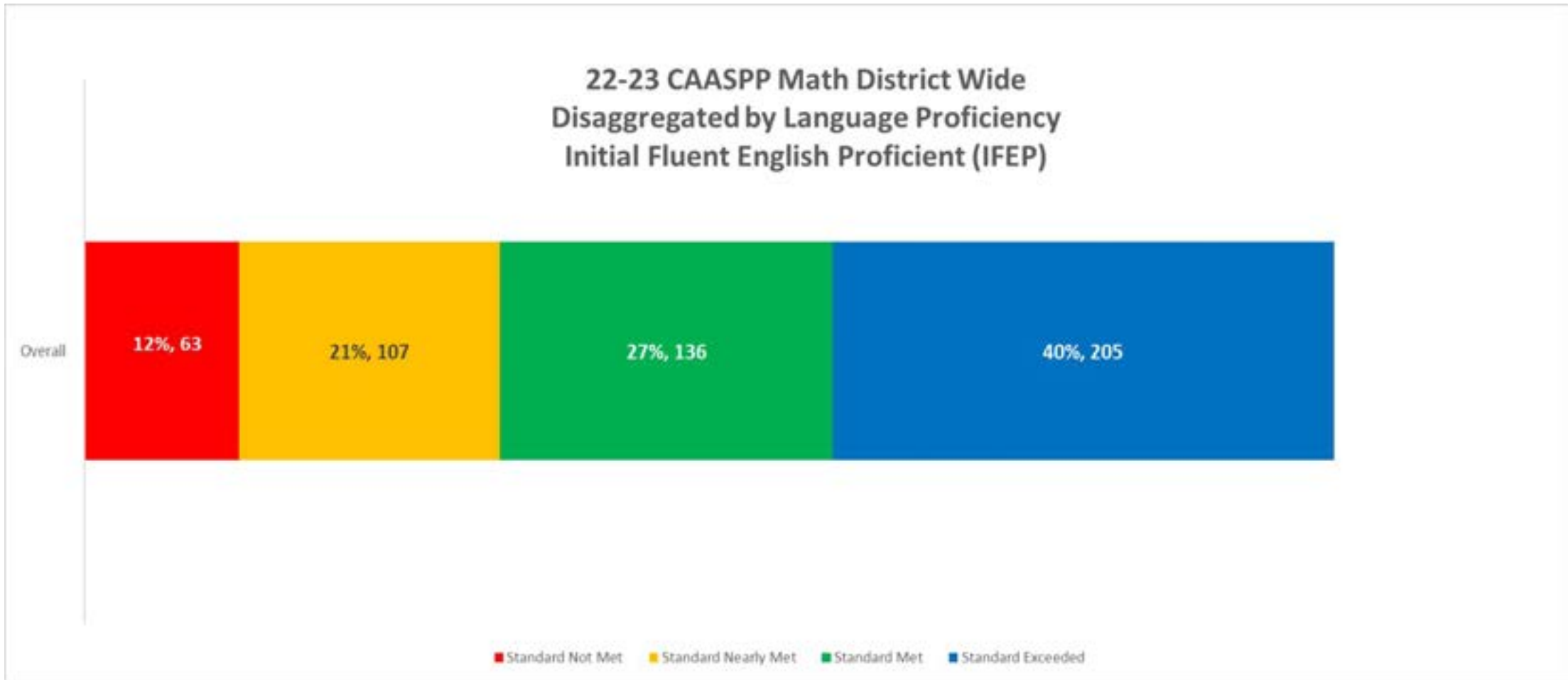

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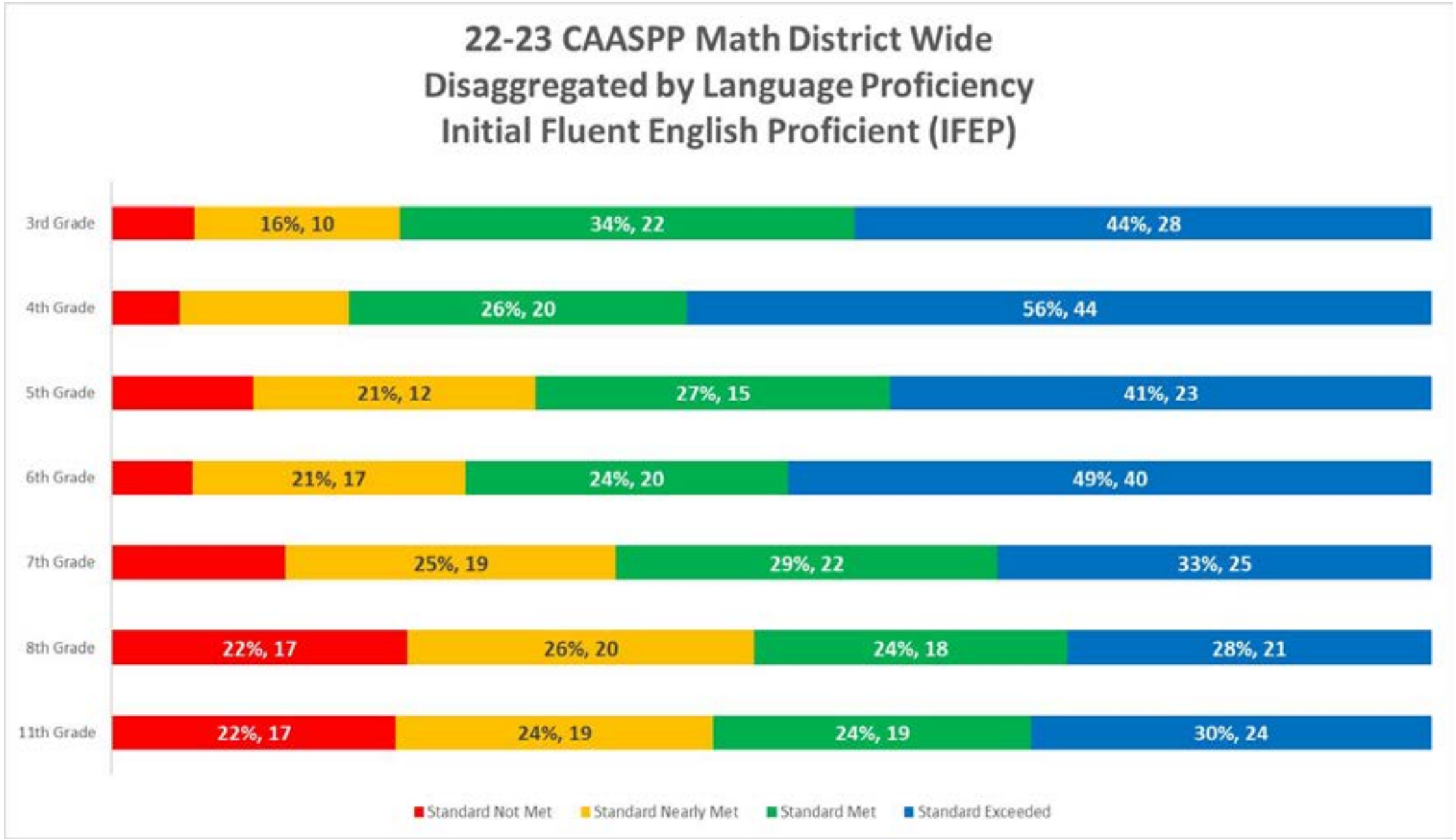

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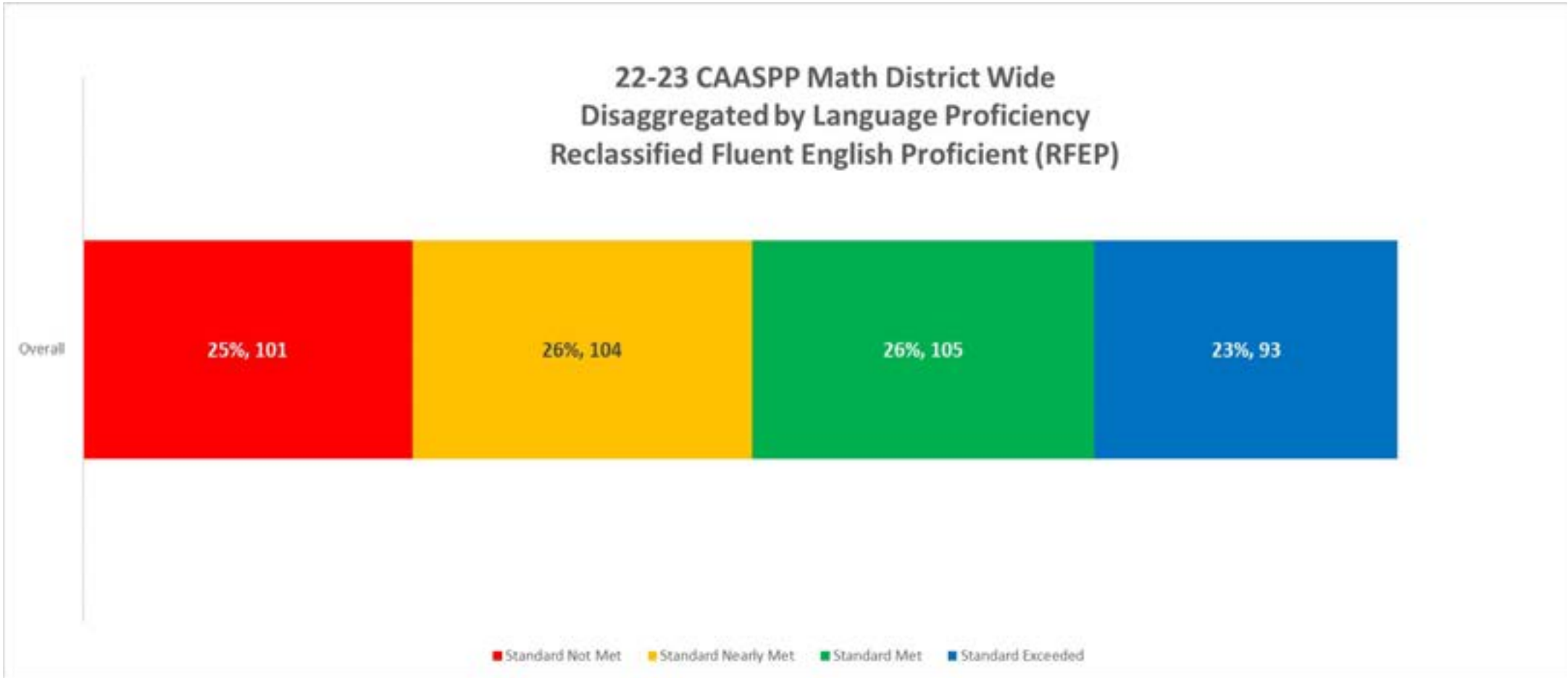

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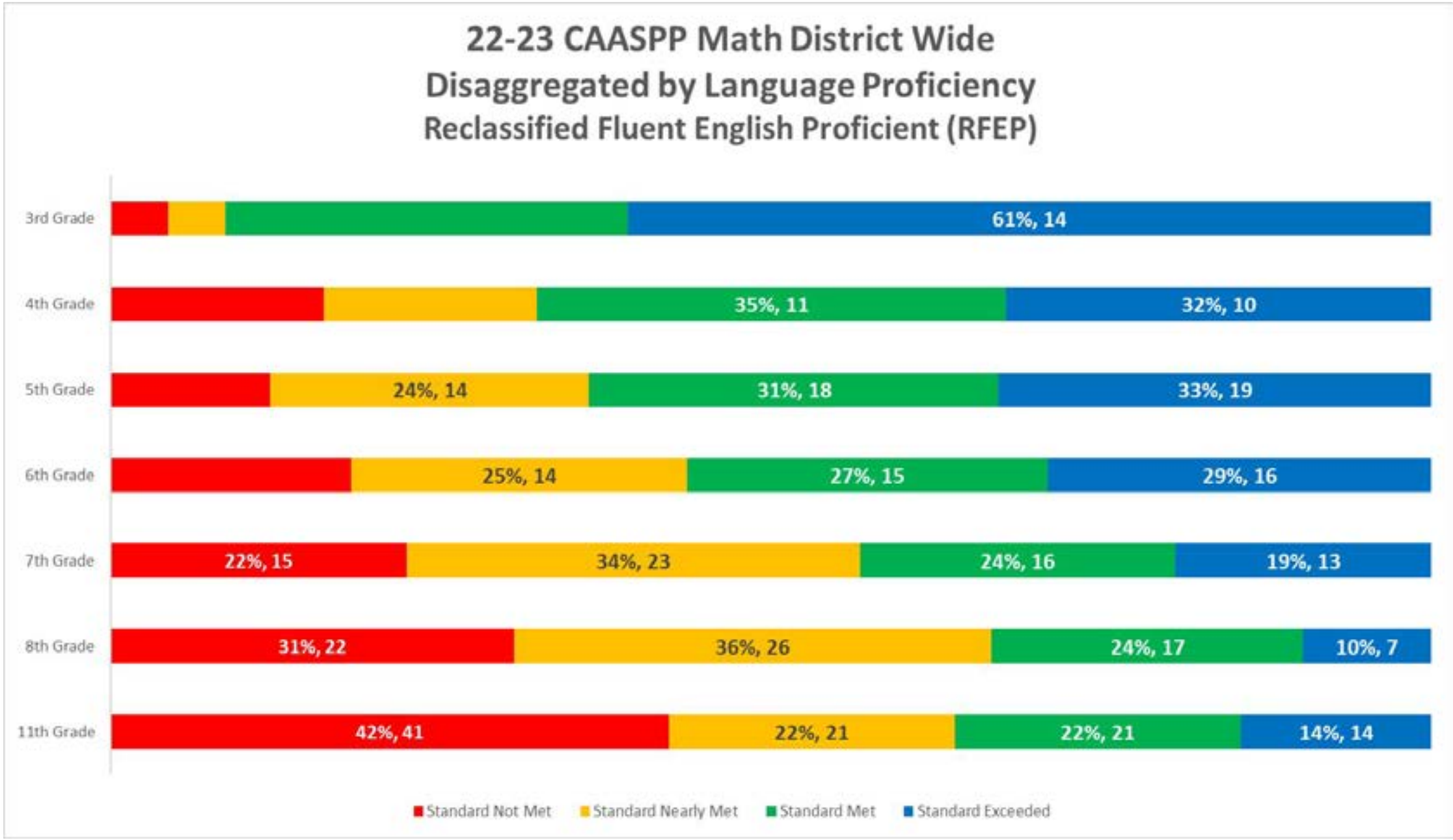

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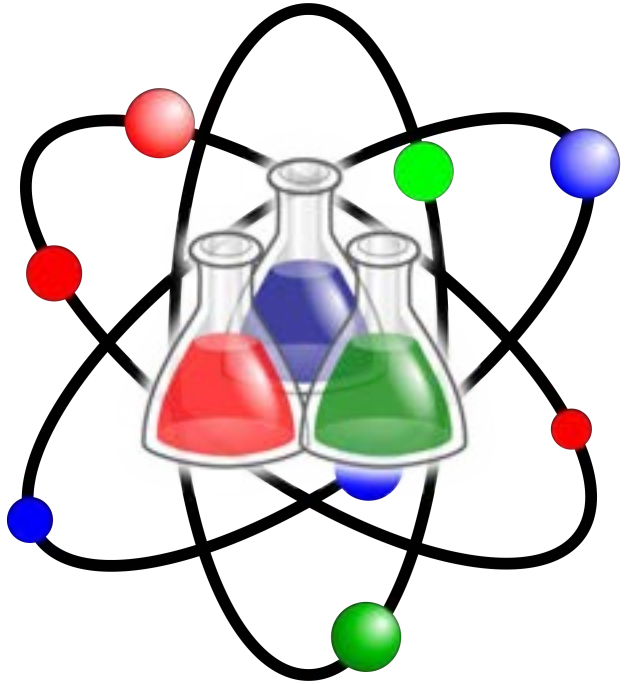
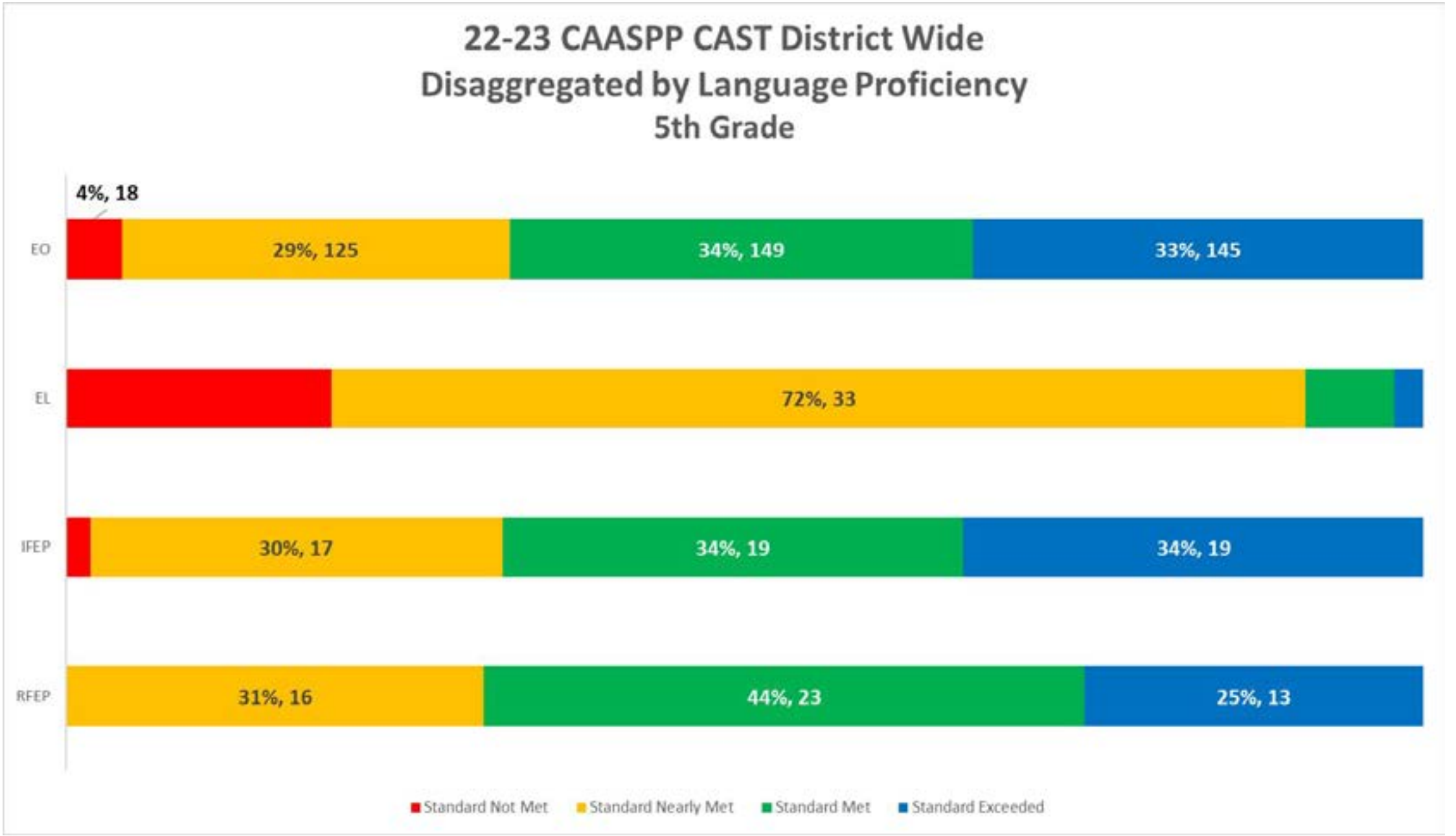


CAST

Disaggregated by Language Proficiency



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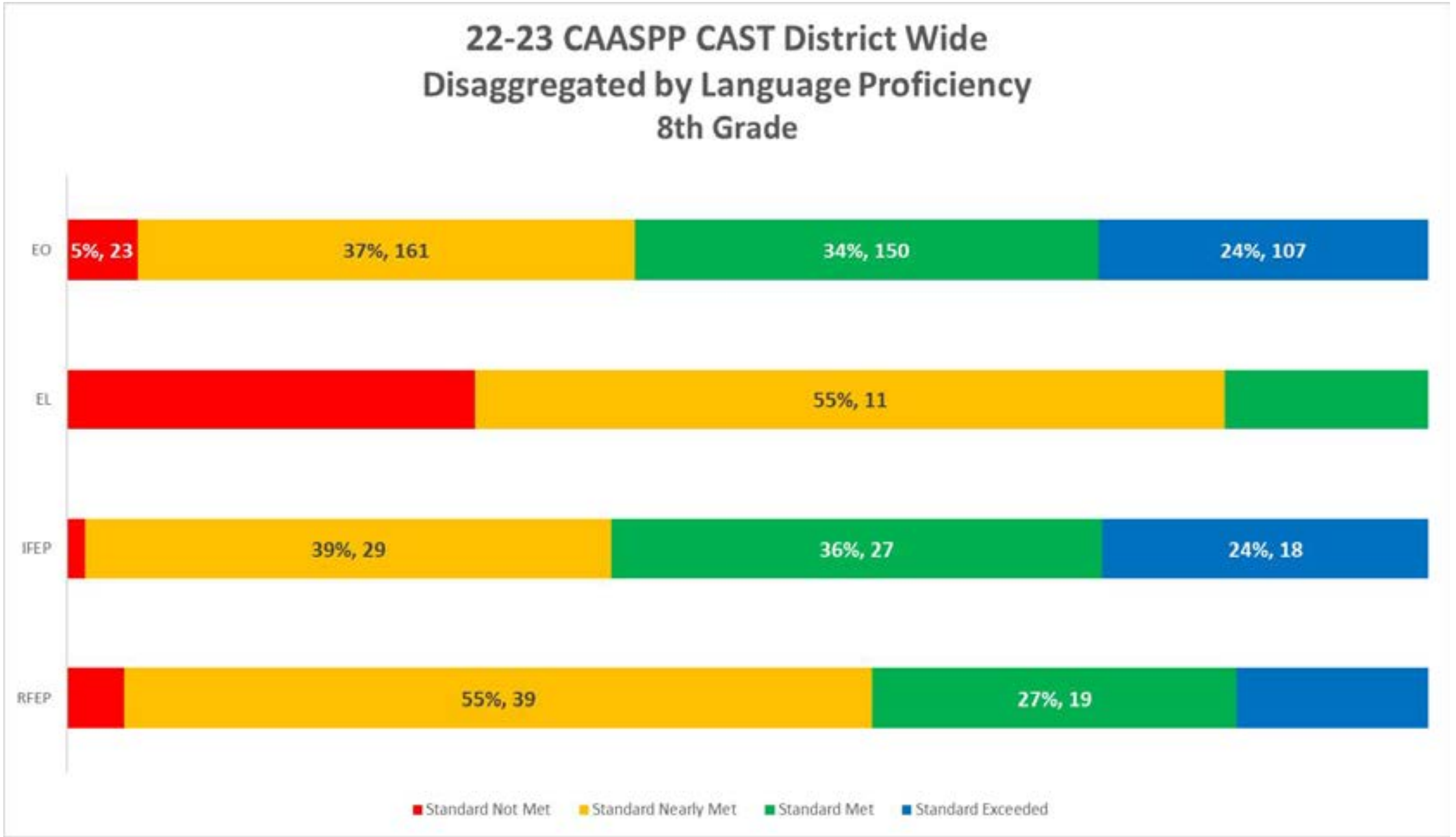

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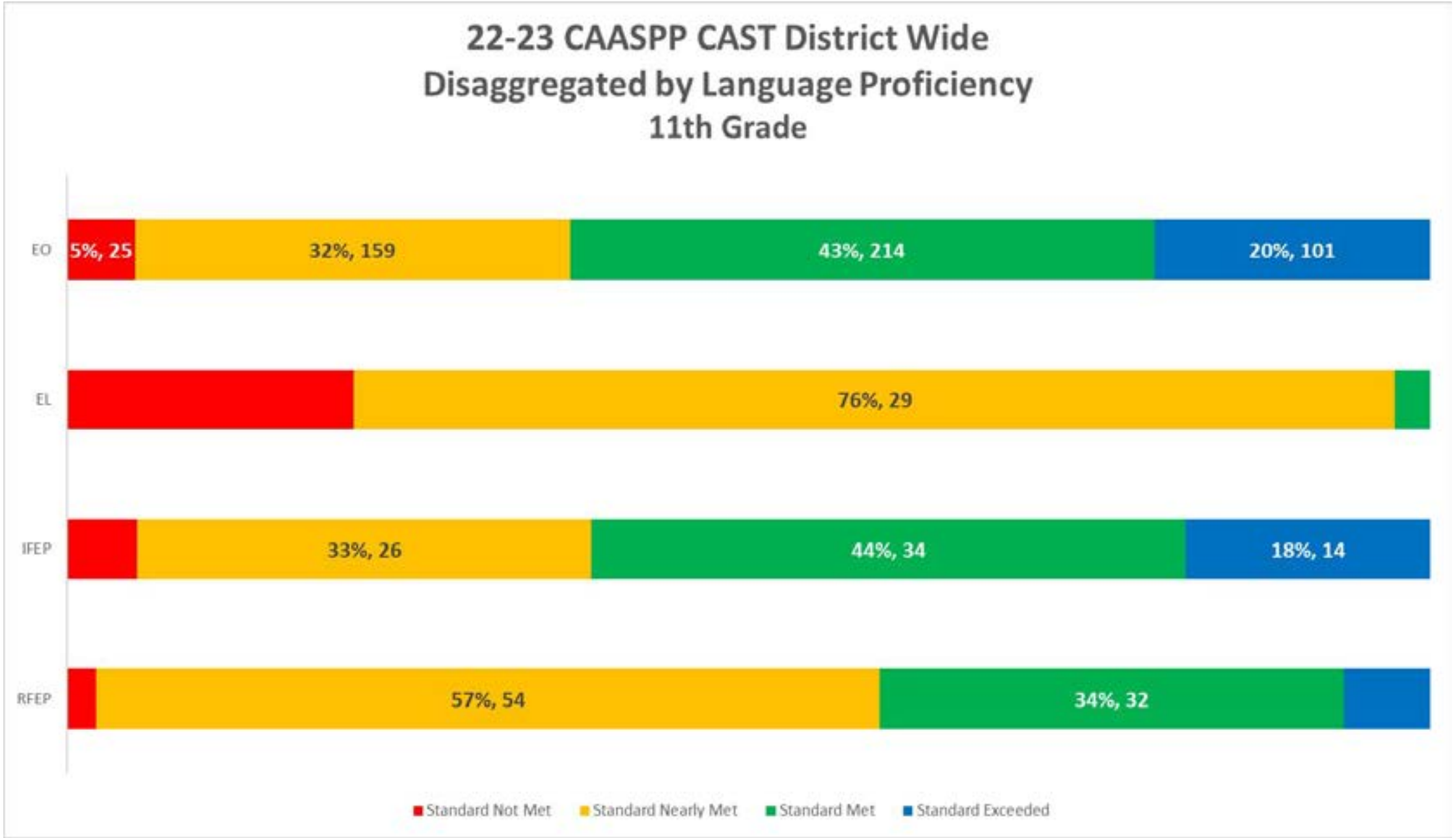

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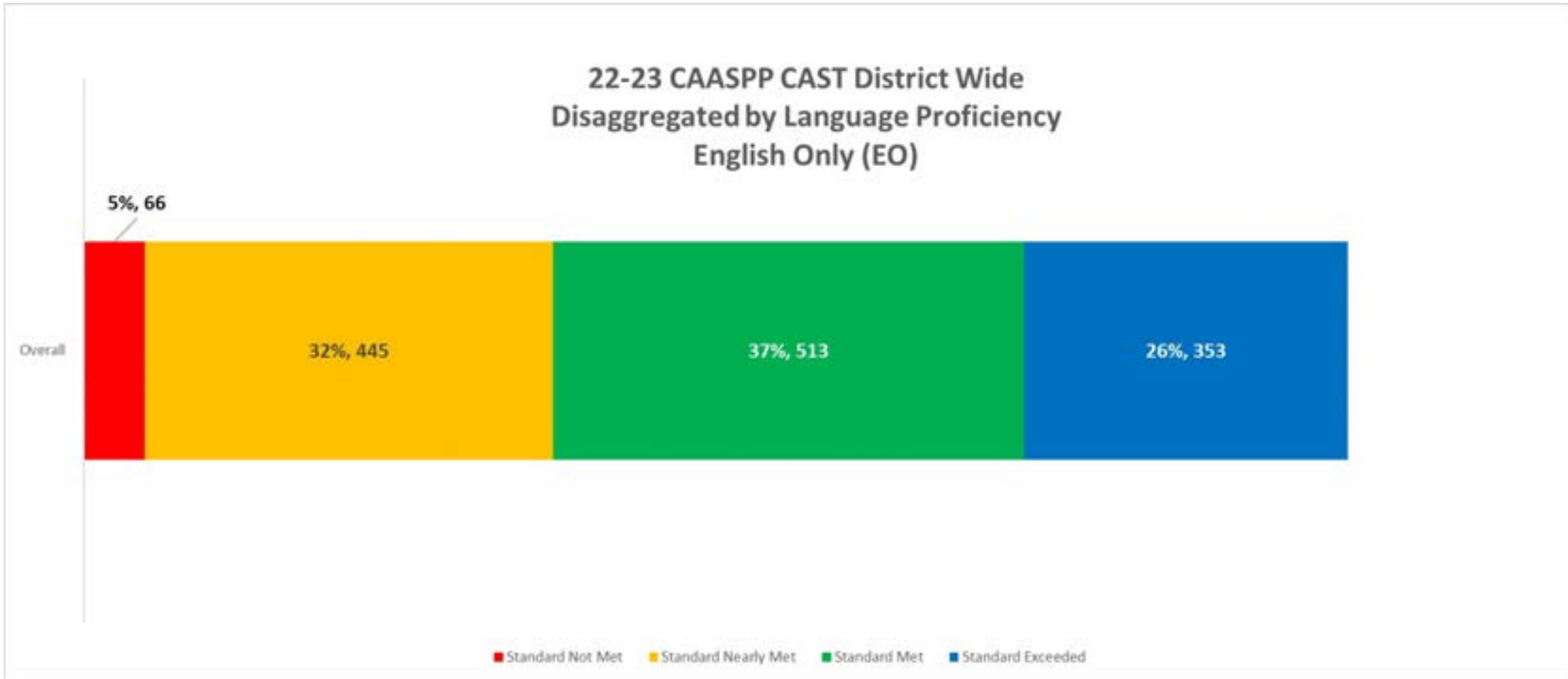

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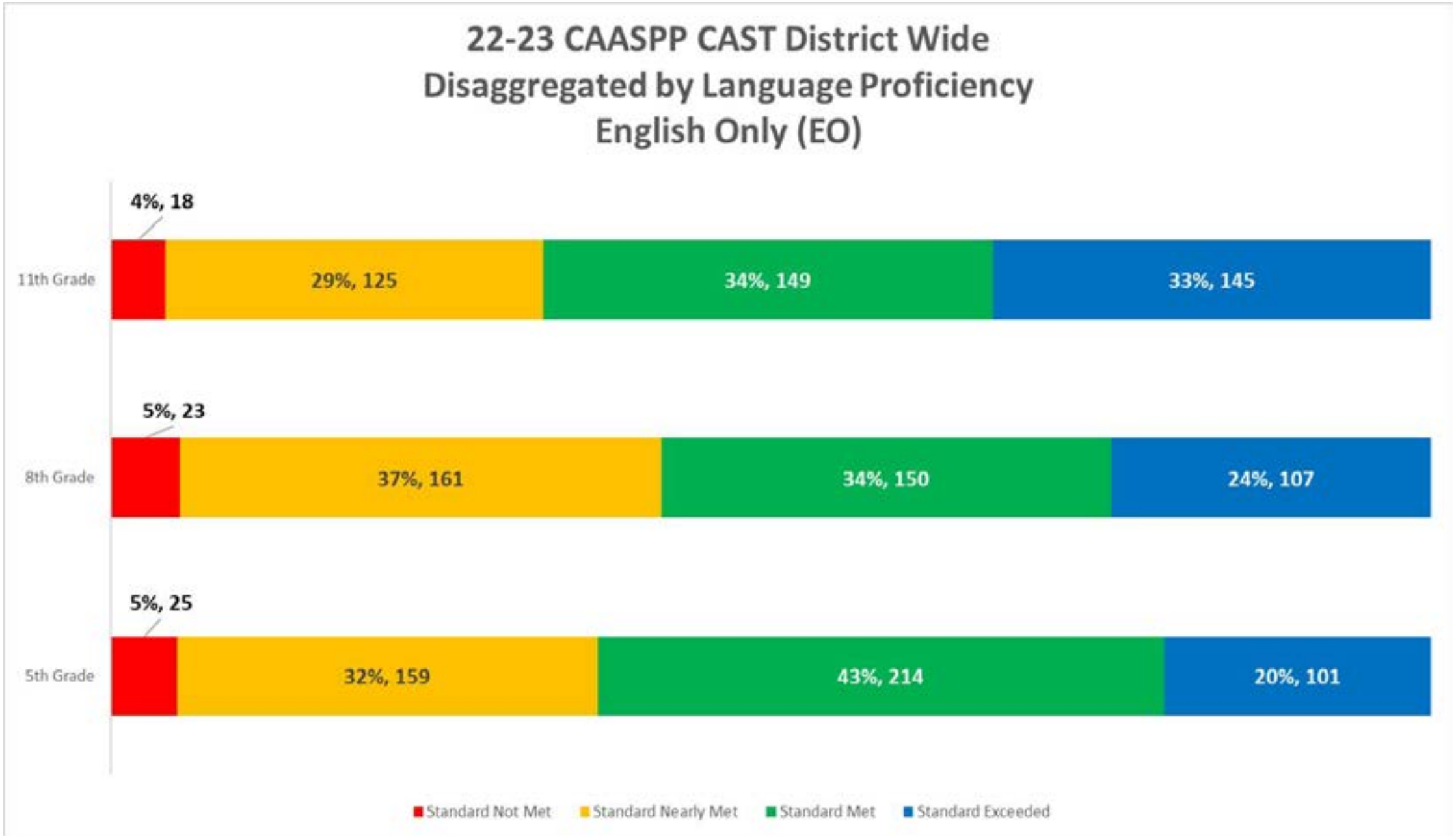

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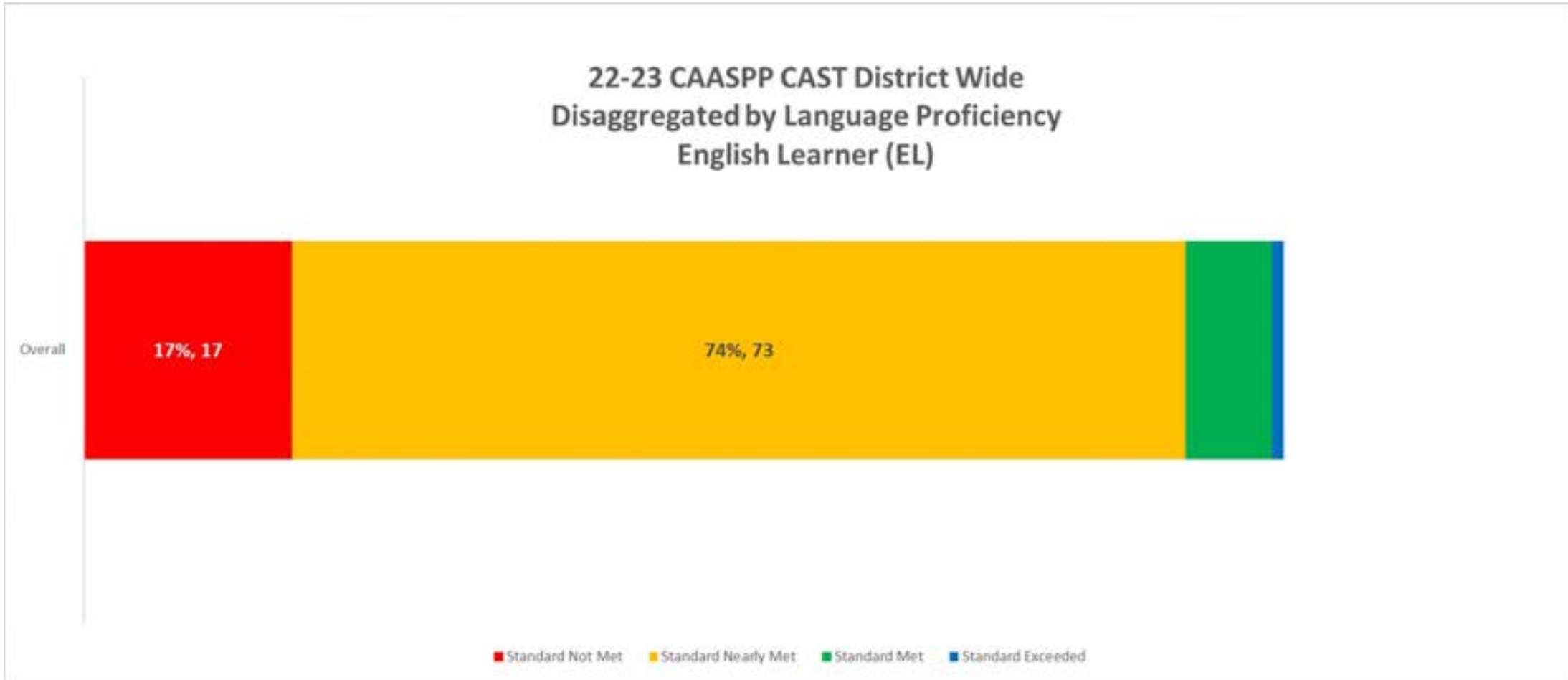

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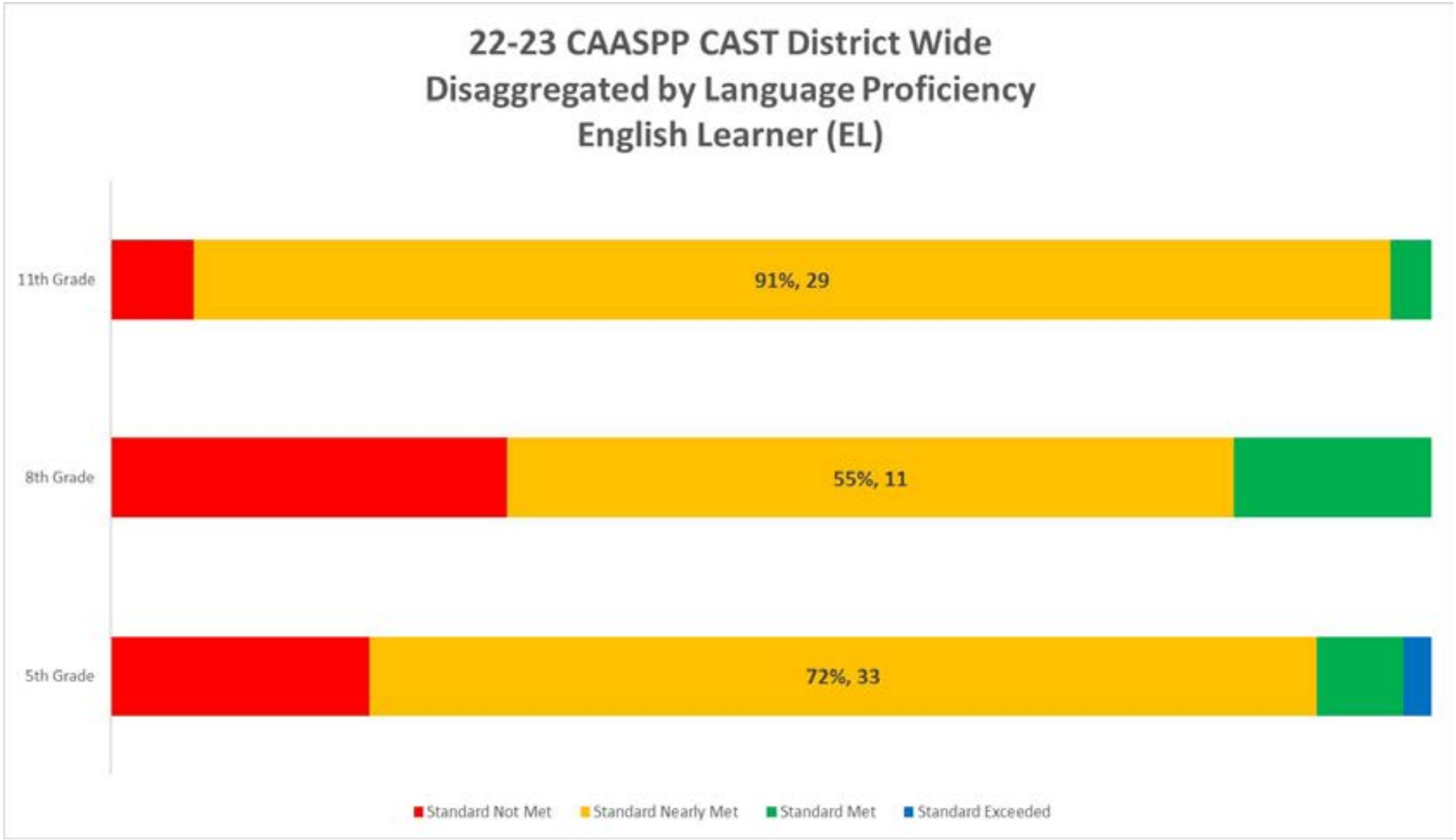

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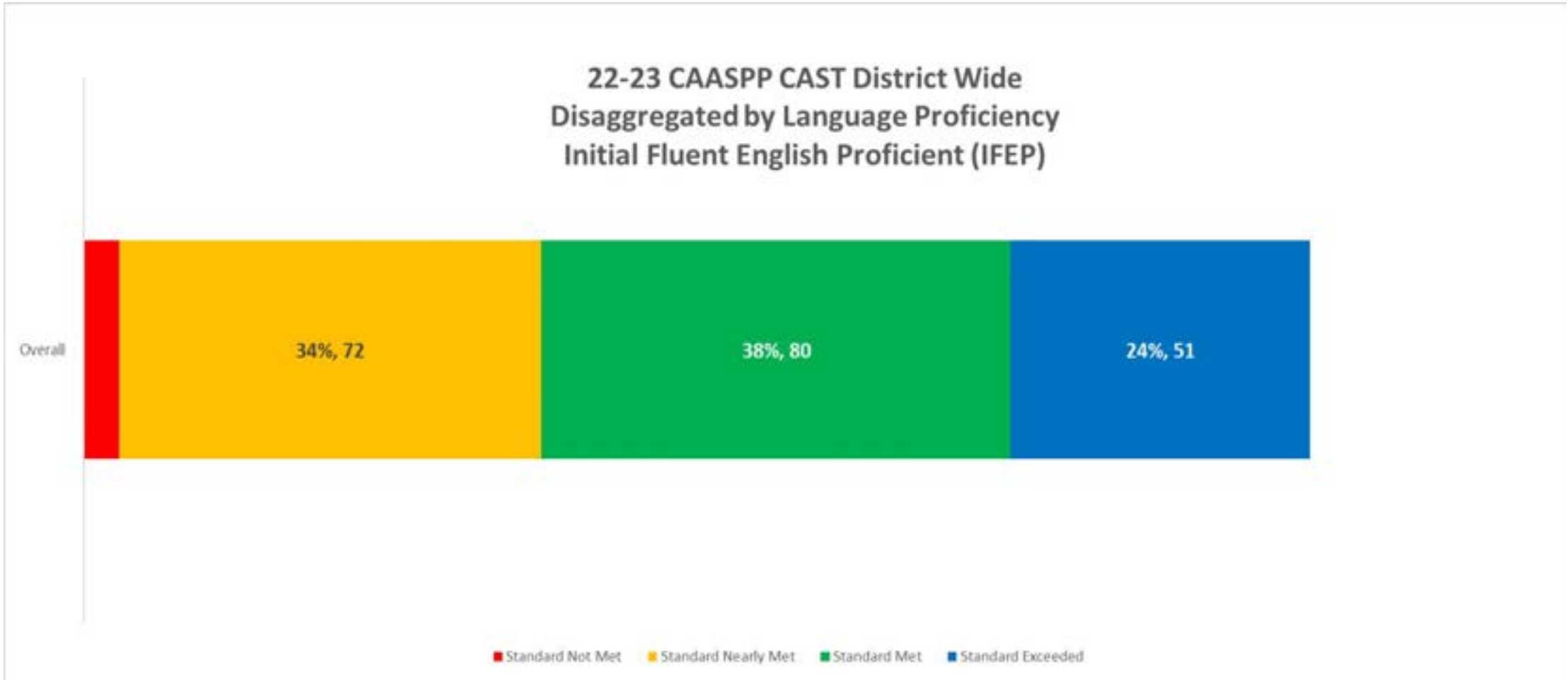

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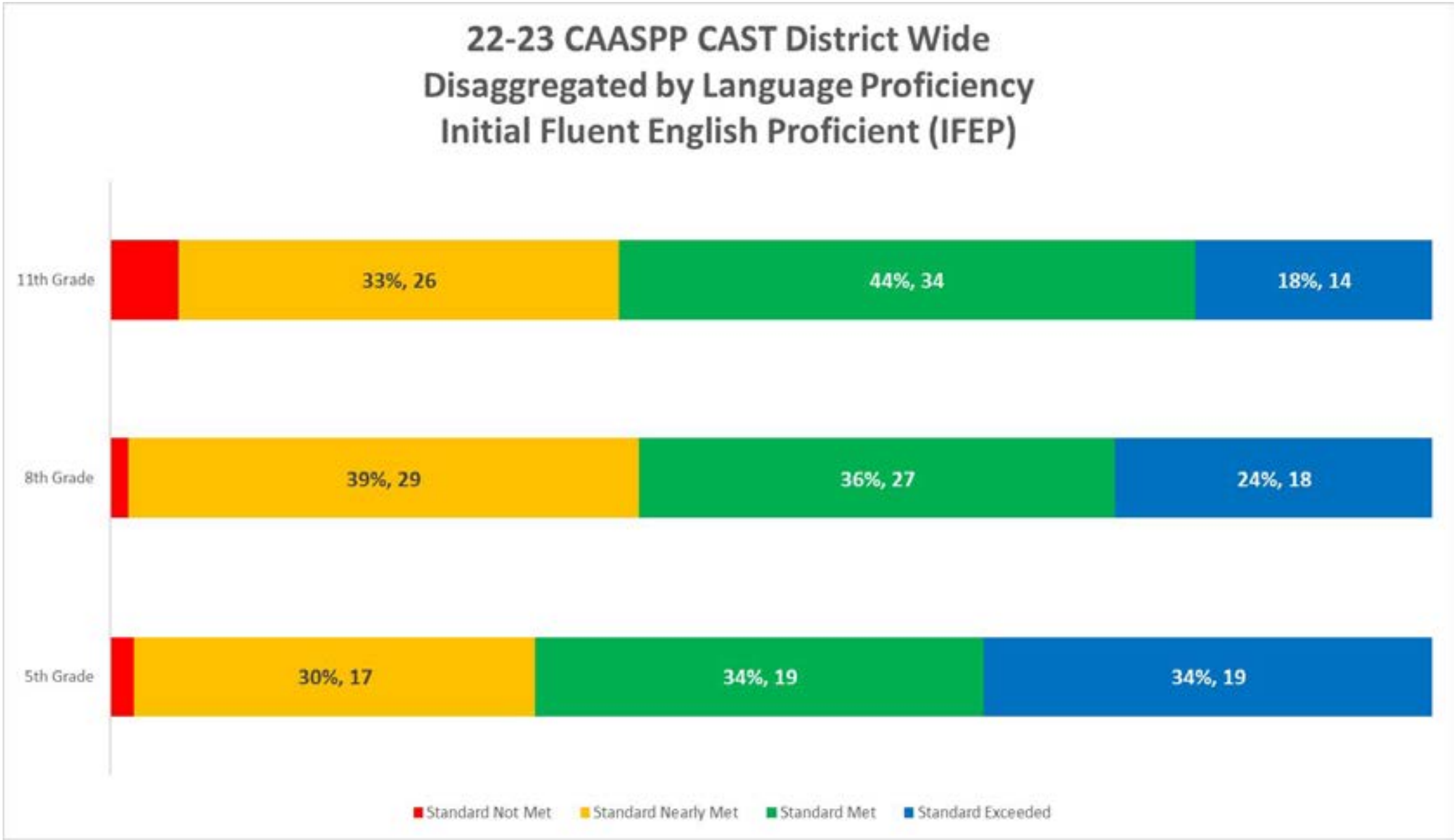

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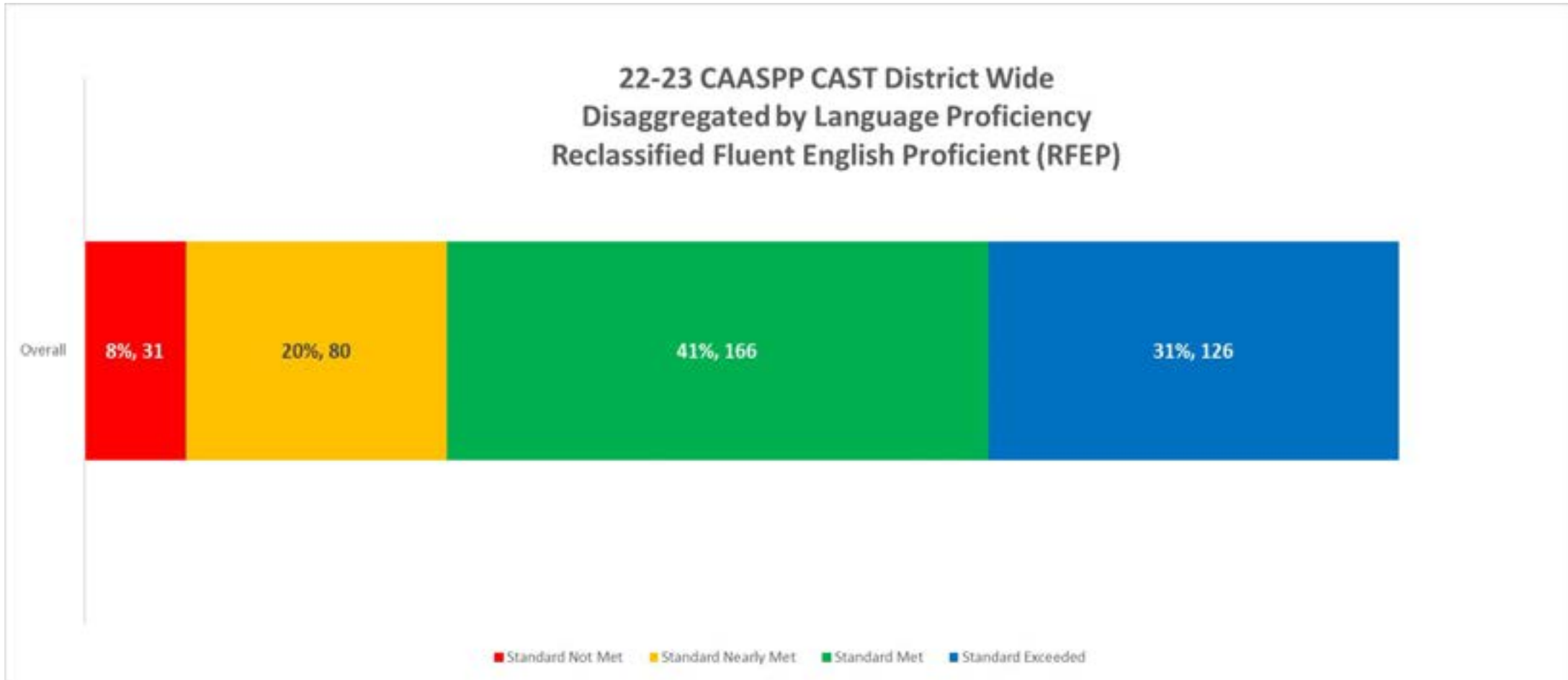

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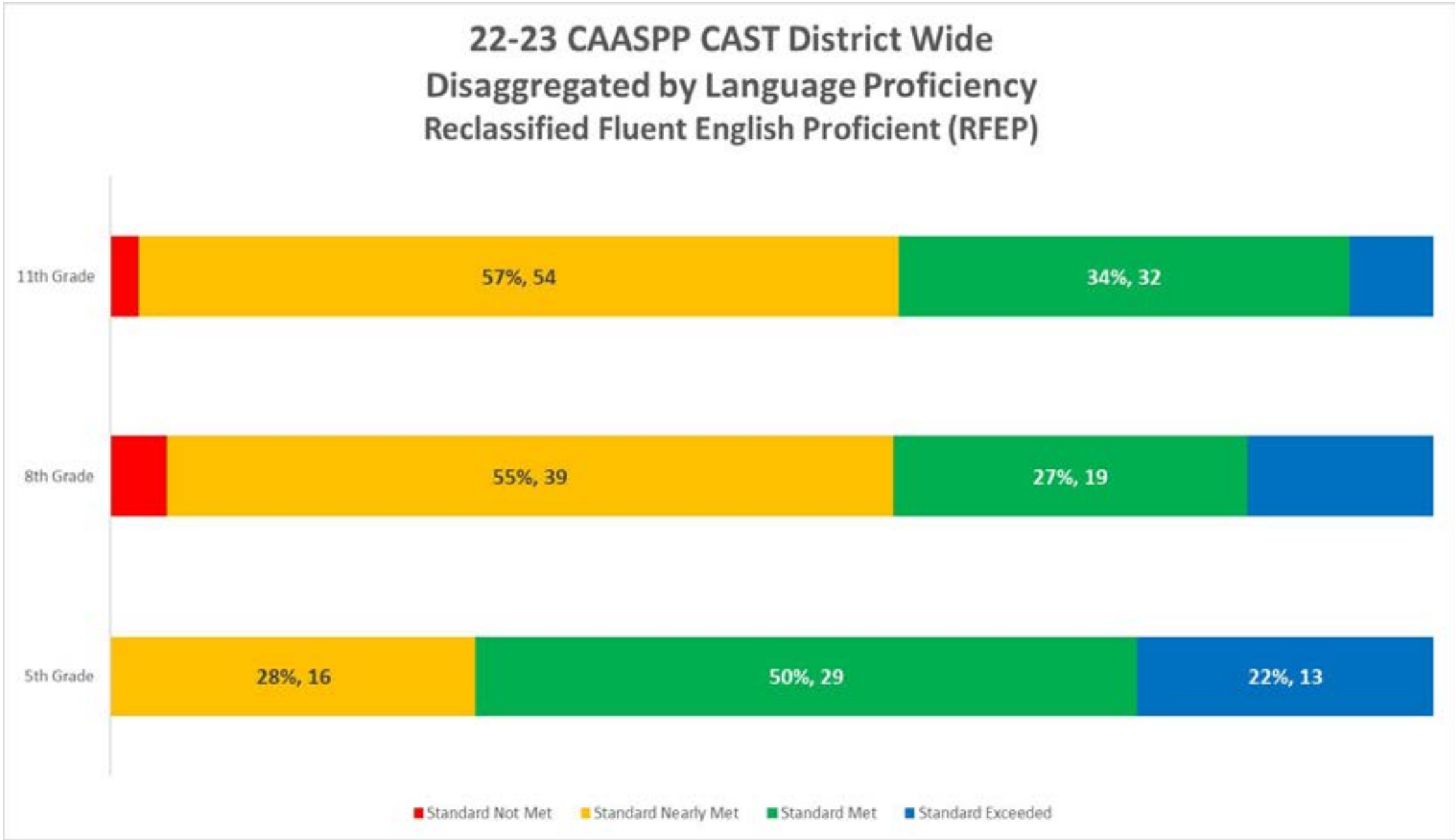

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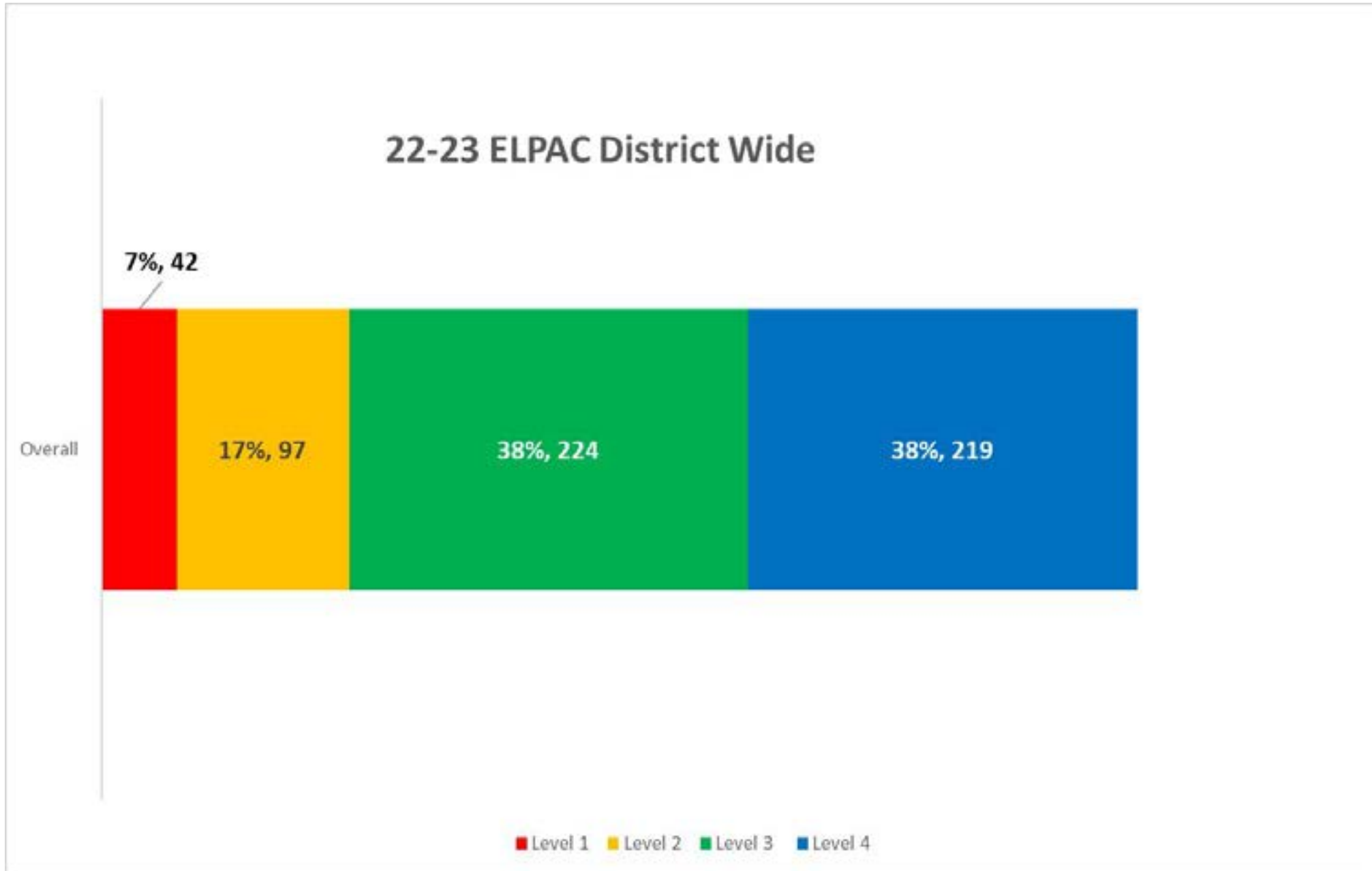
ELPAC Assessment



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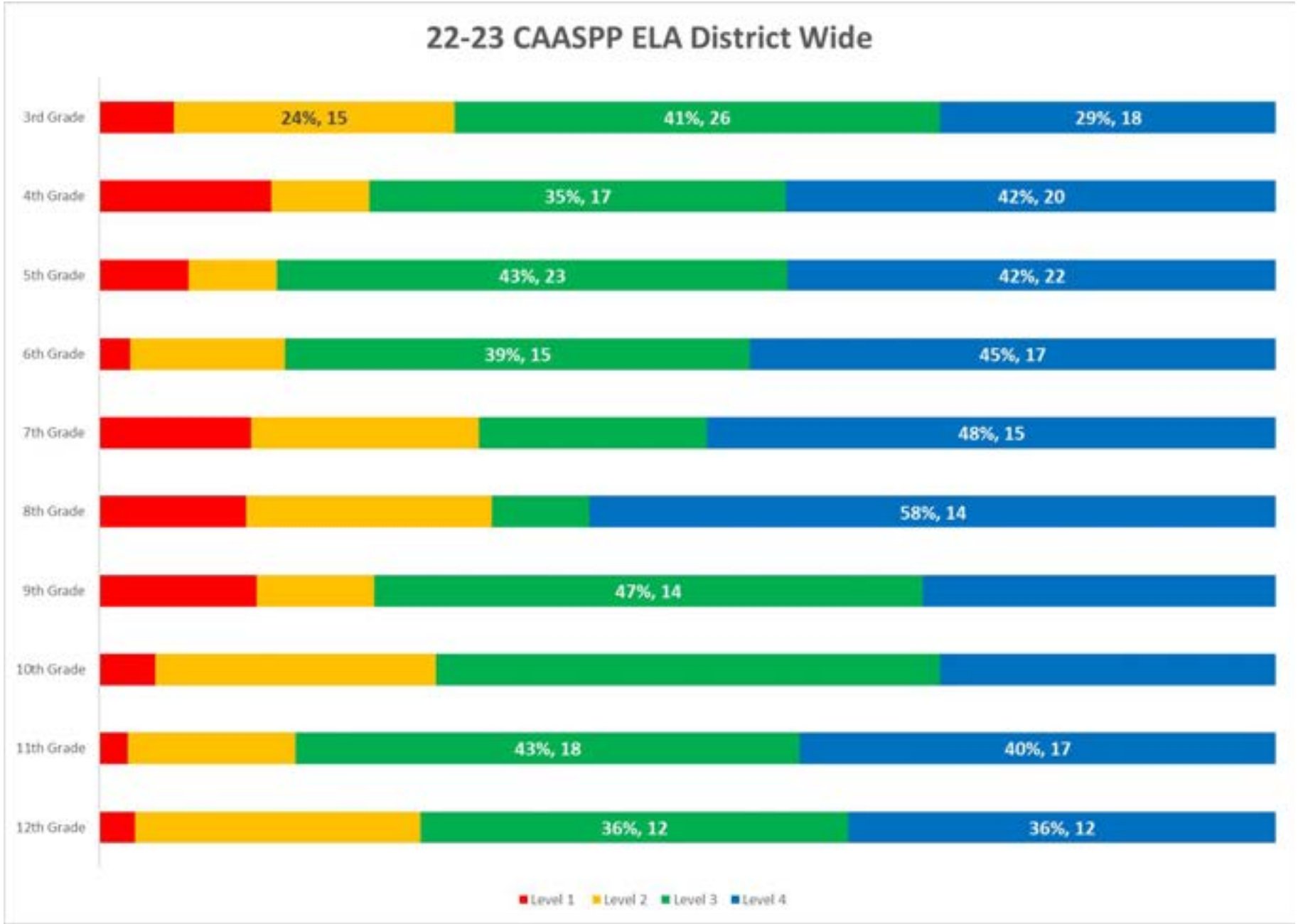

Preliminary data- for planning purposes only *Data with 10 or less cannot be shown

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