

LCAP District Consultation Committee/LCAP Parent Advisory Committee

Dr. Stacy Williamson Assistant Superintendent, Educational Services January 29, 2025



Agenda

- Welcome
- Review our Norms
- •Q2 Lead Data Review: Key Findings
 - Local Diagnostic and Interim Assessments
 - Provide Suggestions for Next Steps
- Closure



Working Norms



VALUE each other's time

Maintain OPEN LINES of communication

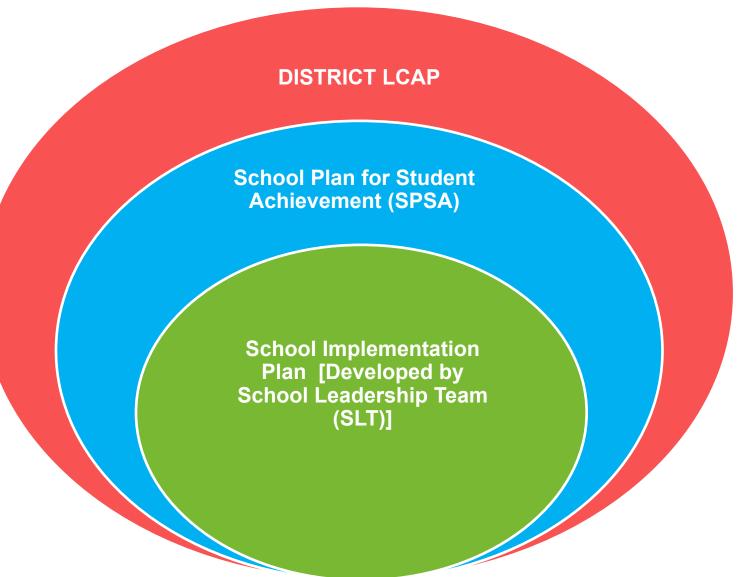






RESPECT different perspectives

LCAP: One Unifying Plan





LCAP Goals

Goal 1	All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.
Goal 2	Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.
Goal 3	All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.



SMMUSD Cycle of Inquiry

Spring Diagnostic Assessments & 2023 CAASPP Summative Assessments

Q4 **LCAP Process**

Q1 Lag **Metrics**

2022 CAASPP **Summative** Assessments & **Spring Diagnostic** Assessments



Winter Diagnostic and Interim Assessments

Q3 Lead Metrics



Fall Diagnostic and Interim Assessments





2024-25 Goal Teams

- ■Goal 1a: Patrick Miller, Nazareth Riquelme, Jillian Bucciero, Ufuk Tuna, Alex Lofthus, Marni Kaminas, Elizabeth Badger
- ■Goal 1b: Devon Smith, Cindy Smith, Erin Hill, Nancy Chou, Wade Major, Dulce Dubonnet, Jim Kennedy, Josue Alvarez, Megan Early
- ■Goal 2: Ashley Benjamin,
- Goal 3: Bertha Roman, Victoria Hurst, Claudia Bautista-Nicholas, Casper Casparian, Pamela Lewis, Ryan Medeirosman



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?



2024-25 Q2 Lead Metrics:

Patrick Miller, Director of Assessment, Research and Evaluation



Metrics by Goal

Goal 1: All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

- Diagnostic Assessments for ELA and Math
- Interim Assessments for ELA and Math
- Secondary Grades for Fall Semester



Metrics by Goal

Goal 2: English learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

- Diagnostic Assessment by EL Status for ELA and Math
- Interim Assessments by ELA and Math
- Secondary Grades for Fall Semester by EL status
- Reclassification Numbers and Rates



Metrics by Goal

Goal 3: All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

- Fall Attendance Data
- Fall Discipline Data



Goal 1: Key Findings

From Fall Local Measures

- Star Renaissance
- CAASPP Interim Assessment Blocks
- Secondary Course Grades



Fall 2024 Star Data- Reading

Participation:

- 94% participation district wide in Star Reading and Star Early Literacy on the Fall Diagnostic Assessment
 - Fall 2023 we were at 90%

Performance:

- Star Early Literacy
 68% (536/790) of students are At/Above Benchmark (PR)
 - Spring 2024, 66%, 779 Fall 23-24, 63%, 1018 Fall 22-23, 61%, 1137
- Star Reading
 - 81% (5672/6993) of students are At/Above Benchmark
 - Spring 24, 71%, 7024 Fall 23-24, 68%, 6999 Fall 22-23, 65%, 7040

 - Fall 21-22, 68%, 5322

Areas for Growth:

- 3.7% of students in urgent intervention (262/6993), 6.6% in intervention (459/6993)
- Subgroups with highest % of students needing Urgent Intervention
 - Black (36/462) 7.8%
 - American Indian/Alaska Native (1/13) 7.7%
 - Latinx (125/2025) 6.2%
 - Pacific Islander (2/48) 4.2%
 - English Learner (78/387) 20.2%



Fall 2024 Star Data- Math

Participation:

- 96% participation district wide on the Star Math Fall Diagnostic Assessment
 - Fall 2023 we were at 79%

Performance:

- 79% (5355) of students are At/Above Benchmark (PR)

 - Spring 24, 76%, 5129 Fall 23-24, 75%, 4867 Fall 22-23, 72%, 4728 Fall 21-22, 74%, 3585

Areas for Growth:

- 4.1% of students in urgent intervention (276/6742), 7.3% in intervention (494/6742)
- Subgroups with highest % of students needing Urgent Intervention
 - Black (43/453) 9.5%
 - Latinx (131/1913) 6.8%
 - Pacific Islander (2/50) 4%
 - Multiple Races (17/517) 3.3%
 - English Learner (54/368) 14.7%



Fall 2024 IAB ELA Data

Participation:

ELA: 83%

Performance:

ELA:

- Above:39% (2252/5826)
- Near:45%% (2649/5826)
- Below:16% (925/5826)

Interim Assessment Block (IAB) Areas for Growth:

- Subgroups with highest % Below Standard on IAB (All = 16%)
 - English Learners (144, 48%)
 - Students with Disabilities (125, 30%)
 - African American/Black (92, 27%)
 - Latinx (473, 24%)
 - Socioeconomic Disadvantaged (298, 21%)



Fall 2024 IAB Math Data

Participation:

Math: 93%

Performance:

Math:

Above: 31% (1527/4890)

Near: 46% (2225/4890)

• Below: 23% (1138/4890)

Interim Assessment Block (IAB) Areas for Growth:

- Subgroups with highest %
 Below Standard on IAB (All =
 23%)
 - English Learners (171, 49%)
 - African American/Black (191, 39%)
 - Latinx (879, 33%)
 - Students with Disabilities (377, 30%)
 - Socioeconomic Disadvantaged (926, 30%)



Secondary Grades Attendance Data Discipline Data

August 22, 2024 - December 20, 2024 (81 school days)



Q2: Initial Findings-Middle School Grades

Areas of Success: Middle School Grades

- 12065 grades were given
 - 434/12065 grades were either D's or F's which is 4%
 - 333/12065 were D (2.76%)
 - 101/12065 were F (.84%)
- Total Middle School enrollment = 2032
 - 253 of those students were given either a D and/or F, which is 12%
 - 170 D Only (8.37%)
 - 83 D and/or F (4.08%)

Areas of Growth: Middle School Grades

- The subgroups with the highest amount of D/F grades
 - Socio-Economically Disadvantaged Students (134, 53%)
 - Latinx/Hispanic (113, 45%)
 - White (75, 30%)
 - Students with Disabilities (50, 20%)
 - African American/Black (48, 19%)

Course	Total D's and F's
Social Studies 8th Grade	73 (17%)
Math Core 8th Grade	52 (12%)
Language Arts 7	48 (11%)



Q2: Initial Findings-High School Grades

Areas of Success: High School Grades

- 17,839 grades that were given
 - 822 of those grades were either D's or F's, which is 5%
 - 624/17839 were D (3.50%)
 - 198/17839 were F (1.11%)
- Total High School enrollment = 2,988
 - 456 of those students were given at least one D and/or F, which is 15%
 - 333 D Only (11.14%)
 - 123 D and/or F (4.12%)

Areas of Growth: High School Grades

- The subgroups with the highest amount of D/F grades
 - Latinx/Hispanic (230, 50%)
 - Socio-Economically Disadvantaged Students (227, 50%)
 - White (148, 32%)
 - Students with Disabilities (123, 27%)
 - African American/Black (76, 17%)

Course	Total D's and F's
Algebra II P	74 (9%)
Algebra P	49 (6%)
Geometry P	43 (5%)



Goal 2: Key Findings

English Learner Reclassification



Q2: Initial Findings-Reclassification

2024-25 Reclassification:

- 62 English Learners were reclassified in Cycle 1 in September.
 - Cycle 2 is in January and Cycle 3 in May.
- The new California Department of Education (CDE)
 Observation Protocol for Teachers of English Learners
 (OPTEL) Form was implemented as the form for teacher
 input for reclassification in the digital platform Ellevation.
- Cycle 1 Elem 100% (25/25) forms completed; Cycle 1
 Secondary 91% (142/156) forms completed; Winter Cycle 2 and Spring Cycle 3 TBD



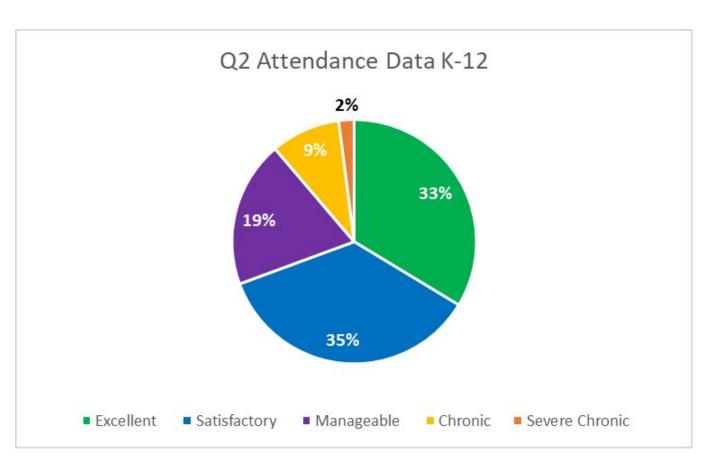
Goal 3: Key Findings

Attendance Data Discipline Data



K-12 Attendance Overall

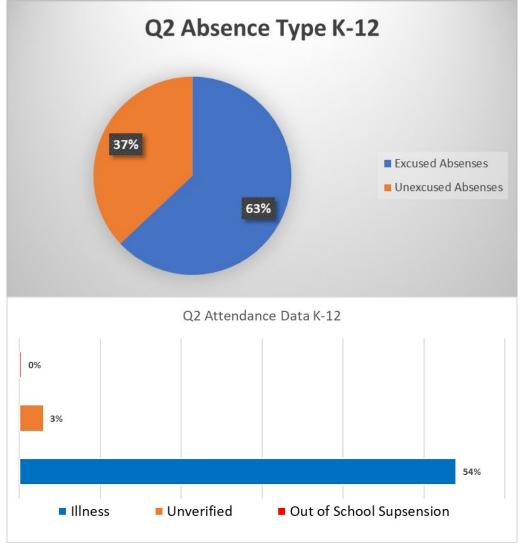
Excellent	<1% 0-1 days missed 2774 students (33.39%)
Satisfactory	1%-4% 2-4 days absent 2941 students (35.40%)
Manageable	5%-9% 5-8 days absent 1607 students (19.34%)
Chronic	10%-19% 9-16 days absent 779 students (9.38%)
Severe Chronic	>20% 17 days or more absent 206 students (2.48%)





K-12 Reasons for Absences

Excused Absences	22331 63%
Unexcused Absences	13296 37%
Illness	19107 86% (Excused) 54% (All)
Unverified	924 7% (Unexcused) 3% (All)
Out of School Suspension	118 1% (Unexcused) .3% (All)





Q2: Initial Findings- Discipline

- 51 Suspensions From August 22, 2024-December 20, 2024
 - 46 students suspended one time only out of 48 total students suspended
 - 118 days out of school
- Main Reasons for Suspensions:
 - Caused, attempted or threatened physical injury (20, 39%)
 - Willful use of force, except in self defense (11, 22%)
- Subgroups With the Highest Suspension Rates:
 - Students with Disabilities (24, 53%)
 - Socio-Economically Disadvantaged (SED) (27, 53%)
 - Latinx/Hispanic (17, 33%)
 - White (17, 33%)
 - African American/Black (15, 29%)



2024-25 Goal Teams

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Group Activity: Q2 Key Findings Review and Suggestions for Next Steps

- In your Goal teams identify a recorder and time keeper
- Review key findings using the following guiding questions (60 min):
 - What do the key 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:

Time: 4:00 – 6:00 pm

Location: Via Zoom

Topic: Q3 Lead Diagnostic and Interim Assessments



LCAP Goal 1:

All graduates are socially just and ready for college and careers

Appendix A

Quarter 2 Lead Data: Diagnostic Assessments, interim Assessments and Secondary Grades for the Fall Semester

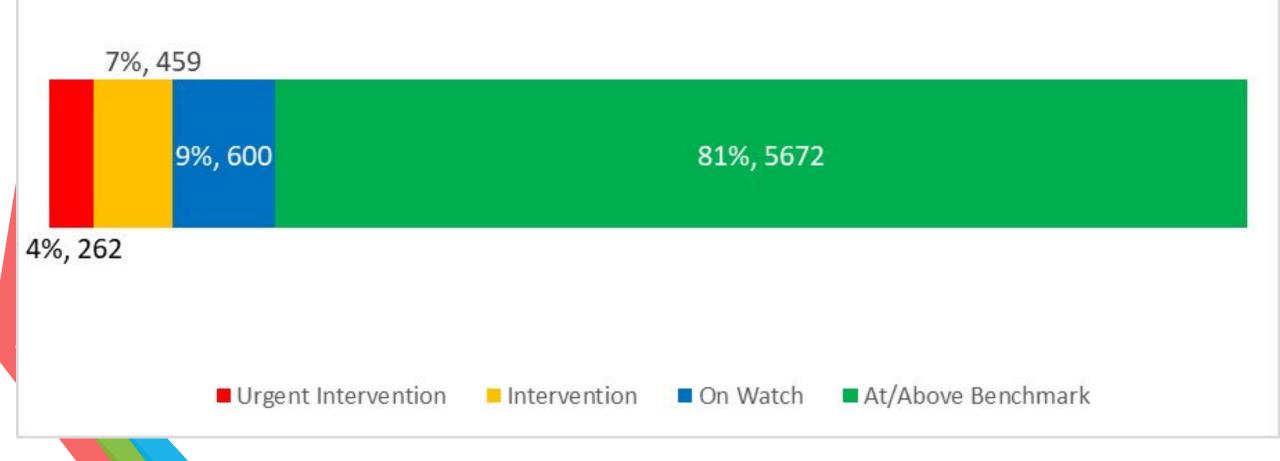


ELA Diagnostic Participation and Performance

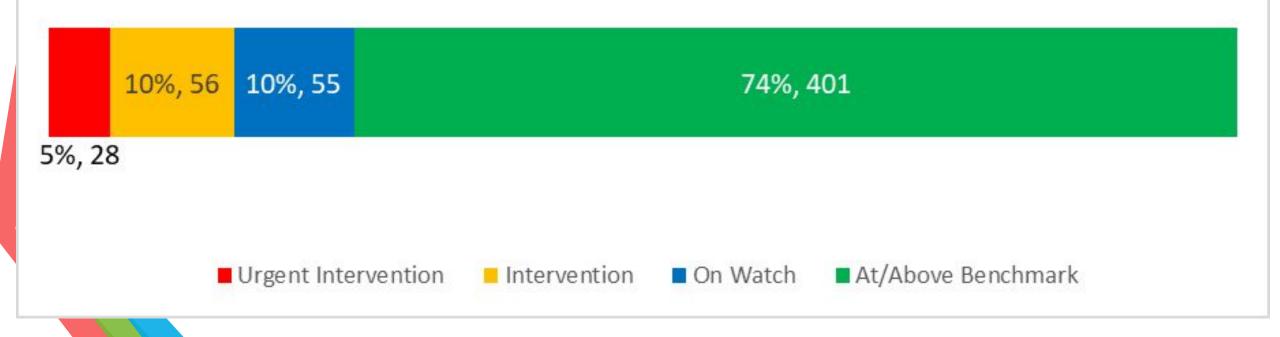
RENAISSANCE

Star Reading

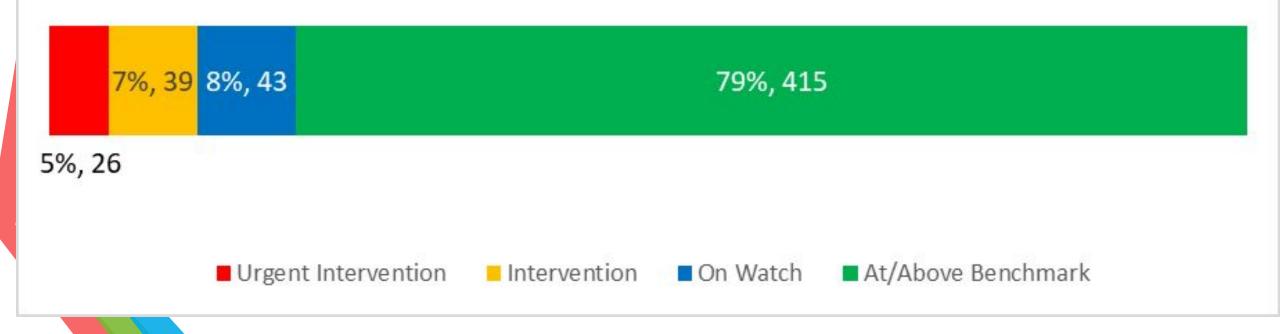
Fall Screening Window District Wide Star Reading Percentile Rank (PR)



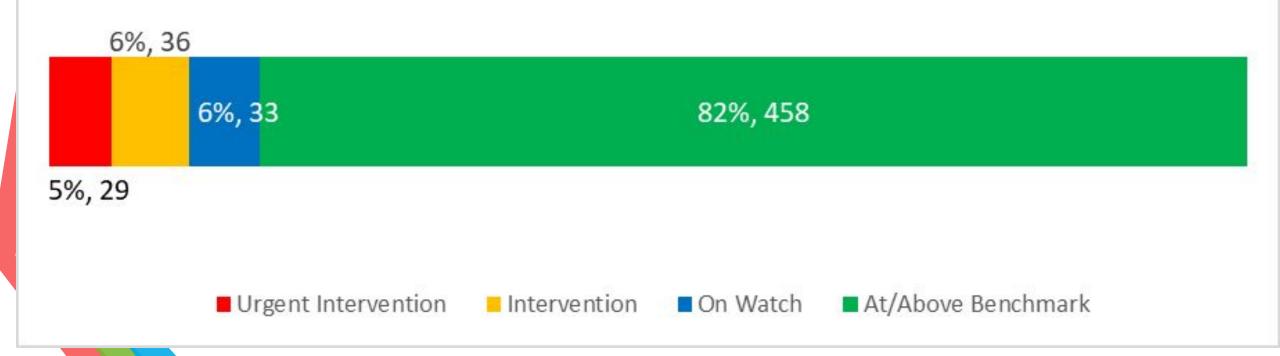
Fall Screening Window District Wide Star Reading 2nd Grade Percentile Rank (PR)

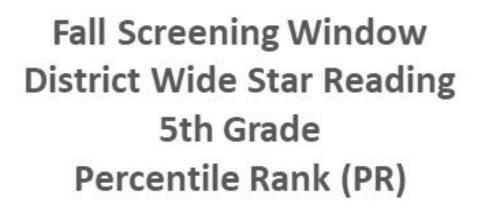


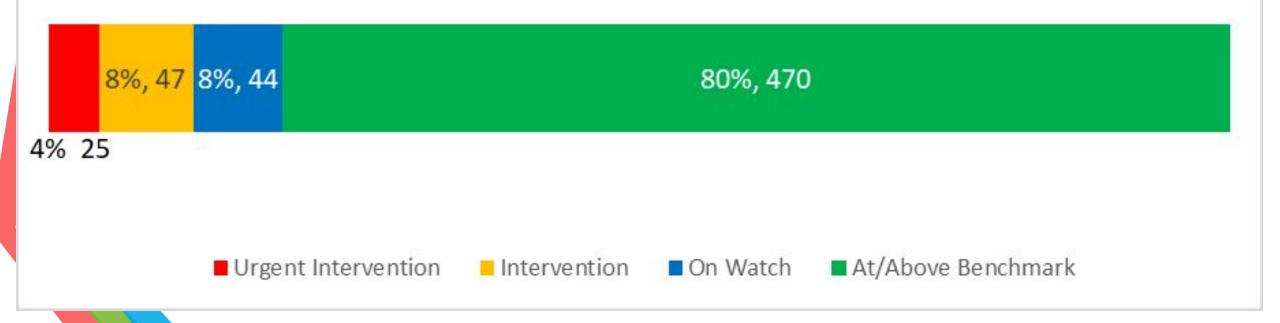
Fall Screening Window District Wide Star Reading 3rd Grade Percentile Rank (PR)

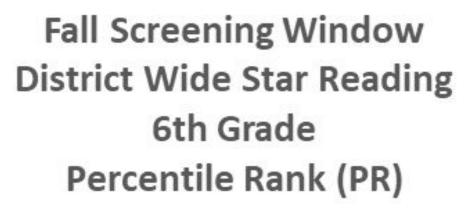


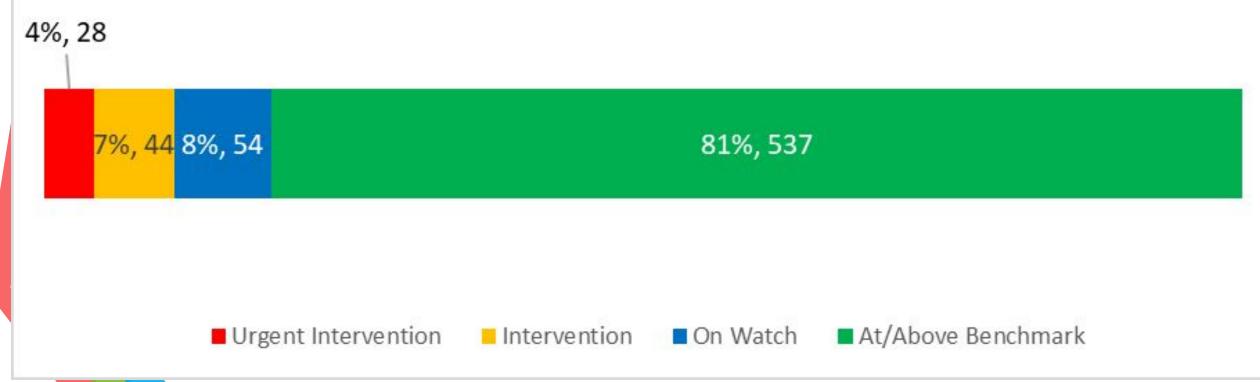
Fall Screening Window District Wide Star Reading 4th Grade Percentile Rank (PR)

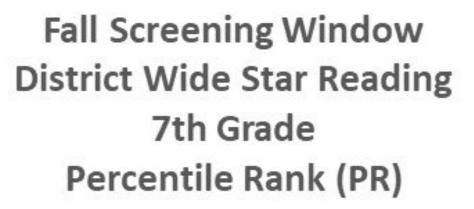


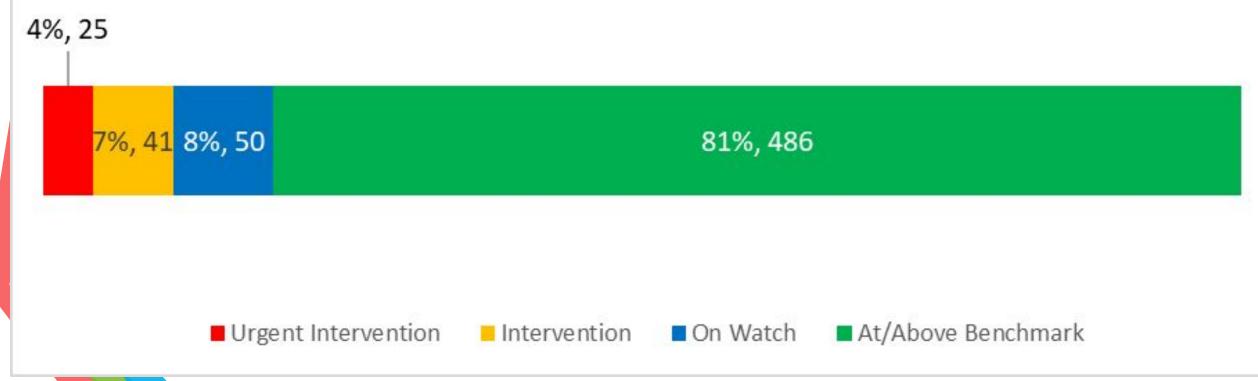




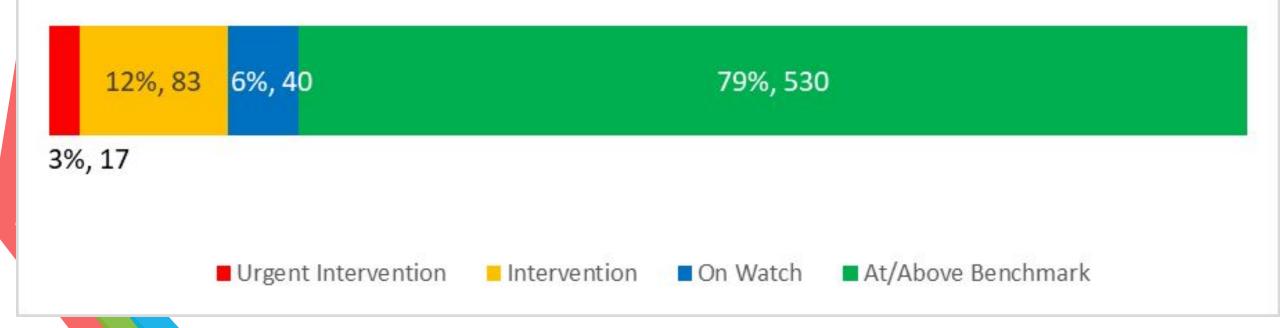


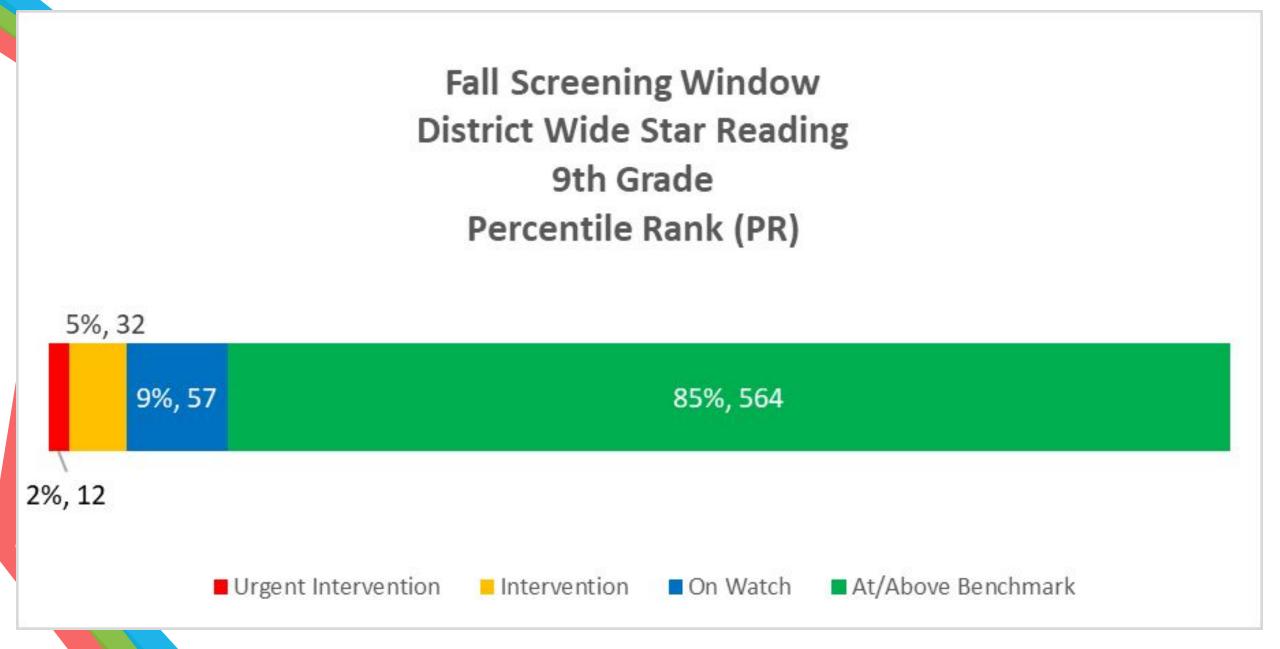




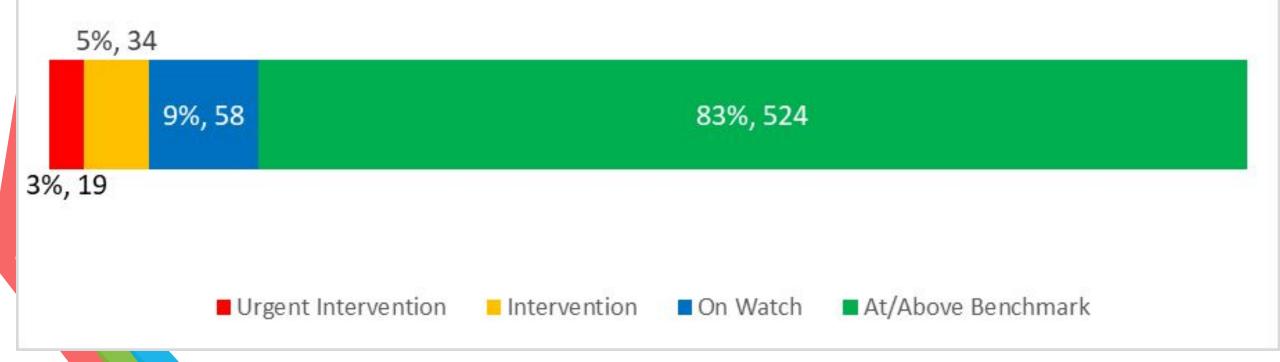


Fall Screening Window District Wide Star Reading 8th Grade Percentile Rank (PR)

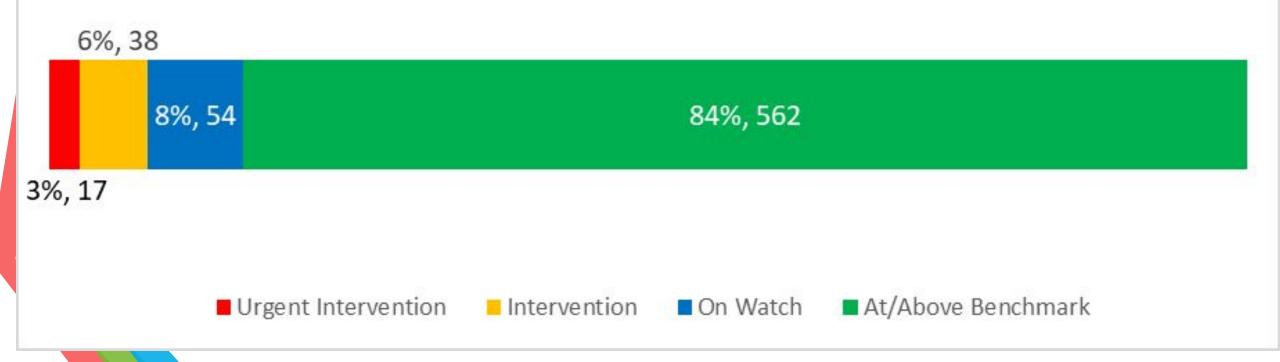


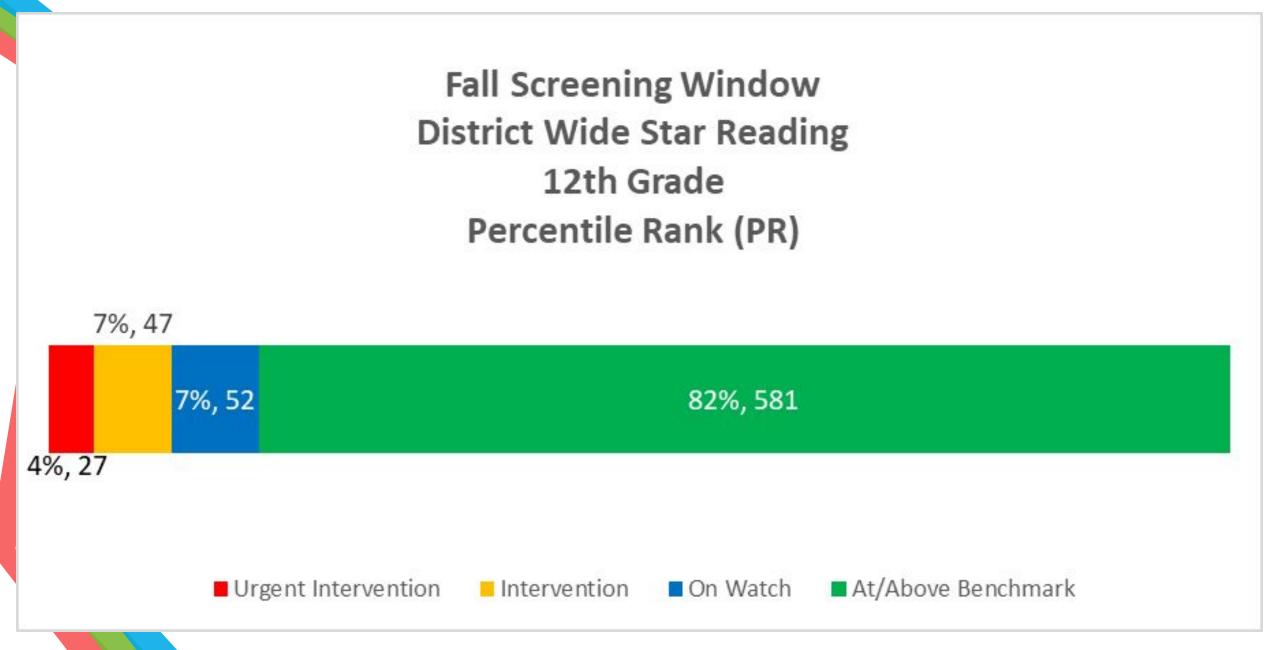




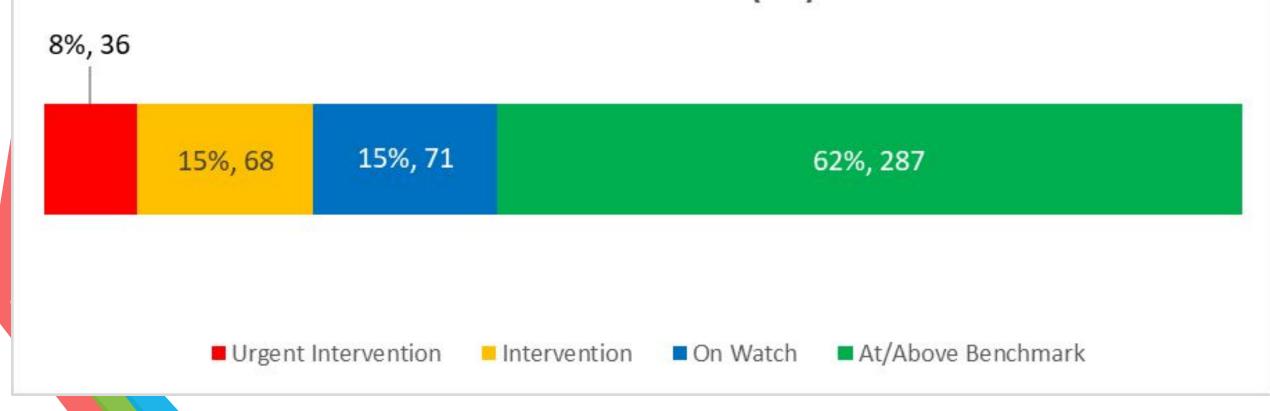


Fall Screening Window District Wide Star Reading 11th Grade Percentile Rank (PR)

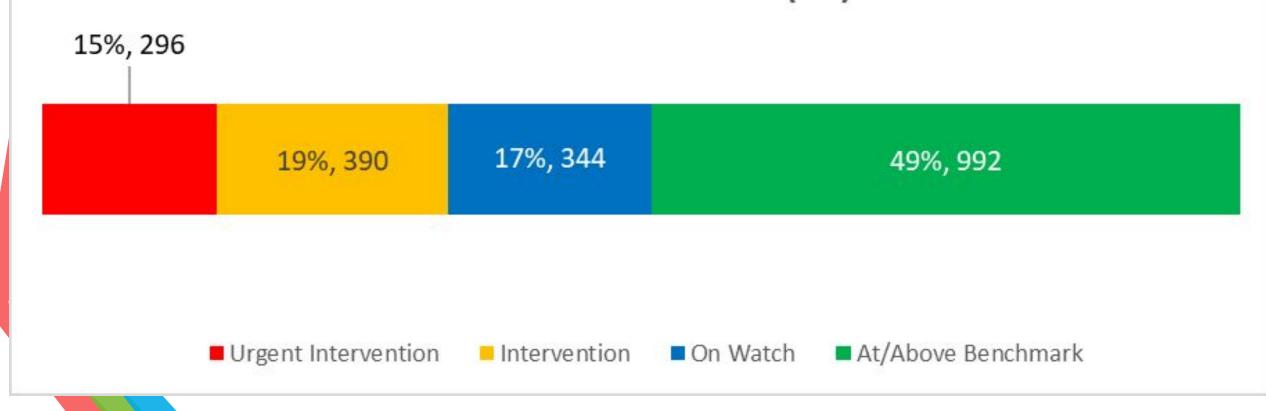




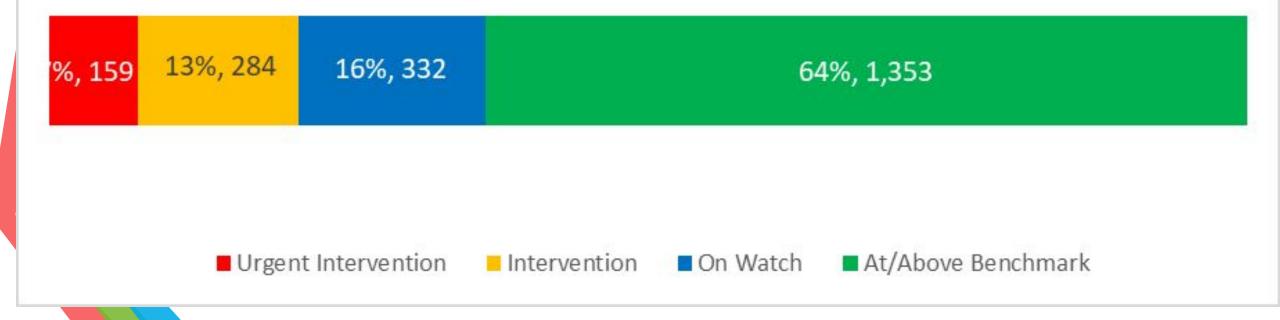
Fall Screening Window District Wide Star Reading Disaggregated by Race/Ethnicity African American/Black Percentile Rank (PR)



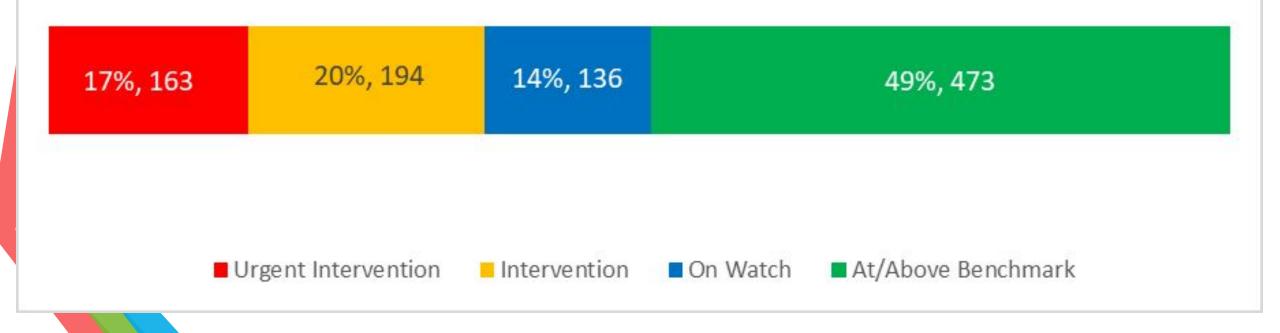
Fall Screening Window District Wide Star Reading Disaggregated by Race/Ethnicity LatinX/Hispanic Percentile Rank (PR)



Fall Screening Window District Wide Star Reading Percentile Rank (PR) Socio-Economically Disadvantaged (SED)



Fall Screening Window District Wide Star Reading Percentile Rank (PR) SPED

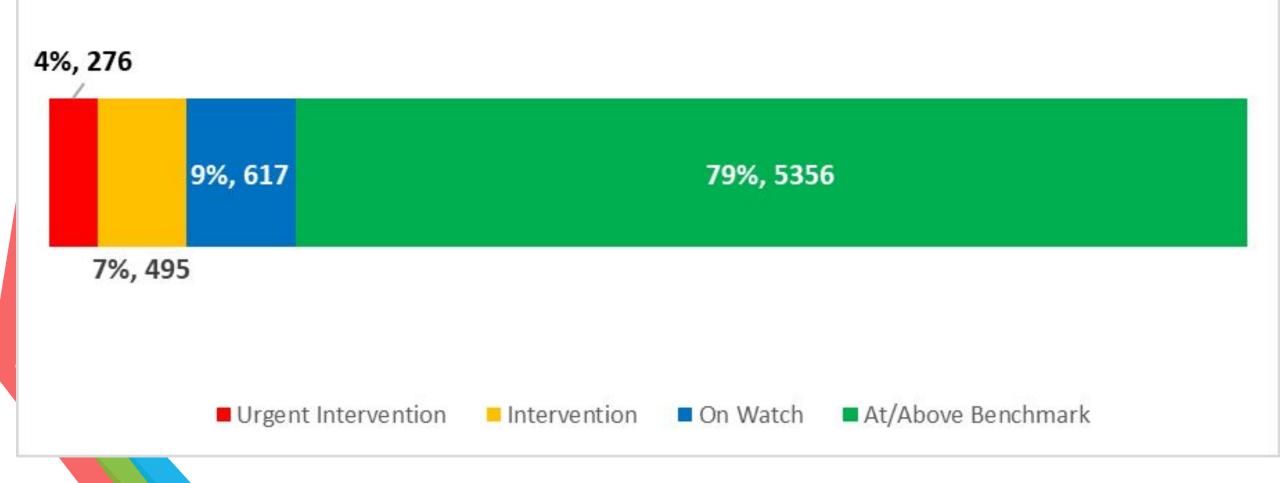


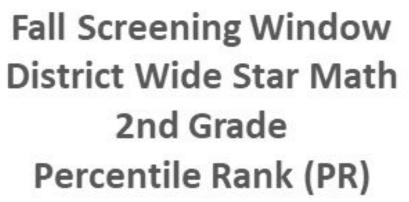


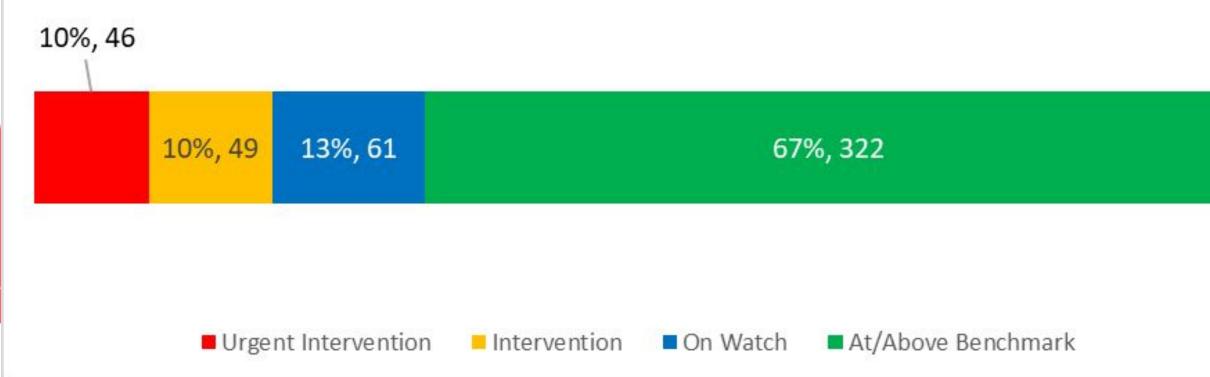
Math Diagnostic Participation and Performance

RENAISSANCE Star Math

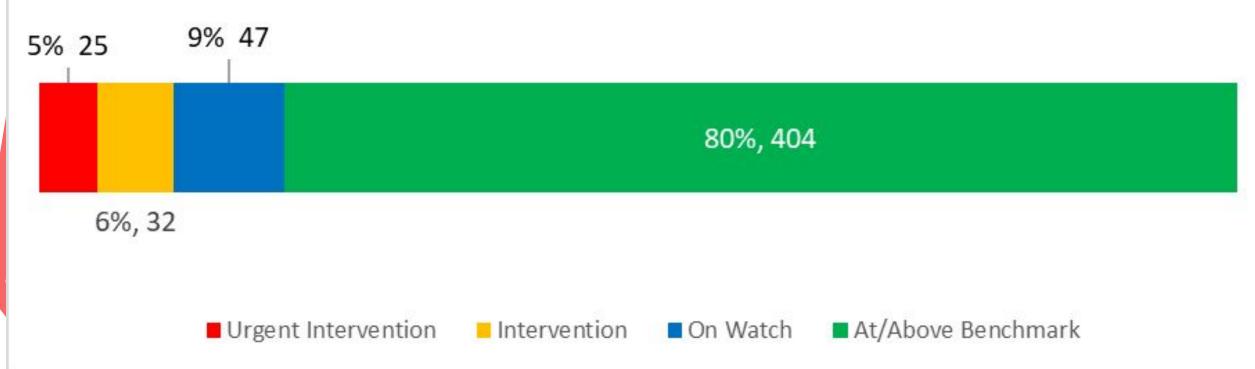
Fall Screening Window District Wide Star Math Percentile Rank (PR)

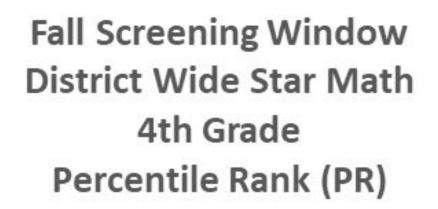


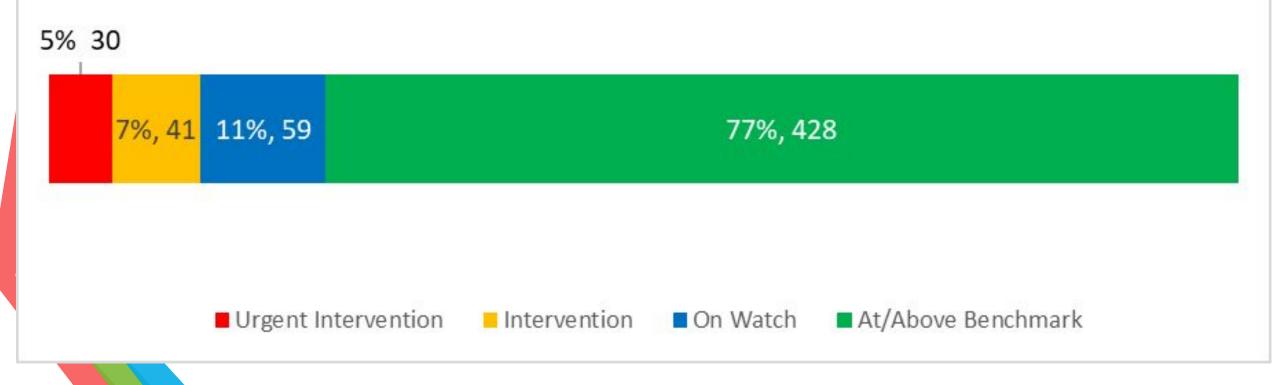




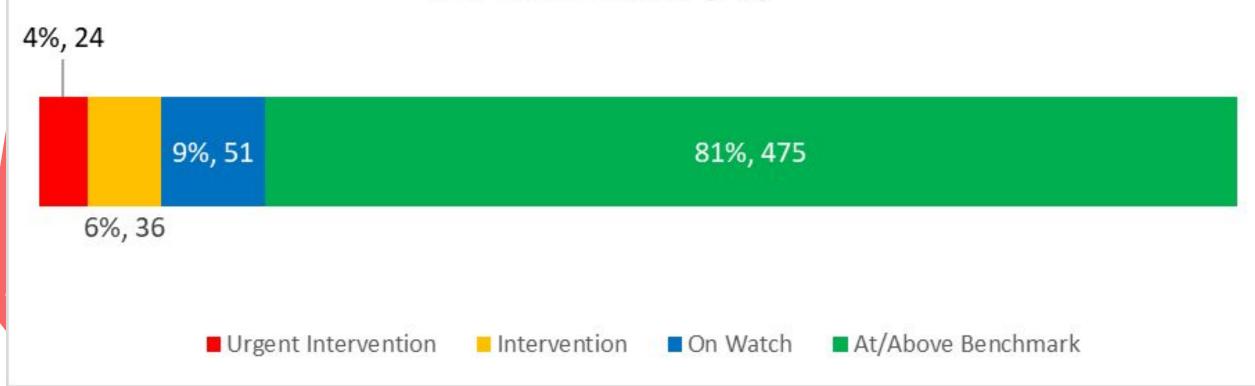


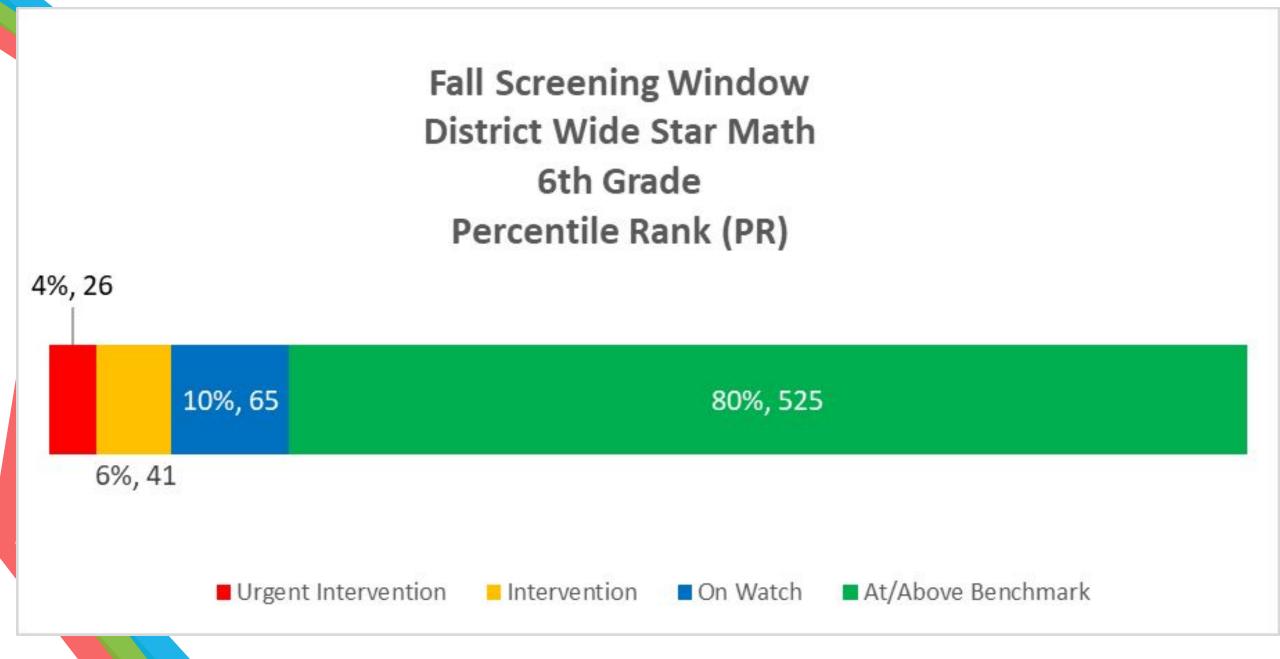


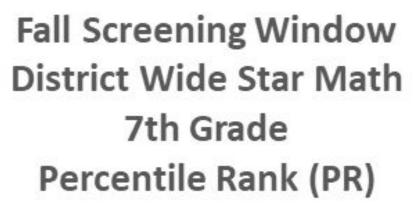


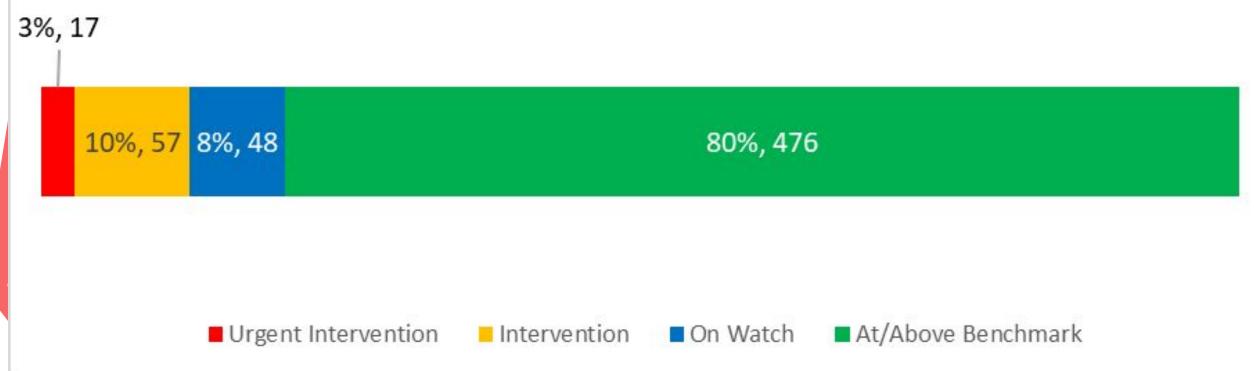


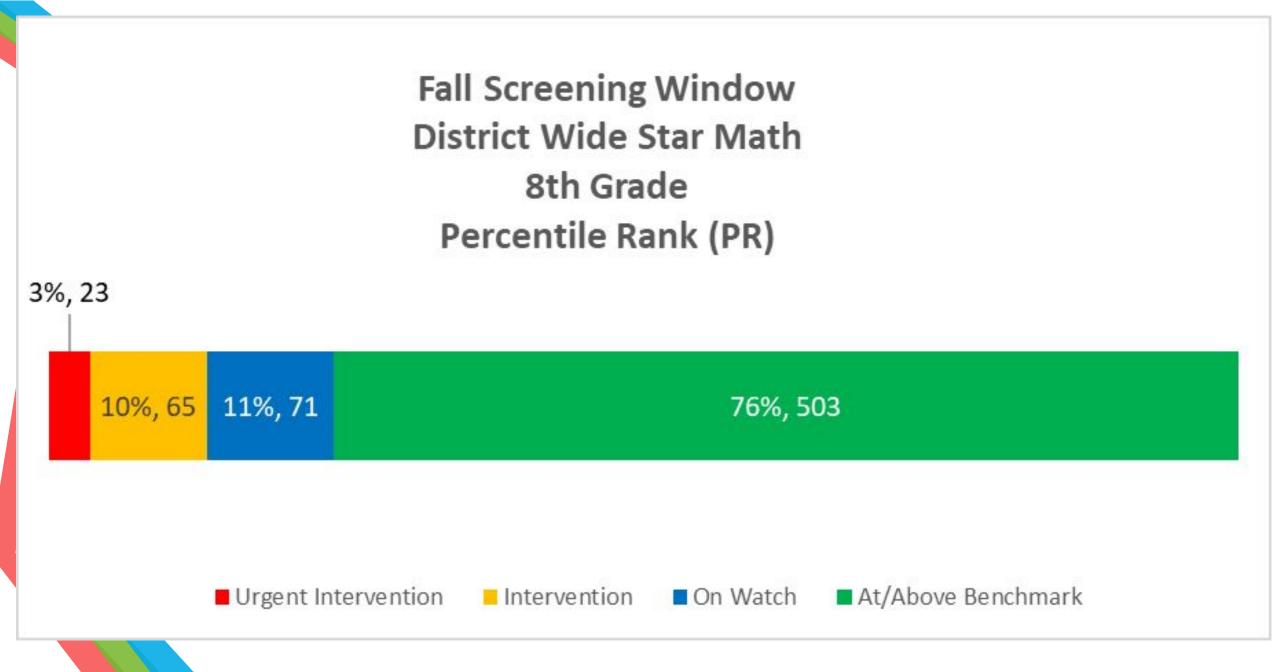


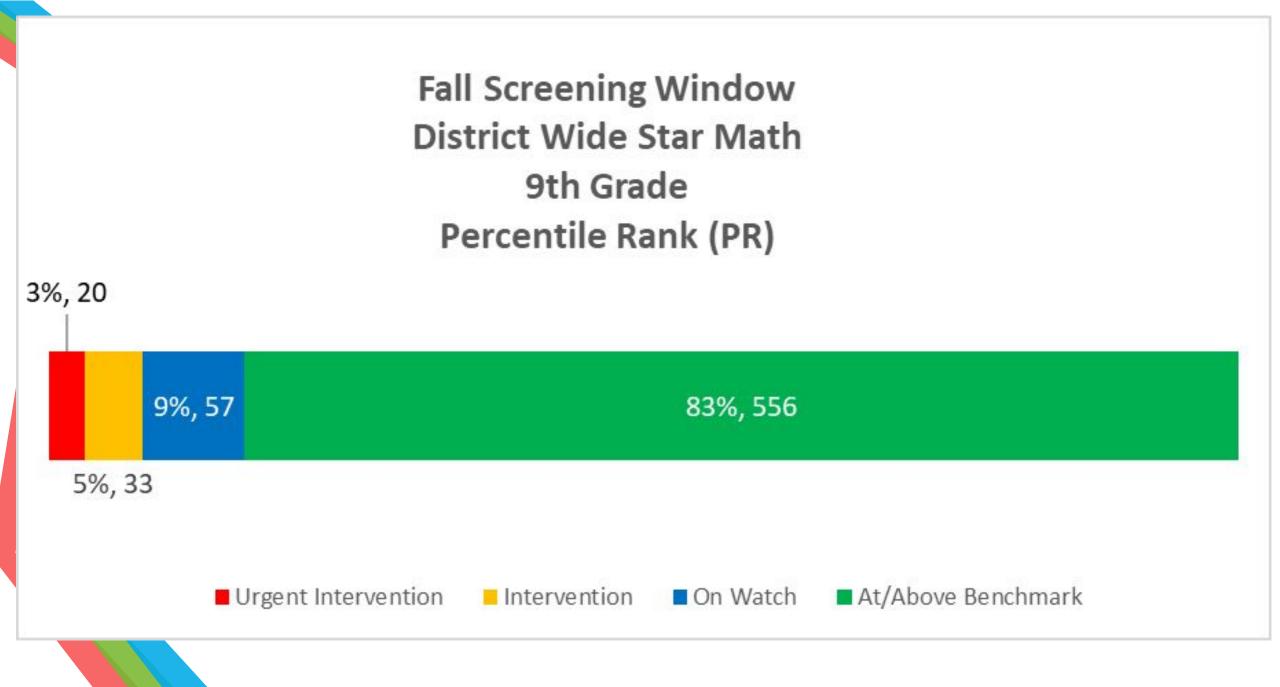


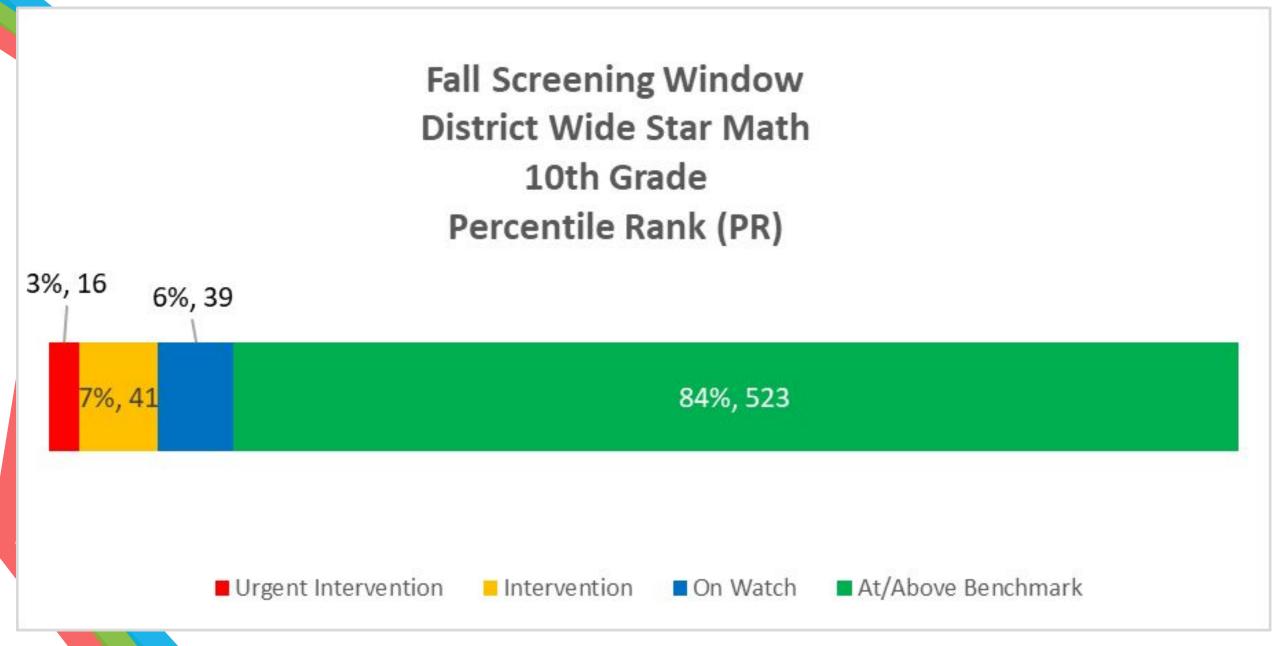


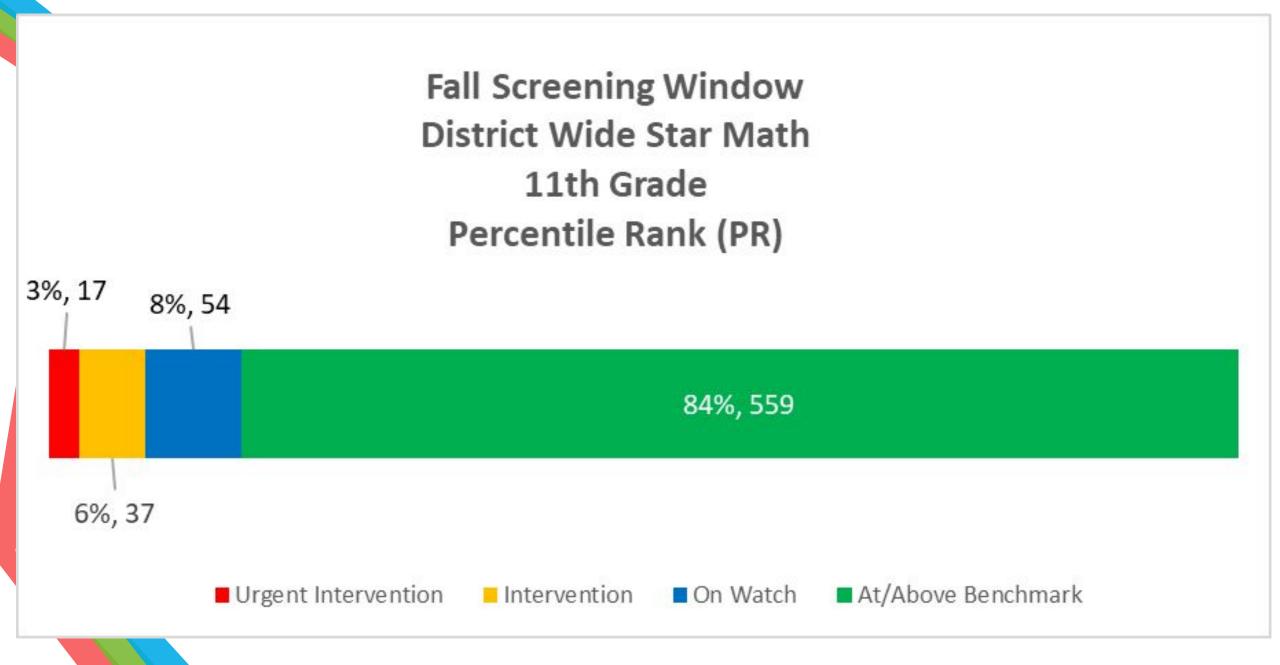




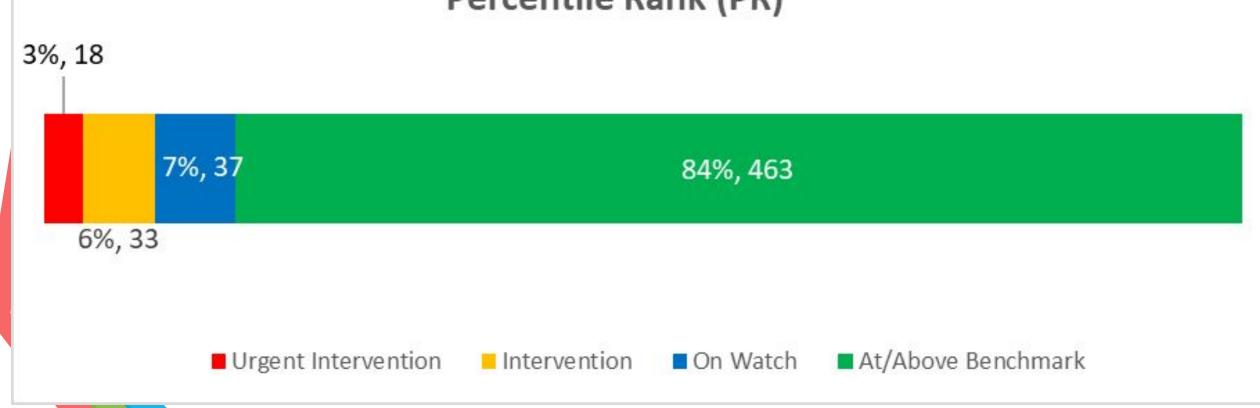




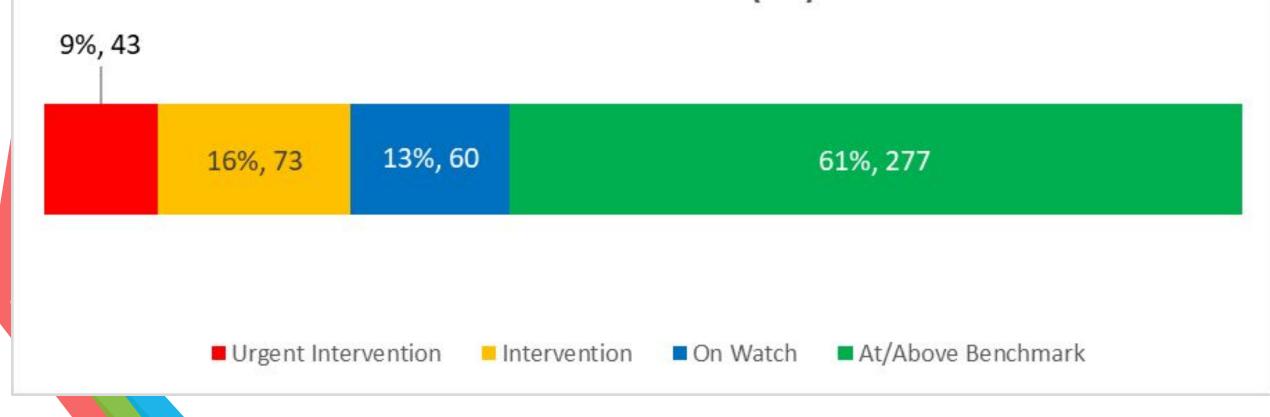




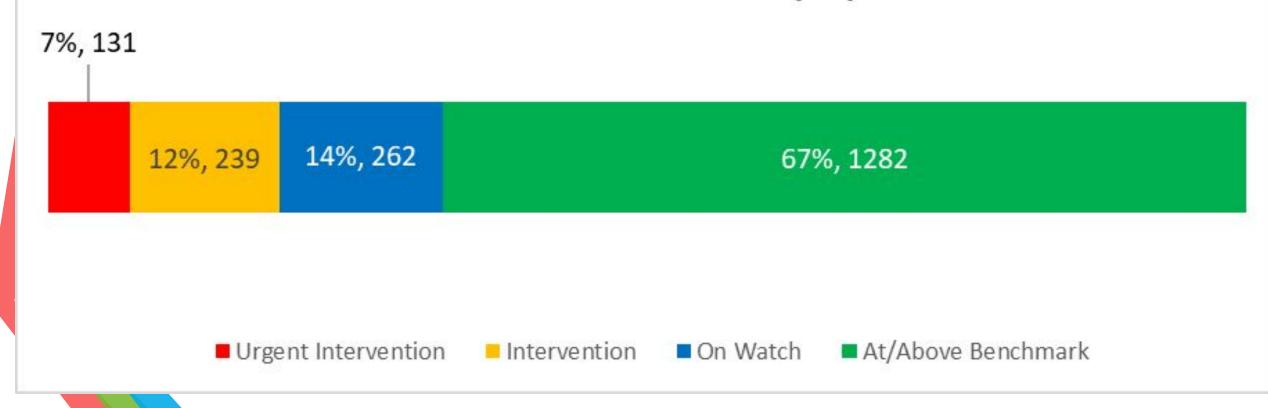




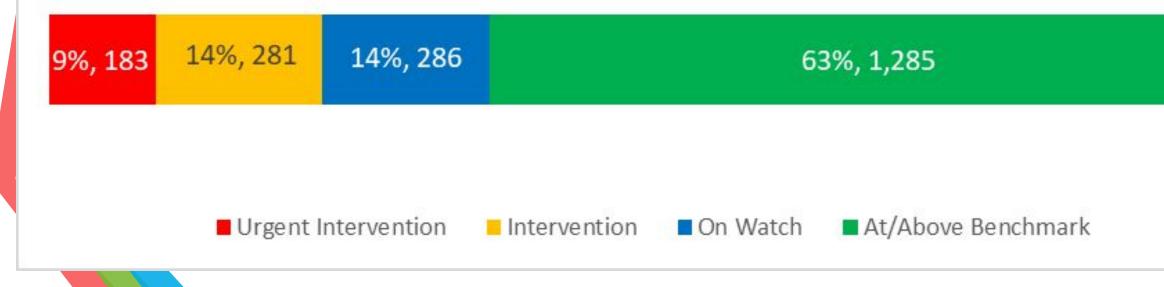
Fall Screening Window District Wide Star Math Disaggregated by Race/Ethnicity African American/Black Percentile Rank (PR)



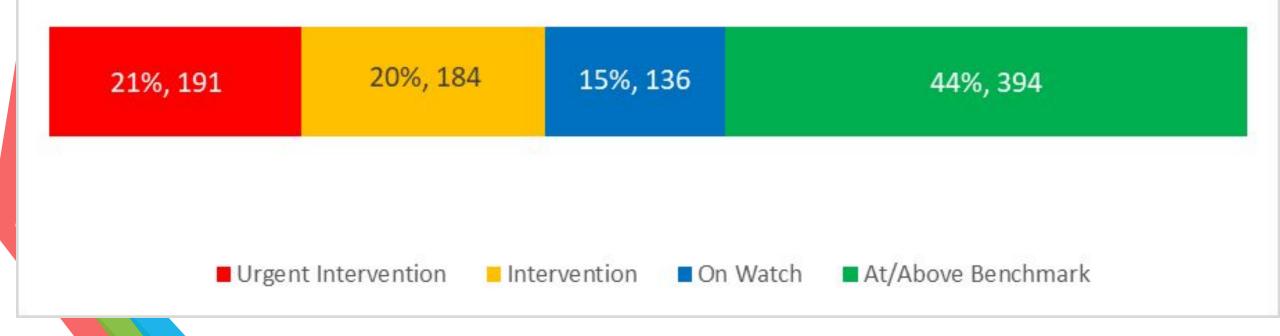
Fall Screening Window District Wide Star Math Disaggregated by Race/Ethnicity LatinX/Hispanic Percentile Rank (PR)



Fall Screening Window District Wide Star Math Socio-Economically Disadvantaged (SED) Percentile Rank (PR) SED



Fall Screening Window District Wide Star Math Percentile Rank (PR) SPED





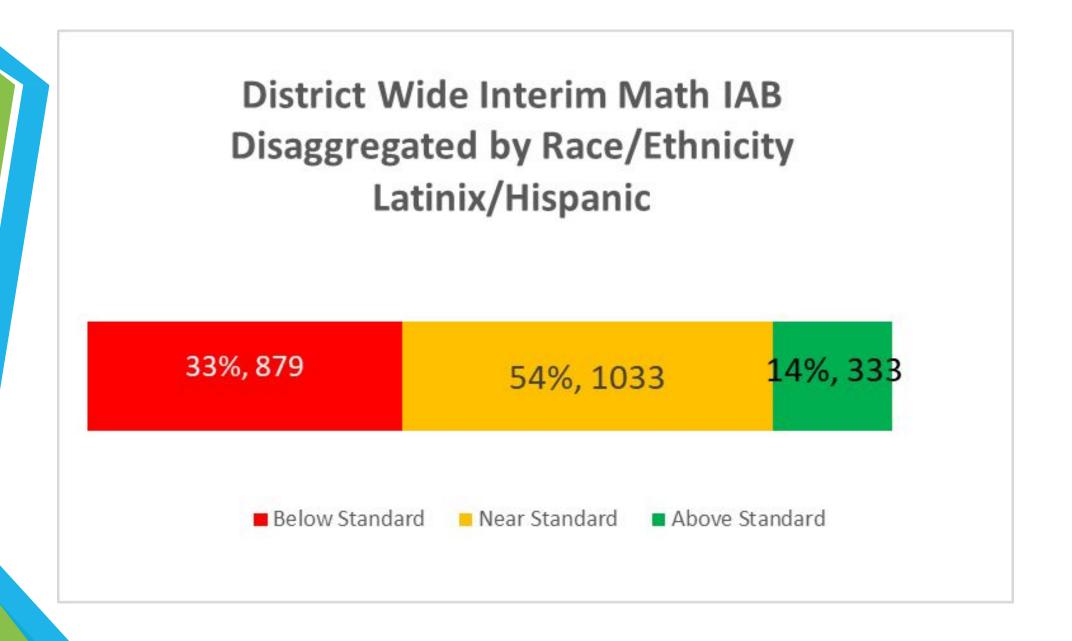


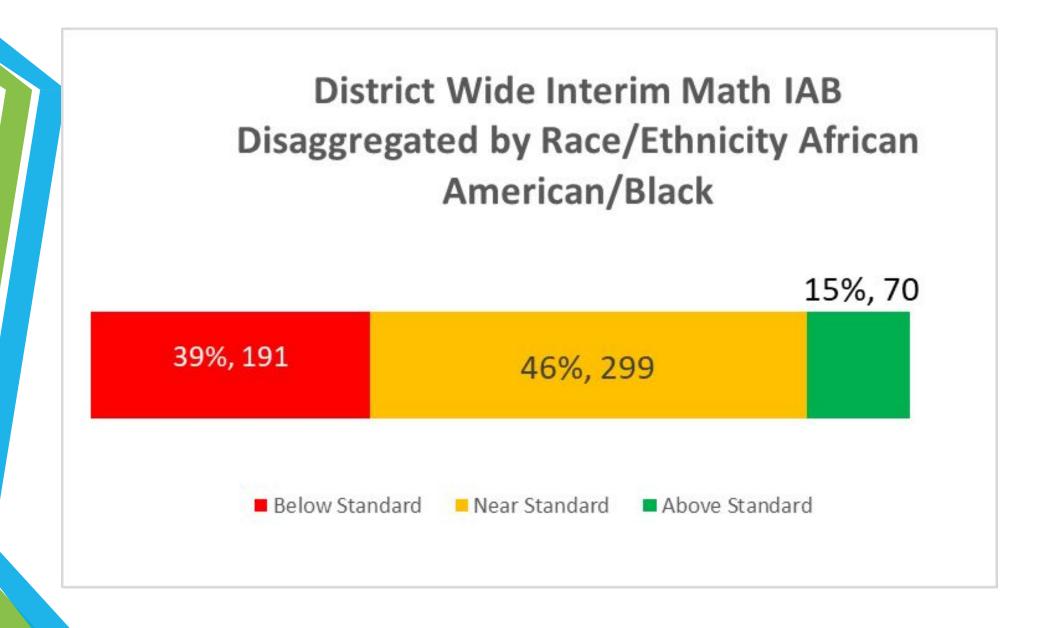
Math Fall Interim Assessments

District Wide Interim Math IAB



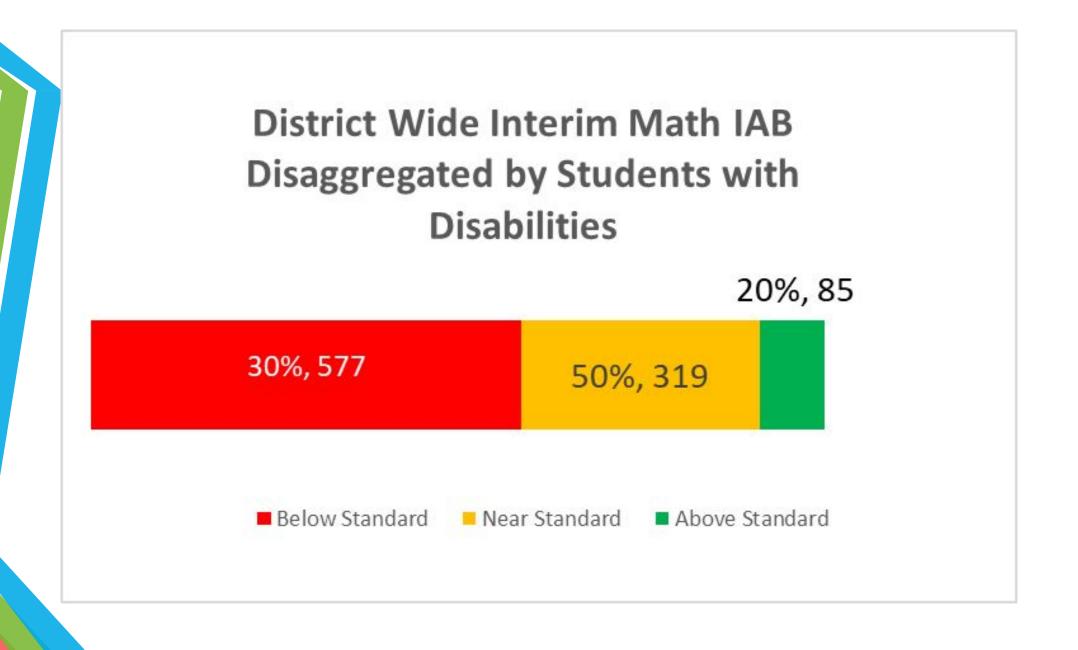
■ Below Standard ■ Near Standard ■ Above Standard





District Wide Interim Math IAB Disaggregated by Socially Economically Disadvantaged Students



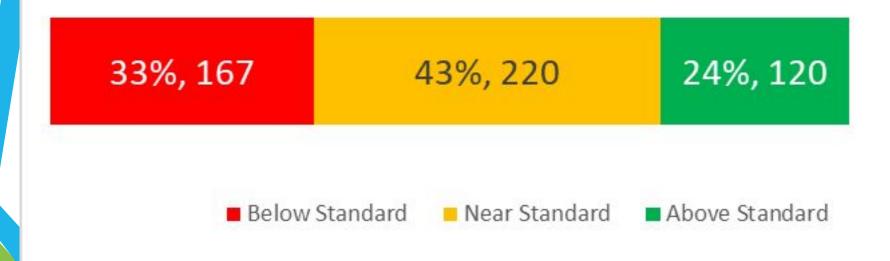


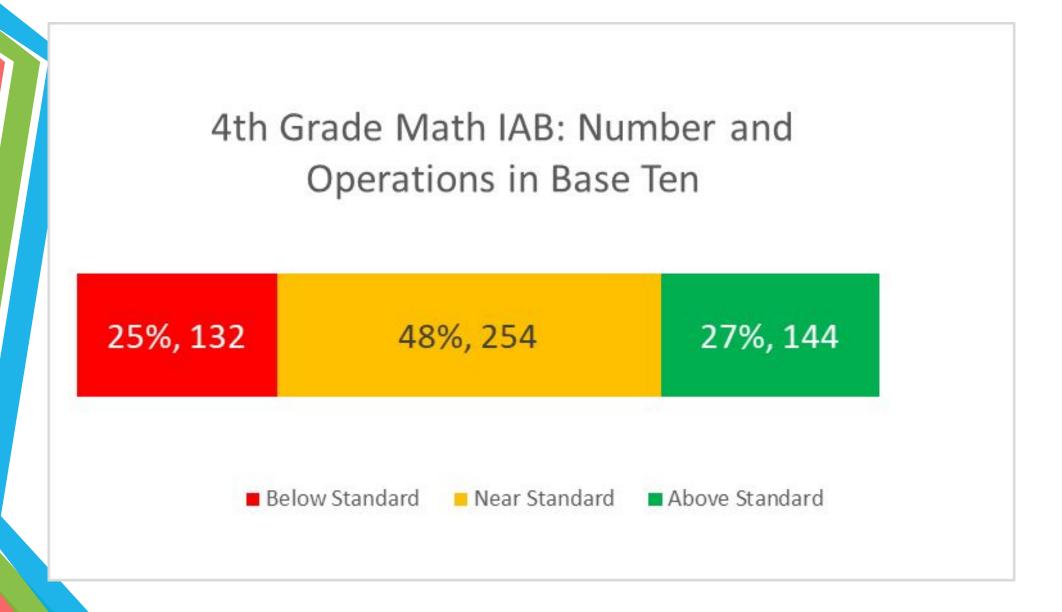


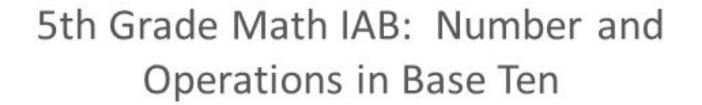
Math Fall Interim Assessments

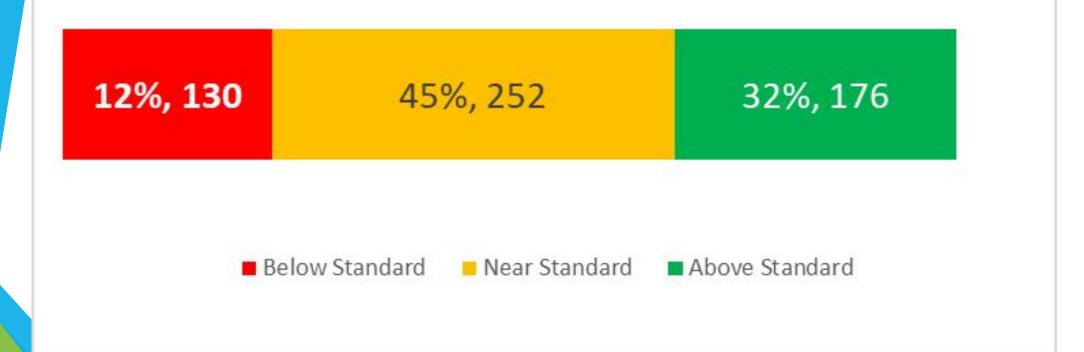
Grades 3-8 and High School

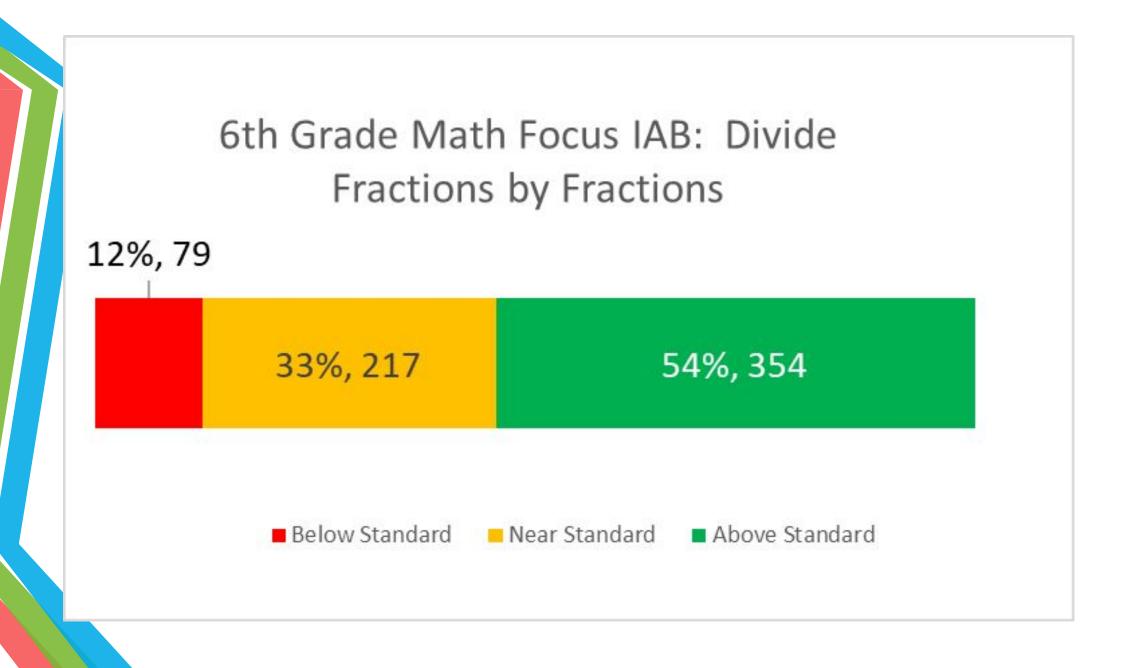
3rd Grade Math Focused IAB: Multiplication and Division: interpret, represent, and solve



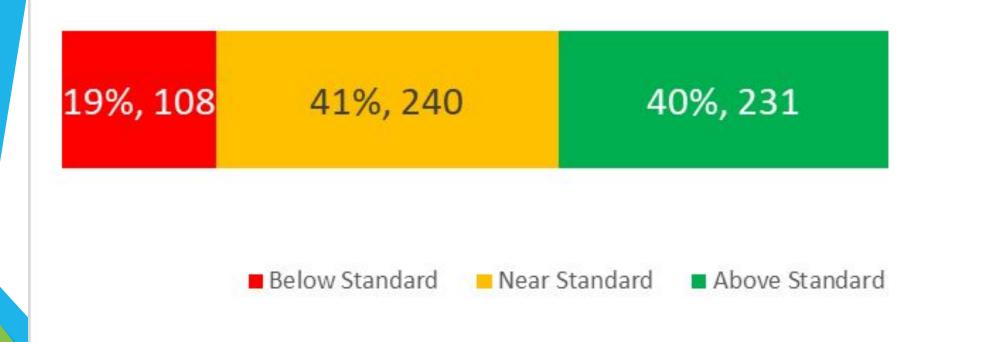




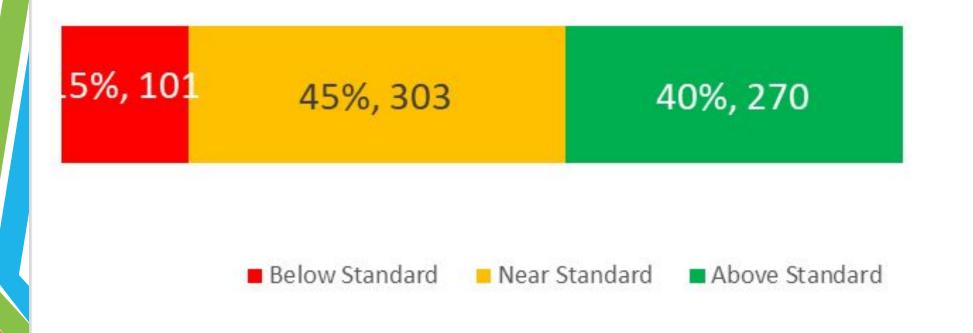




7th Grade Math Focus IAB: The Number System



8th Grade Math Focus IAB: Congruence and Similarity

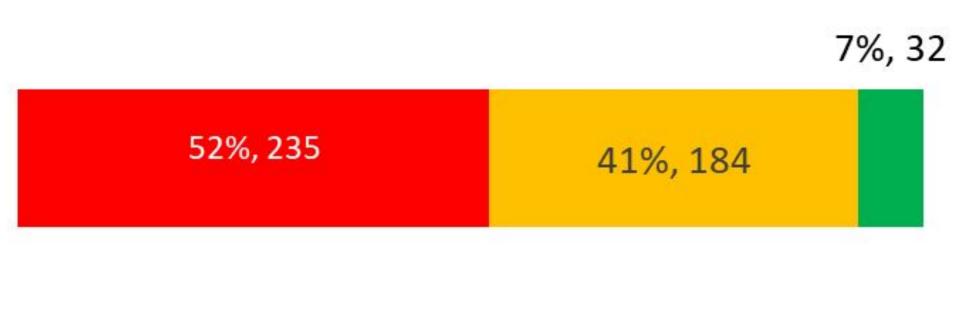




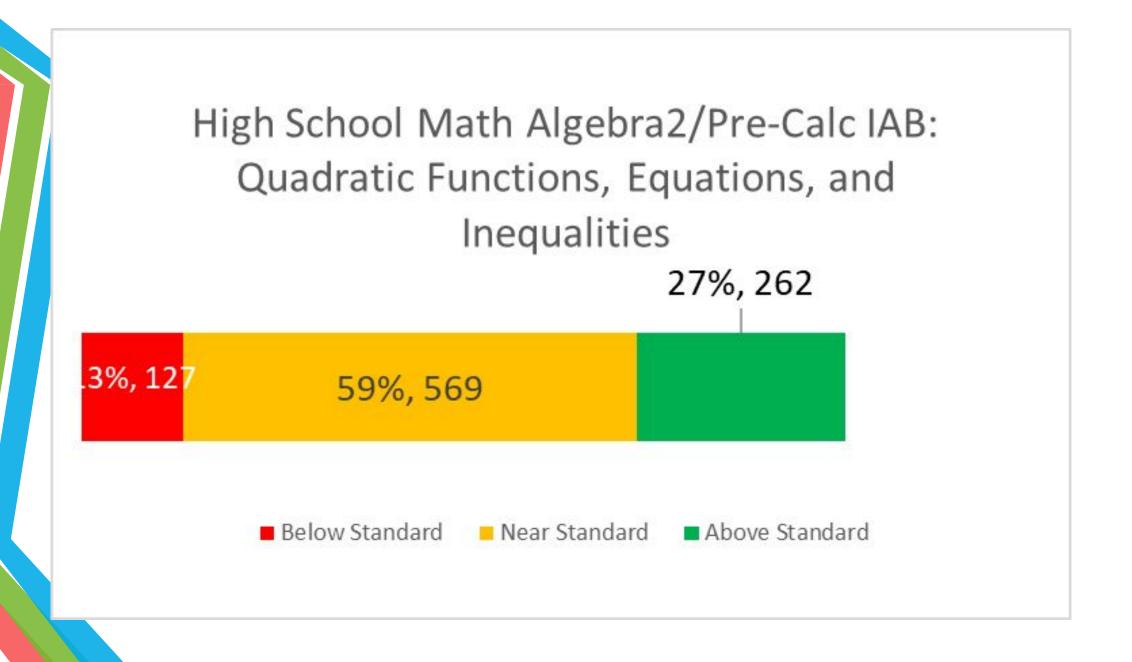


High School Math Geometry IAB: Geometry Congruence

■ Above Standard



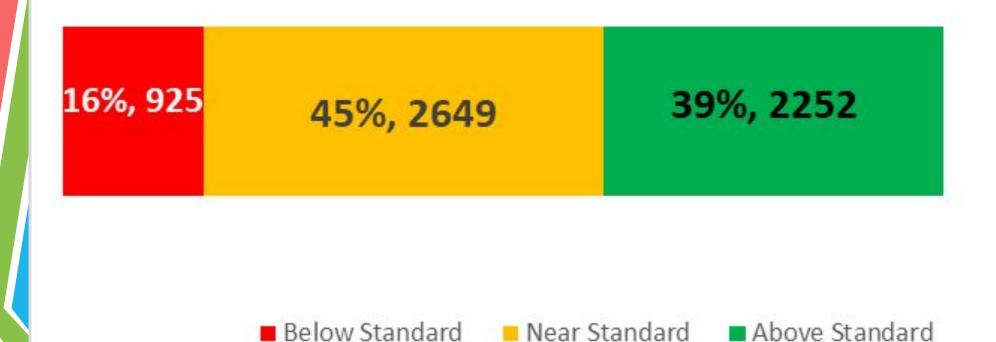
■ Below Standard ■ Near Standard

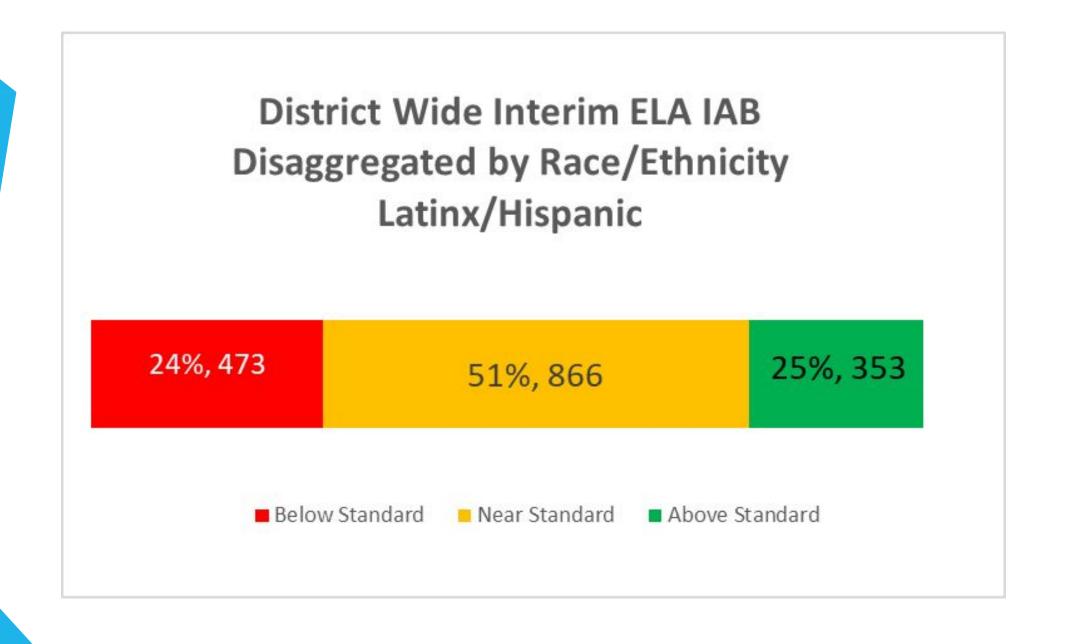


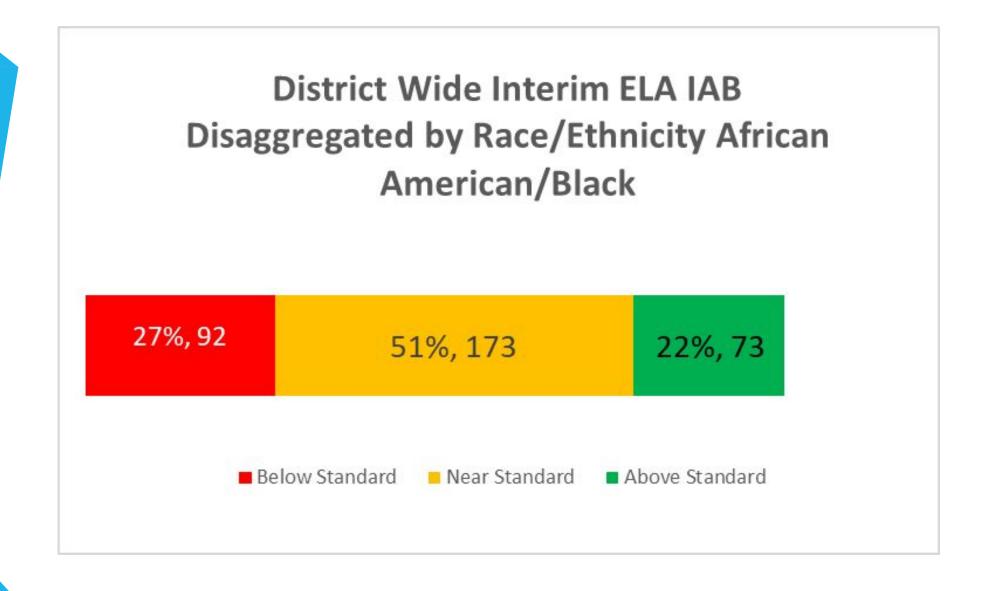


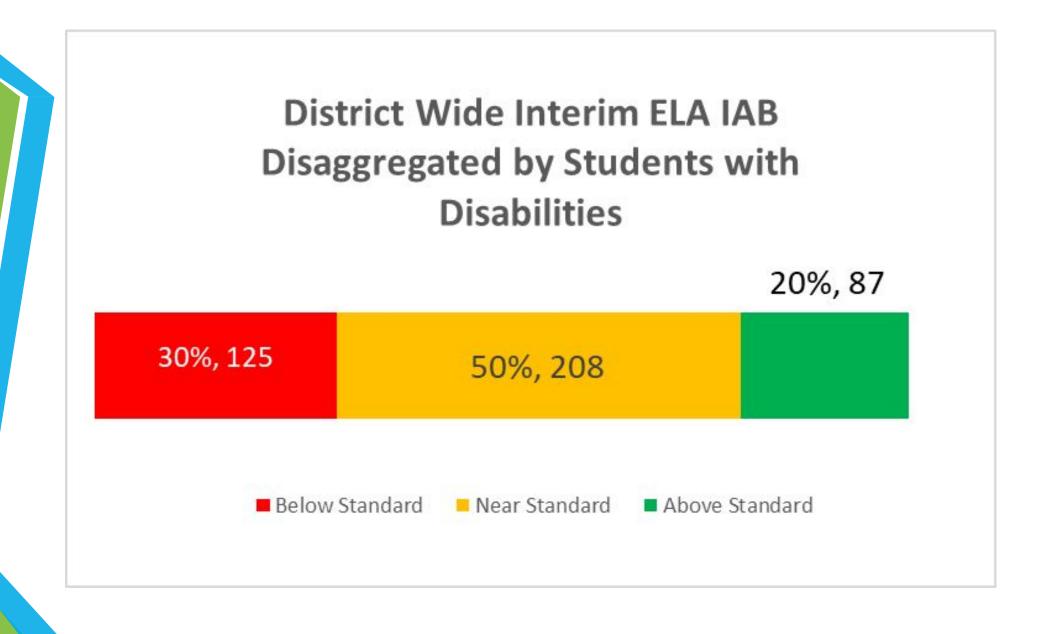
ELA Fall Interim Assessments

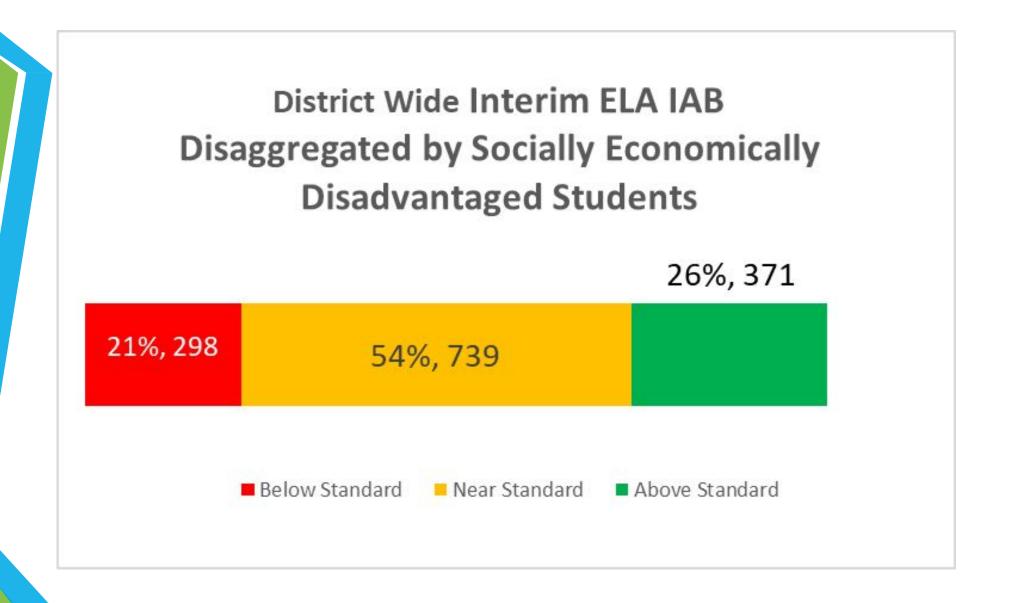
District Wide Interim ELA IAB









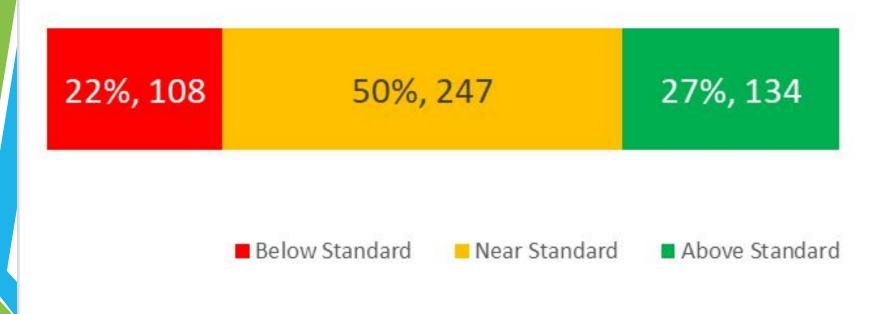


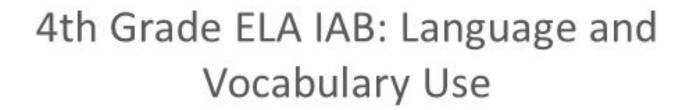


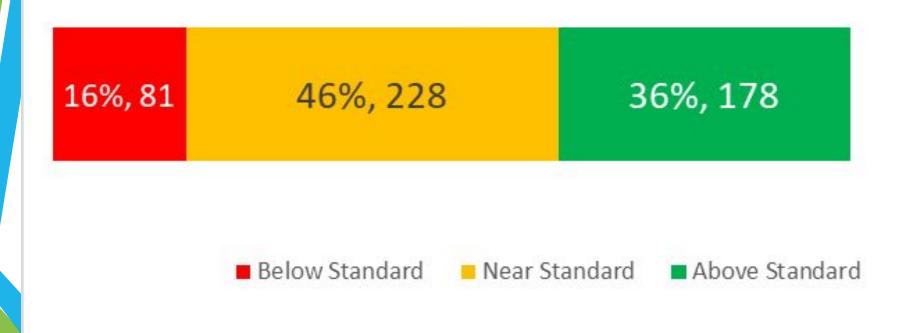
ELA Fall Interim Assessments

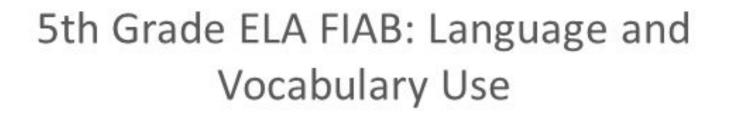
Grades 3-12

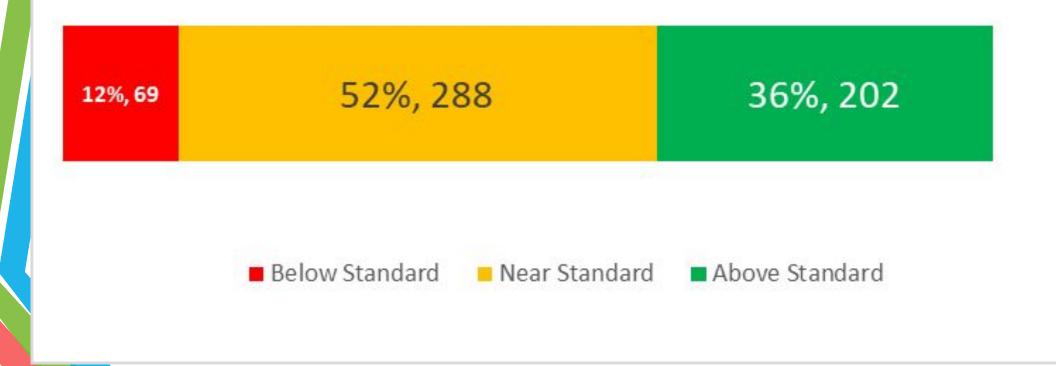
Grade 3 ELA FIAB: Language and Vocabulary Use

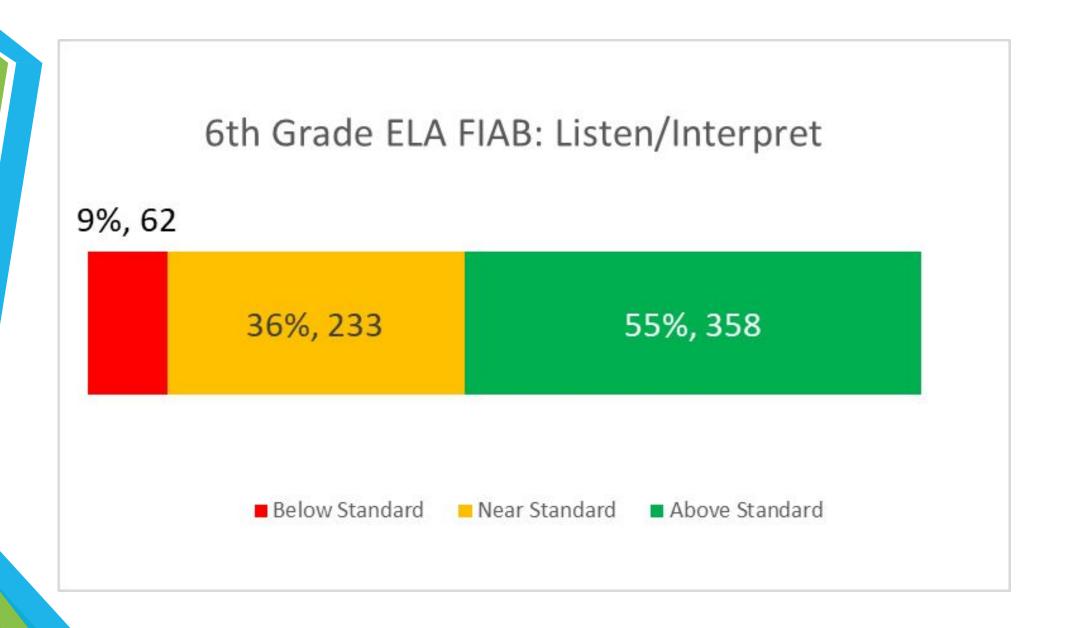


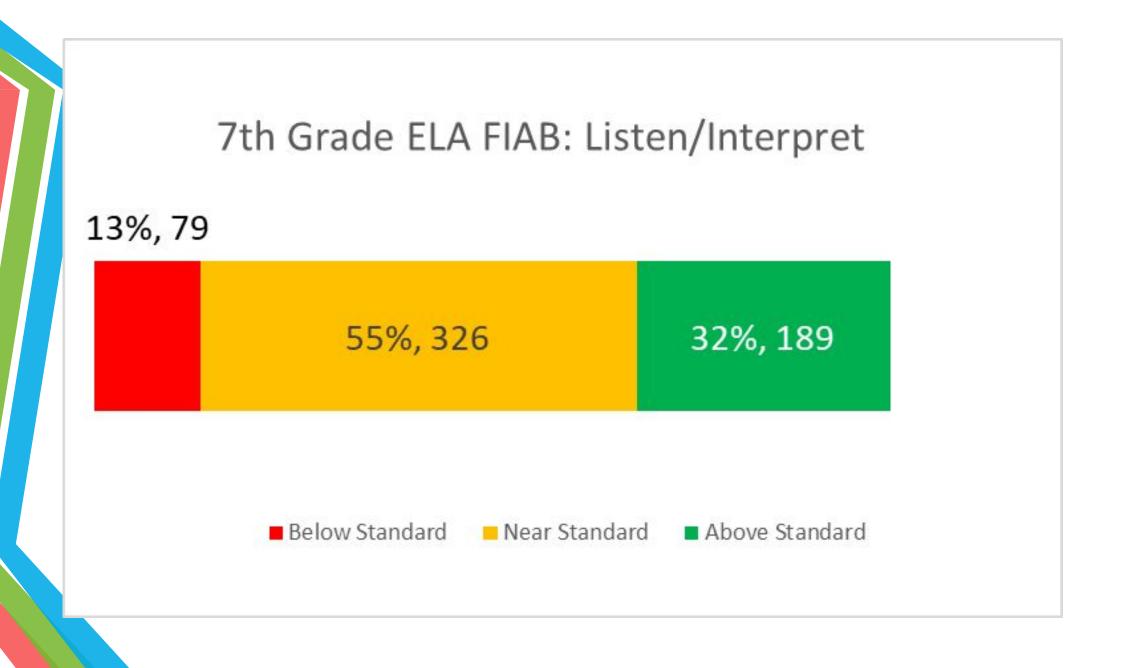


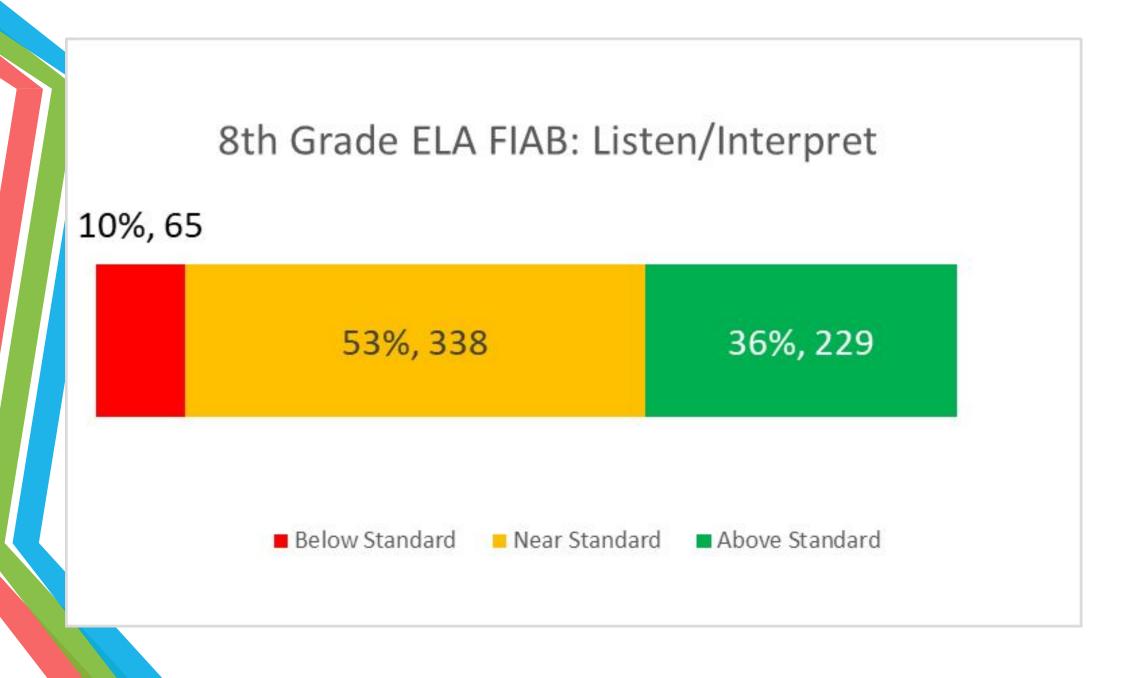


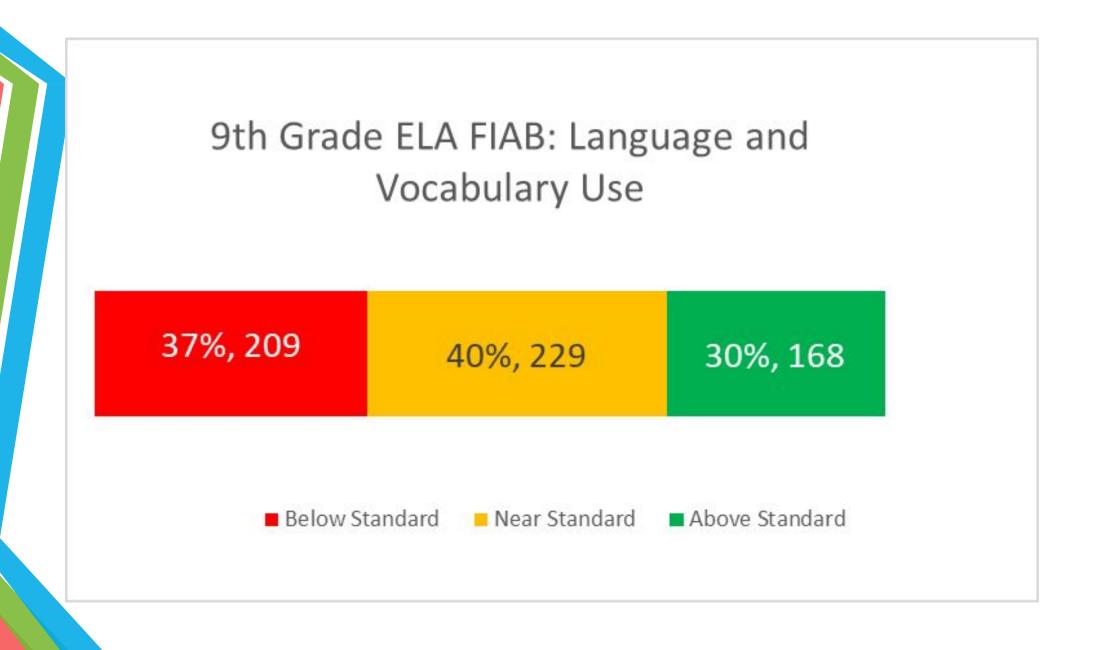


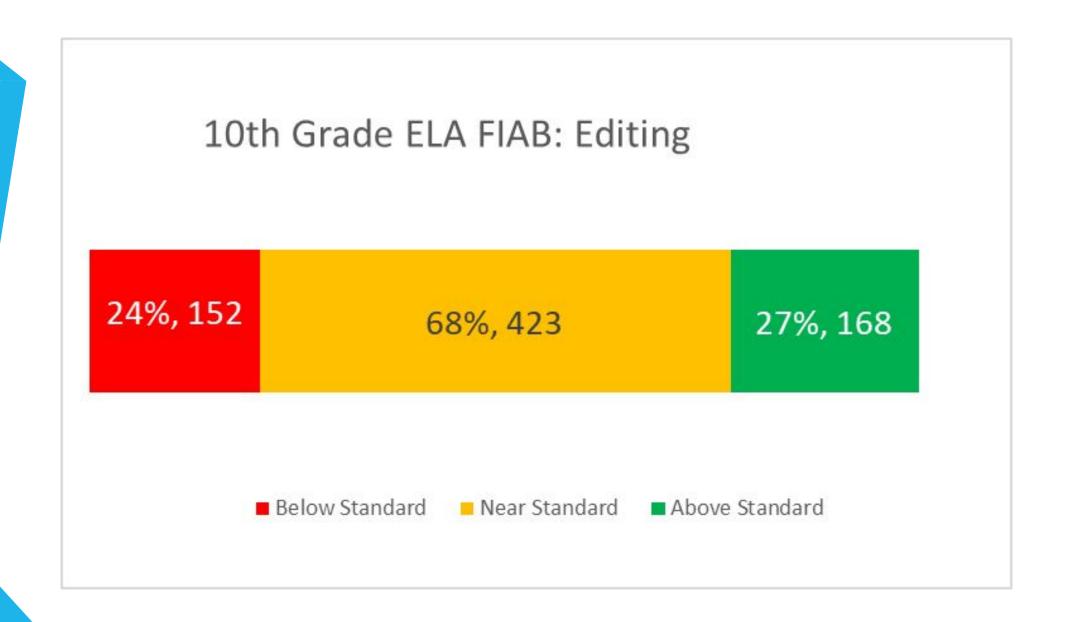


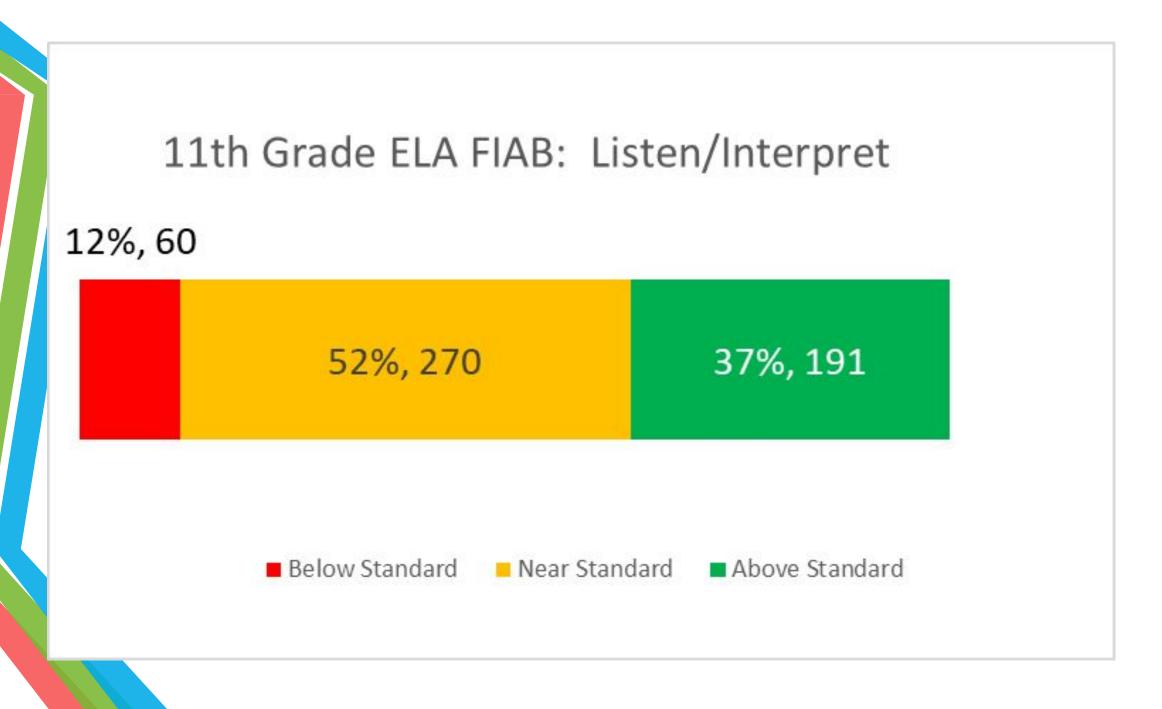


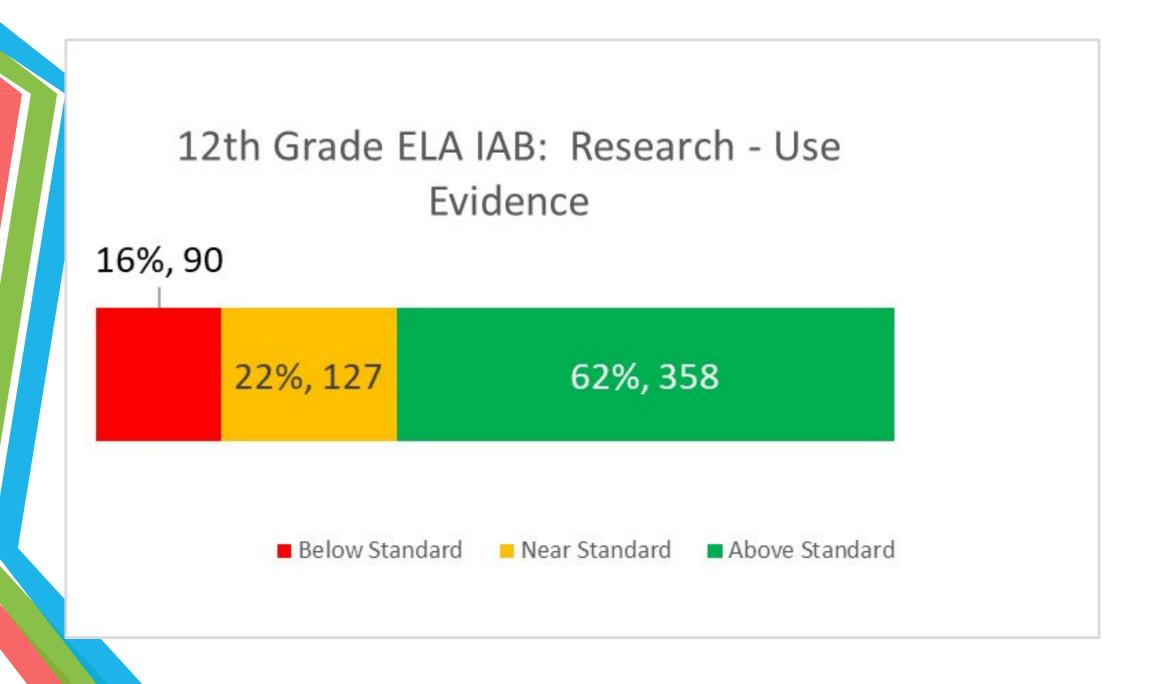














Middle School D/F Counts for the Fall Semester

Secondary D/F Rates

Site:	2	i			
	D	D-	D+	F	Total D and F
John Adams Middle School	95	45	99	89	328
Lincoln Middle School	30	13	18	*	69
Malibu Middle School	13	*	13	*	37
Grand Total	138	65	130	101	434

^{*} Indicates the data is less than 10



Grade Levels:		D	D-	D+	F	Total D and F
	6	15	*	13	*	43
	7	40	17	35	53	145
	8	83	40	82	41	246
Grand Total		138	65	130	101	434



^{*} Indicates the data is less than 10

Students with Disabilities Site:	jj	i i			
	D	D-	D+	F	Total D and F
John Adams Middle School	18	*	22	20	69
Lincoln Middle School	*	*	*	*	13
Malibu Middle School	*	*	*	*	*
Grand Total	24	12	26	22	



^{*} Indicates the data is less than 10

Socio-Economically Disadvantaged		i			
Site:	D	D-	D+	F	Total D and F
John Adams Middle School	52	29	67	43	191
Lincoln Middle School	17	*	10	*	34
Malibu Middle School	*	*	*	*	17
Grand Total	76	38	81	47	242



^{*} Indicates the data is less than 10

	i			
D	D-	D+	F	Total D and F
*	*	*	31	48
*	*	23	*	33
*	*	*	*	16
12	*	*	*	28
25	12	*	*	52
14	6	18	*	44
11	*	*	11	38
26	13	21	14	74
*	*	*	*	10
	* 12 25 14 11 26	D D- * * * * 12 * 25 12 14 6 11 * 26 13	D D- D+ * * * * * * 12 * * 25 12 * 14 6 18 11 * * 26 13 21	* * * 31 * * 23 * * * * * 12 * * * 25 12 * * 14 6 18 * 11 * * 11 26 13 21 14

^{*} Indicates the data is less than 10





High School D/F Counts for the Fall Semester

Secondary D/F Rates

Site:	Letter Grades					
	D	D-	D+	F	Total D and F	
Malibu High School	29	20	19	*	75	
Olympic High School	*	*	*	*	*	
Santa Monica High School	396	83	77	191	747	
Grand Total	425	103	96	198	822	



^{*} Indicates the data is less than 10

	Letter Grades					
Grade Levels:	D	D-	D+	F	Total D and F	
9	64	27	21	36	148	
10	115	30	32	78	255	
11	137	20	20	48	225	
12	109	26	23	36	194	
Grand Total	425	103	96	198	822	



Socio-Economically Disadvantaged Site:	Letter Grades						
	D	D-	D+	F	Total D and F		
Malibu High School	7	3	2	2	14		
Olympic High School	*	*	*	*	*		
Santa Monica High School	211	44	46	125	426		
Grand Total	218	47	48	127	440		

^{*} Indicates the data is less than 10



Students with Disabilities Site:	Letter Grades					
	D	D-	D+	E	Total D and F	
Malibu High School	*	*	*	*	13	
Olympic High School	*	*	*	*	*	
Santa Monica High School	98	22	22	48	190	
Grand Total	103	24	25	51	203	

^{*} Indicates the data is less than 10





Count of Marks (10 or More)	Letter Grades					
Course:	D	D-	D+	F	Total D and F	
ALGEBRA II P	38	11	*	21	74	
ALGEBRA P	14	17	*	11	49	
BIOLOGY AP	11	*	*	*	15	
BIOLOGY LE	16	*	*	*	30	
CERAMICS P	*	*	*	*	17	
CHEMISTRY ES P	*	*	*	*	22	
DRAWING P	*	*	*	*	10	
ENGLISH 10 P	21	*	*	11	35	
ENGLISH 11 P	10	*	*	*	12	
ENGLISH 9 P	16	*	*	*	21	
ERWC	10	*	*	*	10	
FRESH SEM P	*	*	*	*	11	
GEOMETRY P	22	*	*	11	38	
PCALC/CALC HP	*	*	*	*	15	
PHYSICS IN UNIV	*	*	*	*	25	
PRECALC/TRIG P	10	*	*	*	14	
PSYCHOLOGY P	*	*	*	*	10	
SPANISH 1 P	*	*	*	*	24	
SPANISH 2 P	10	*	*	*	17	
US GOVT P	*	*	*	*	15	
US HISTORY P	14	*	*	*	20	
WORLD HIST P	13	*	*	*	32	
WT TRAIN/COND	11	*	*	*	14	

^{*} Indicates the data is less than 10

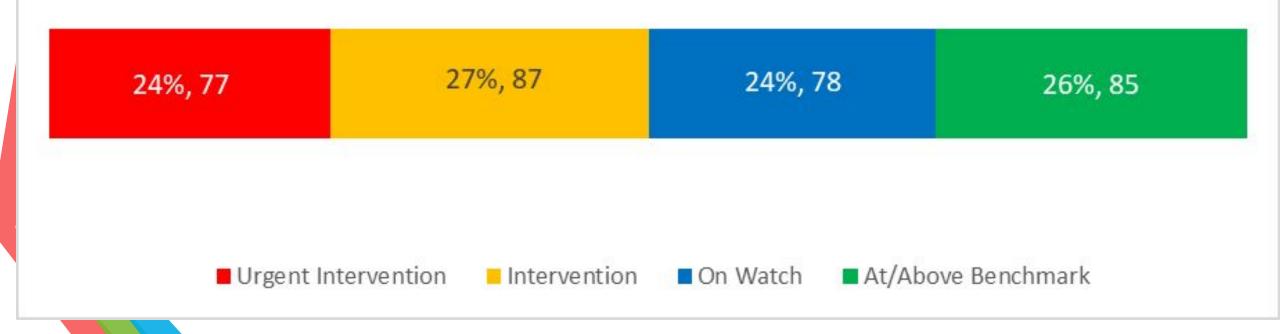


LCAP Goal 2:

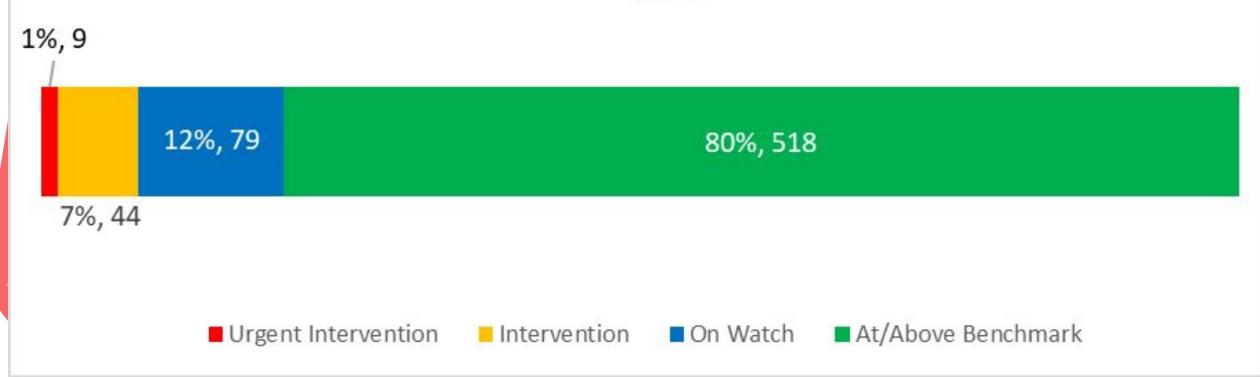
 Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

Appendix B

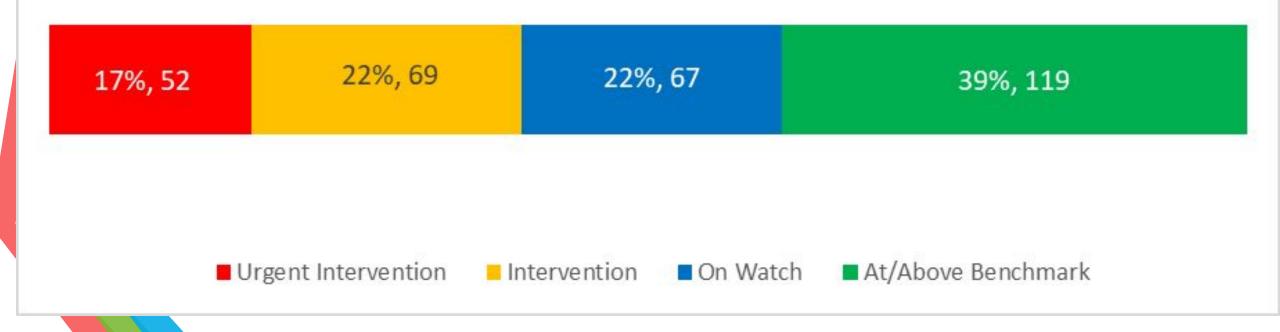
Fall Screening Window District Wide Star Reading Percentile Rank (PR) ELs



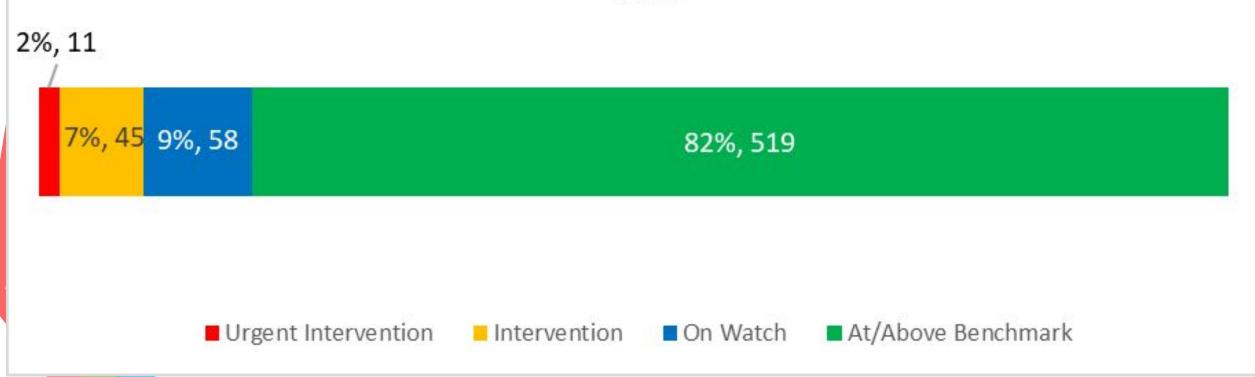


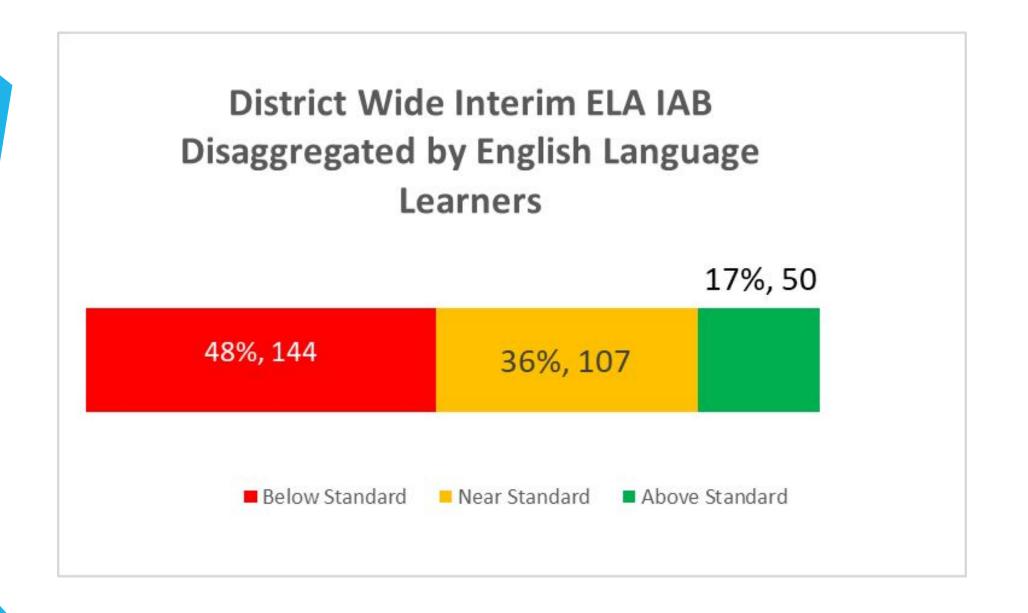


Fall Screening Window District Wide Star Math Percentile Rank (PR) ELs

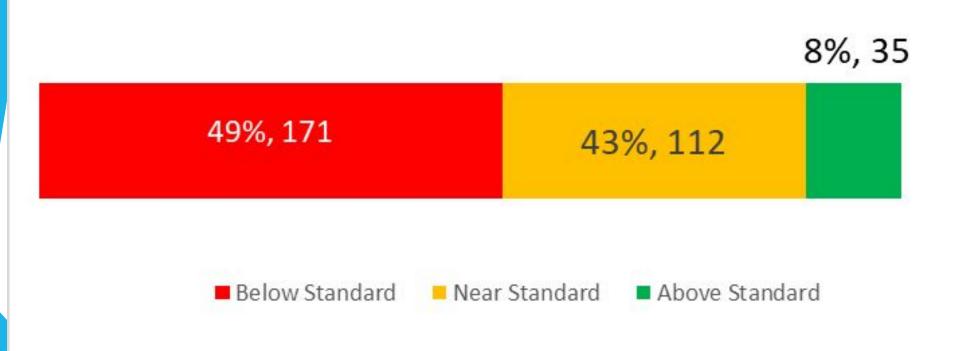








District Wide Interim Math IAB Disaggregated by English Language Learners





English Learner (EL) Grades

Secondary D/F Rates

High School D/F Counts for the Fall Semester				
English Only	595, 72%			
Initially Fluent	57, 7%			
English Learner	49, 6%			
Redesignated	121, 15%			

Middle School D/F Counts for the Fall Semester				
English Only	285, 66%			
Initially Fluent	35, 8%			
English Learner	65, 15%			
Redesignated	49, 11%			

English Learners (EL) Site:	50	Î			
	D	D-	D+	E	Total D and F
John Adams Middle School	11	*	25	12	57
Lincoln Middle School	*	*	*	*	*
Malibu Middle School	*	*	*	*	1*
Grand Total	14	10	28	13	65



^{*} Indicates the data is less than 10

Reclassified Fluent English Proficient (RFEP)					
Site:	D	D-	D+	F	Total D and F
John Adams Middle School	*	*	11	10	31
Lincoln Middle School	*	*	*	*	*
Malibu Middle School	*	*	*	*	11
Grand Total	*	11	18	11	49



^{*} Indicates the data is less than 10

English Learners (EL) Site:	Letter Grades					
	D	D-	D+	F	Total D and F	
Malibu High School	*	*	*	*	5	
Olympic High School	*	*	*	*	*	
Santa Monica High School	21	10	*	10	44	
Grand Total	24	11	*	10	49	

^{*} Indicates the data is less than 10



Reclassified Fluent English Proficient (RFEP)	Letter Grades						
Site:	D	D-	D+	F	Total D and F		
Malibu High School	*	*	*	*	*		
Olympic High School	*	*	*	*	*		
Santa Monica High School	59	*	17	34	116		
Grand Total	63	*	18	34	121		

^{*} Indicates the data is less than 10



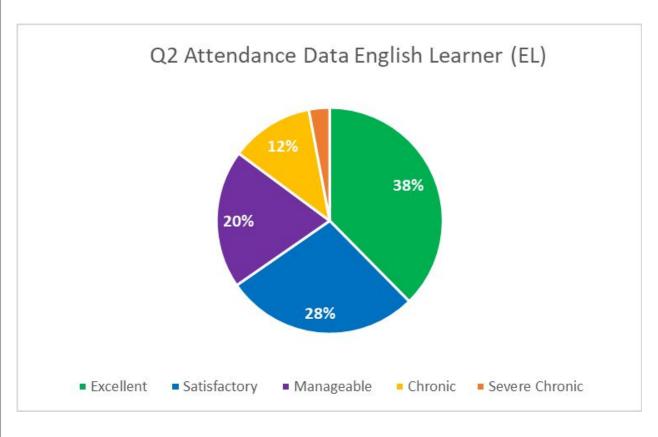


English Learner Attendance English Learner Discipline



Subgroup: English Learner (EL)

Excellent	<1% 0-1 days missed 183 students (38.36%)
Satisfactory	1%-4% 2-4 days absent 132 students (27.67%)
Manageable	5%-9% 5-8 days absent 94 students (19.71%)
Chronic	10%-19% 9-16 days absent 55 students (11.53%)
Severe Chronic	>20% 17 days or more absent 13 students (2.73%)





Summary of Suspensions by Unduplicated Count

Subgroup	Number of Students
Students with Disabilities	24 (47%)
English Learner	3
Homeless/Foster Youth	*
Socio-Economically Disadvantaged	27 (53%)
Total Number of Suspensions	51

^{*} Indicates the data is less than 10



24-25 Reclassification Rates

General Education and Special Education



2024-25 Reclassification Numbers

School Name	Cycle 1 Reclassified	Cycle 2 Reclassified	Cycle 3 Reclassified	Total Reclassified
Edison	*			
Franklin	*			
Grant	*			
Malibu Elem	*			
McKinley	*			
Roosevelt	*			
Webster	*			
Will Rogers	*			
SMASH K-8	*			
John Adams	*			
Lincoln MS	14			
Malibu MS	*			
Santa Monica High	*			
Malibu High	*			
Olympic	*			
Independent Study	*			
PBL	*			
Total	62			62

Includes both general education students and students with IEPs who reclassified

^{*} Indicates the data is less than 10



LCAP Goal 3:

•All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Appendix C



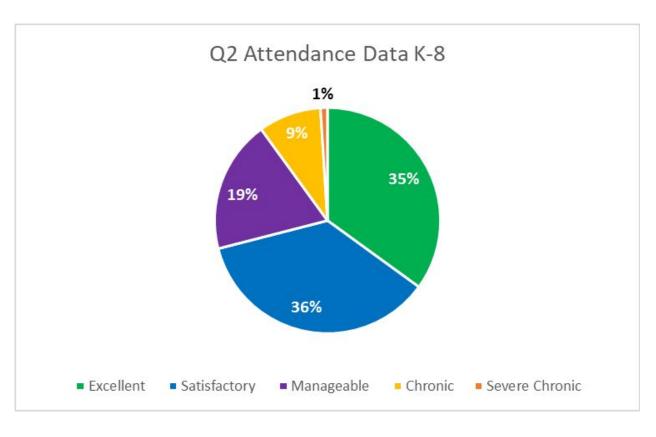
Fall Attendance (K-12)

Data regarding Chronic Absenteeism from August 22, 2024 - December 20, 2024 (81 School Days)



K-8 Attendance Overall

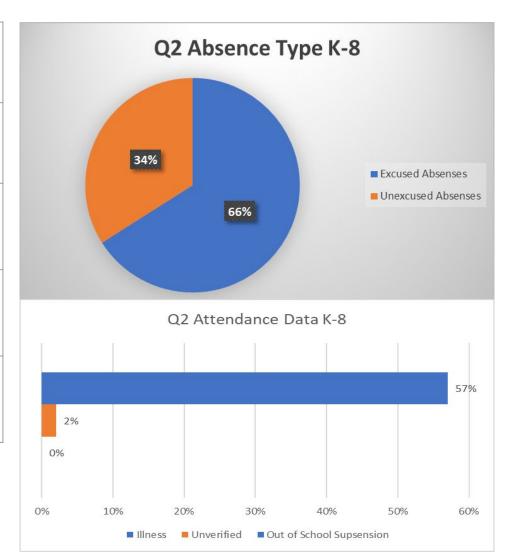
Excellent	<1% 0-1 days missed 1843 students (34.70%)
Satisfactory	1%-4% 2-4 days absent 1926 students (36.26%)
Manageable	5%-9% 5-8 days absent 1025 students (19.30%)
Chronic	10%-19% 9-16 days absent 457 students (8.60%)
Severe Chronic	>20% 17 days or more absent 60 students (1.13%)





K-8 Reasons for Absences

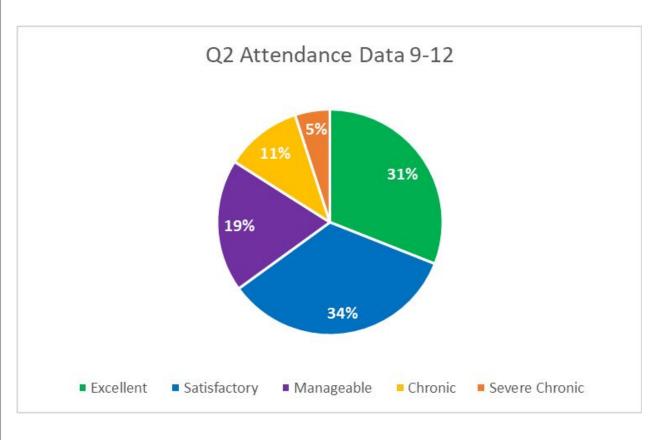
Excused Absences	13236 66%
Unexcused Absences	6775 34%
Illness	11468 87% (Excused) 57% (All)
Unverified	430 6% (Unexcused) 2% (All)
Out of School Suspension	53 .7% (Unexcused) .3% (All)





Grades 9-12 Attendance Overall

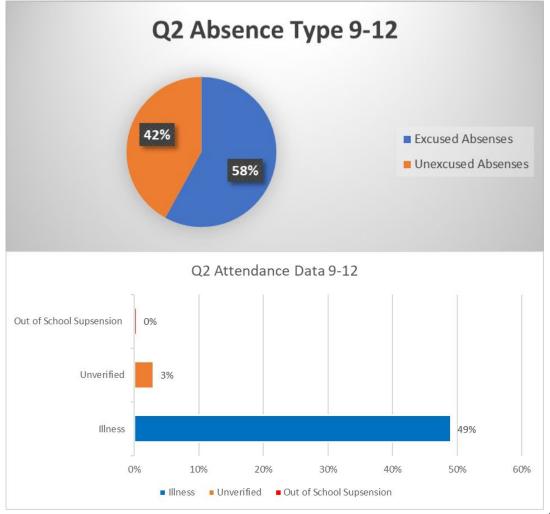
Excellent	<1% 0-1 days missed 931 students (31.07%)
Satisfactory	1%-4% 2-4 days absent 1015 students (33.88%)
Manageable	5%-9% 5-8 days absent 582 students (19.43%)
Chronic	10%-19% 9-16 days absent 322 students (10.75%)
Severe Chronic	>20% 17 days or more absent 146 students (4.87%)





Grades 9-12 Reasons for Absences

Excused Absences	9095
	58%
Unexcused Absences	6521
	42%
Illness	7639
	84% (Excused)
	49% (All)
Unverified	494
	8% (Unexcused)
	3% (AII)
Out of School Suspension	65
	1% (Unexcused)
	0.4% (AII)





K-8 Attendance Data by Grade Level

	Excused	Unexcused Absences	Unverified	Illness	Out of School Suspension
K	1456	801	48	1268	*
1	1131	622	42	1015	*
2	1296	768	64	1119	*
3	1407	684	28	1234	*
4	1452	568	51	1248	*
5	1384	731	51	1149	*
6	1517	787	29	1342	*
7	1614	813	65	1369	13
8	1979	1001	52	1724	22
Totals	13236	6775	430	11468	53

^{*} Indicates the data is less than 10



9-12 Attendance Data by Grade Level

	Excused	Unexcused Absences	Unverified	Illness	Out of School Suspension
9	2013	832	58	1682	12
10	2268	1370	114	1917	*
11	2032	1290	109	1663	24
12	2782	3029	213	2377	24
Totals:	9095	6521	494	7639	65

^{*} Indicates the data is less than 10



K-8 Attendance Data by School Site

	Excused	Unexcused Absences	Unverified	Illness	Out of School Suspension
Edison	839	384	65	748	*
Franklin	1,244	777	*	1,181	*
Grant	1,352	578	26	1245	*
JAMS	1764	1266	122	1538	34
Lincoln	2391	913	*	2114	*
MES	750	446	*	560	*
MMS	697	386	24	588	*
McKinley	1193	234	*	952	*
Roosevelt	1471	554	20	1329	*
SMASH	615	130	*	494	*
Webster	360	432	*	235	*
Will Rogers	1447	1118	183	1268	12
<u>Totals:</u>	<u>14123</u>	<u>7218</u>	<u>451</u>	12252	<u>53</u>

^{*} Indicates the data is less than 10



9-12 Attendance Data by School Site

	Excused	Unexcused Absences	Unverified	Illness	Out of School Suspension
MHS	1317	786	55	1034	28
Olympic	79	536	*	51	*
Samohi	7699	5199	439	6554	36
<u>Totals</u>	9095	<u>6521</u>	494	<u>7639</u>	<u>65</u>

¹⁴¹



District Wide Attendance by Race/Ethnicity

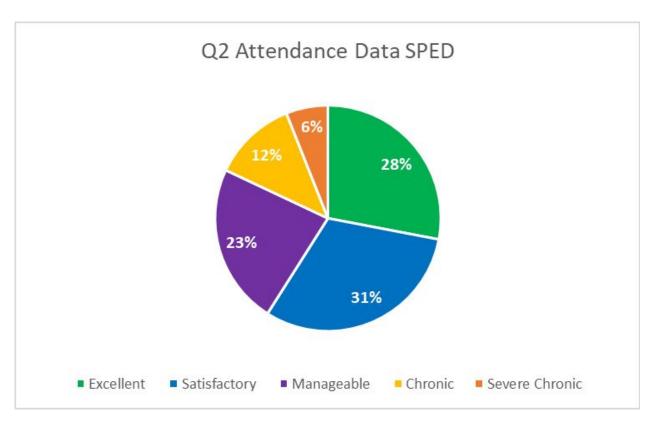
	White	Asian	LatinX	African American/ Black
Excused	11,042	2,201	6,213	1,889
Unexcused Absences	5,127	979	4,218	1,1,495
Out of School Suspension	29	*	34	34

^{*} Indicates the data is less than 10



Subgroup: Special Education (SPED)

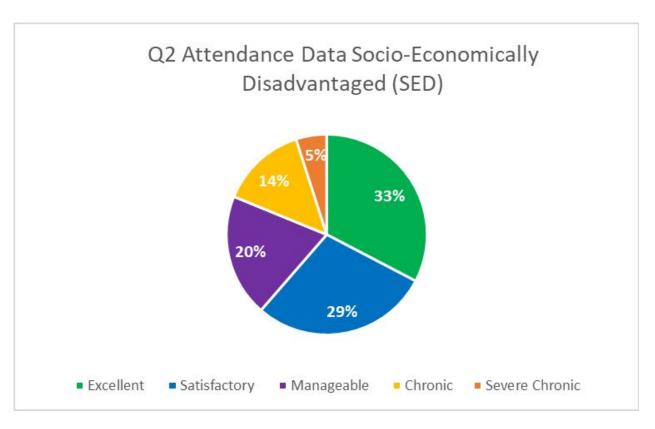
Excellent	<1% 0-1 days missed 340 students (28%)
Satisfactory	1%-4% 2-4 days absent 376 students (31%)
Manageable	5%-9% 5-8 days absent 277 students (23%)
Chronic	10%-19% 9-16 days absent 147 students (12%)
Severe Chronic	>20% 17 days or more absent 74 students (6%)





Subgroup: Socio-Economically Disadvantaged (SED)

Excellent	<1% 0-1 days missed 759 students (32.66%)
Satisfactory	1%-4% 2-4 days absent 683 students (29.39%)
Manageable	5%-9% 5-8 days absent 459 students (19.75%)
Chronic	10%-19% 9-16 days absent 314 students (13.51%)
Severe Chronic	>20% 17 days or more absent 109 students (4.69%)





Fall Discipline

August 22, 2024 -December 20, 2024



Summary of Suspensions

Suspension Code Reason	Number of Occurrences
BULLYING	*
CAUSED OR ATTEMPTED TO CAUSE DAMAGE TO SCHOOL OR PRIVATE PROPERTY	0
CAUSED, ATTEMPTED OR THREATENED PHYSICAL INJURY	20 (39%)
OBSCENE ACT OR HABITUAL PROFANITY OR VULGARITY	*
HARASSMENT	0
HATE VIOLENCE	0
POSSESSED, SOLD OR FURNISHED FIREARM, KNIFE, EXPLOSIVE OR OTHER DANGEROUS OBJECT	*
POSSESSION OF CONTROLLED SUBSTANCE	*
POSSESSION OR USE OF TOBACCO PRODUCTS	*
UNLAWFULLY POSSESSED, UNLAWFULLY OFFERED, ARRANGING, OR NEGOTIATING SALE OF DRUG PARAPHERNALIA	*
SELLING OR DELIVERING MATERIAL REPRESENTED TO BE A CONTROLLED SUBSTANCE	0
SEXUAL HARASSMENT	0
WILLFUL USE OF FORCE, EXCEPT IN SELF DEFENSE	11 (22%)
Total Number of Suspensions	51



Summary of Suspensions by School Site

School Name	Number of Suspensions
Grant Elementary School	*
Will Rogers Elementary	*
John Adams Middle School	10
Lincoln Middle School	*
Malibu High School	*
Olympic High School	*
Santa Monica High School	22
Total Number of Suspensions	51

^{*} Indicates the data is less than 10



Summary of Suspensions by Race/Ethnicity

Race/Ethnicity	Number of Students
American Indian or Alaska Native	*
Black or African American	15 (29%)
Hispanic	17 (33%)
White	17 (33%)
Total Number of Suspensions	51

^{*} Indicates the data is less than 10



Summary of Suspensions by Unduplicated Count

Subgroup	Number of Students
Students with Disabilities	24 (47%)
English Learner	3
Homeless/Foster Youth	*
Socio-Economically Disadvantaged	27 (53%)
Total Number of Suspensions	51

^{*} Indicates the data is less than 10