



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee

Dr. Jacqueline Mora

Assistant Superintendent, Educational Services

November 8, 2022



Agenda

- Welcome
- Review our Norms
- 2021-22 Lag Data Review: Key Findings
 - Local Assessments and Additional Indicators
 - Provide Suggestions for Next Steps
- Closure

Working Norms



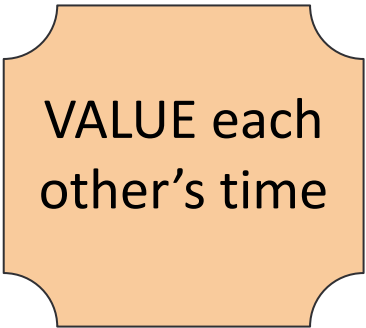
Be
part of
the
SOLUTION



Keep
EQUITY
at the
center



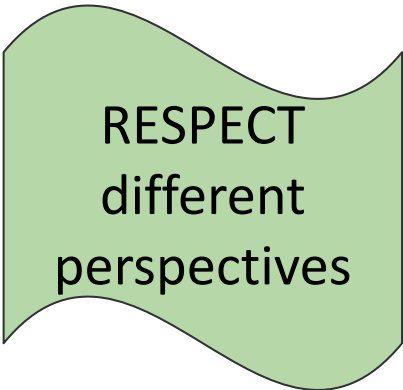
Be
PRESENT



VALUE each
other's time



HONESTY
(Share Your
Truth)



RESPECT
different
perspectives



Maintain OPEN LINES
of communication



2022-23 Goal Teams

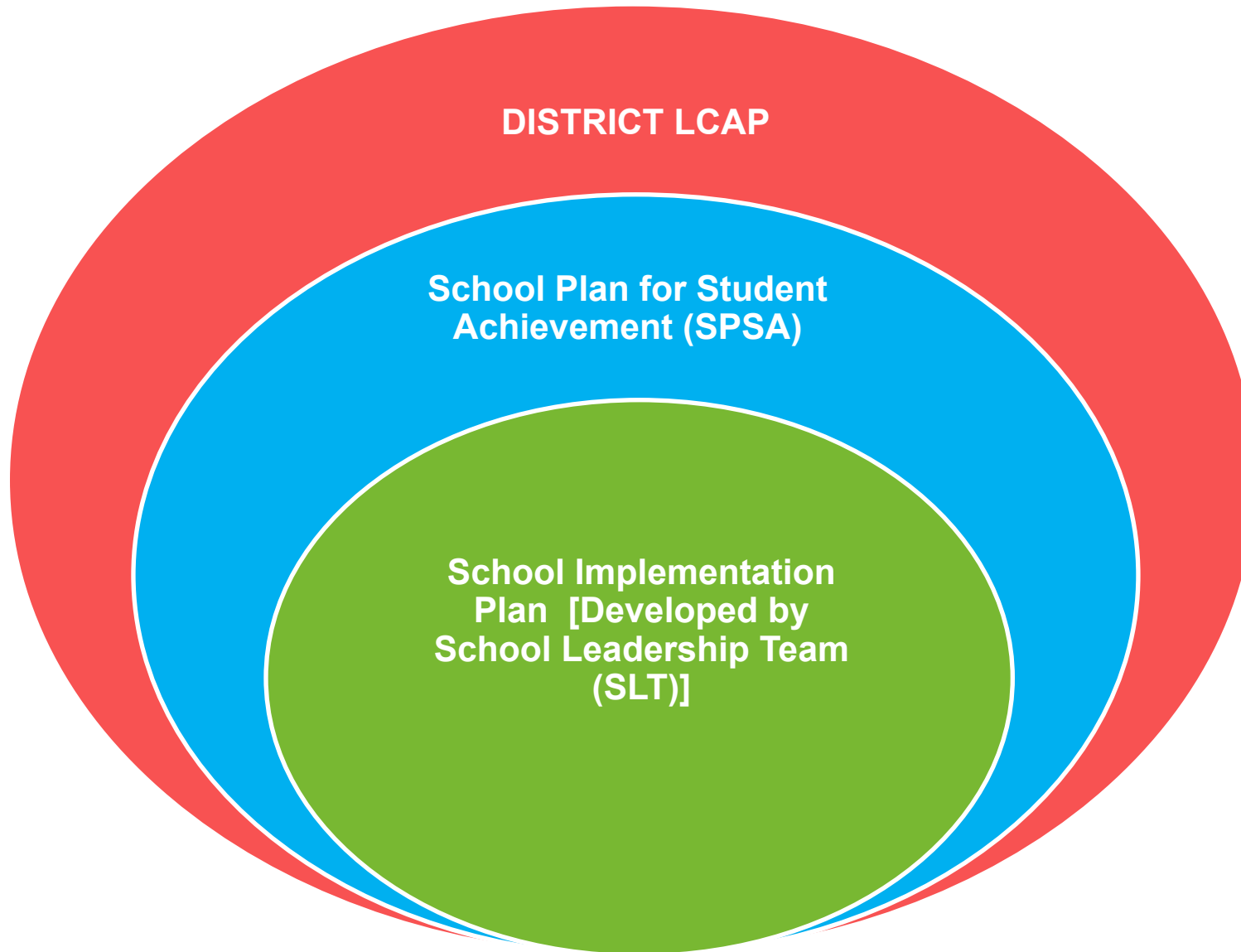
- Goal 1a: [Stacy Williamson](#), Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
- Goal 1b: [Isaac Burgess](#), Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
- Goal 2: [Deanna Sinfield](#), Yvonne Kyle, Berenice Onofre, Isabel Martinez, Satinder Hawkins, Lori Orum
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan, Zakiya



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2021-22 Q1 Lag Data: Key Findings

LCAP: One Unifying Plan

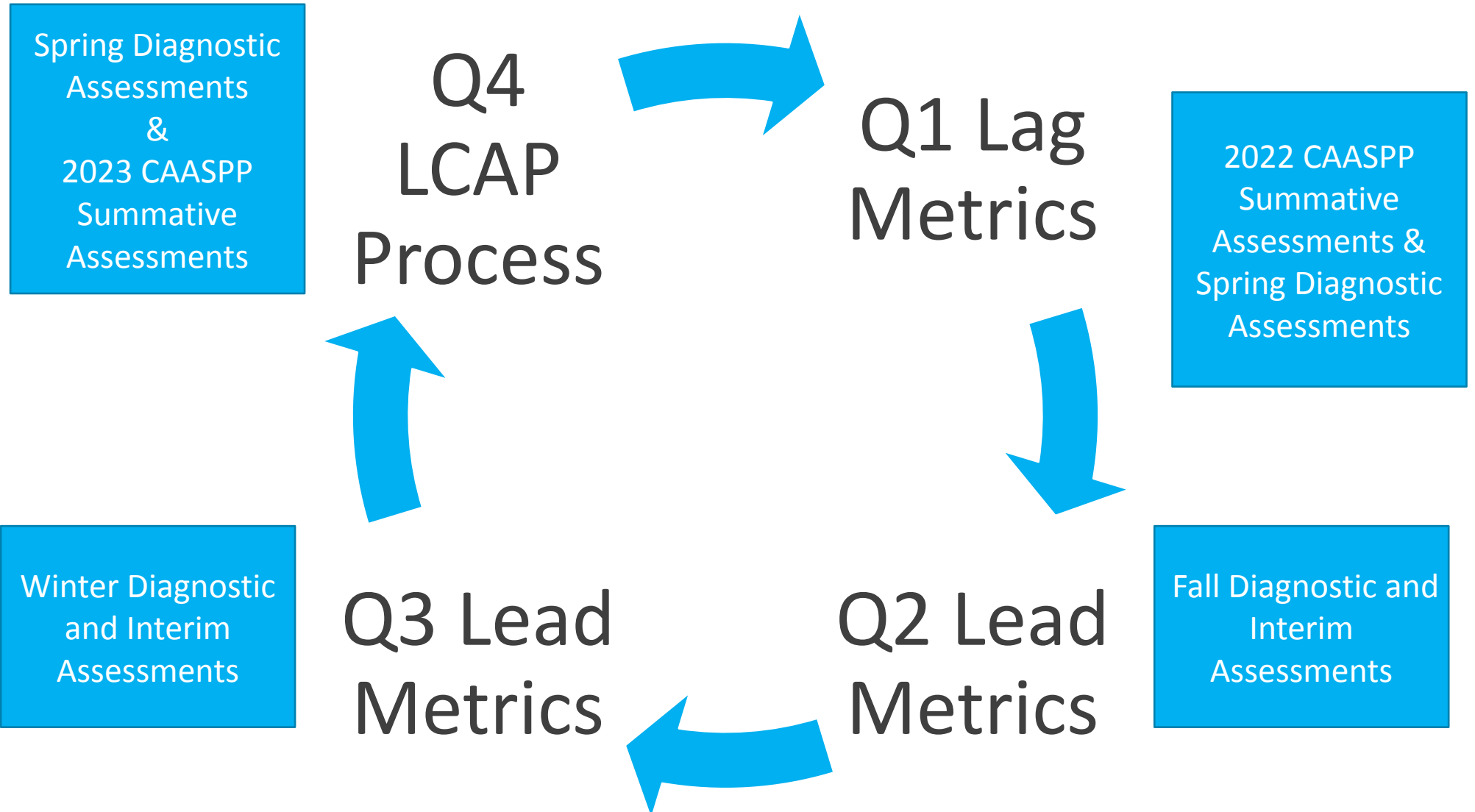




LCAP Goals

- 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?

A vertical geometric pattern composed of interlocking rectangular strips. The strips are colored red, green, blue, and grey. They are arranged in a complex, zig-zagging fashion, creating a series of overlapping and interlocking shapes that form a continuous vertical structure. The pattern is symmetrical and has a strong sense of three-dimensional depth due to the perspective of the strips.

-
- A 3D graphic with the word "SKILLS" in the center, surrounded by various icons representing different skills like a keyhole, a fish, a head with a brain, a sun, and a gear.





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
- Annual progress in English acquisition on ELPAC assessment

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 2022 Spring State Testing, Local Assessment and
Additional Indicators



Q1: Goal 1 Initial Findings

Celebrations:

- Perseverance with academics through COVID
- Close alignment between CAASPP and Star in both ELA and Math (Exceeded/Met Standard)
 - ELA CAASPP: 75%
 - **Star Reading: 70%**
 - Math CAASPP: 58%
 - **Star Math: 52%**
- CAST: (Exceeded/Met Standard) Grades 5, 8, 11, and 12 55%
- ELPAC (Level 4): 40%
- Fastbridge aReading: 56% College Pathway
- Fastbridge aMath: 54% College Pathway

Growth Areas:

- Participation rates vary with FastBridge and Star Assessment data (declines in spring)
- Overall Math performance continues to be an area of need
- Significant % of African-American/Black student did not meet standards in ELA or Math
- Significant % of Latinx students did not meet standards in ELA or Math



Q1: Goal 1 Initial Findings

PSAT & SAT

- SAT Suite Report – PSAT/NMSQT
 - Participation Numbers: 1,315
 - *11th Grade – 619, 10th Grade – 685*
 - 10th Grade – 42% met both, 75% met ERW, 43% met math
 - 11th Grade – 44% met both, 76% met ERW, 45% met math
- SAT Suite Report – Benchmarks
 - Participants: 457
 - Met both benchmarks – 63%
 - Met Evidence-Based Reading and Writing (ERW) benchmark – 83%
 - Met Math benchmark – 64%

Early Developmental Instrument

- 3% decrease in our kindergartners who scored at the “Vulnerable” rate on the Educational Development Instrument (EDI)
 - Our students went from 15% to 12%

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

- 2021-22 Reclassification (Aug 2021- June 2022)
 - 106 students out of 725 students
 - 14.6%
- LTEL data over the past three years (CDE DataQuest)
 - 2019-2020 136 students
 - 2020-2021 257 students
 - 2021-2022 245 students

***Note:** The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations.



Q1: Goal 3 Initial Findings

- Chronic Absenteeism rates went up by 16.1%
- Highest grade impacted is 12th grade
 - Chronic absenteeism increased by 55%



Q1: Goal 3 Initial Findings

California Healthy Kids Survey Participation Rates

2019-2020	2020-2021	2021-2022
520 Parents	N/A	305 Parents
300 Staff Members	N/A	171 Staff Members
361 5th Grade Students	N/A	337 5th Grade Students
775 7th Grade Students	N/A	433 7th Grade Students
617 9th Grade Students	N/A	545 9th Grade Students
680 11th Grade Students	N/A	416 11th Grade Students



Q1: Goal 3 Initial Findings

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

	2019-2020	2021-2022
Students	5th Grade- 86% 7th Grade- 65% 9th Grade-63% 11th Grade -65%	5th Grade- 89% 7th Grade- 65% 9th Grade-58% 11th Grade-57%
Parents	90%	91%
Staff	91%	90%

Percent of students who feel connected to the school

	2019-2020	2021-2022
Students	5th Grade- 80% 7th Grade- 63% 9th Grade-60% 11th Grade-61%	5th Grade- 81% 7th Grade- 67% 9th Grade-60% 11th Grade-57%



Q1: Goal 3 Initial Findings

Percent of parents who feel connected to the school

Parents	2019-2020	2021-2022
School allows input and welcomes parent's contributions	79%	N/A
School encourages me to be an active partner with the school in educating my child	84%	90%
School actively seeks the input of parents before making important decisions	59%	78%

Percent of staff who feel connected to the school

Staff	2019-2020	2021-2022
Staff working environment is positive	29%	39%
Staff collegiality	28%	39%




Q1: Goal 3 Initial Findings - Culture and Climate Survey

Areas of Success

- Most students report that they like their SMMUSD school and that the education quality is good.
- Parents note that engagement activities are almost always in a language that they understand
- Most parents have attended one or more parent conferences

Areas of Need

- Fewer students in 2022 report positive experiences regarding equity and inclusion than in 2021
- There is room for improvement when it comes to students' engagement and attitudes at school
- Parents indicate that there could be increased communication and engagement from their school and the district




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

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



2022-23 Goal Teams

- Goal 1a: [Stacy Williamson](#), Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
- Goal 1b: [Isaac Burgess](#), Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
- Goal 2: [Deanna Sinfield](#), Yvonne Kyle, Berenice Onofre, Isabel Martinez, Satinder Hawkins, Lori Orum
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan, Zakiya



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)





LCAP Goal 1:

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

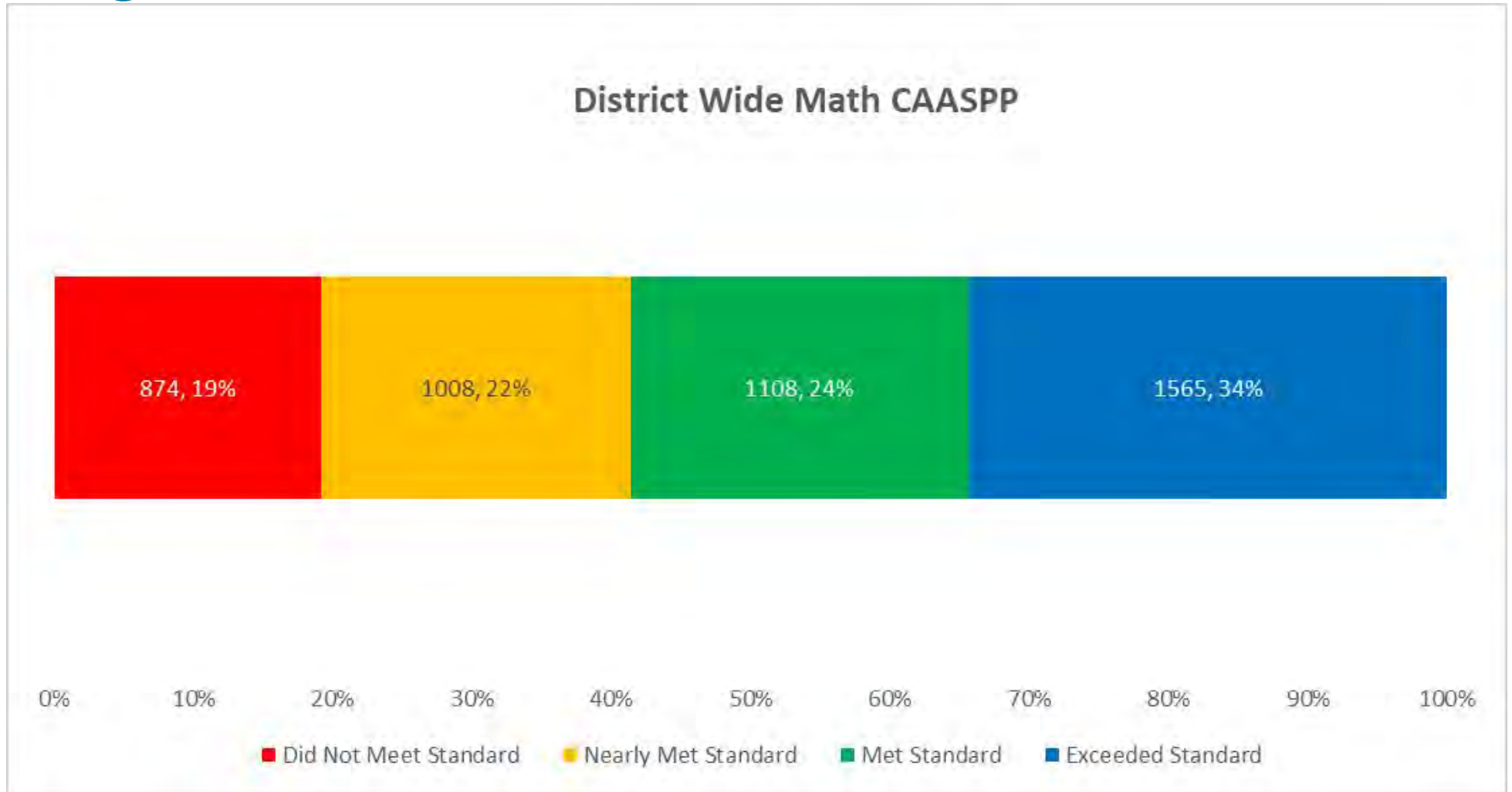
Appendix A



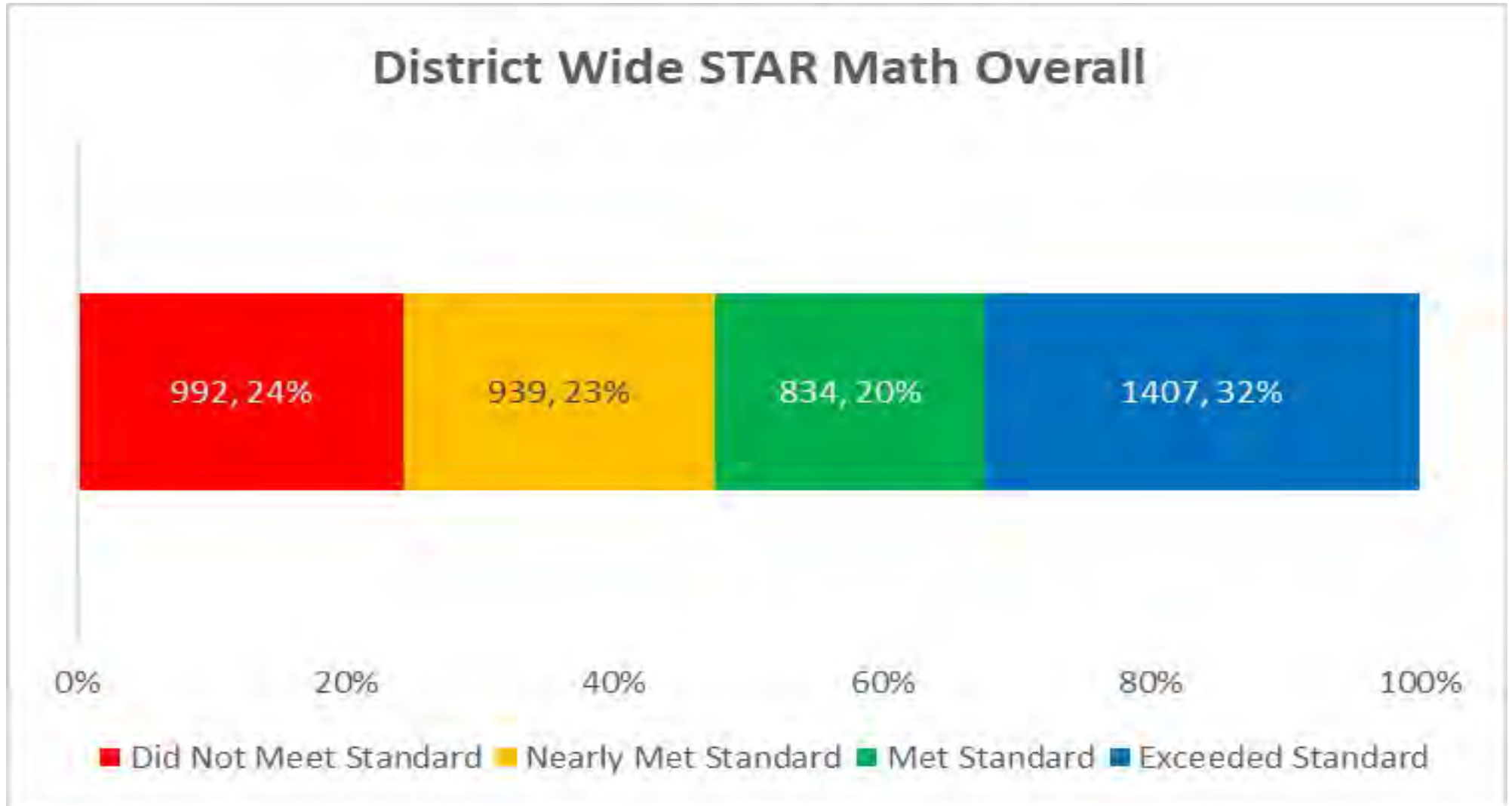
District-Wide Overall Data for:

- CAASPP
- CAST
- Star
- FastBridge

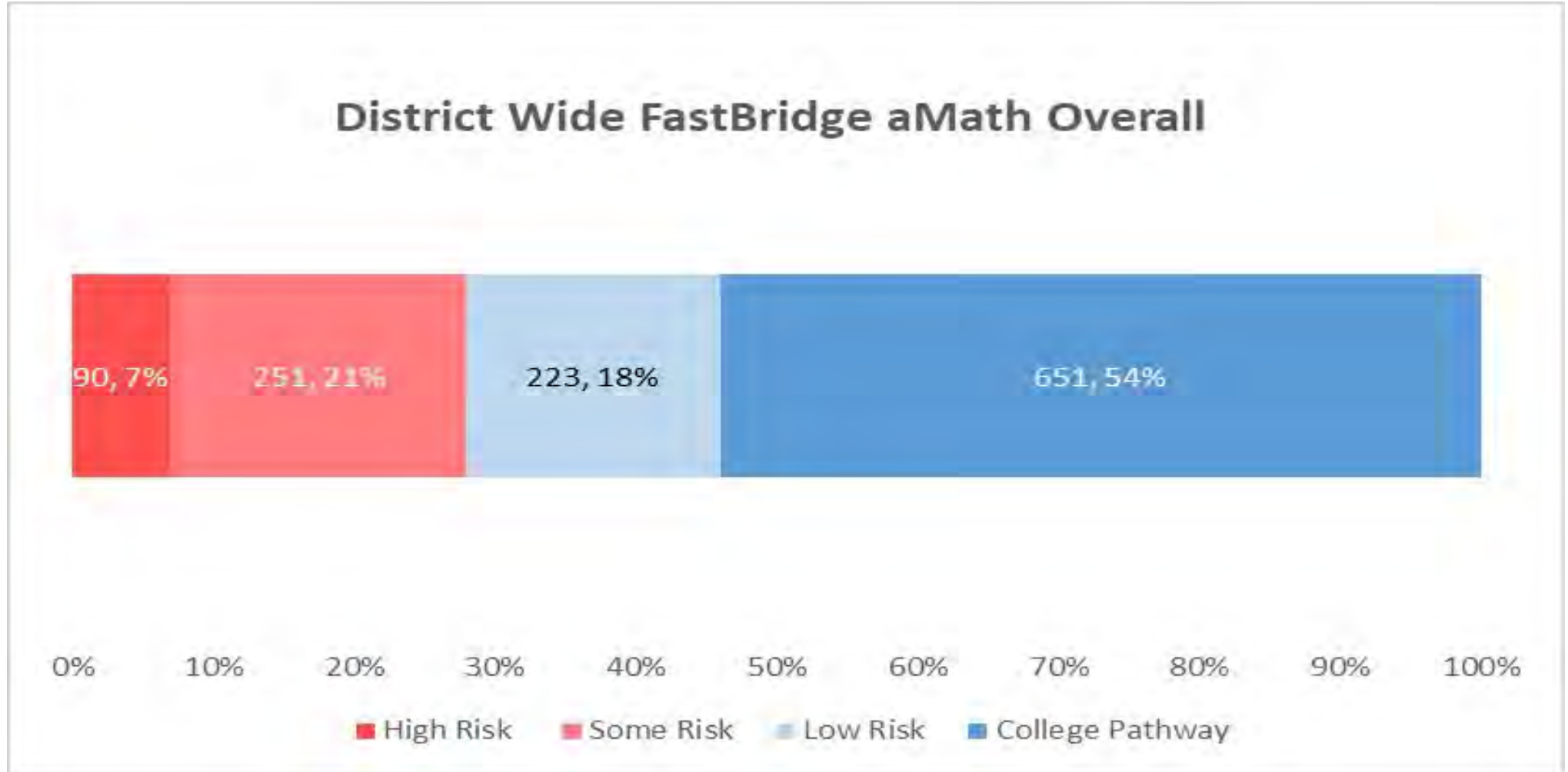
District Wide All grades combined-Math CAASPP



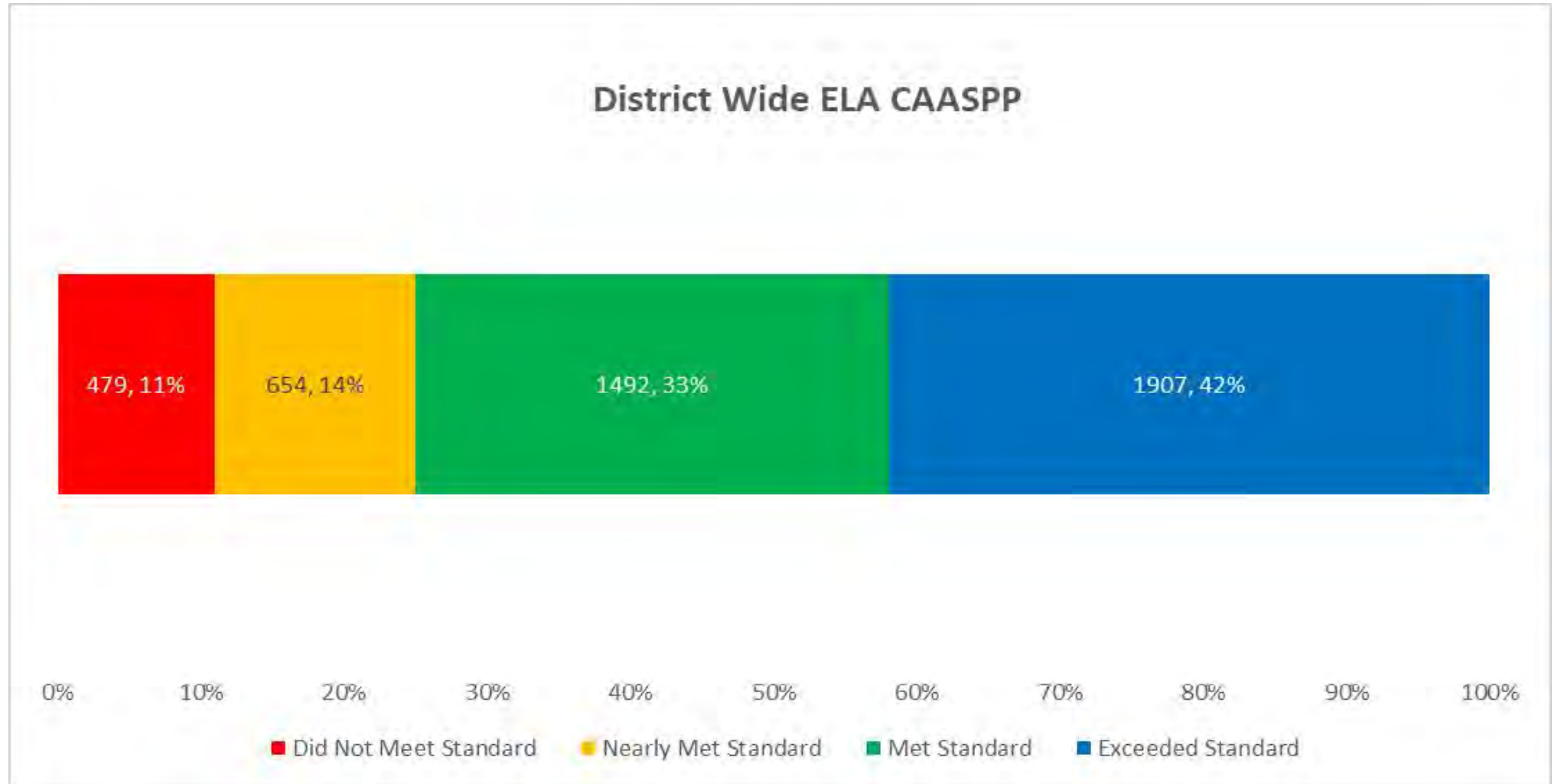
District Wide All grades combined-STAR Math



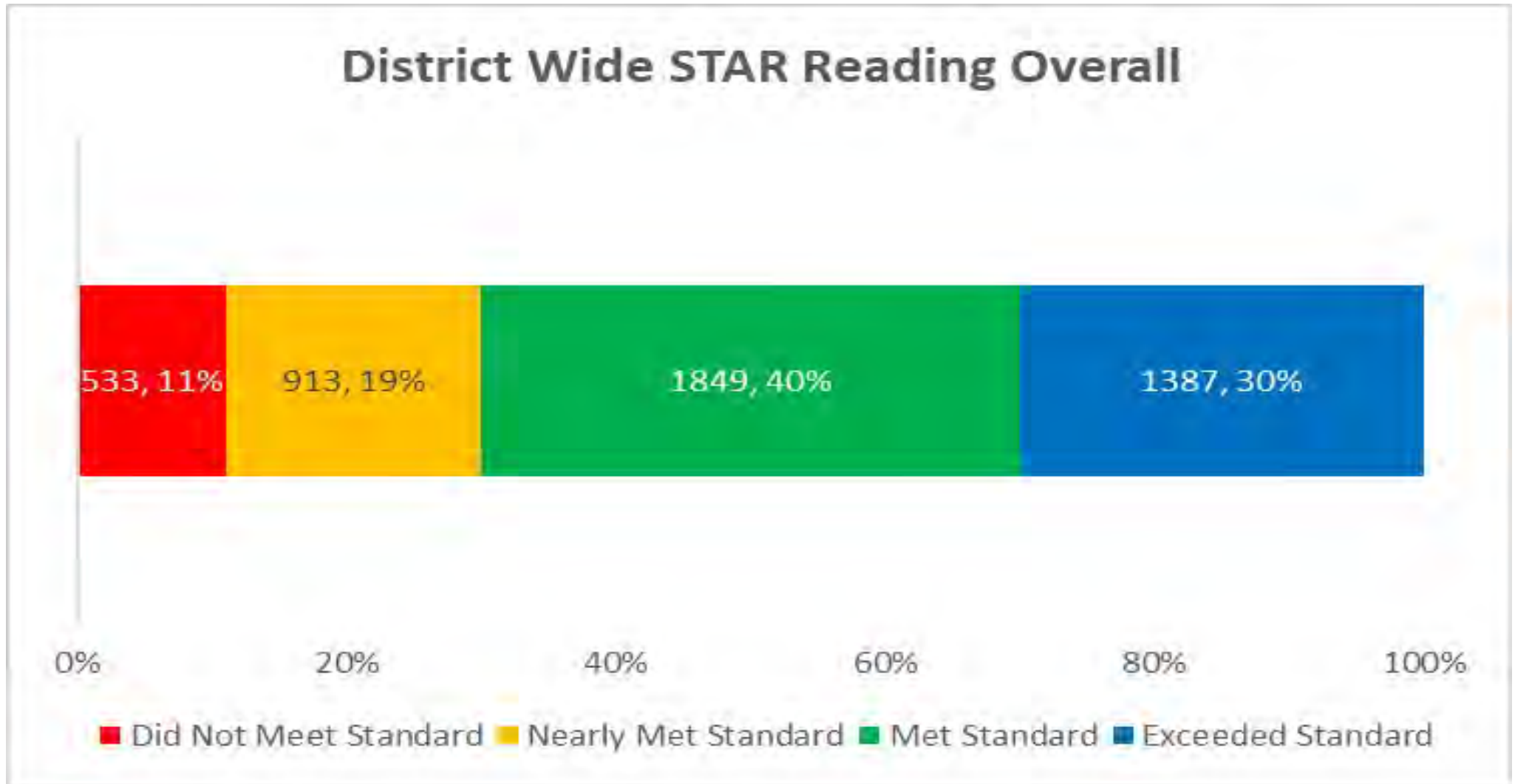
District Wide All grades combined-FastBridge aMath



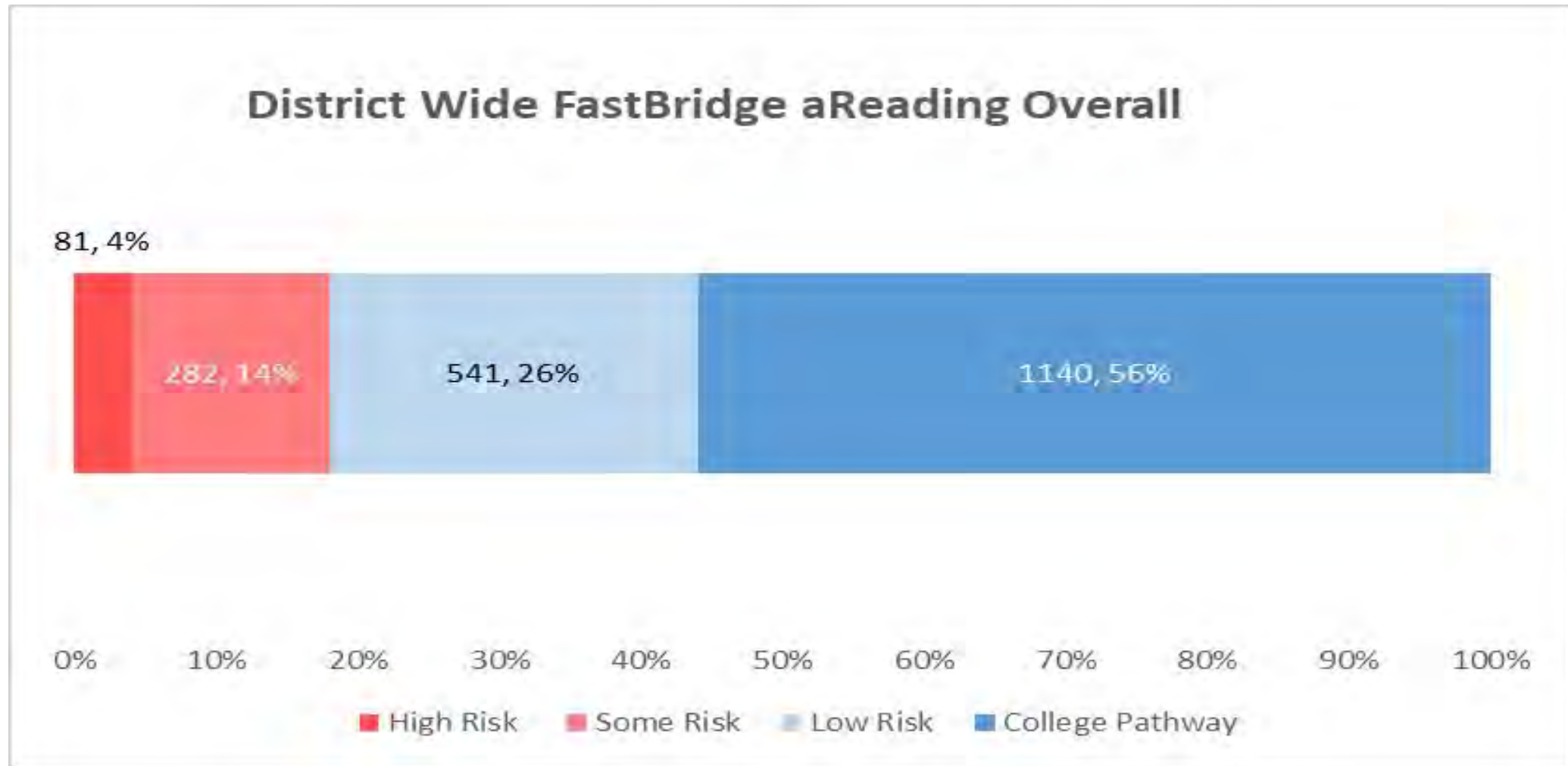
District Wide All grades combined-ELA CAASPP



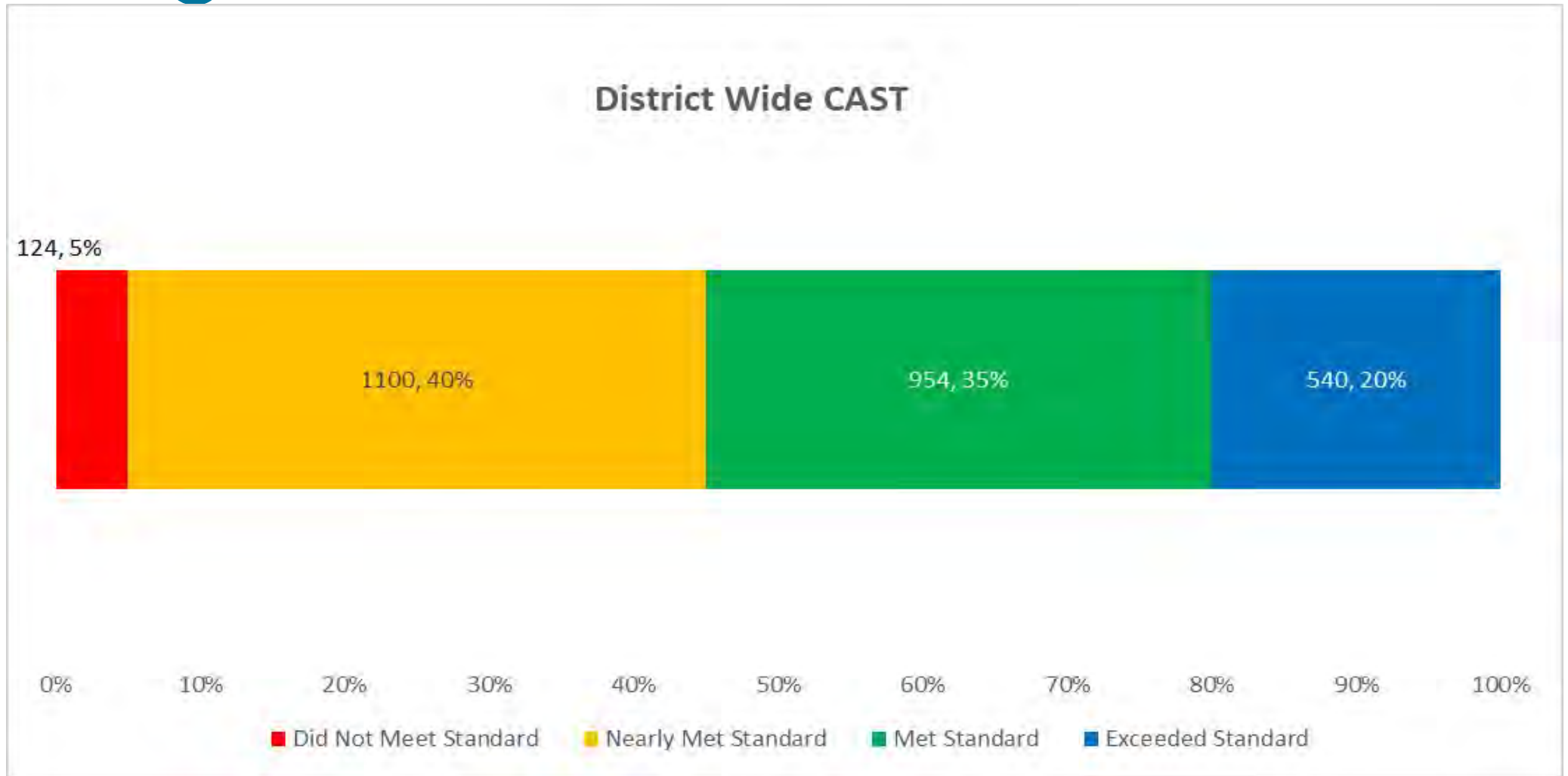
District Wide All grades combined-STAR Reading



District Wide All grades combined-FastBridge aReading



District Wide All grades combined-CAST





District-Wide Overall Data for:

- Star Math



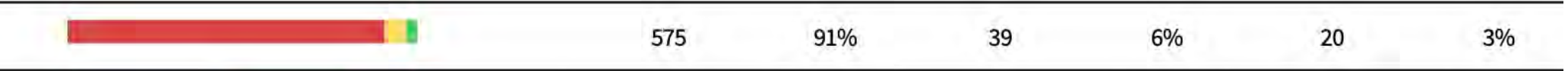
7th Grade Star Math

Supporting Cluster

Geometry | Geometry

CA.CCSSM.Math.7.G.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.



Supporting Cluster

Statistics and Probability | Statistics and Probability

CA.CCSSM.Math.7.SP.8

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.



8th Grade Star Math

Major Cluster

Algebra | Expressions and Equations

CA.CCSSM.Math.8.EE.8.a

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.



552

77%

140

19%

27

4%

Major Cluster

Geometry | Geometry

CA.CCSSM.Math.8.G.7

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.



614

85%

92

13%

13

2%

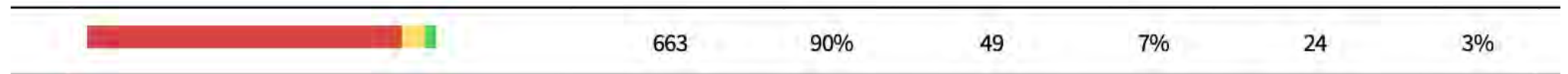
9th Grade Star Math

Major Cluster

Algebra | Seeing Structure in Expressions

CA.CCSSM.Math.A1.A-SSE.3.b

Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

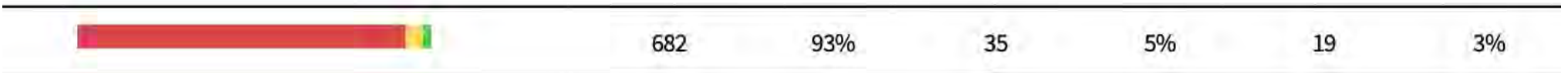


Major Cluster

Algebra | Reasoning with Equations and Inequalities

CA.CCSSM.Math.A1.A-REI.4.a

Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.



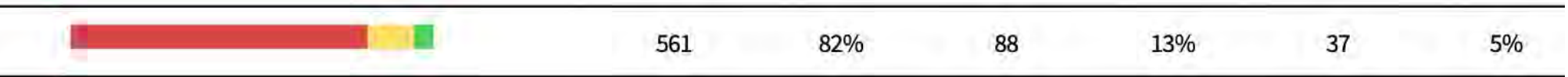
10th Grade Star Math

Major Cluster

Geometry | Geometric Measurement and Dimension

CA.CCSSM.Math.GM.G-GMD.3

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

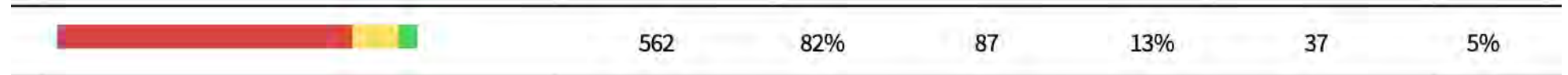


Major Cluster

Statistics and Probability | Using Probability to Make Decisions

CA.CCSSM.Math.GM.S-MD.6

Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

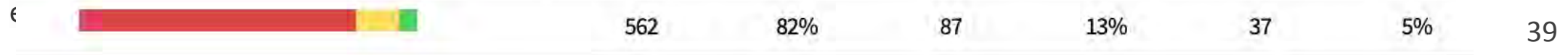


Major Cluster

Statistics and Probability | Using Probability to Make Decisions

CA.CCSSM.Math.GM.S-MD.7

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie) at the



11th Grade Star Math

Major Cluster

Statistics and Probability | Making Inferences and Justifying Conclusions

CA.CCSSM.Math.A2.S-IC.5

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.



534

80%

81

12%

52

8%

Major Cluster

Statistics and Probability | Making Inferences and Justifying Conclusions

CA.CCSSM.Math.A2.S-IC.6

Evaluate reports based on data.



534

80%

81

12%

52

8%

Major Cluster

Statistics and Probability | Using Probability to Make Decisions

CA.CCSSM.Math.A2.S-MD.7

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).



534

80%

81

12%

52

8%

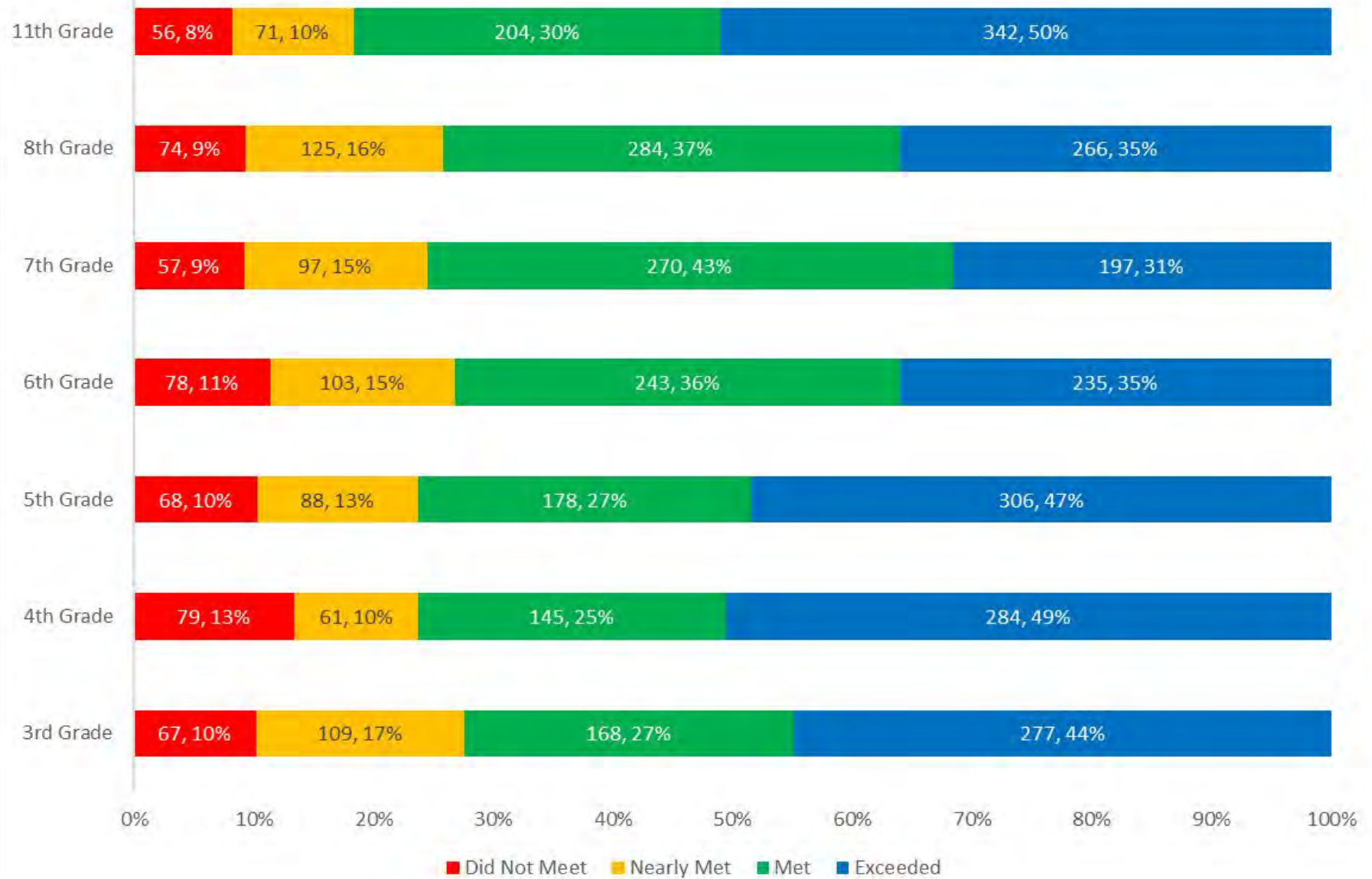


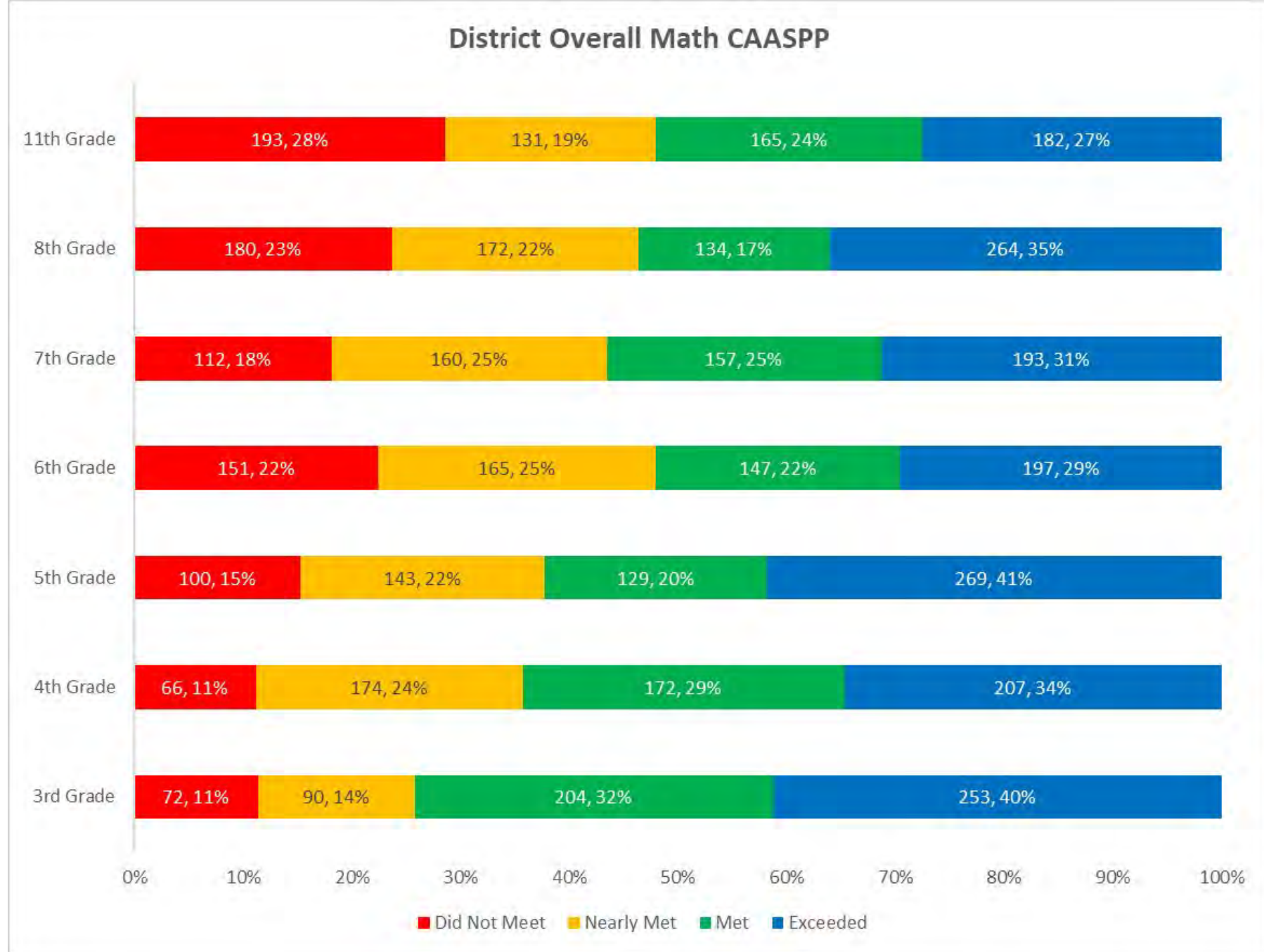
District-Wide Grade Level Data for:

- CAASPP
- CAST
- Star
- FastBridge

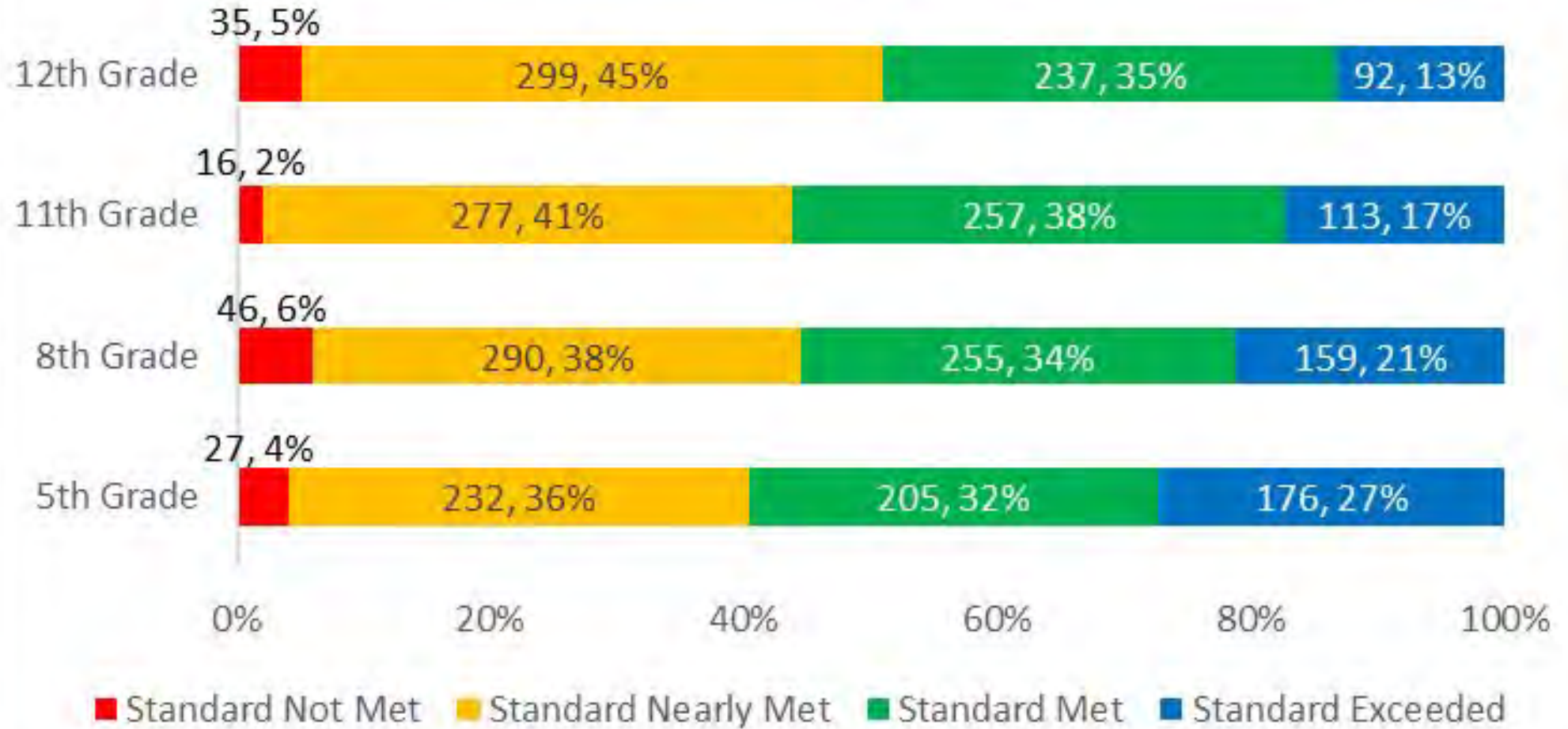
Appendix B

District Overall ELA CAASPP





District Overall CAST CAASPP



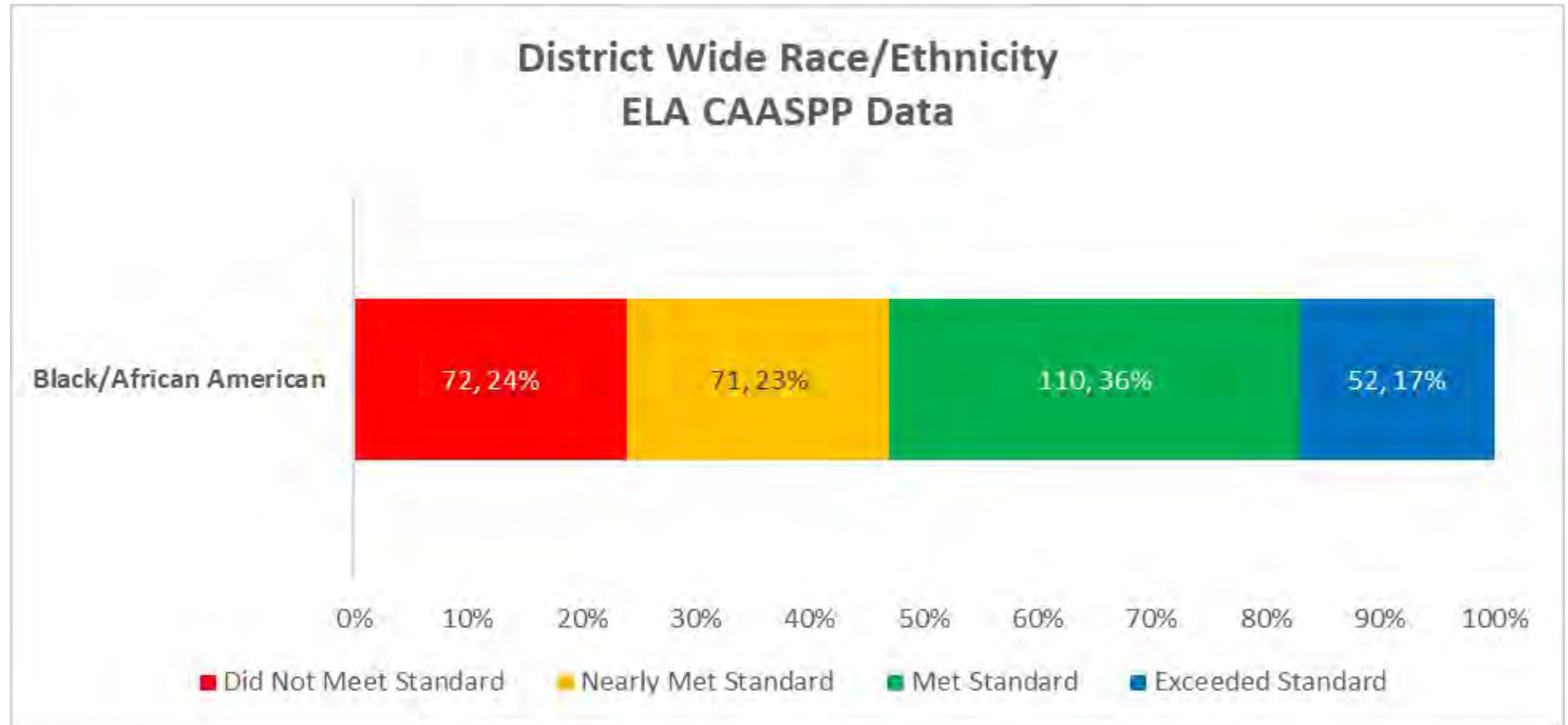


District-Wide Data Disaggregated by Race/Ethnicity for:

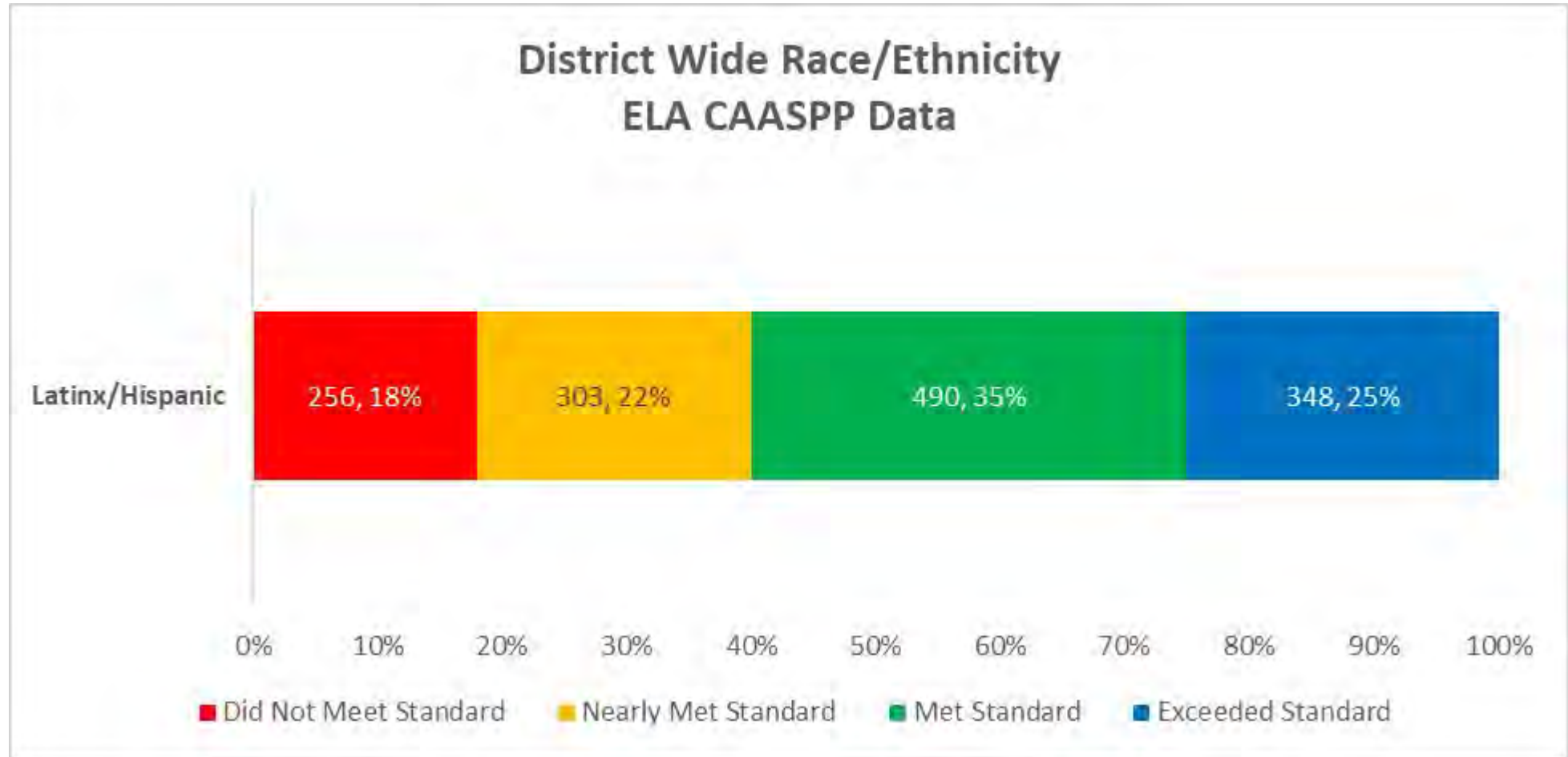
- CAASPP
- CAST
- Star
- FastBridge

Appendix C

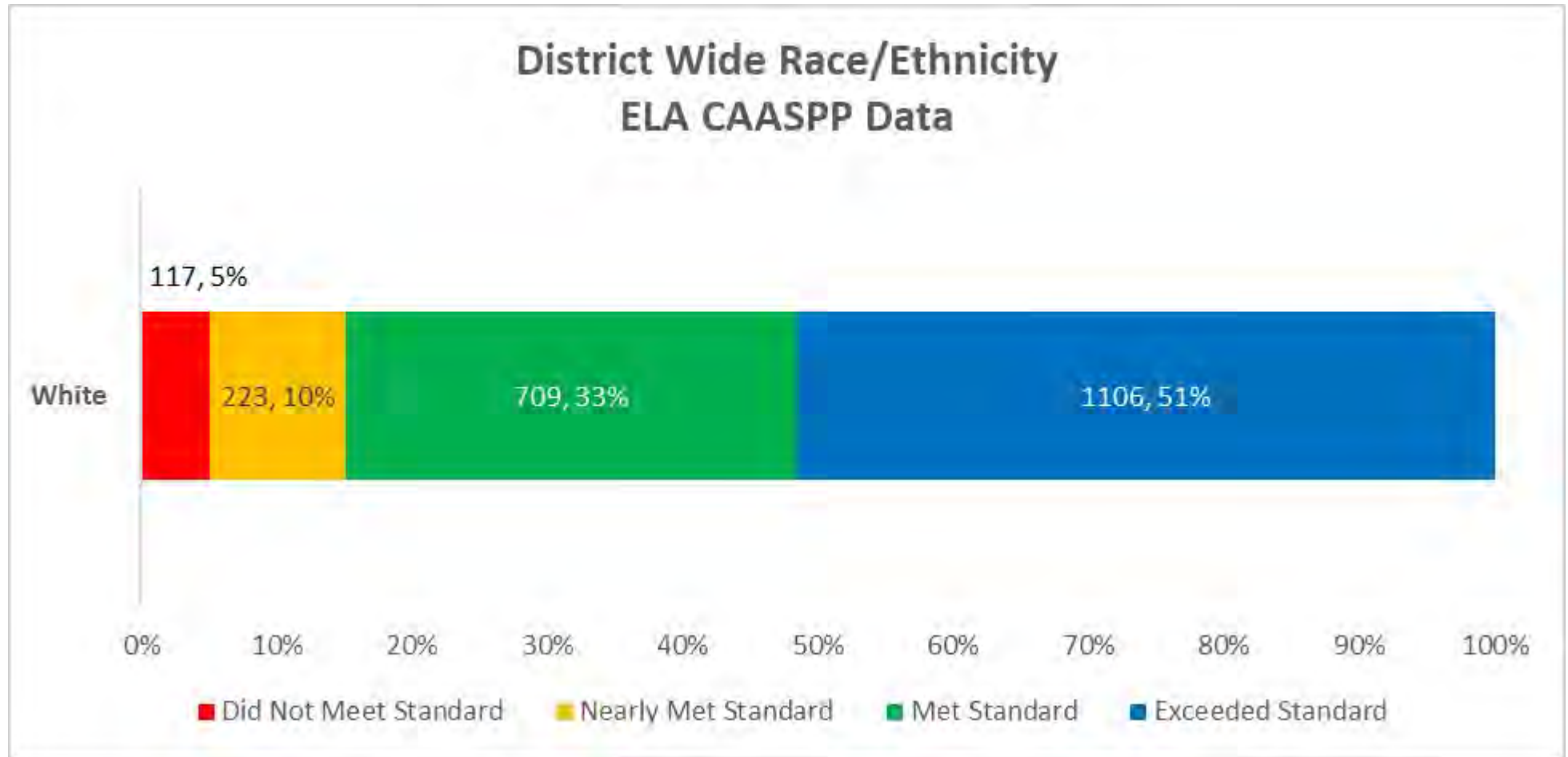
District Wide All grades combined-ELA CAASPP Disaggregated by Race/Ethnicity



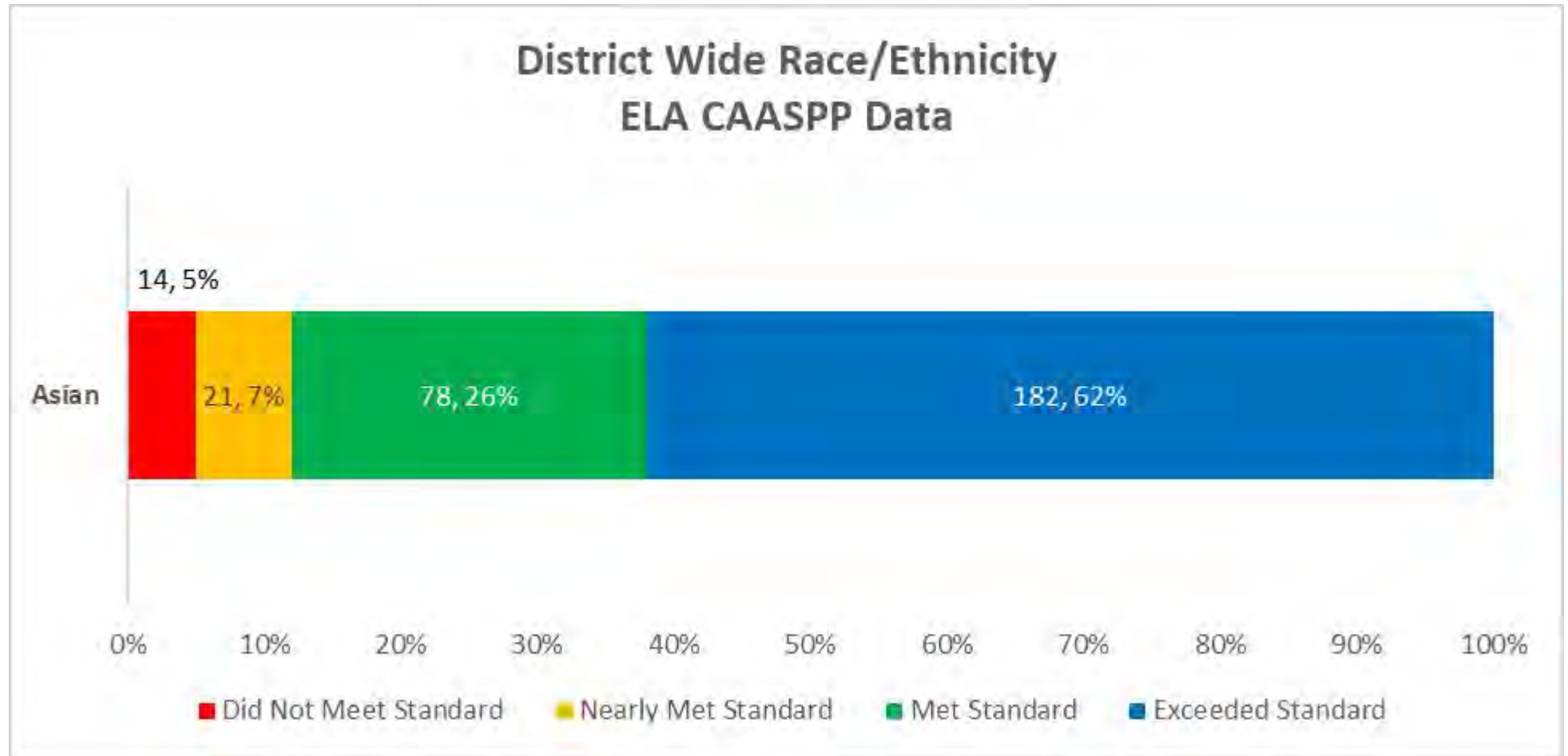
District Wide All grades combined- ELA CAASPP Disaggregated by Race/Ethnicity



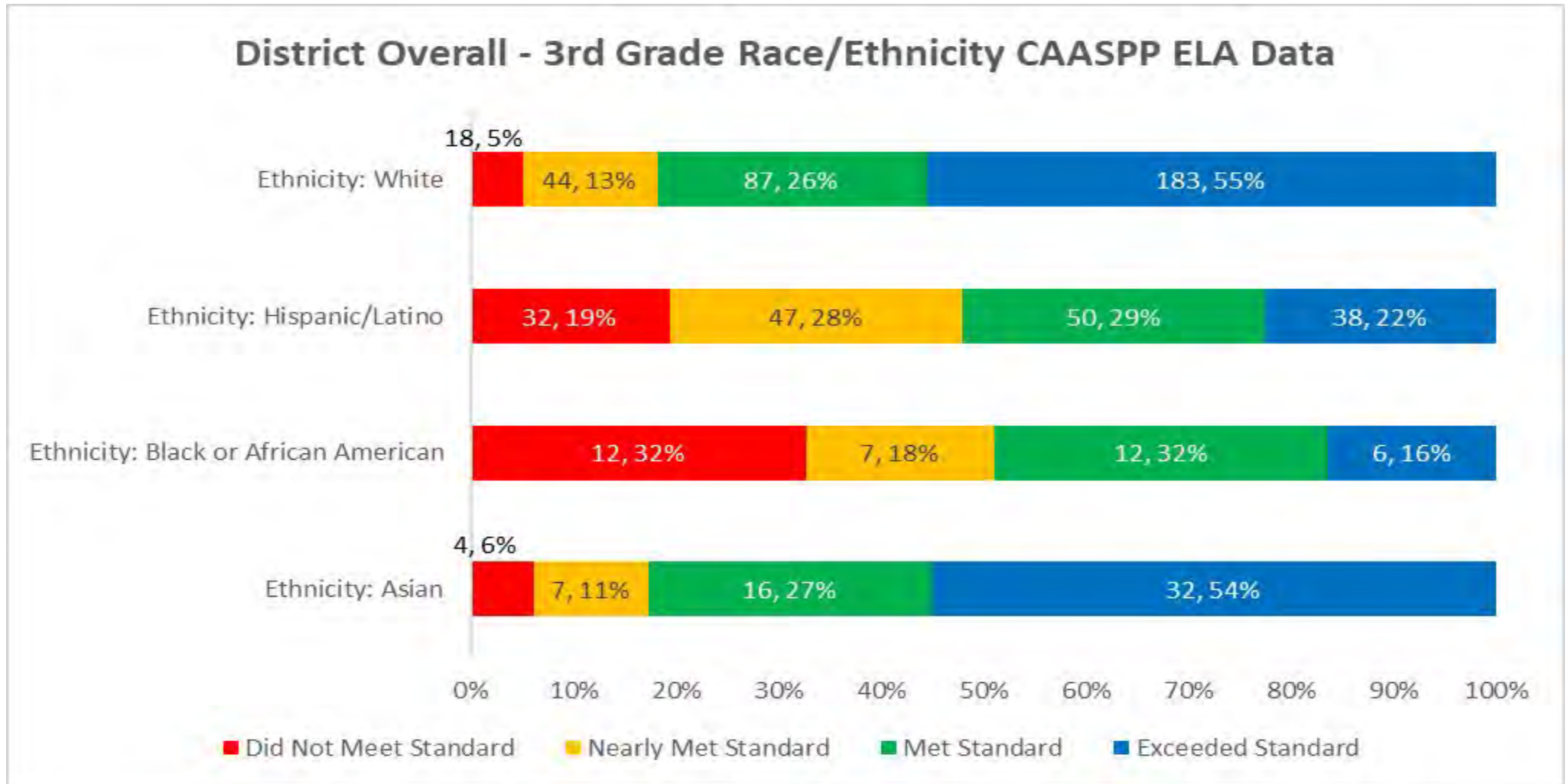
District Wide All grades combined-ELA CAASPP Disaggregated by Race/Ethnicity



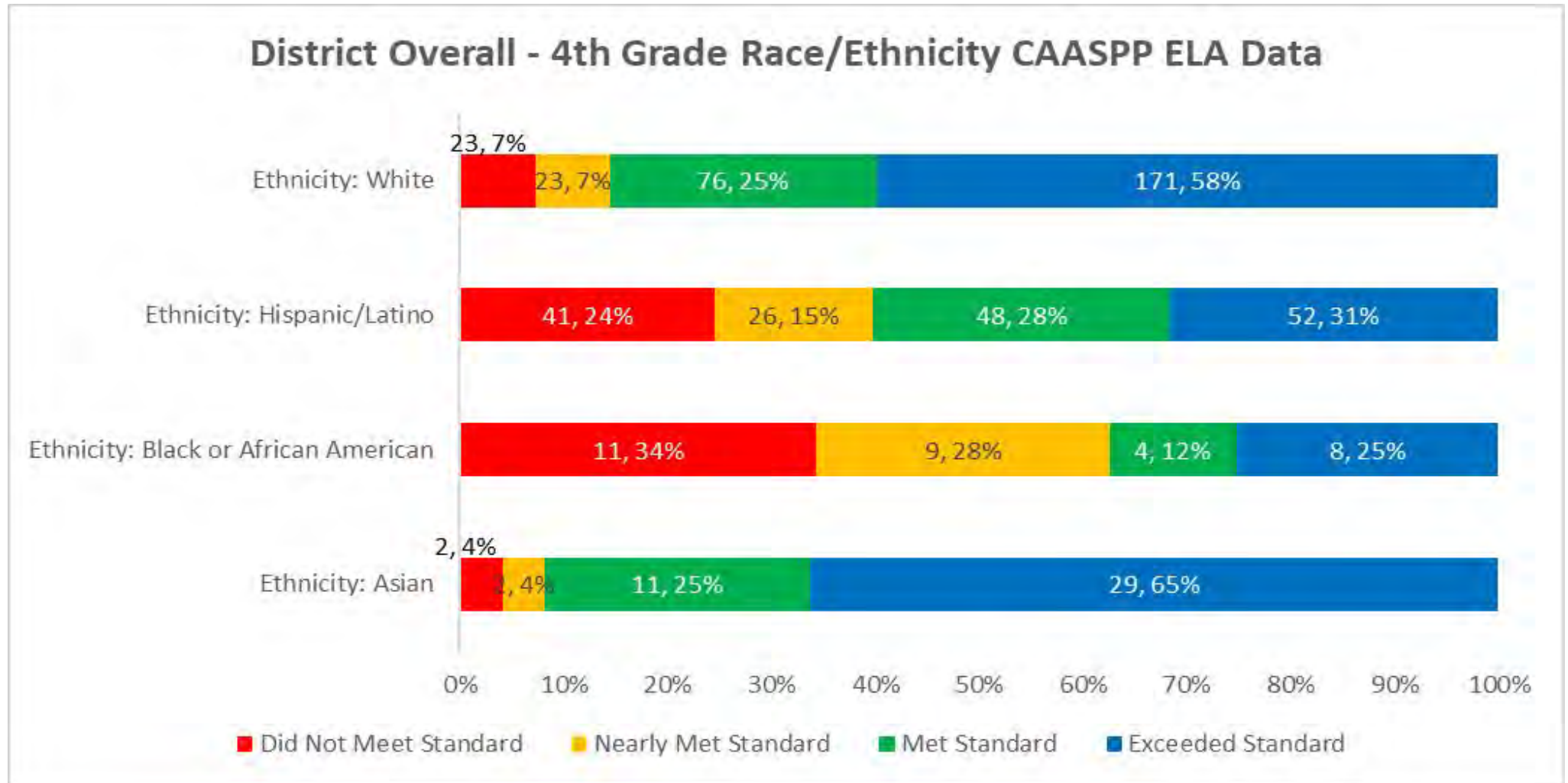
District Wide All grades combined-ELA CAASPP Disaggregated by Race/Ethnicity



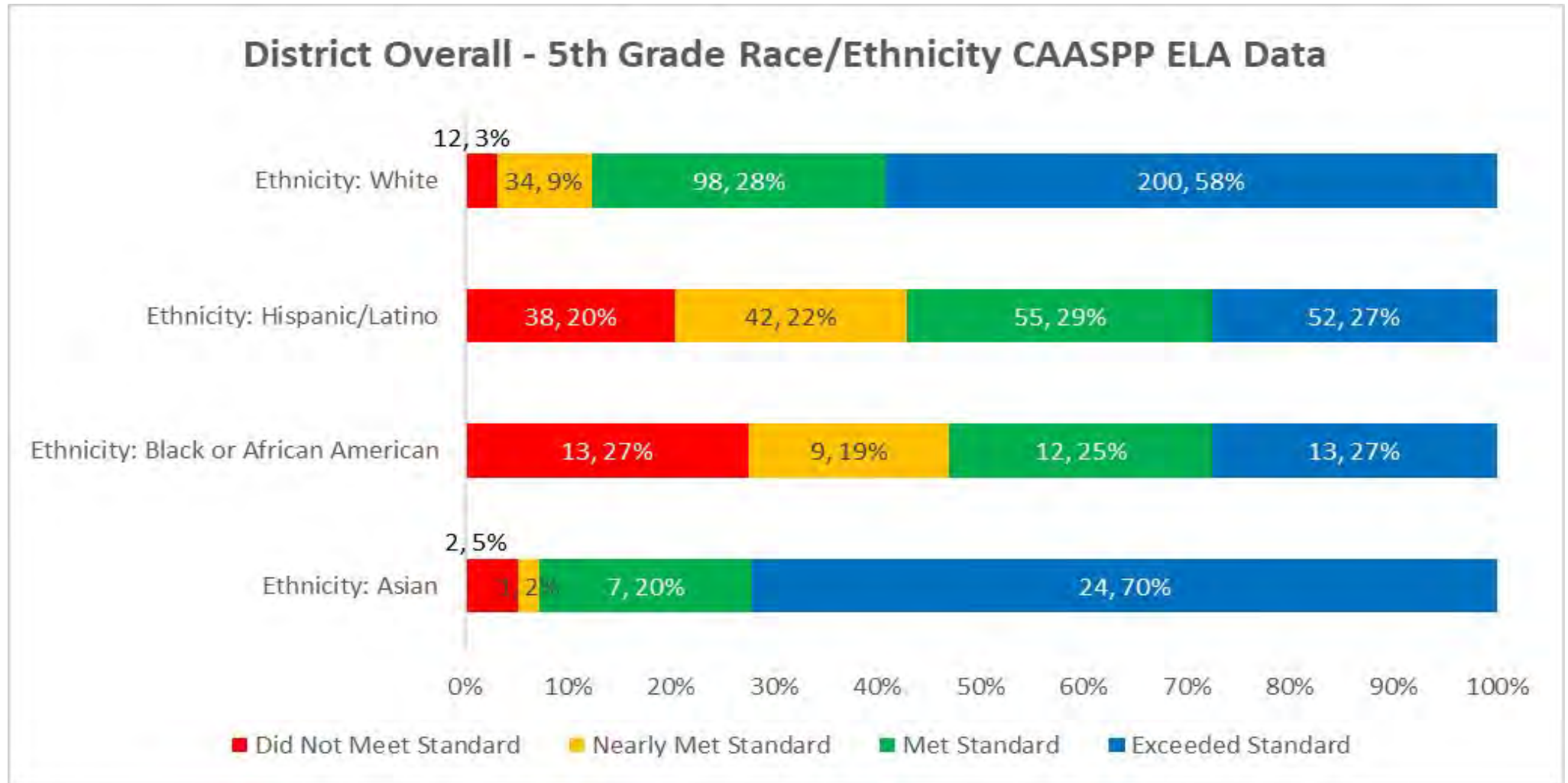
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



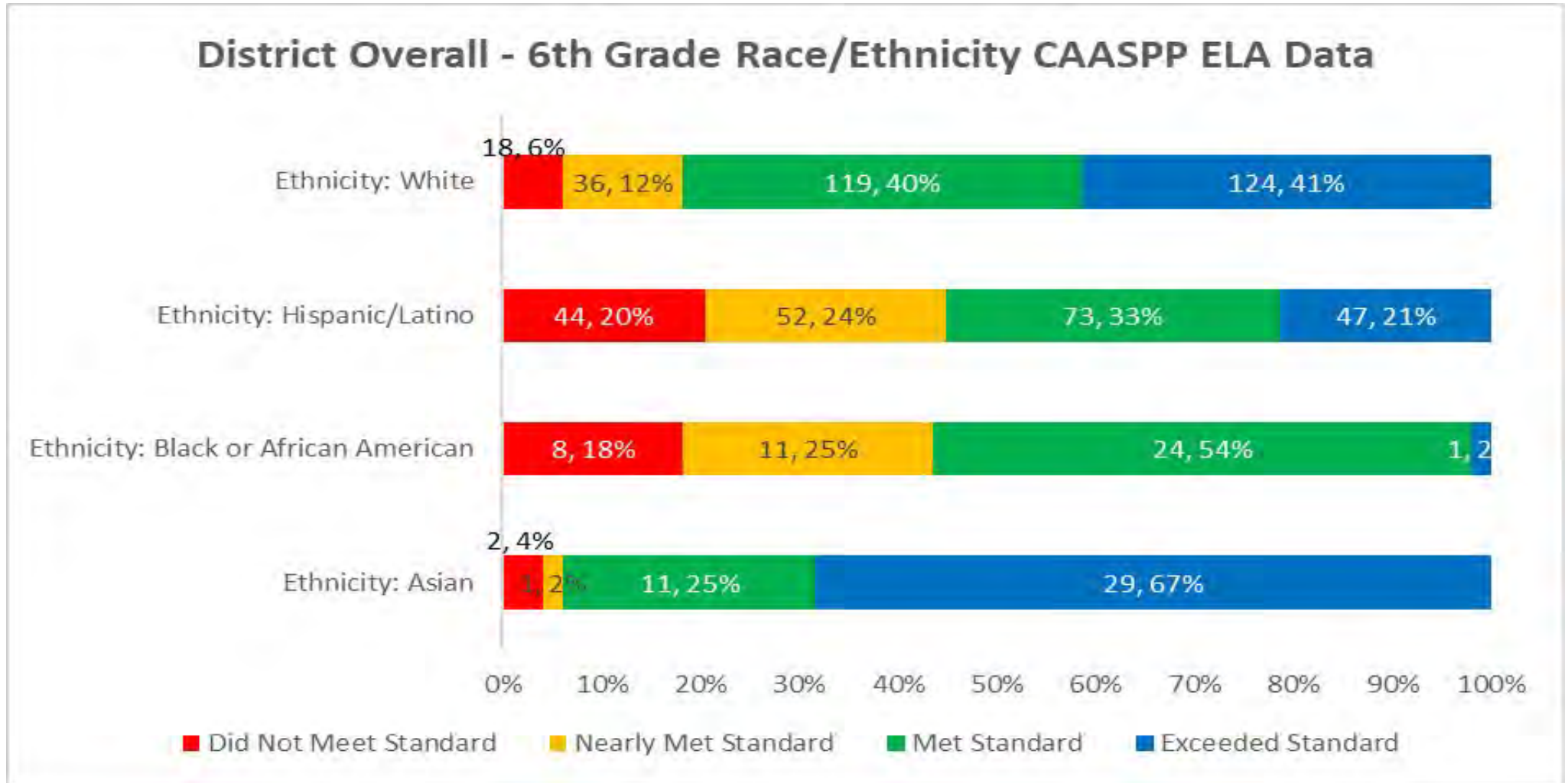
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



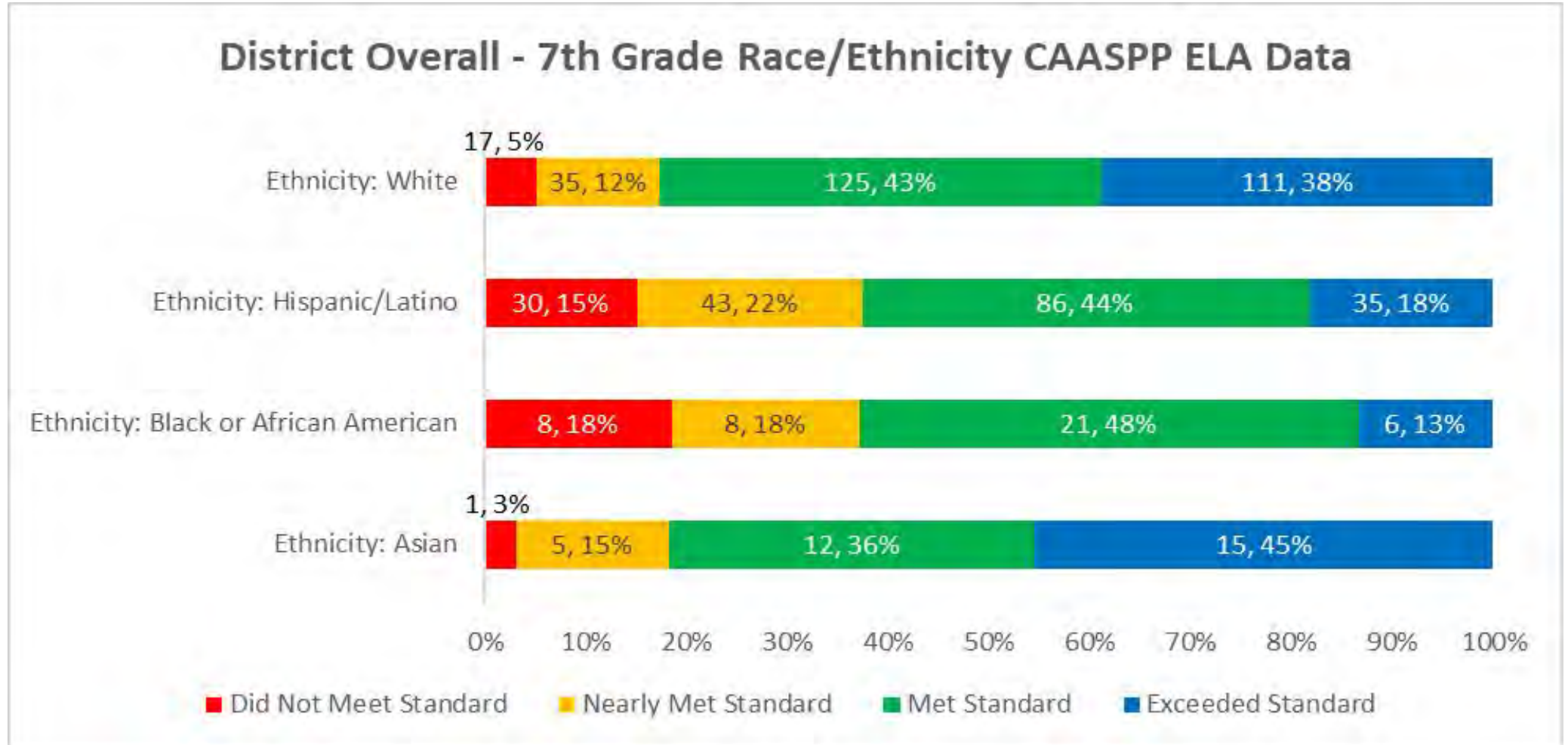
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



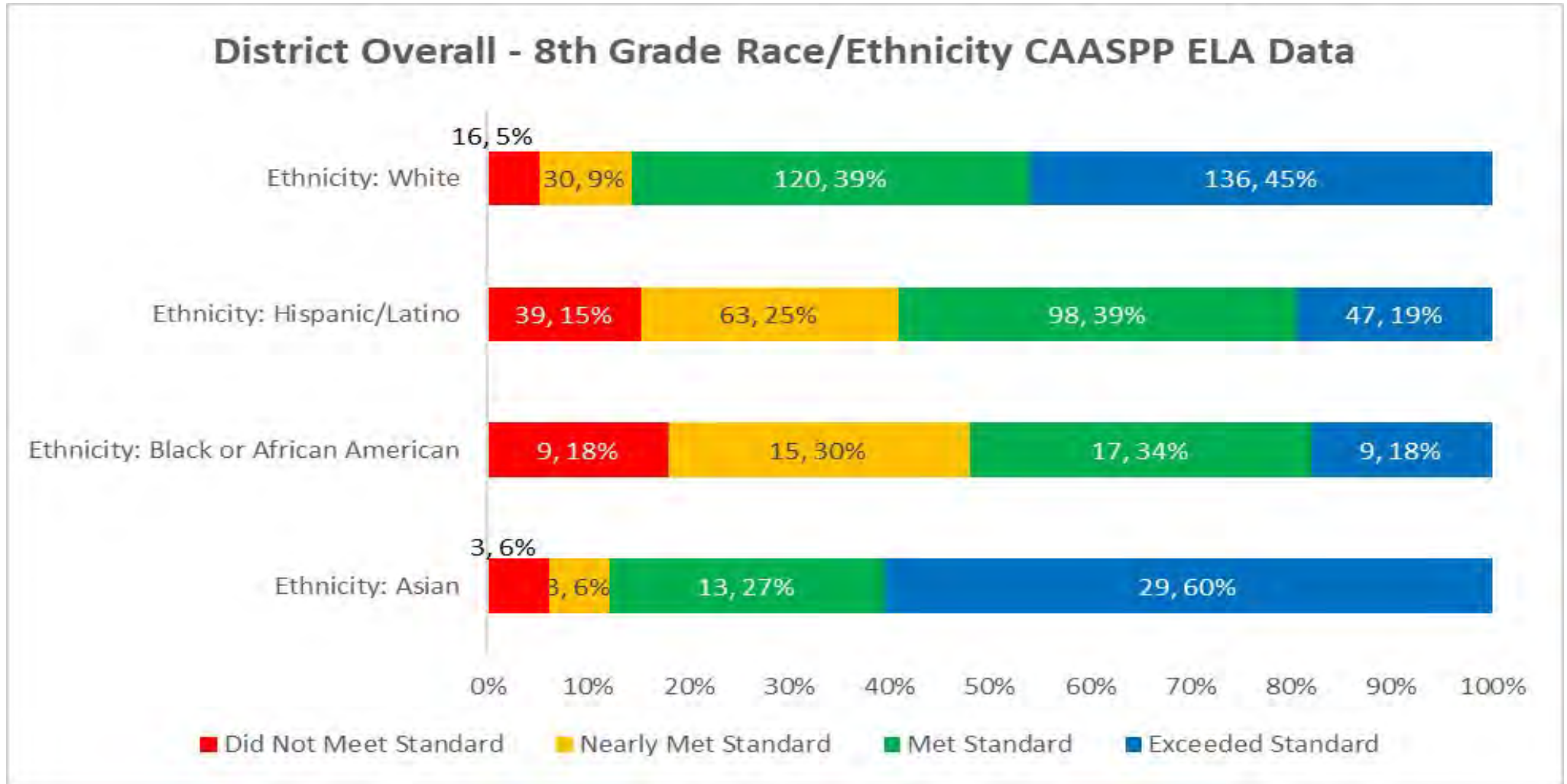
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



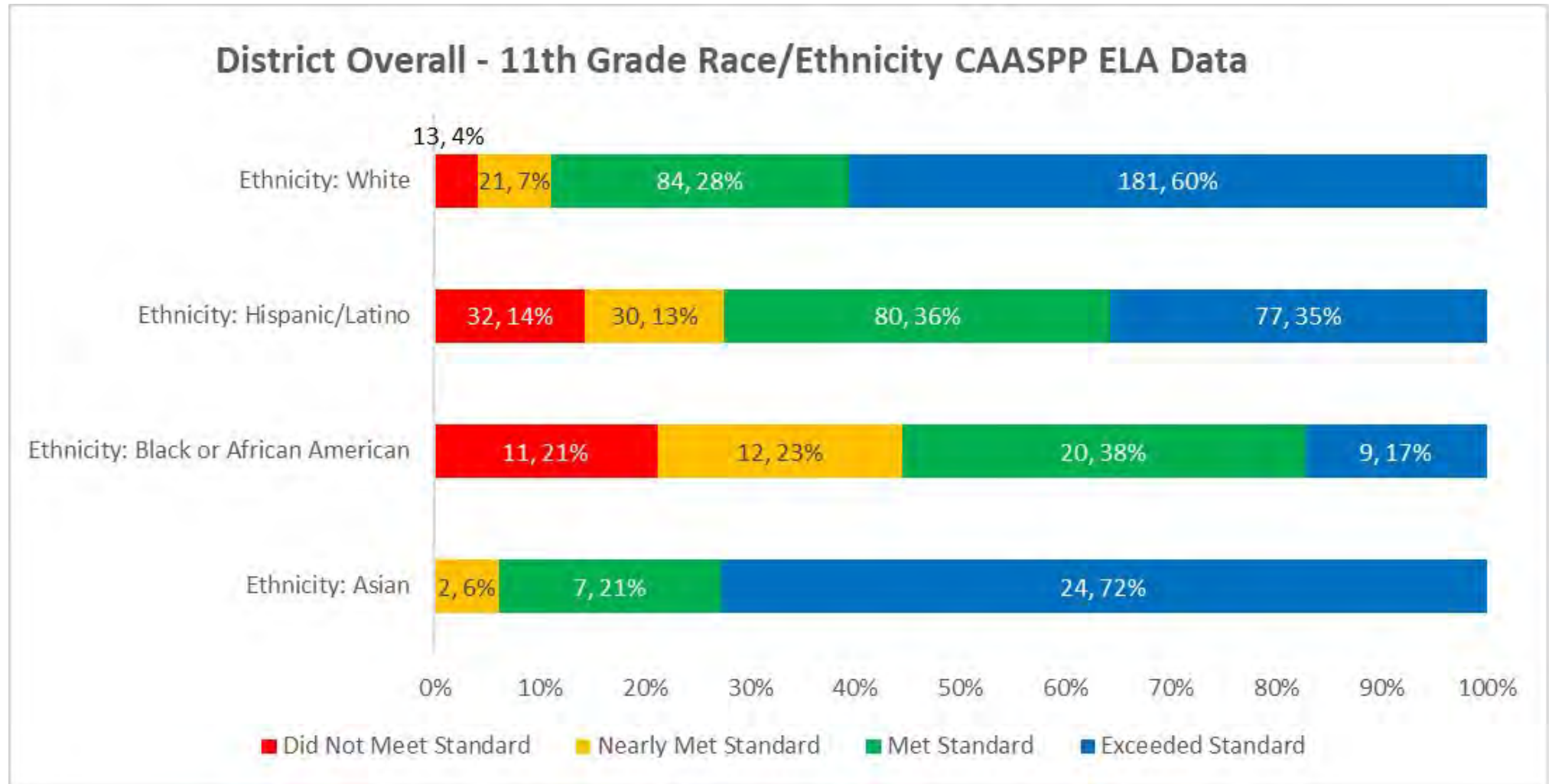
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



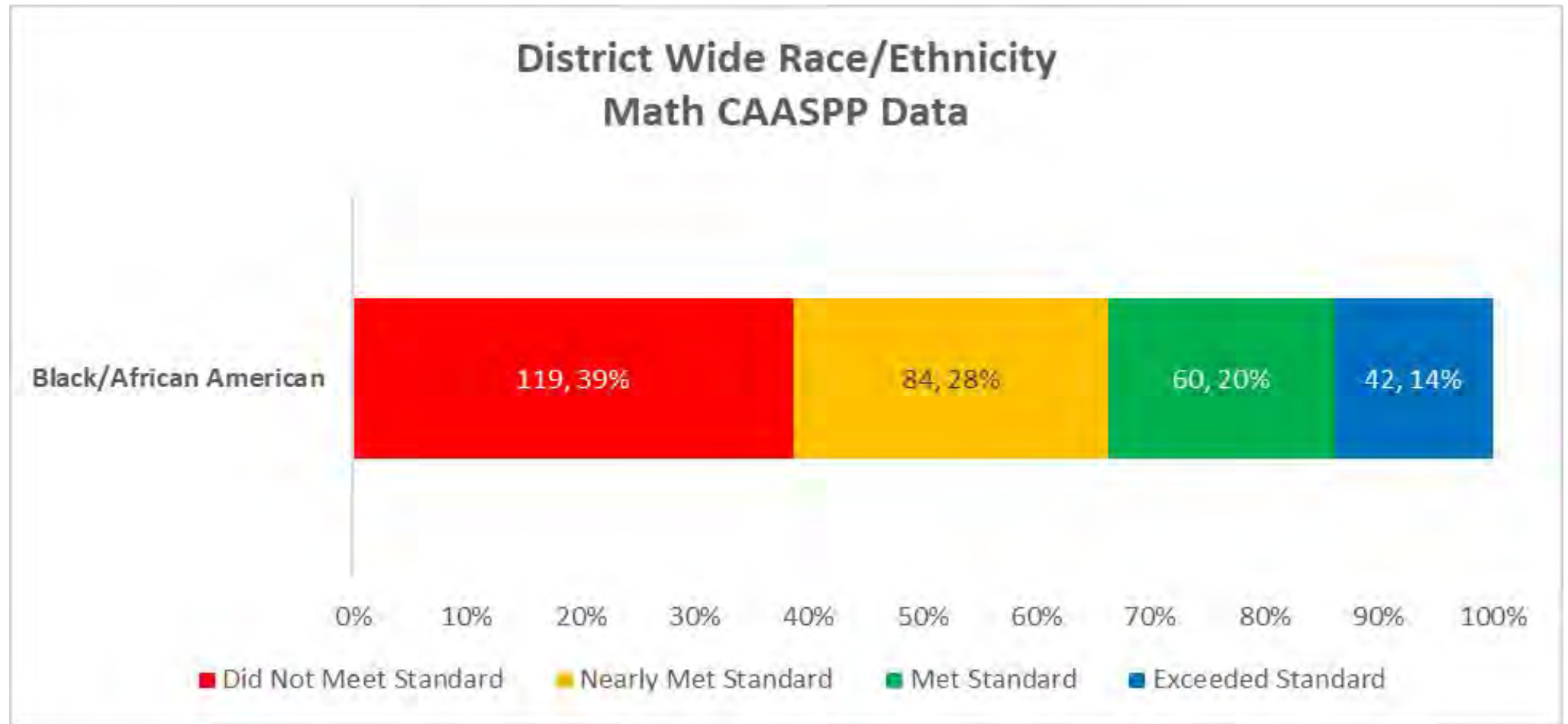
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



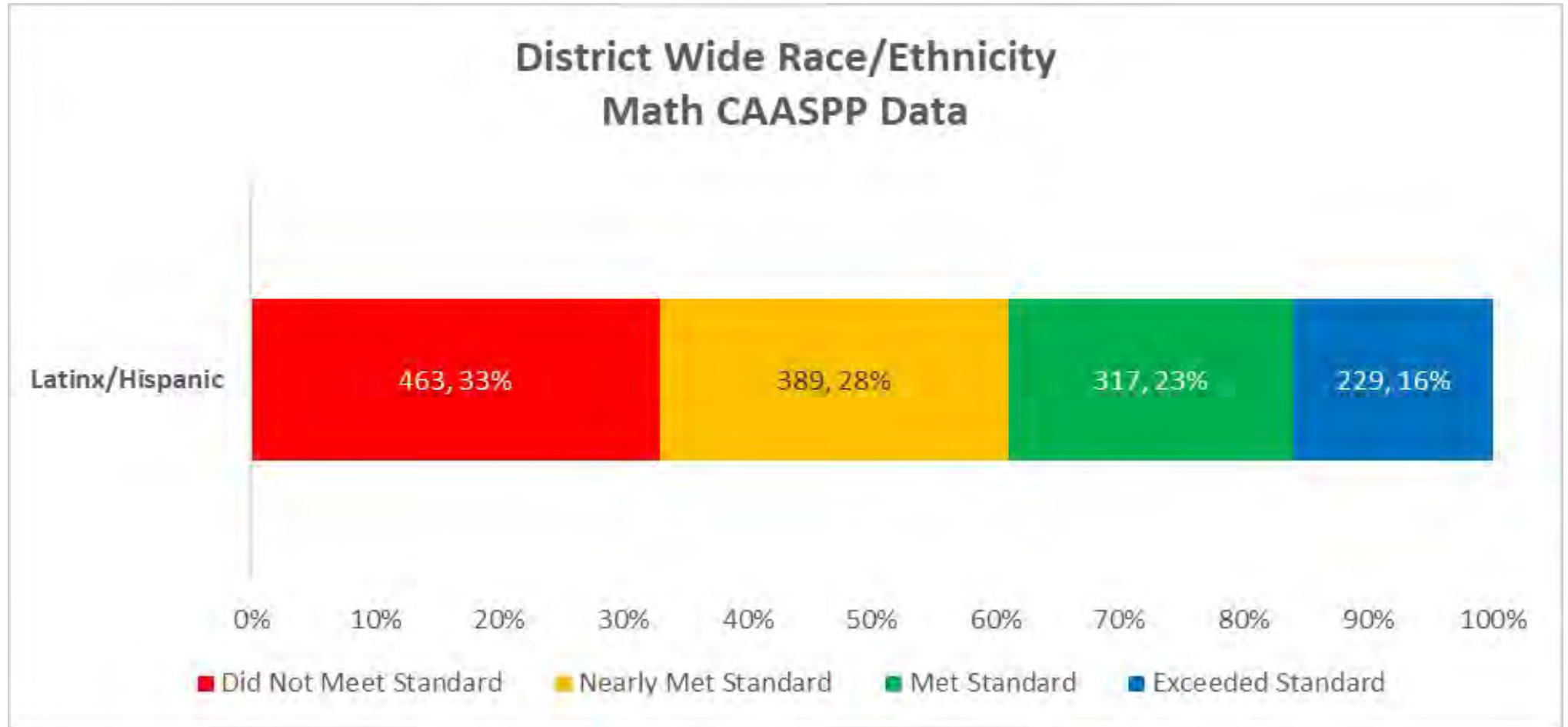
District Wide ELA CAASPP Disaggregated by Race/Ethnicity



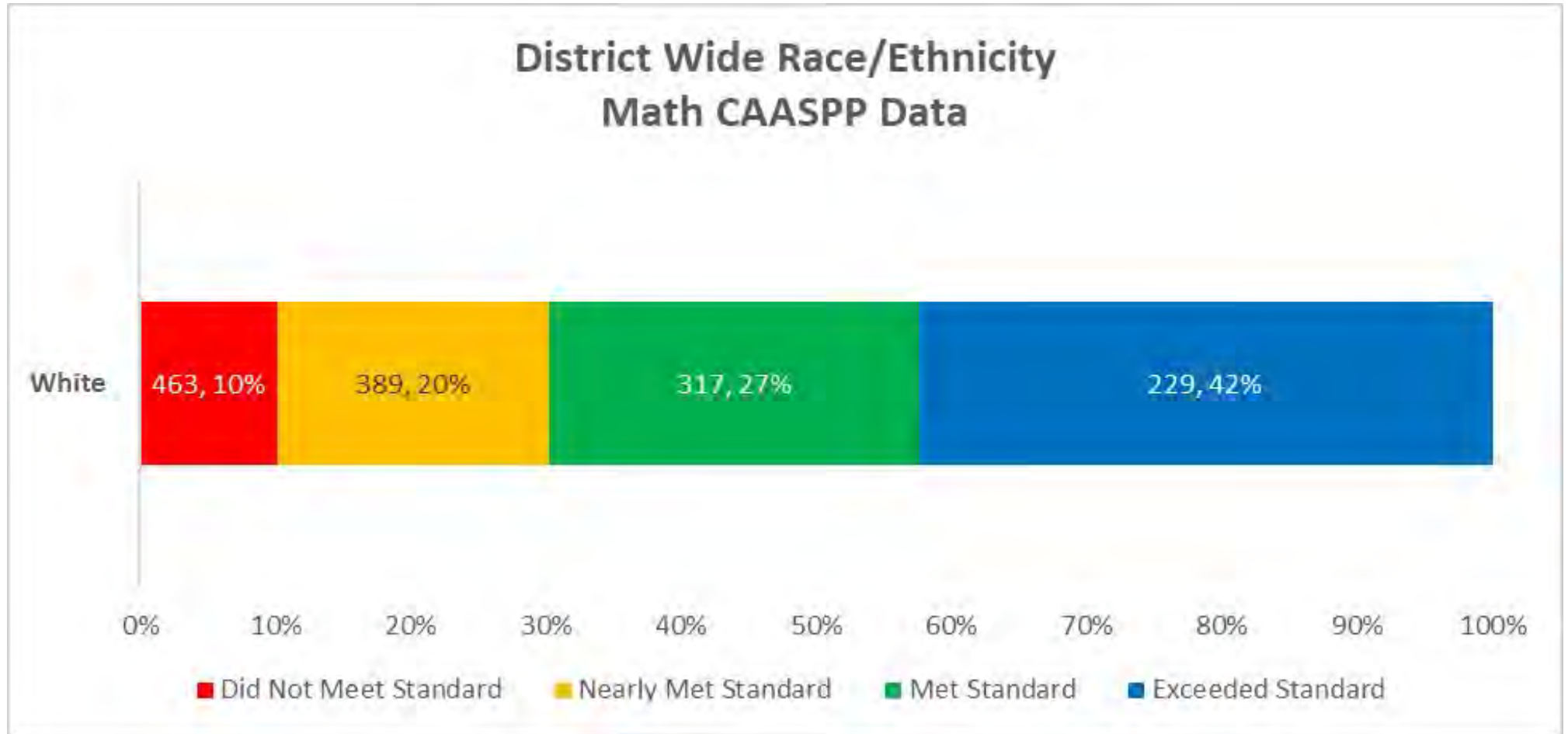
District Wide All grades combined-Math CAASPP Disaggregated by Race/Ethnicity



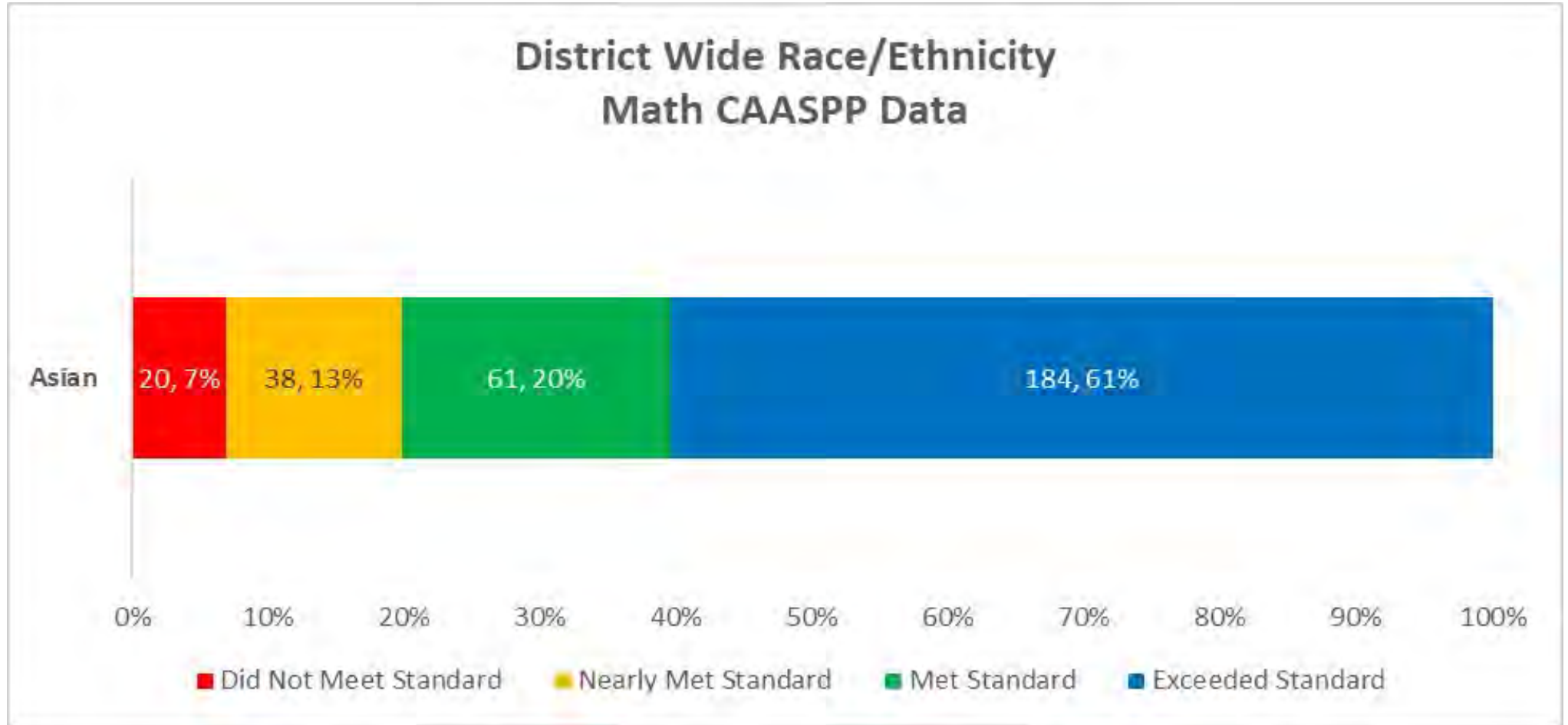
District Wide Math CAASPP Disaggregated by Race/Ethnicity



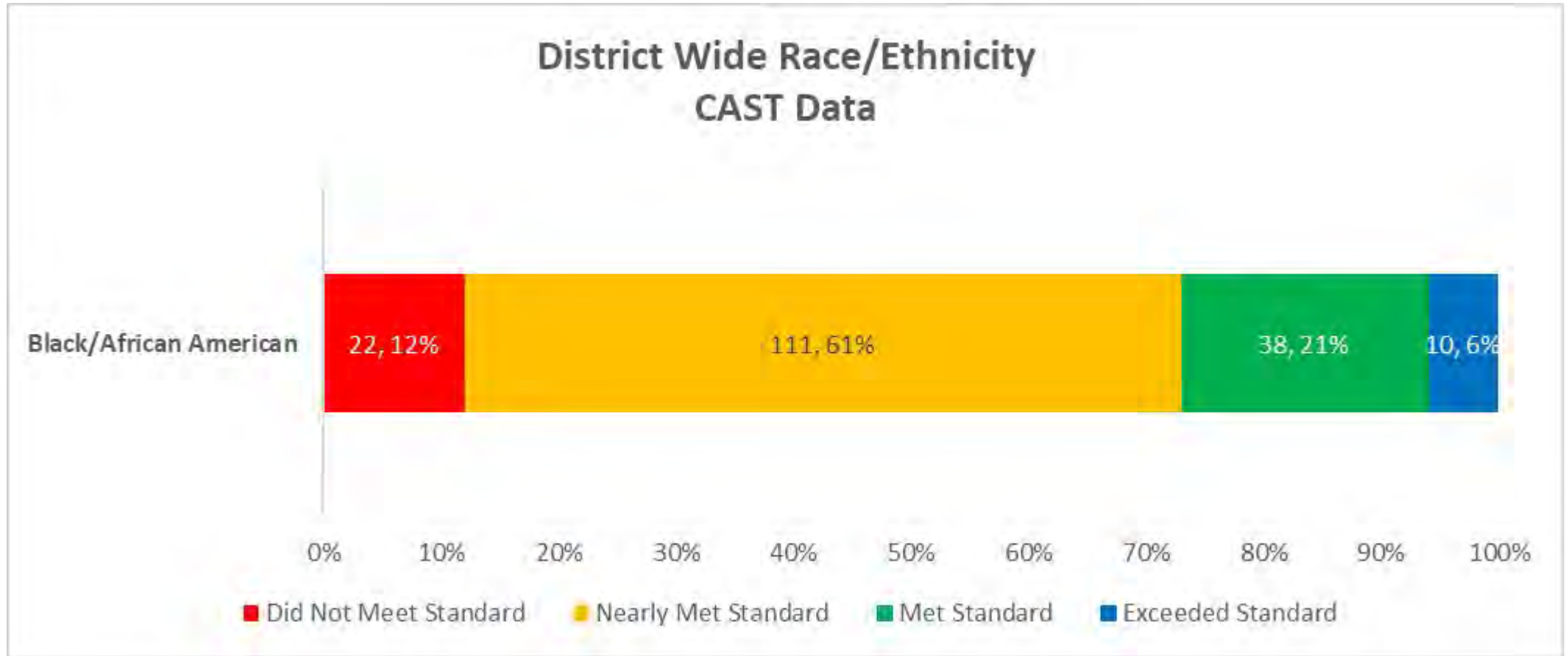
District Wide Math CAASPP Disaggregated by Race/Ethnicity



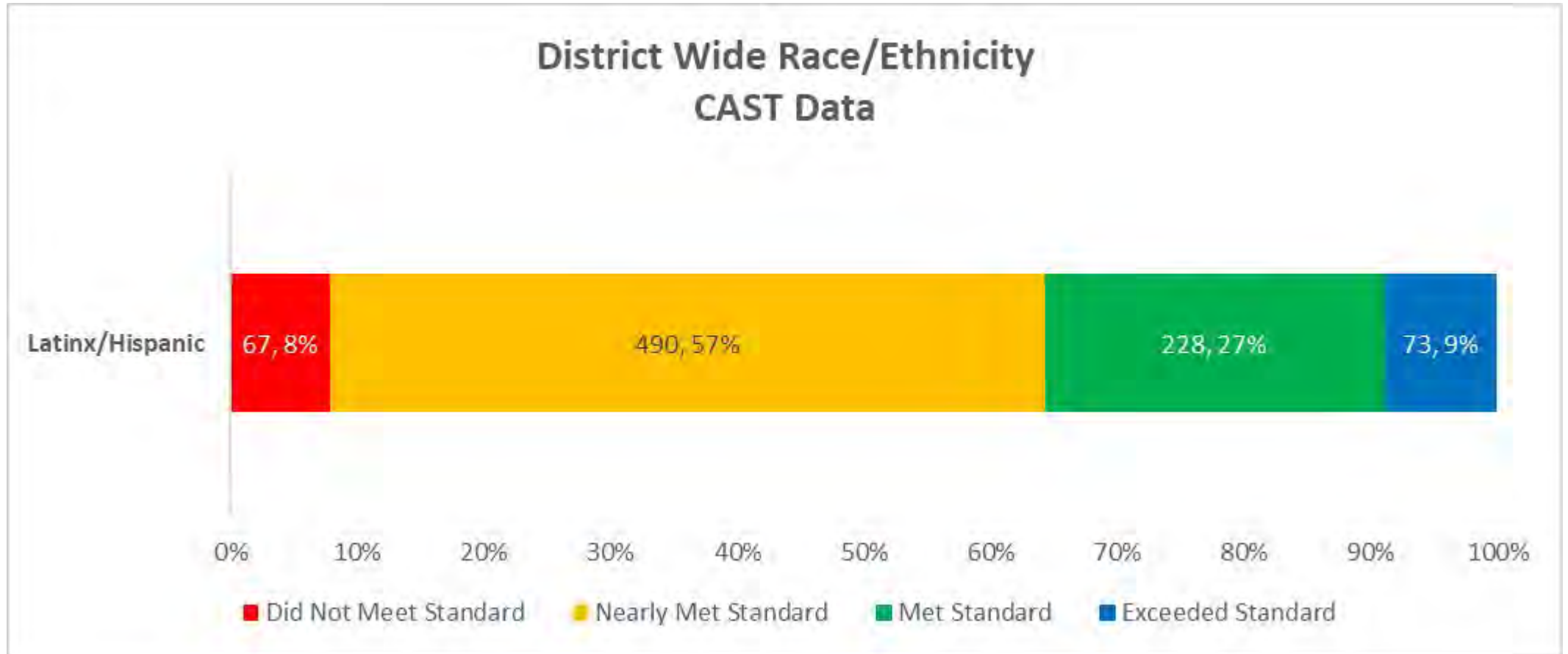
District Wide Math CAASPP Disaggregated by Race/Ethnicity



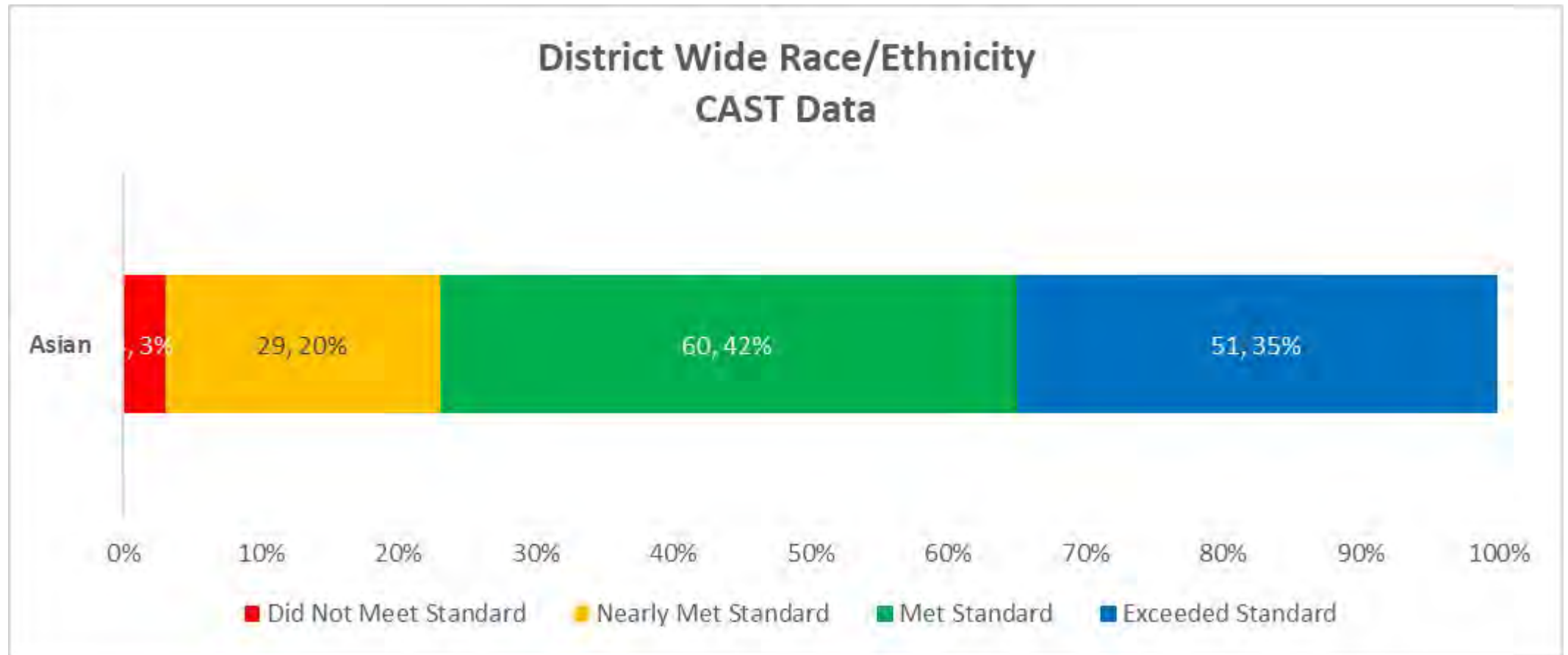
District Wide CAST Disaggregated by Race/Ethnicity



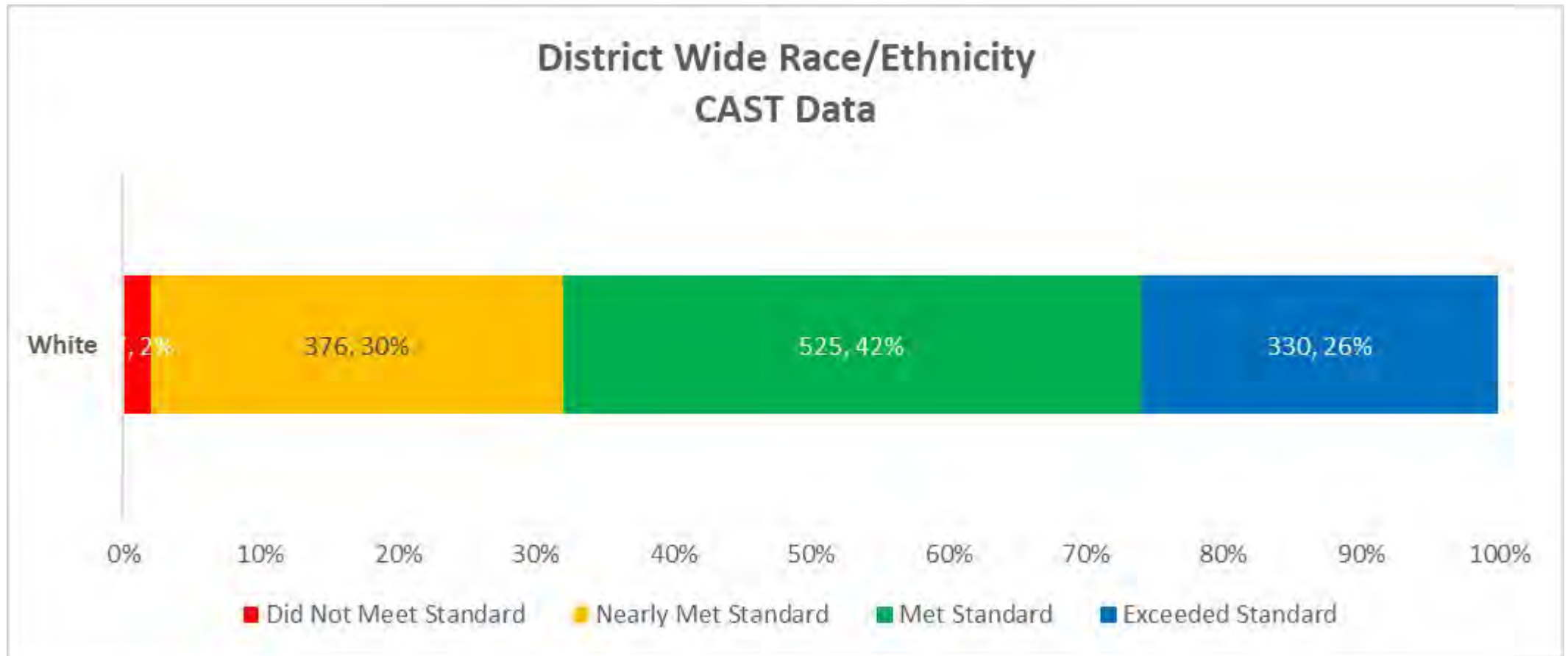
District Wide CAST Disaggregated by Race/Ethnicity



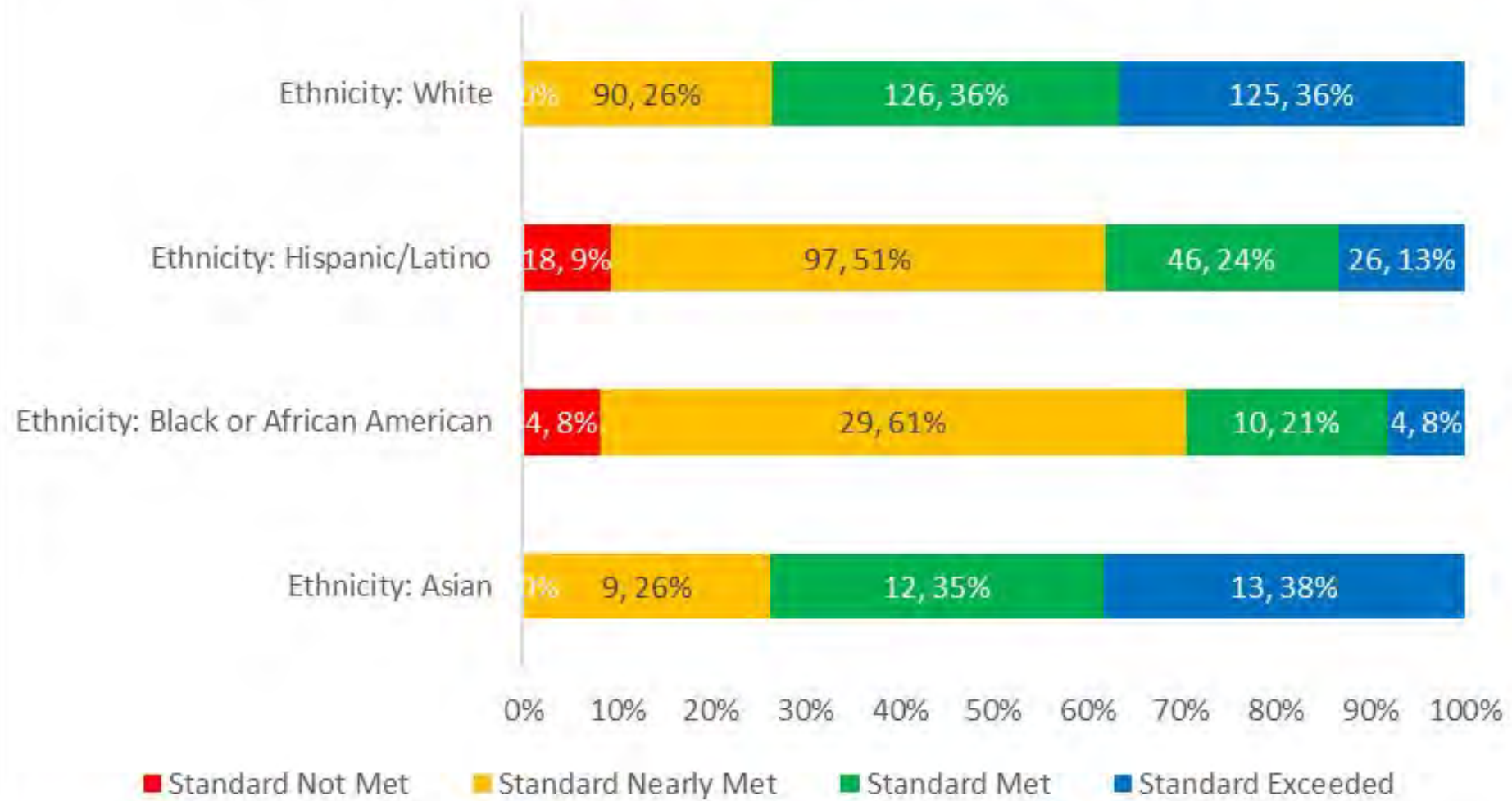
District Wide CAST Disaggregated by Race/Ethnicity



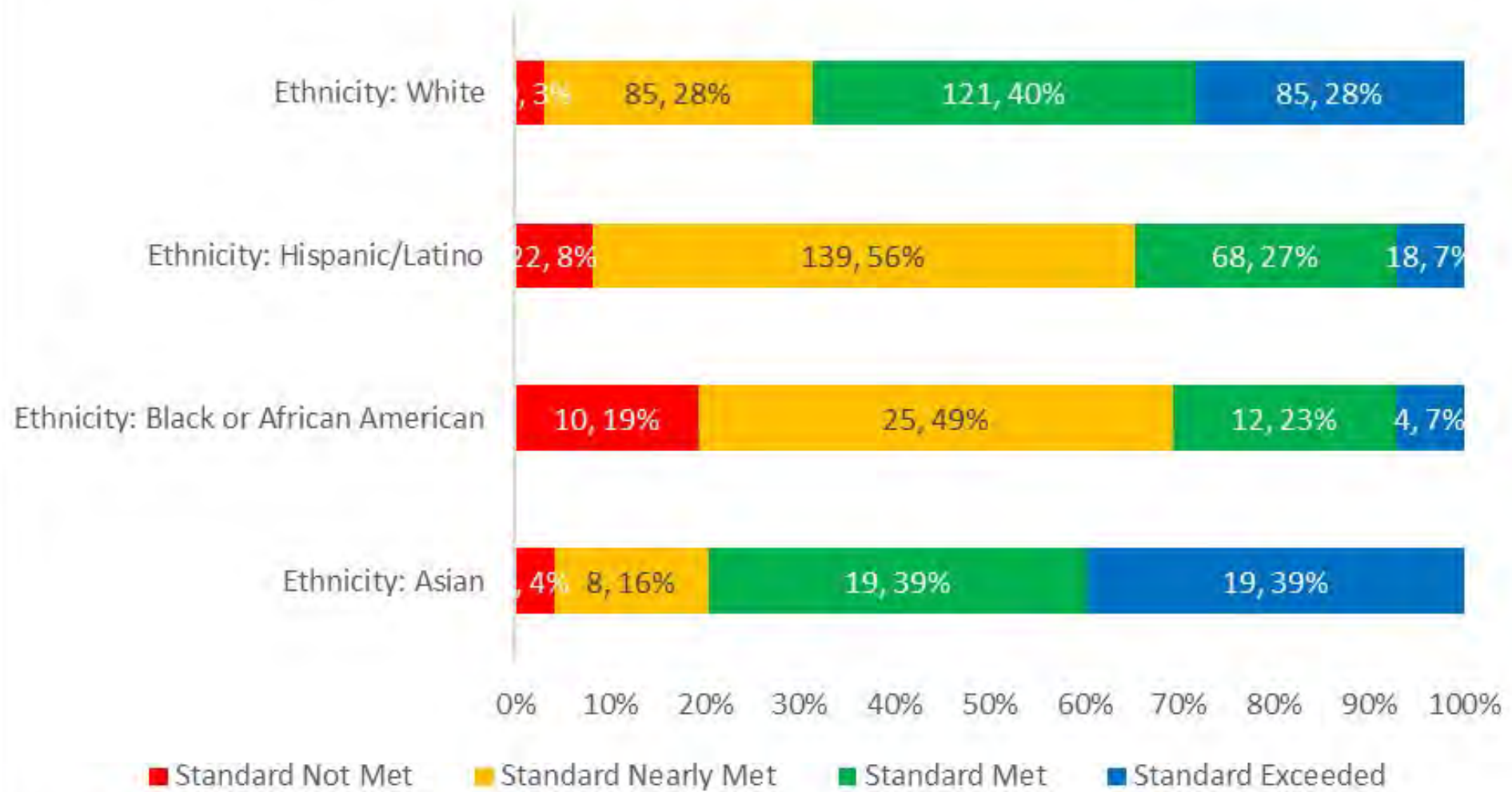
District Wide CAST Disaggregated by Race/Ethnicity



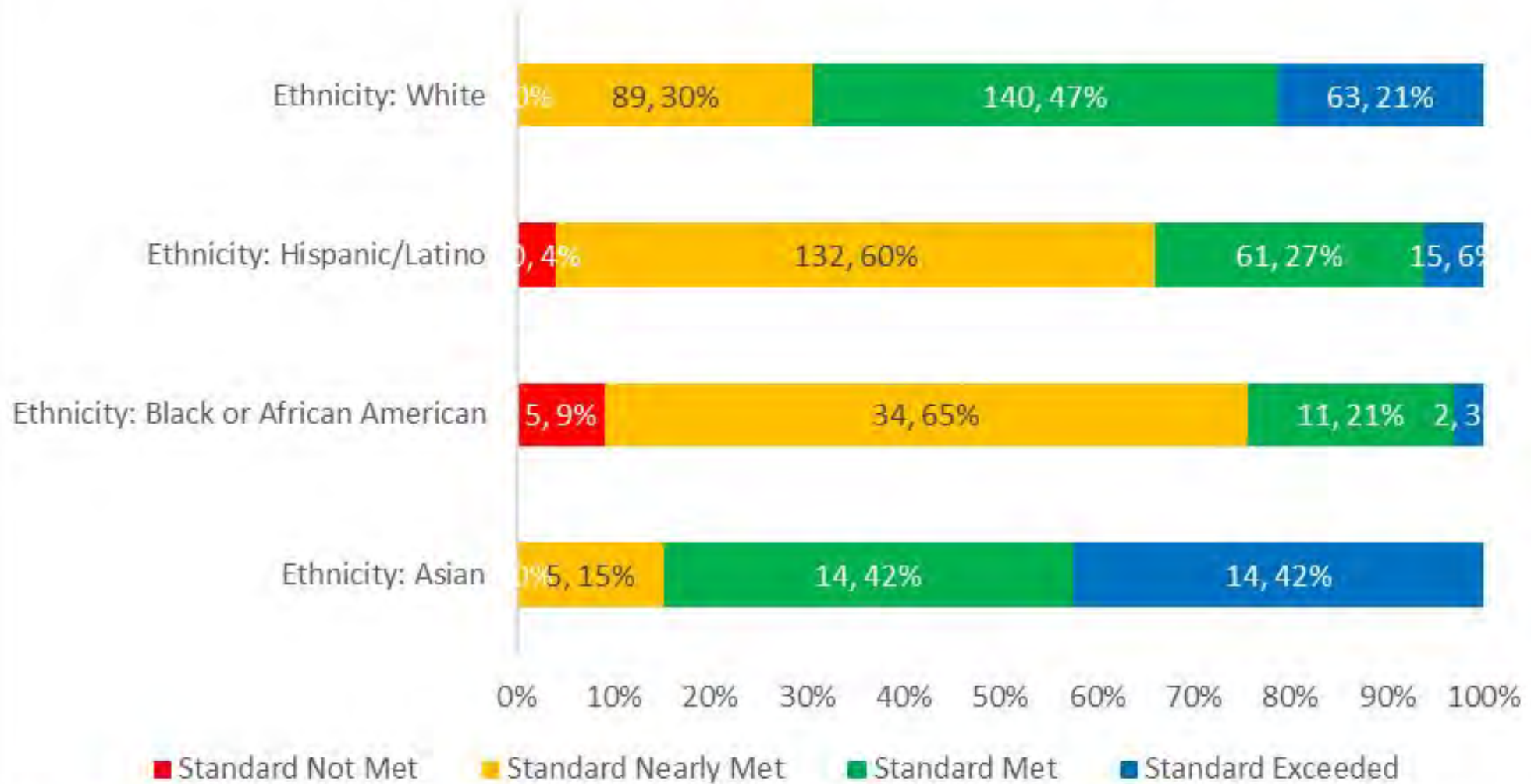
District Overall 5th Grade Race/Ethnicity CAST Data



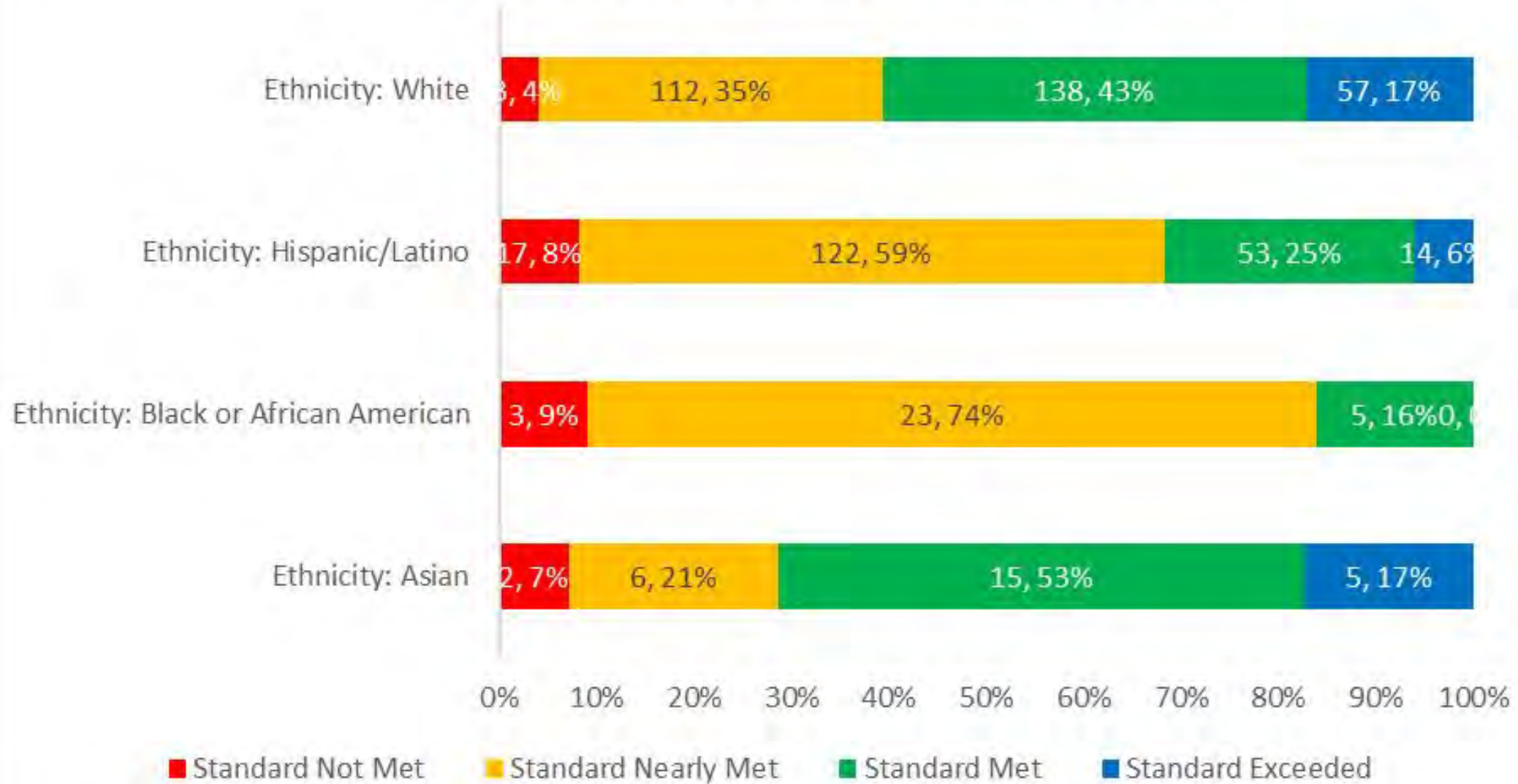
District Overall 8th Grade Race/Ethnicity CAST Data



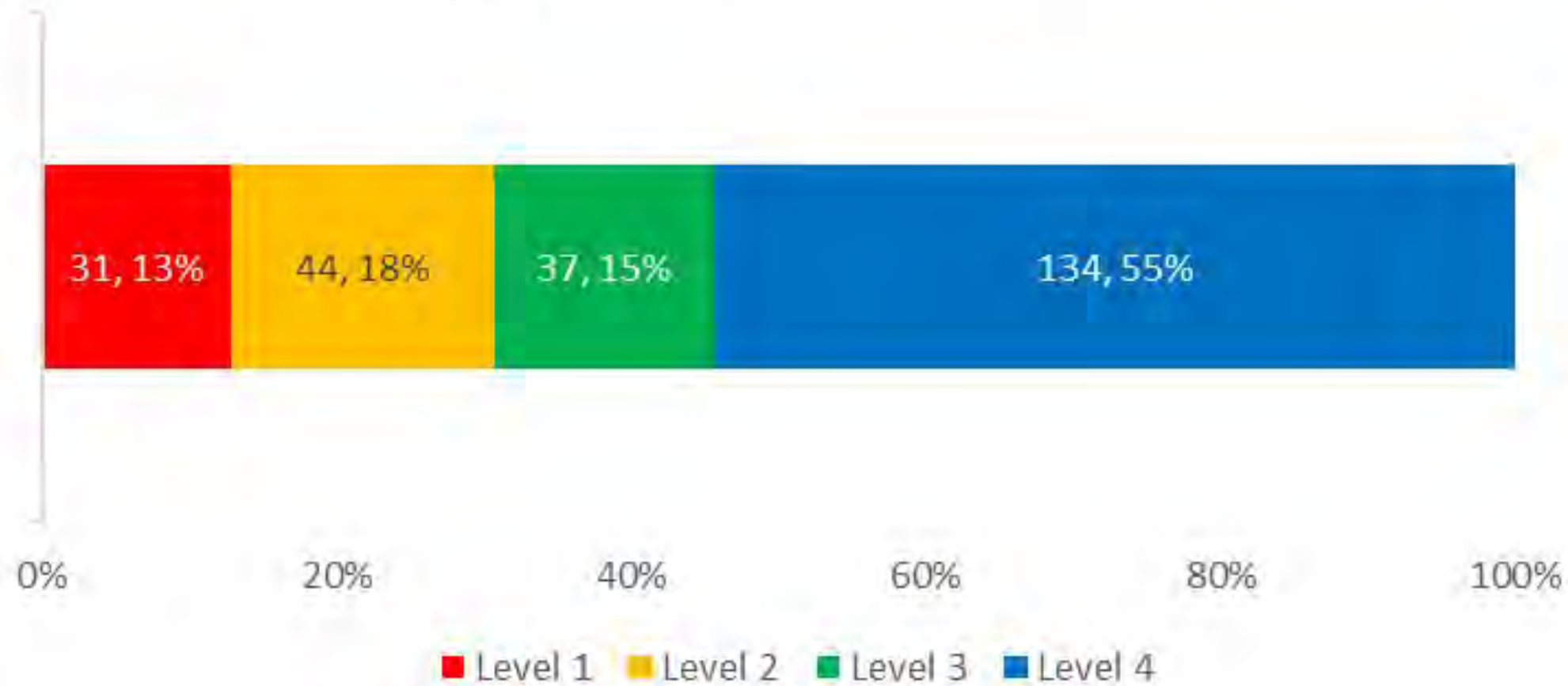
District Overall 11th Grade Race/Ethnicity CAST Data



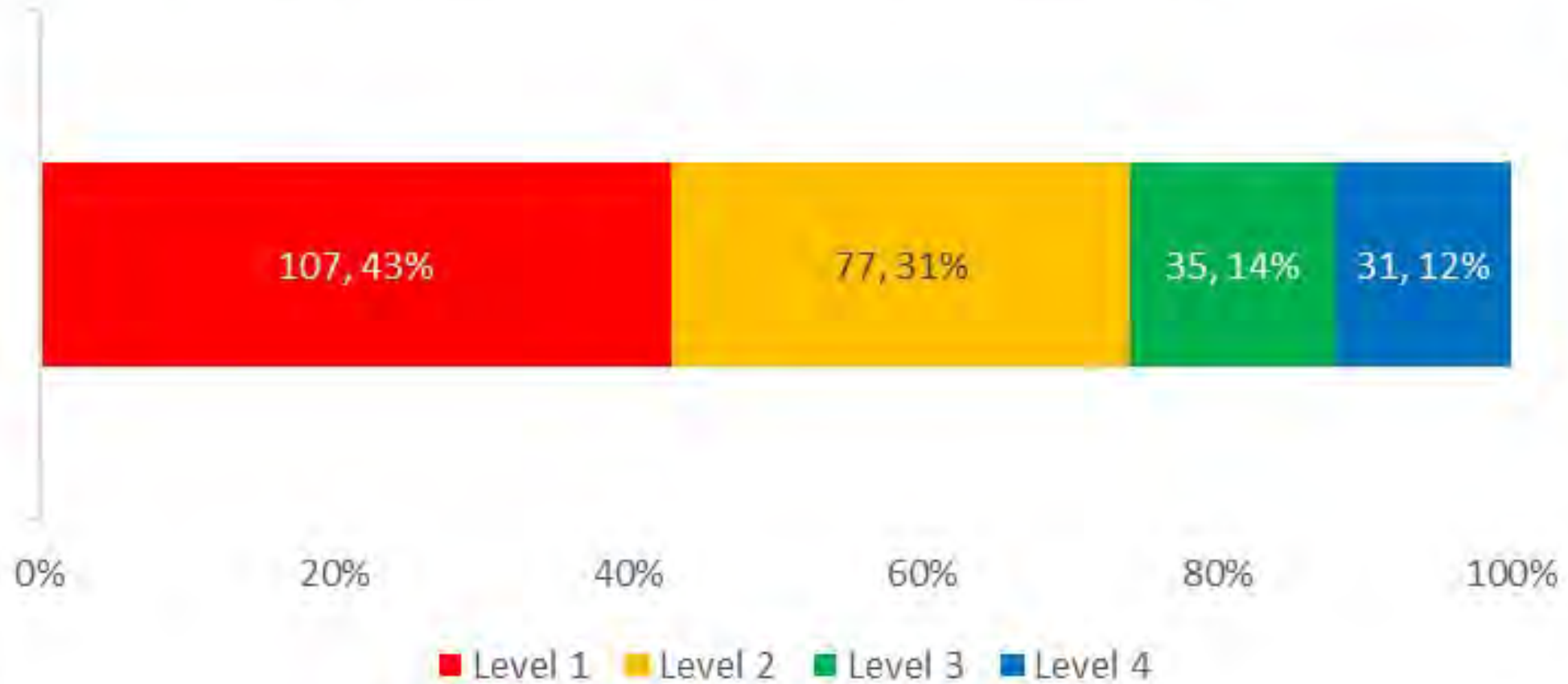
District Overall 12th Race/Ethnicity CAST Data



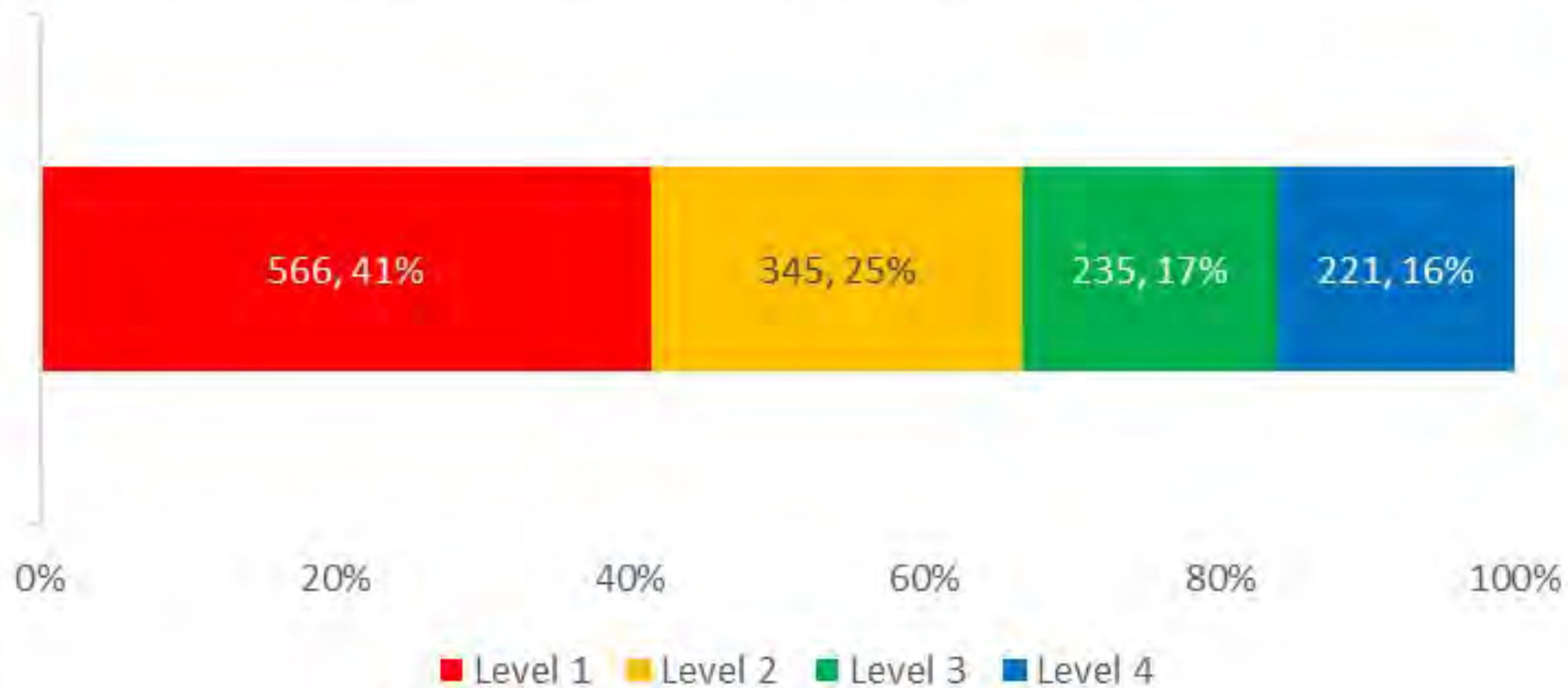
District Overall STAR Math Disaggregated by Race/Ethnicity Asian



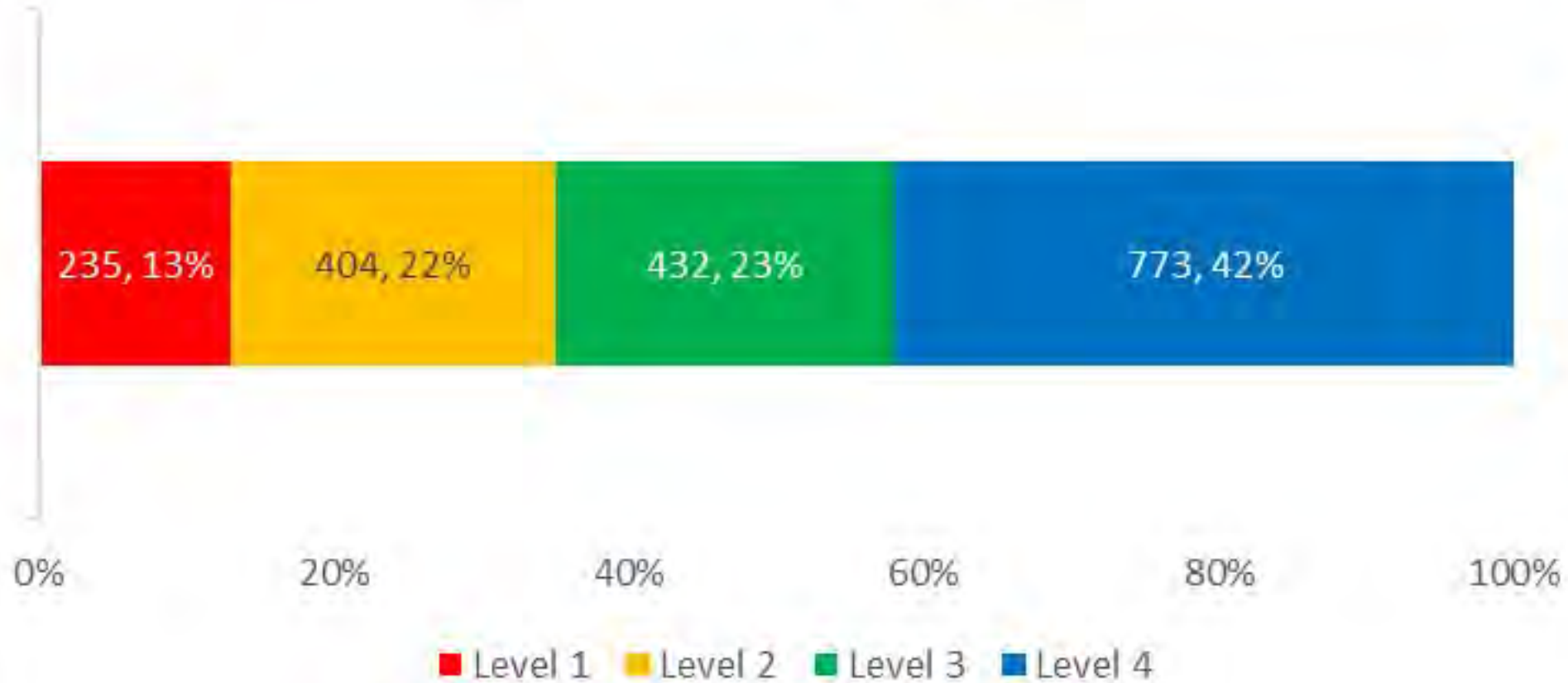
District Overall STAR Math Disaggregated by Race/Ethnicity Black/African American



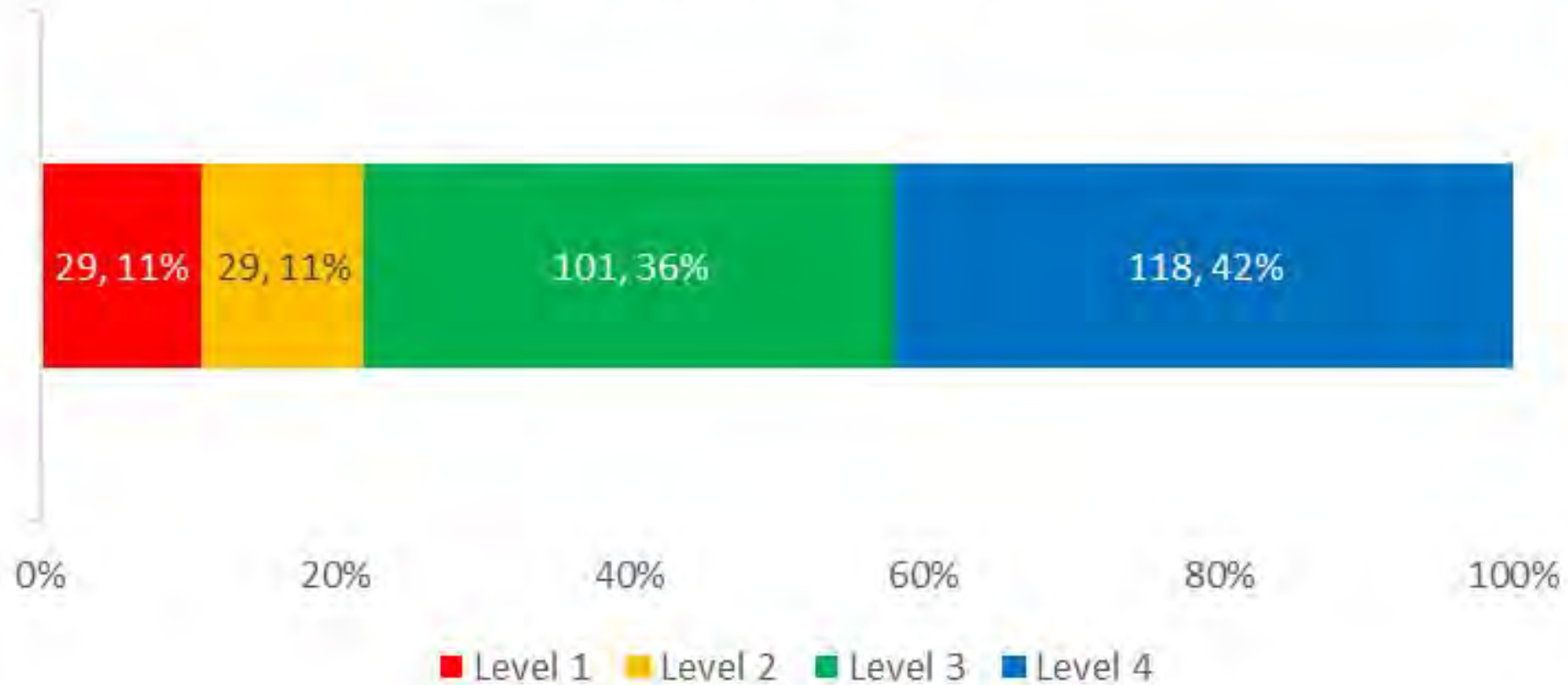
District Overall STAR Math Disaggregated by Race/Ethnicity Latinx/Hispanic



District Overall STAR Math Disaggregated by Race/Ethnicity White



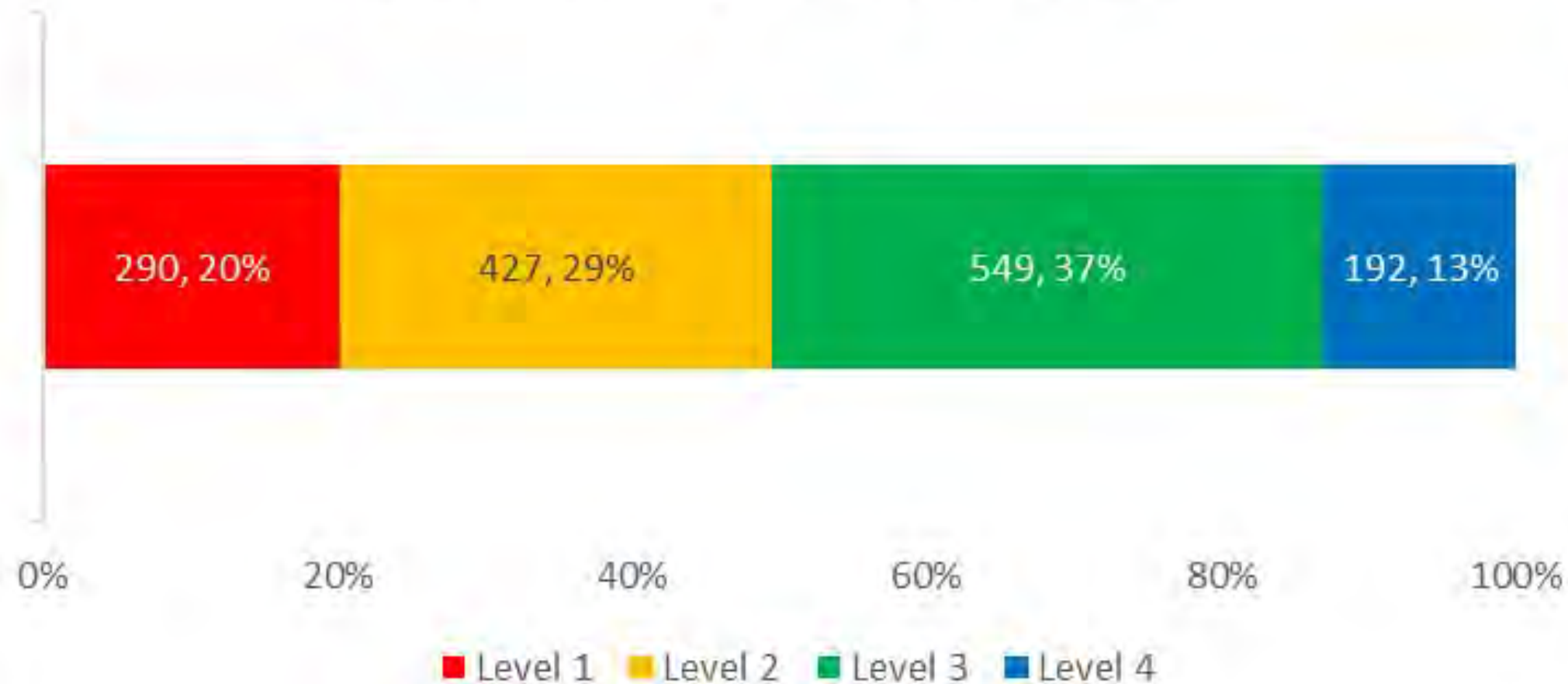
District Overall STAR Reading Disaggregated by Race/Ethnicity Asian



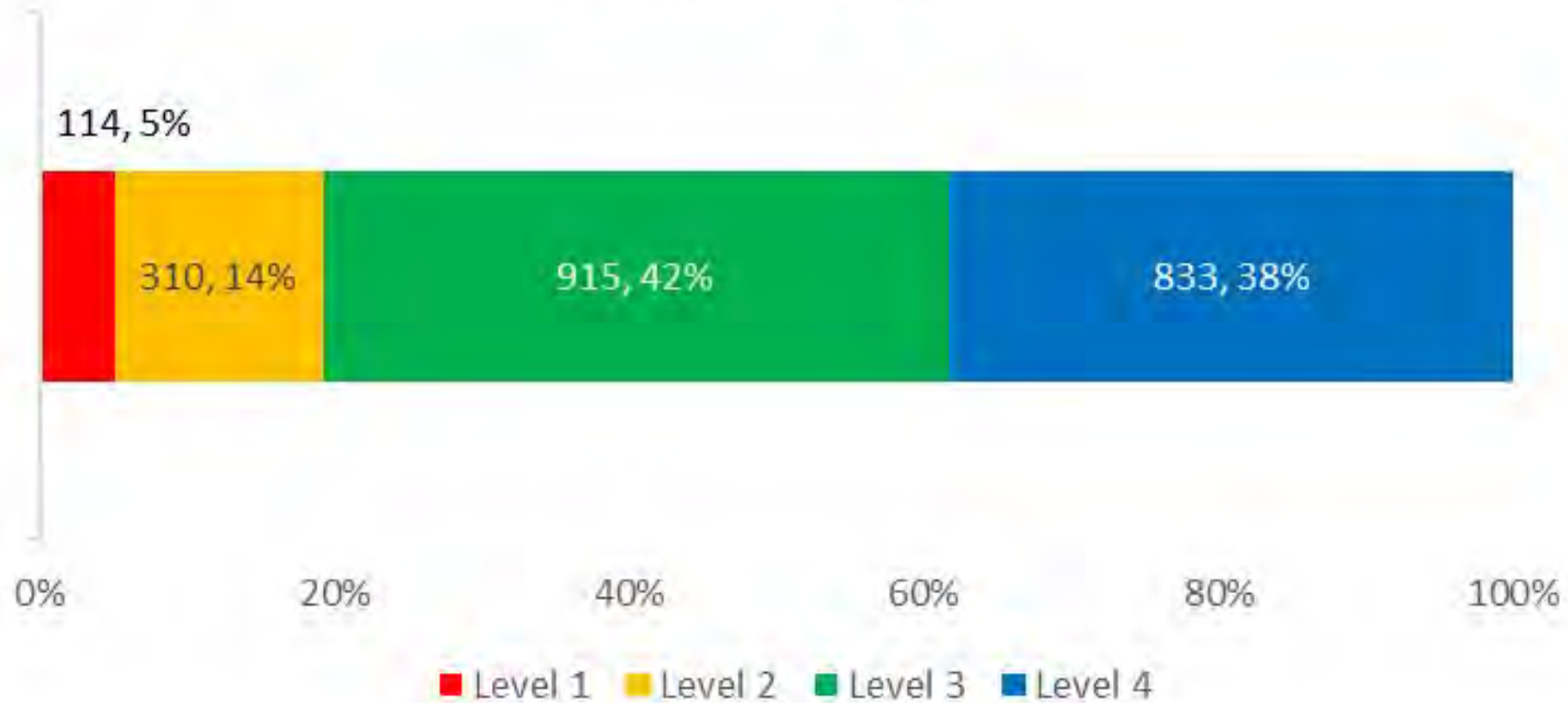
District Overall STAR Reading Disaggregated by Race/Ethnicity Black/African American



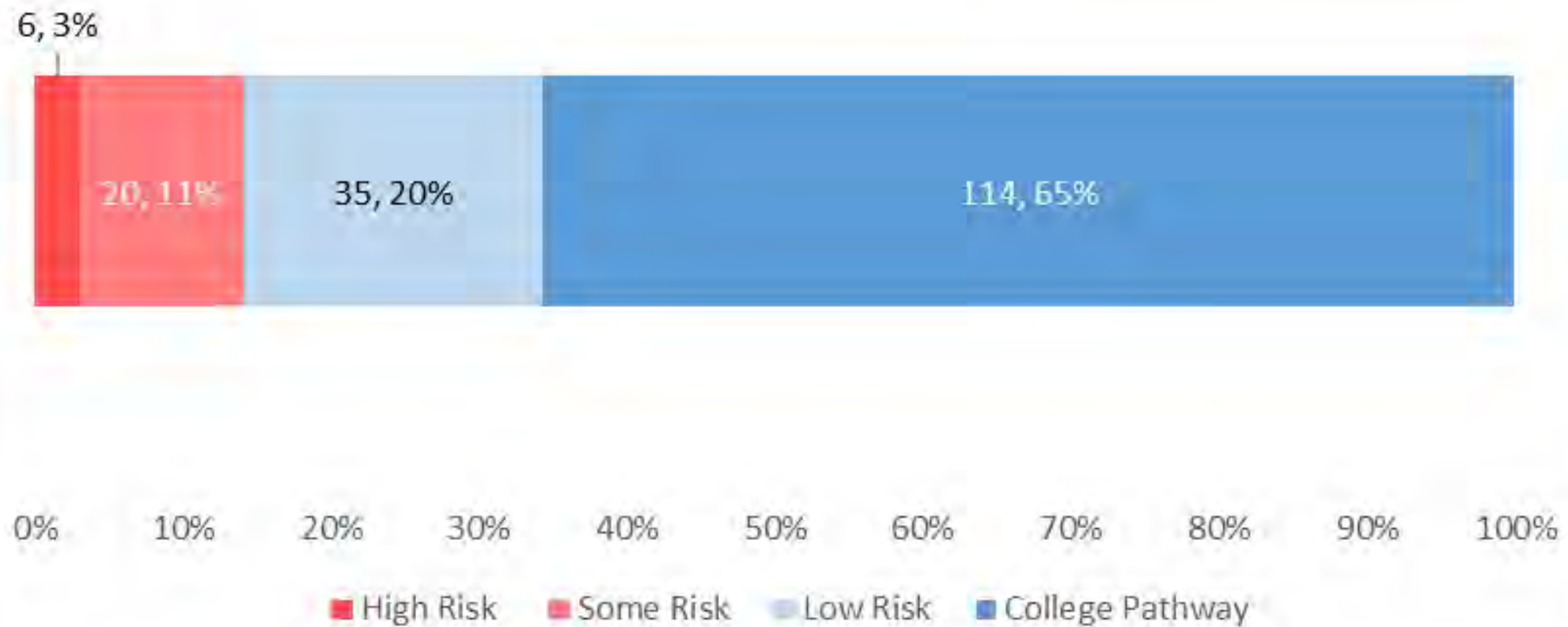
District Overall STAR Reading Disaggregated by Race/Ethnicity Latinx/Hispanic



District Overall STAR Reading Disaggregated by Race/Ethnicity White



District Wide FastBridge aReading Disaggregated by Race/Ethnicity Asian



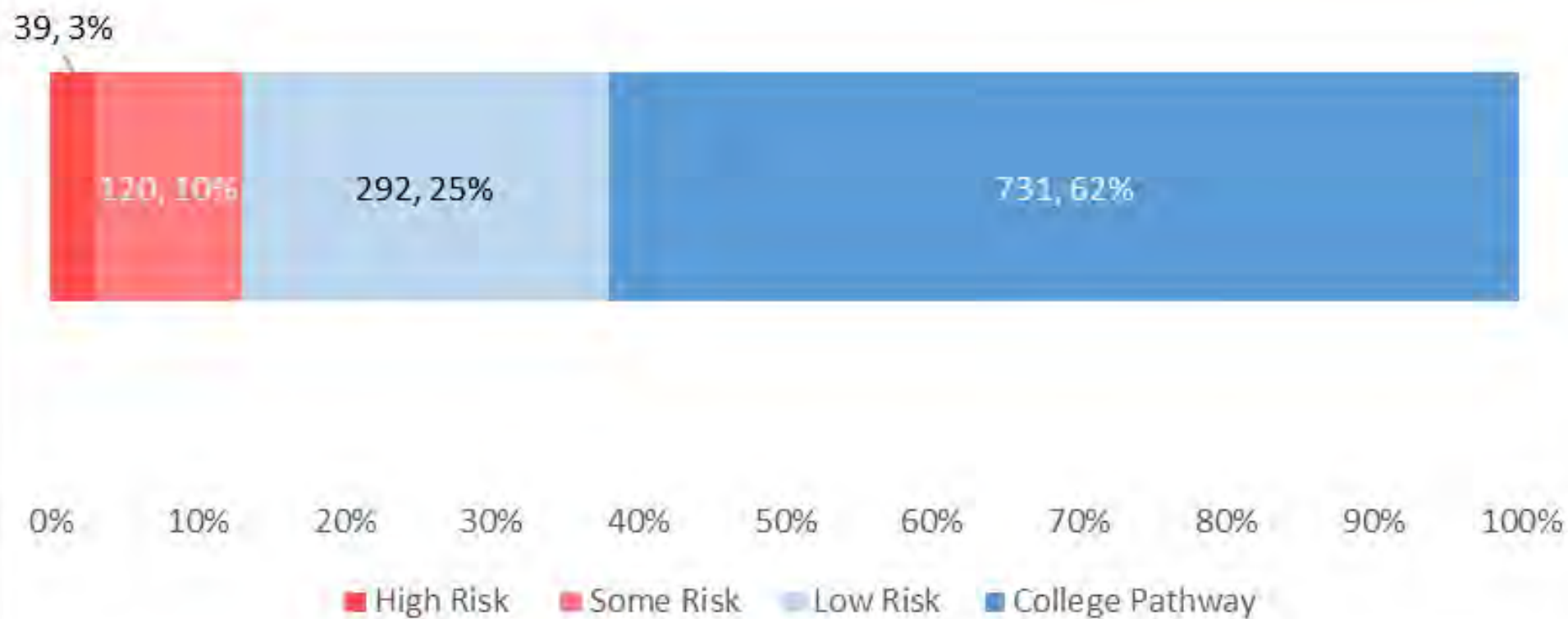
District Wide FastBridge aReading Disaggregated by Race/Ethnicity Black/African American



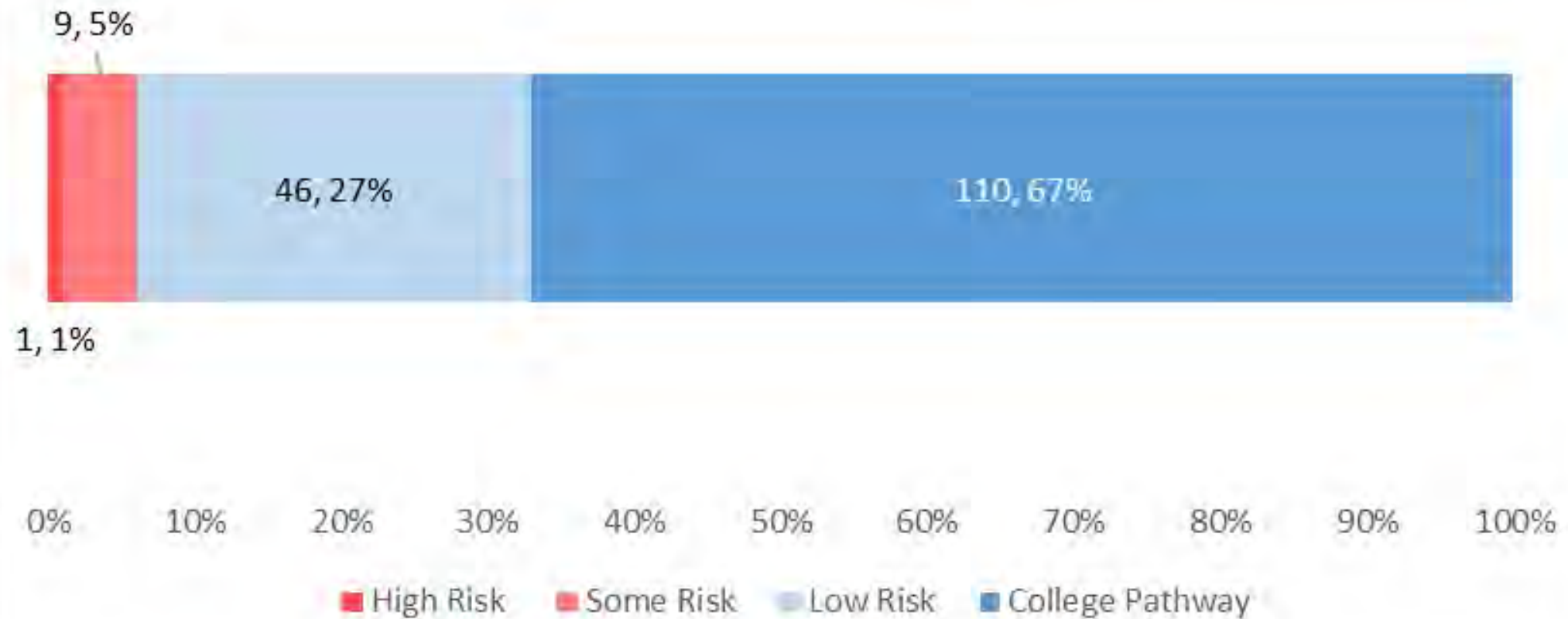
District Wide FastBridge aReading Disaggregated by Race/Ethnicity Latinx/Hispanic



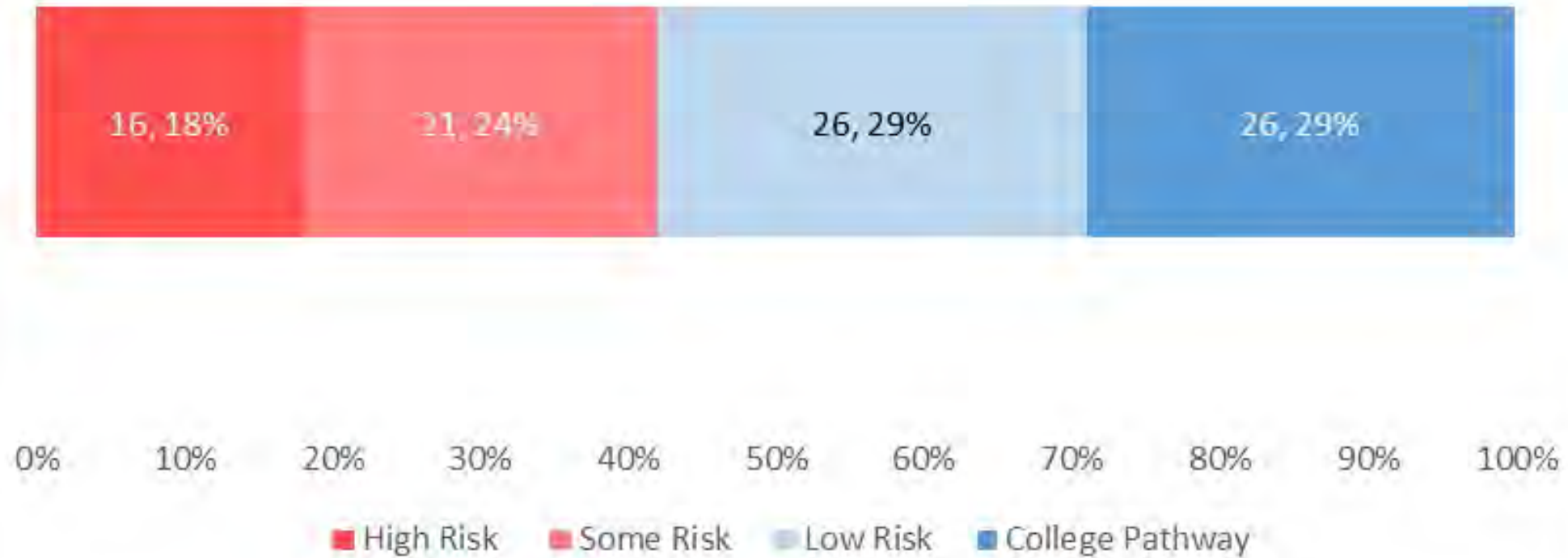
District Wide FastBridge aReading Disaggregated by Race/Ethnicity White



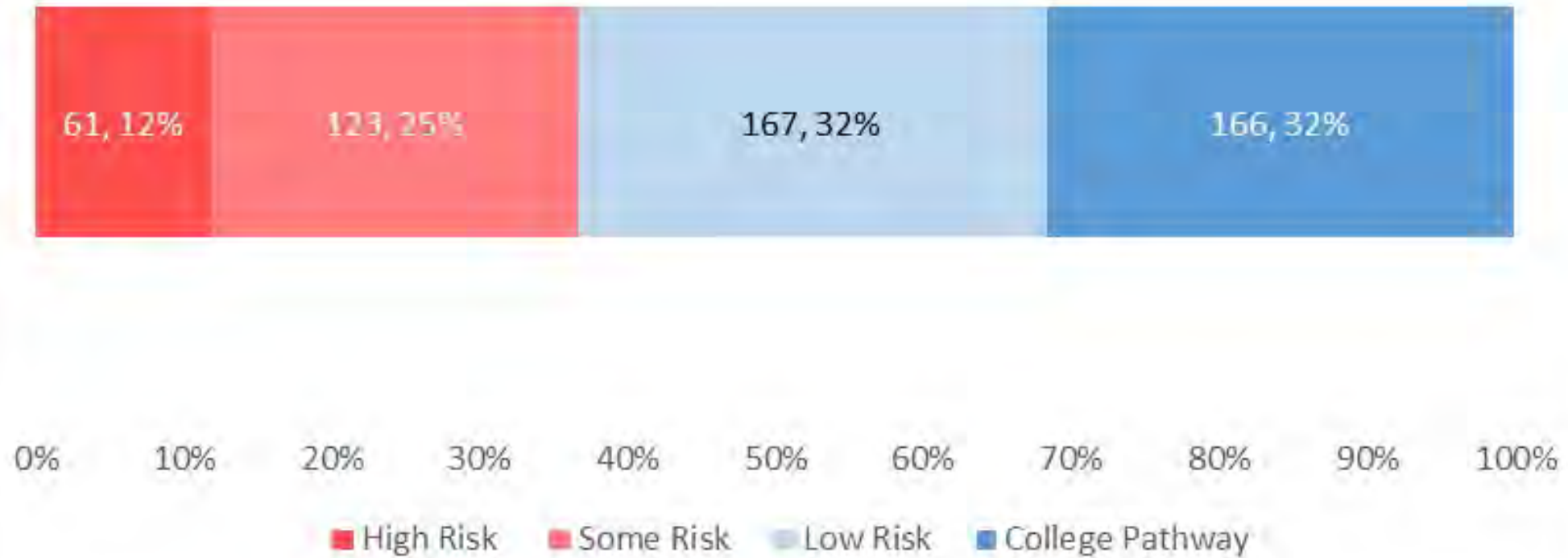
District Wide FastBridge aMath Disaggregated by Race/Ethnicity Asain



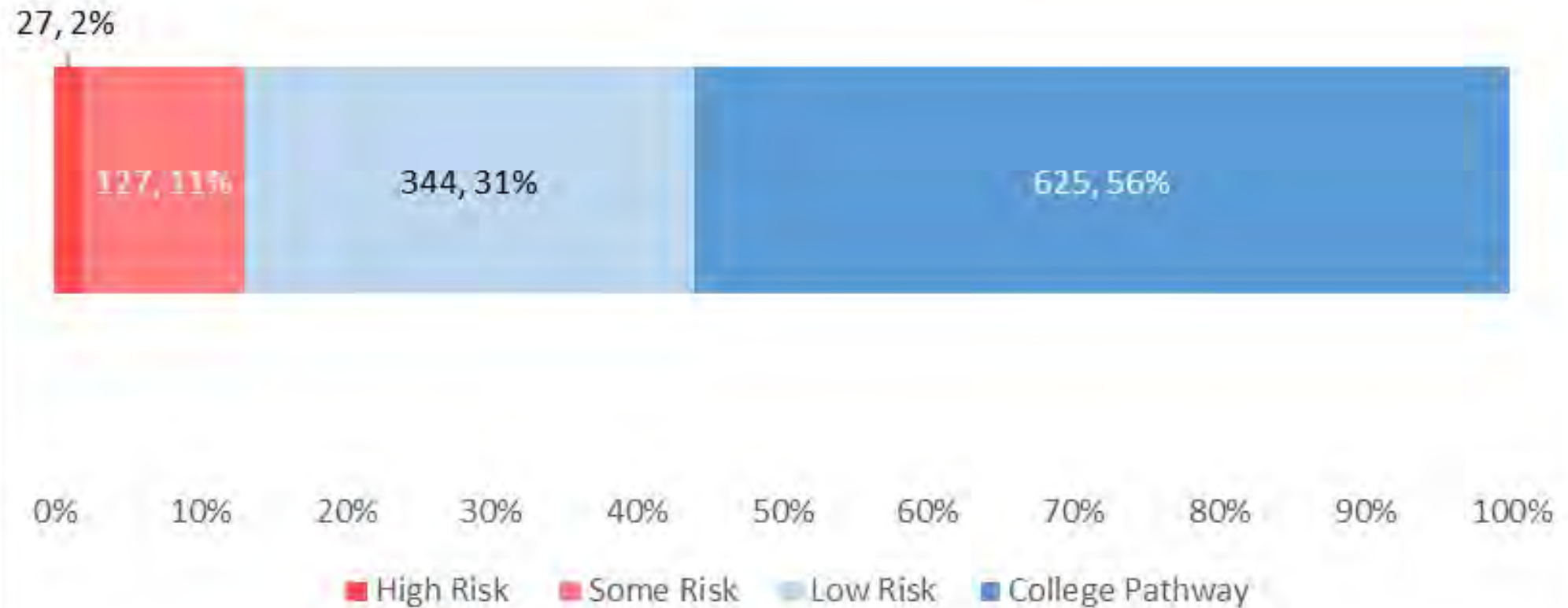
District Wide FastBridge aMath Disaggregated by Race/Ethnicity Black/African American



District Wide FastBridge aMath Disaggregated by Race/Ethnicity Latinx/Hispanic



District Wide FastBridge aMath Disaggregated by Race/Ethnicity White





District-Wide Data :

- EDI

Appendix D








What is the EDI?

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



What does the EDI measure?

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

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



EDI Survey Link

[EDI Survey](#)

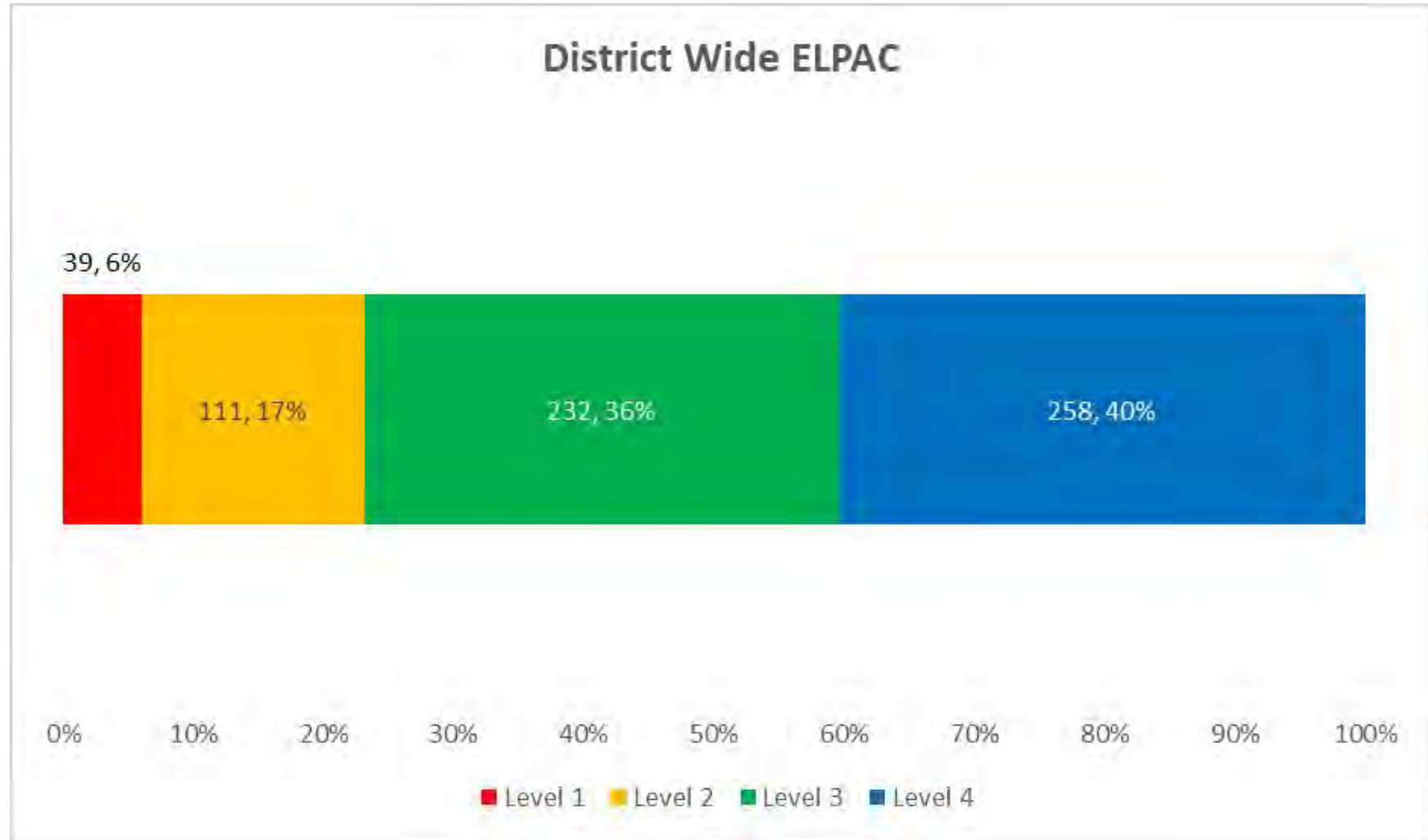


LCAP Goal 2:

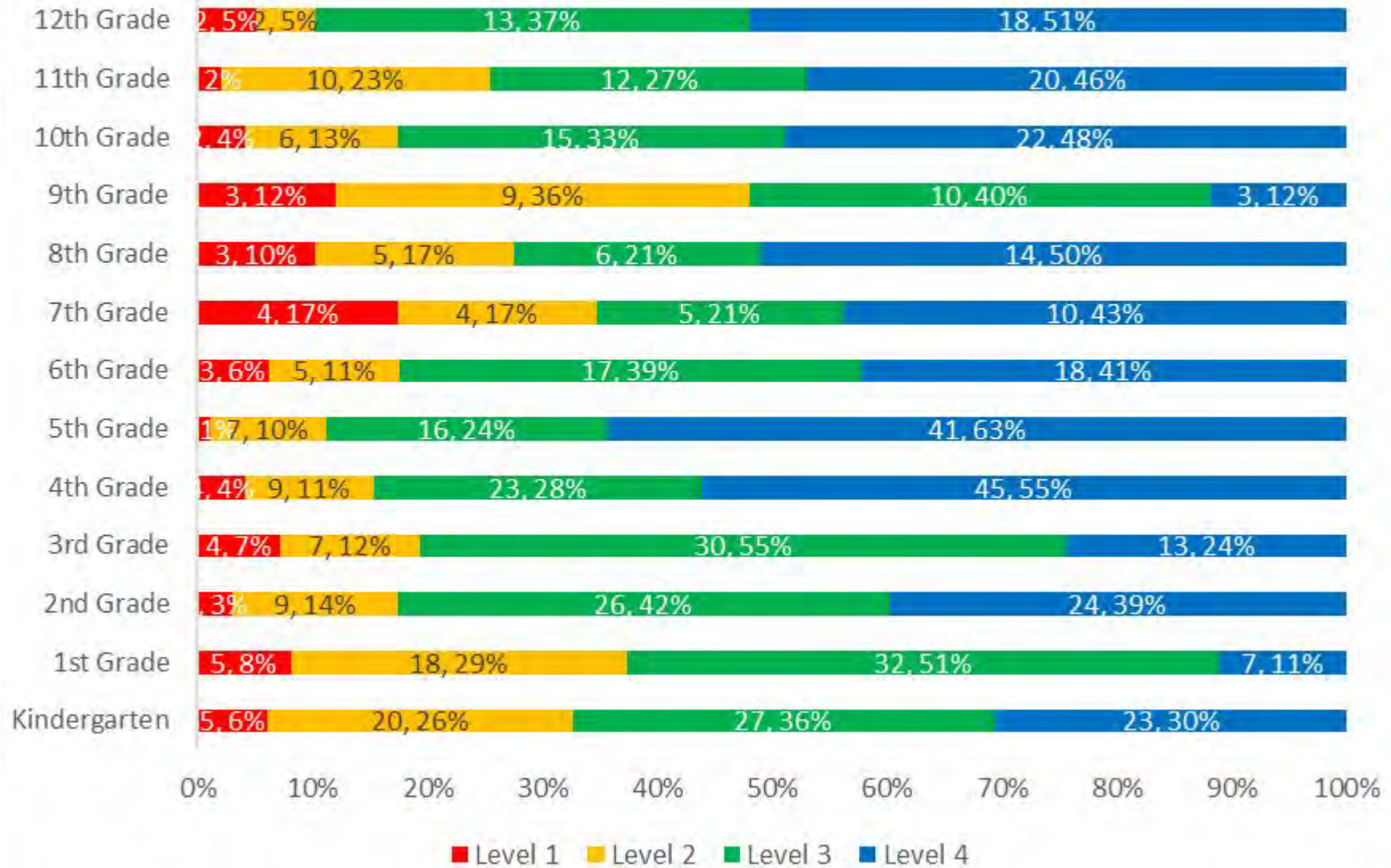
- English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

Appendix E

District Wide All grades combined-ELPAC



Distirct Wide ELPAC

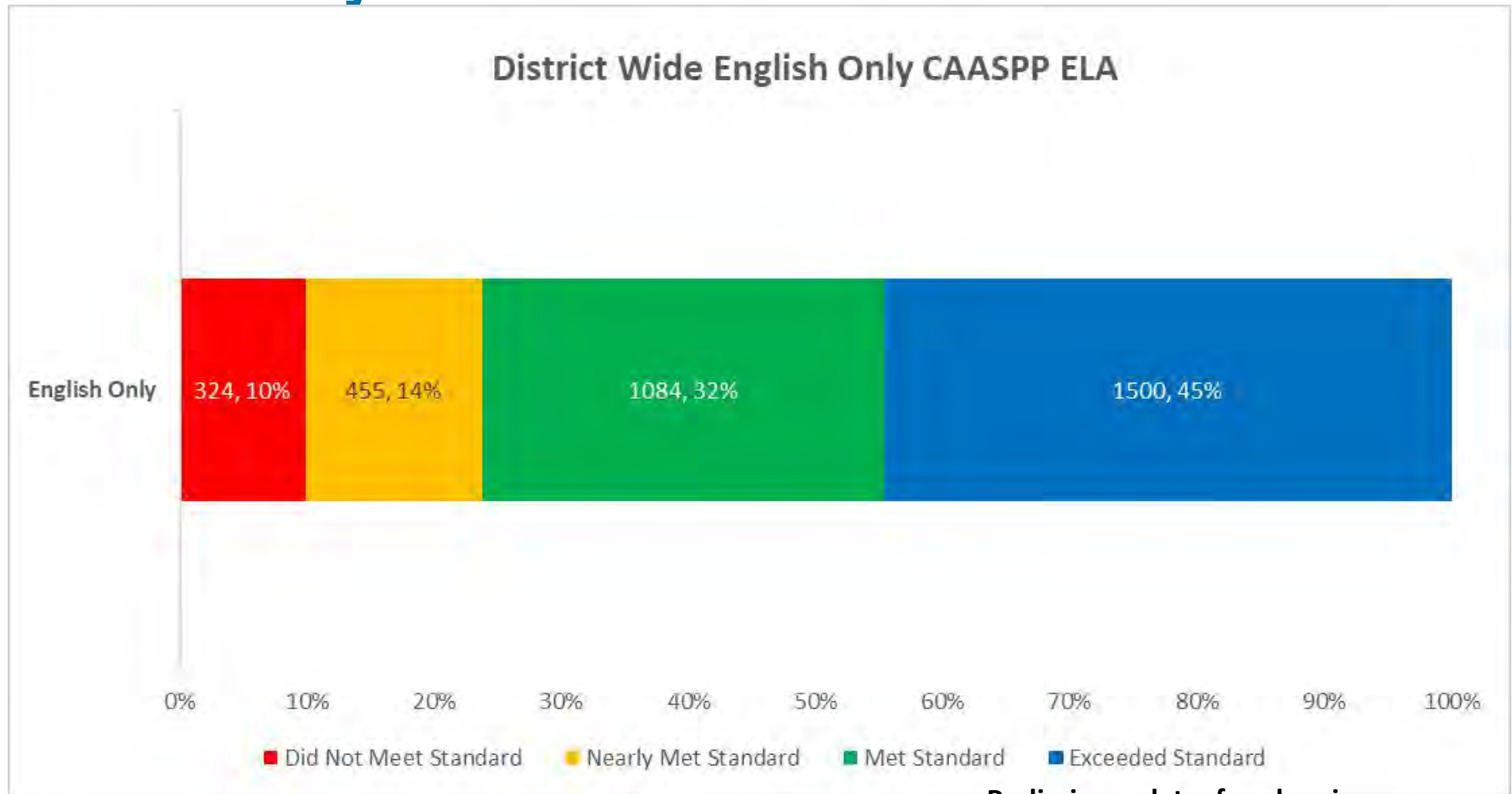




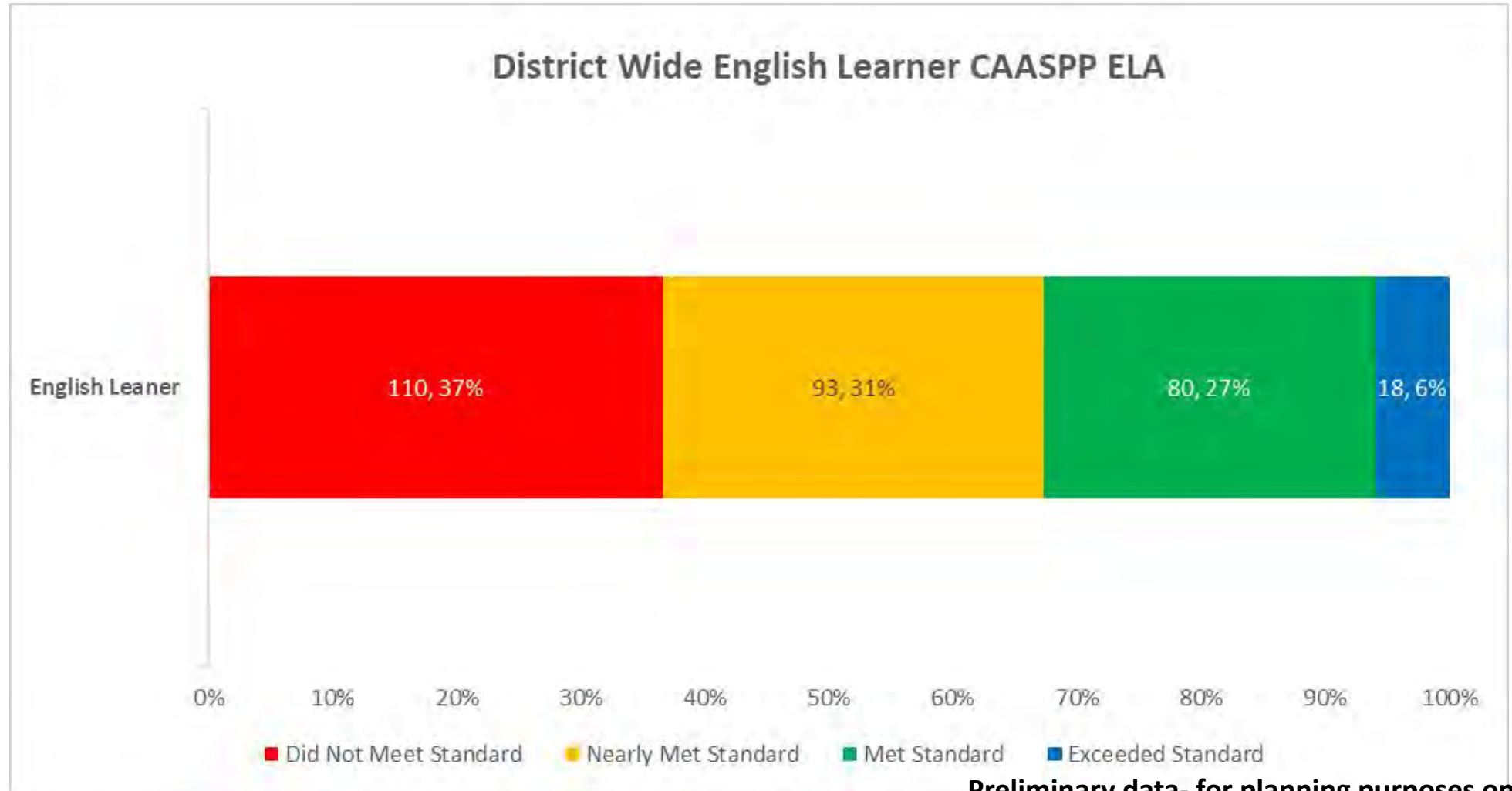
District-Wide Data Disaggregated by Language Proficiency for:

- CAASPP
- CAST

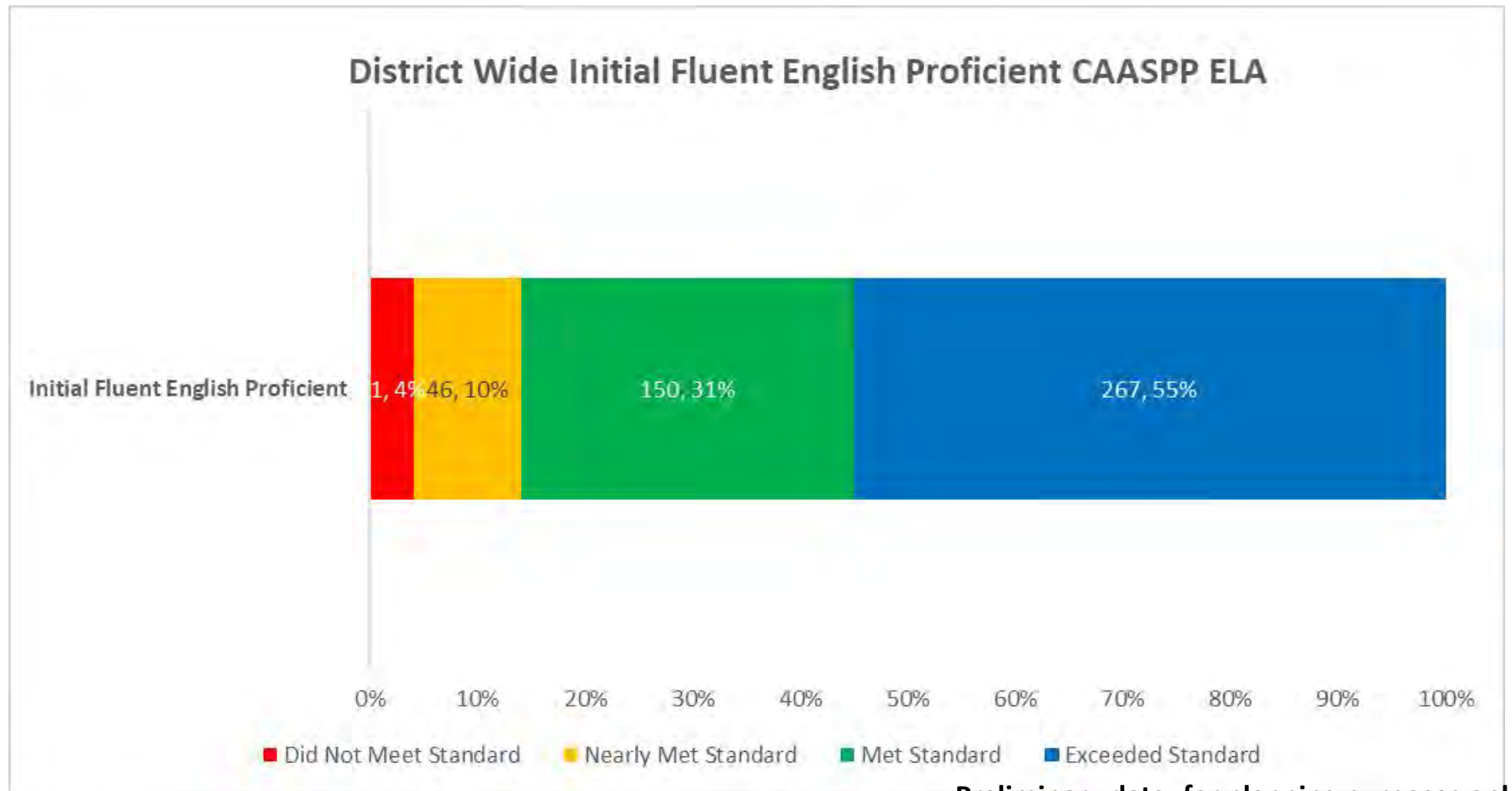
District Wide All grades combined-ELA CAASPP Disaggregated by Language Proficiency



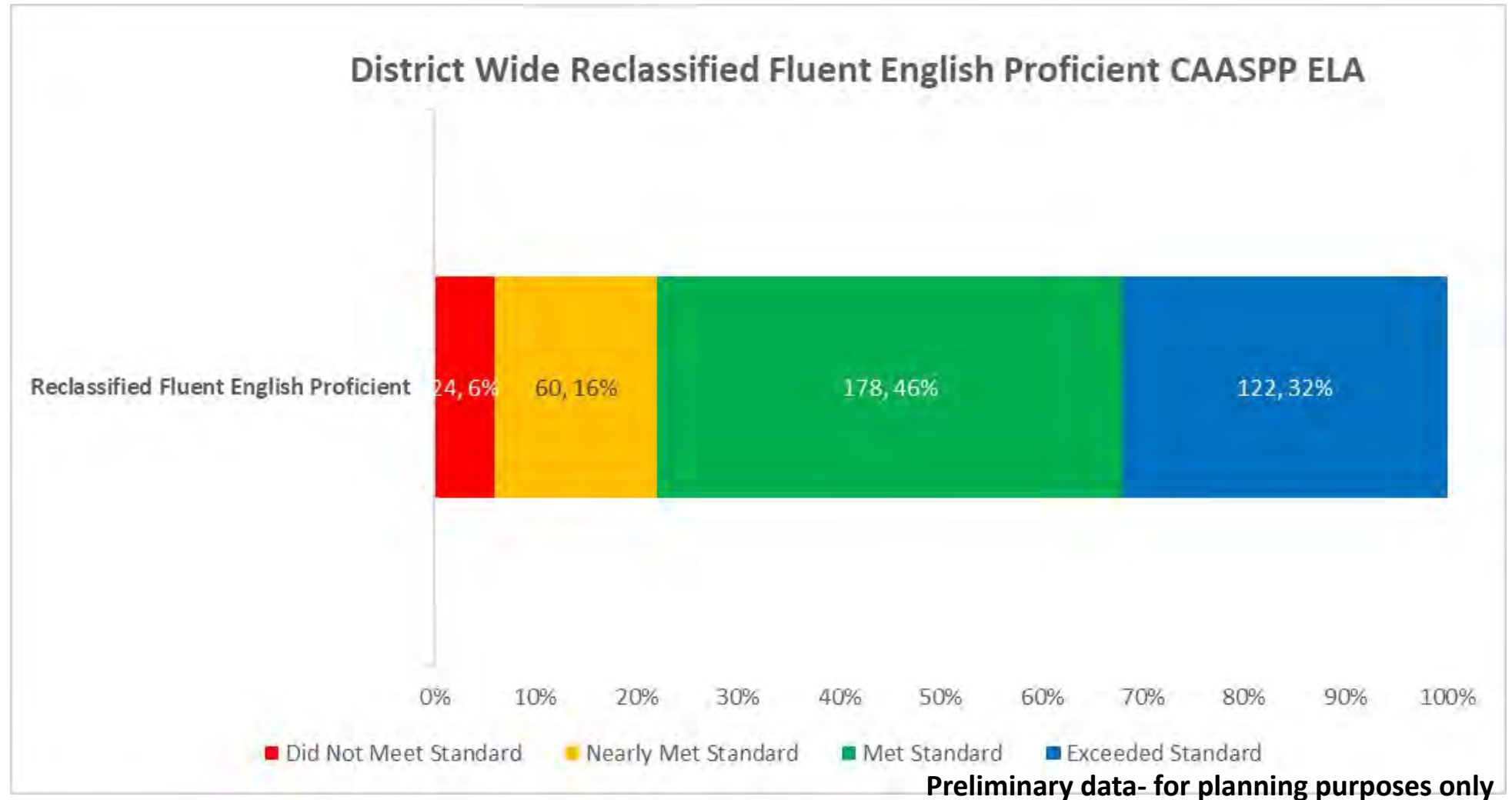
District Wide All grades combined-ELA CAASPP Disaggregated by Language Proficiency



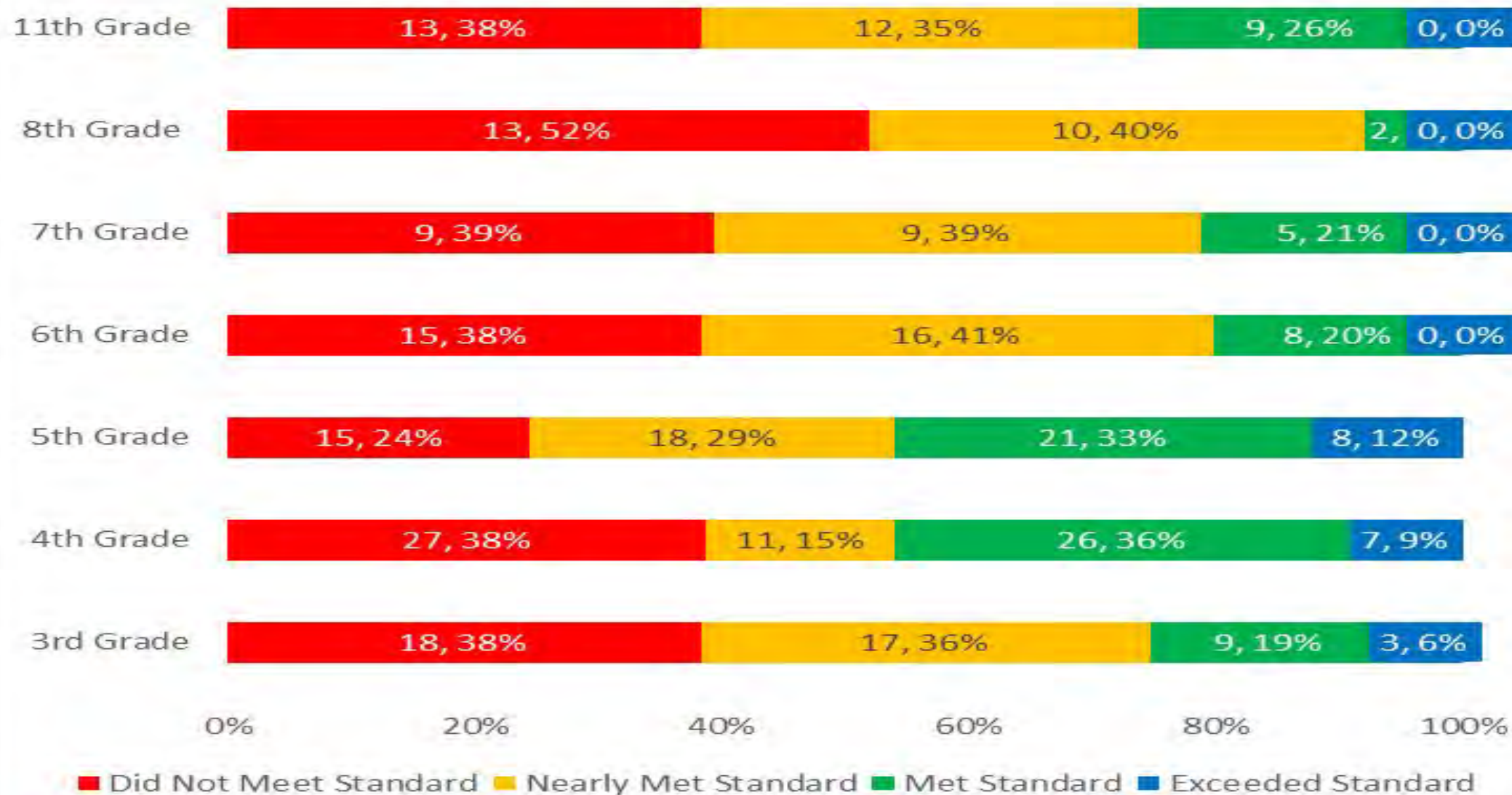
District Wide All grades combined-ELA CAASPP Disaggregated by Language Proficiency



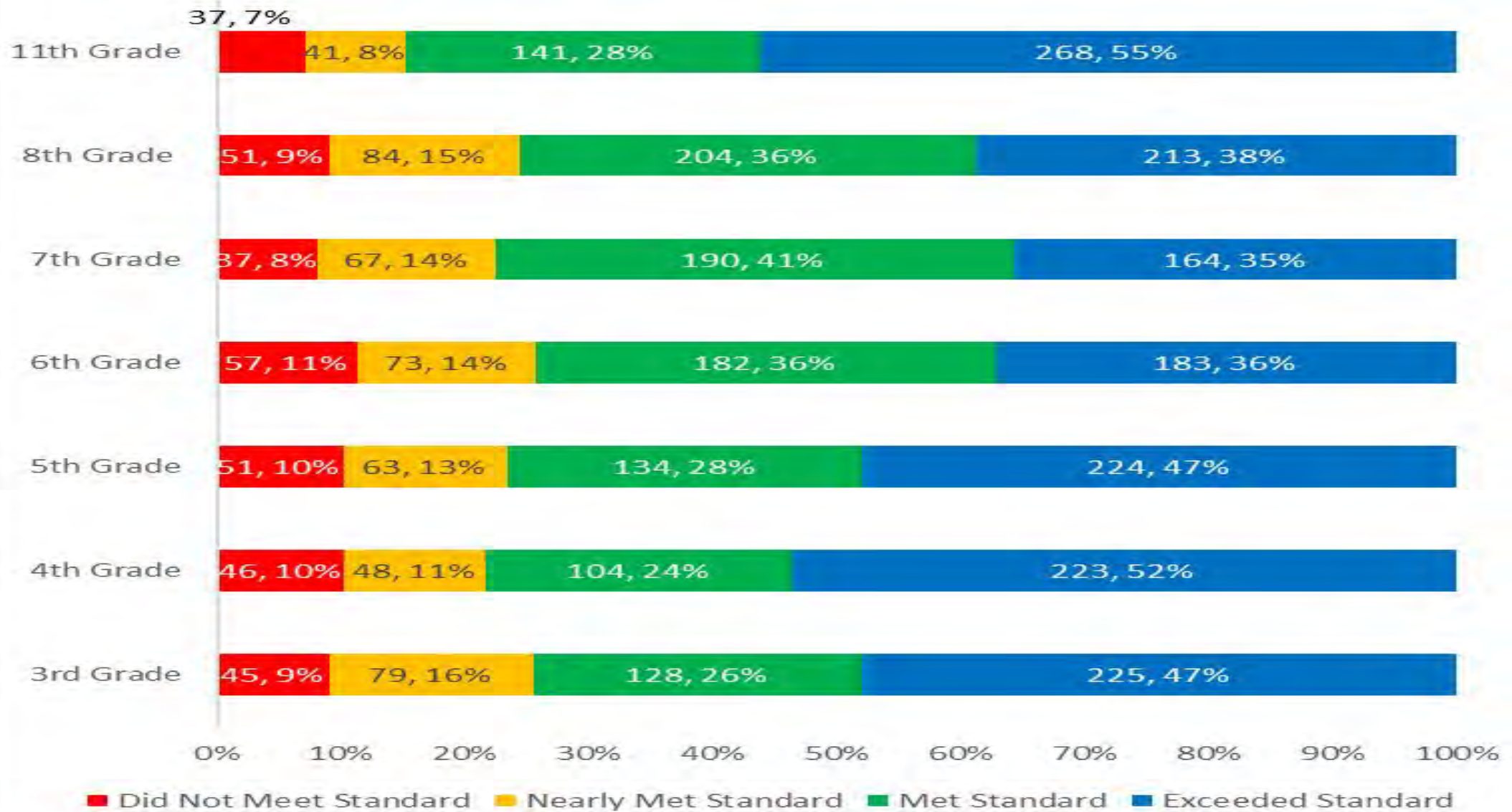
District Wide All grades combined-ELA CAASPP Disaggregated by Language Proficiency



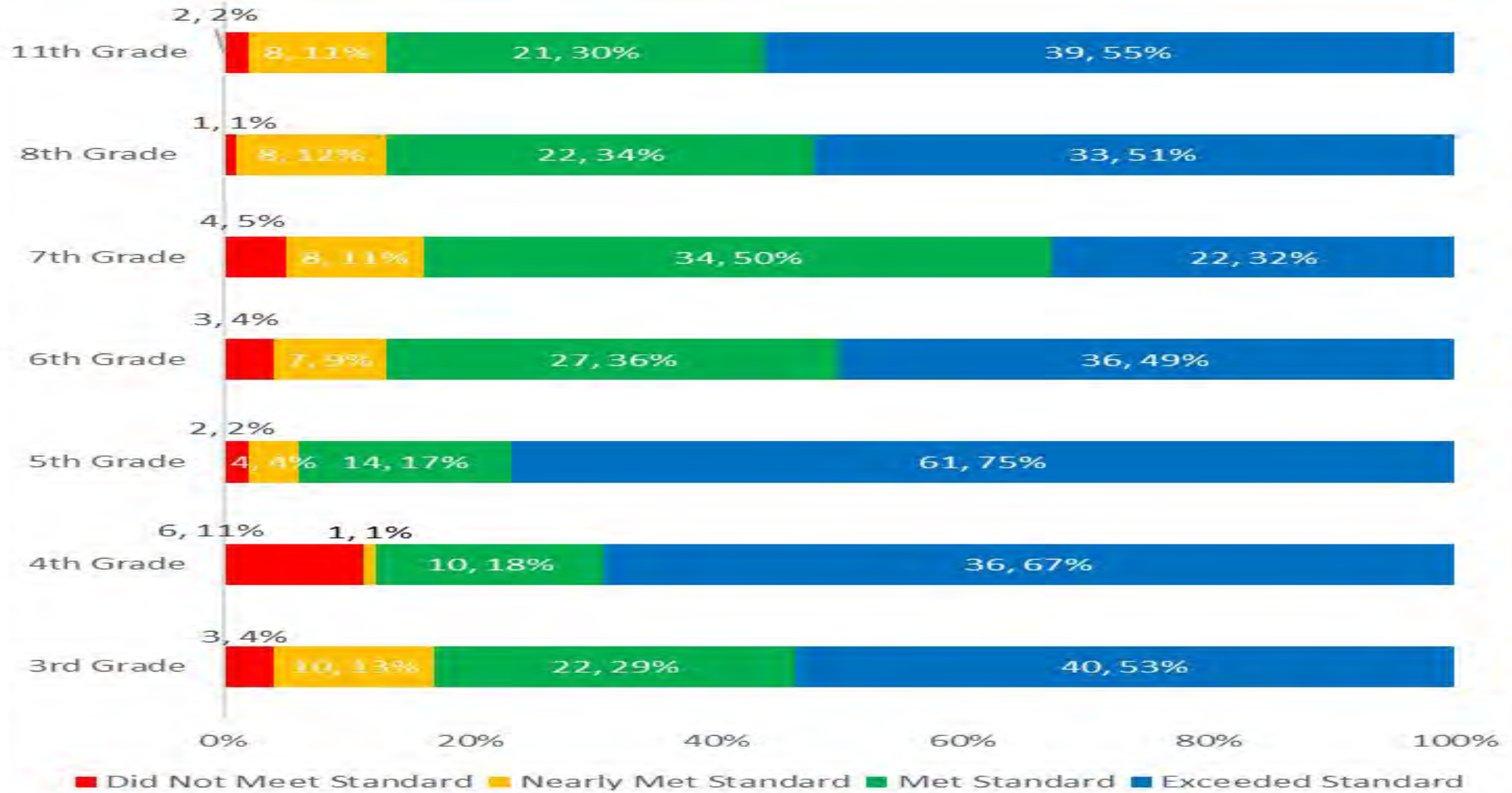
District Wide ELA CAASPP English Learner



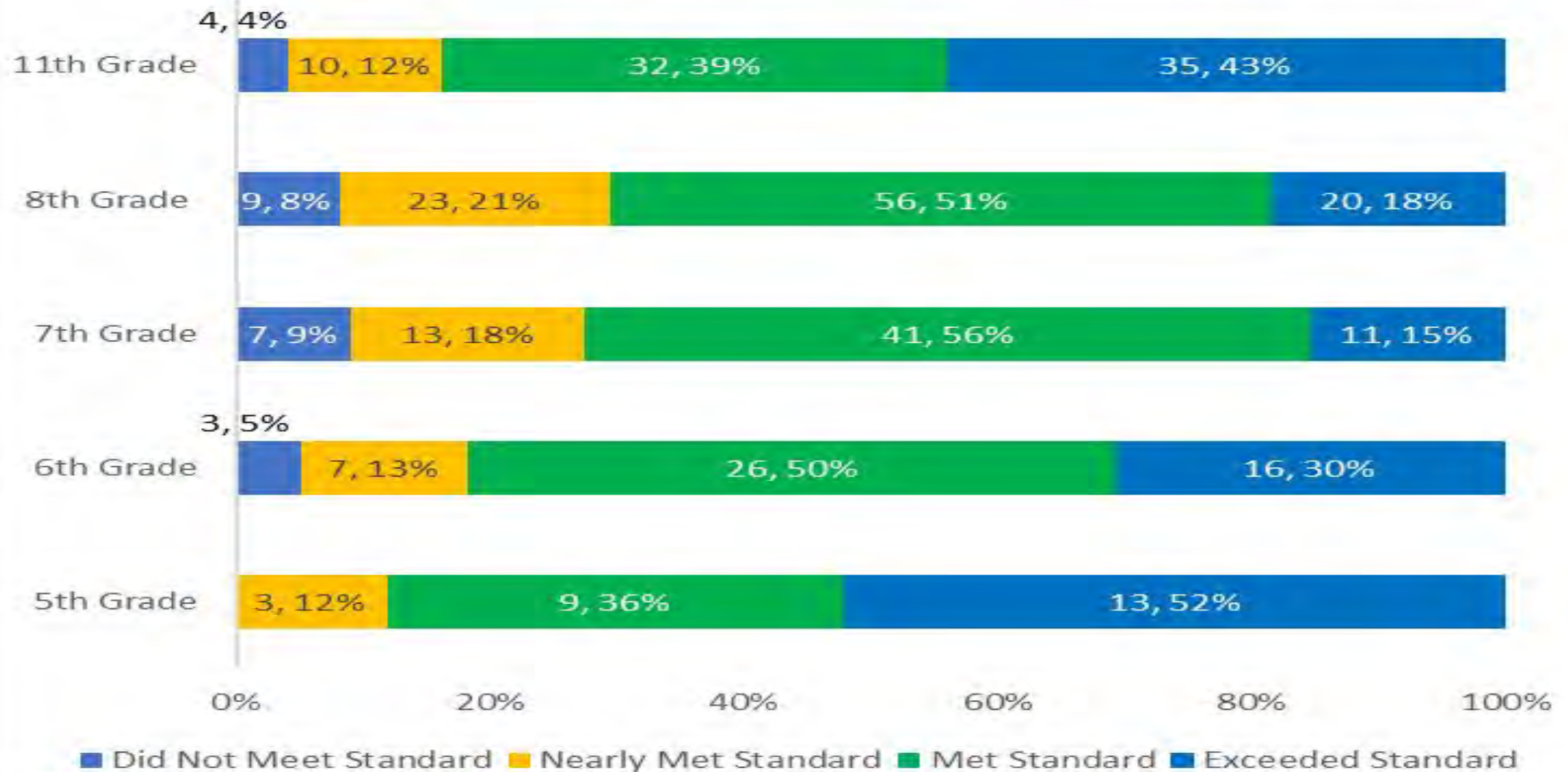
District Wide ELA CAASPP English Only



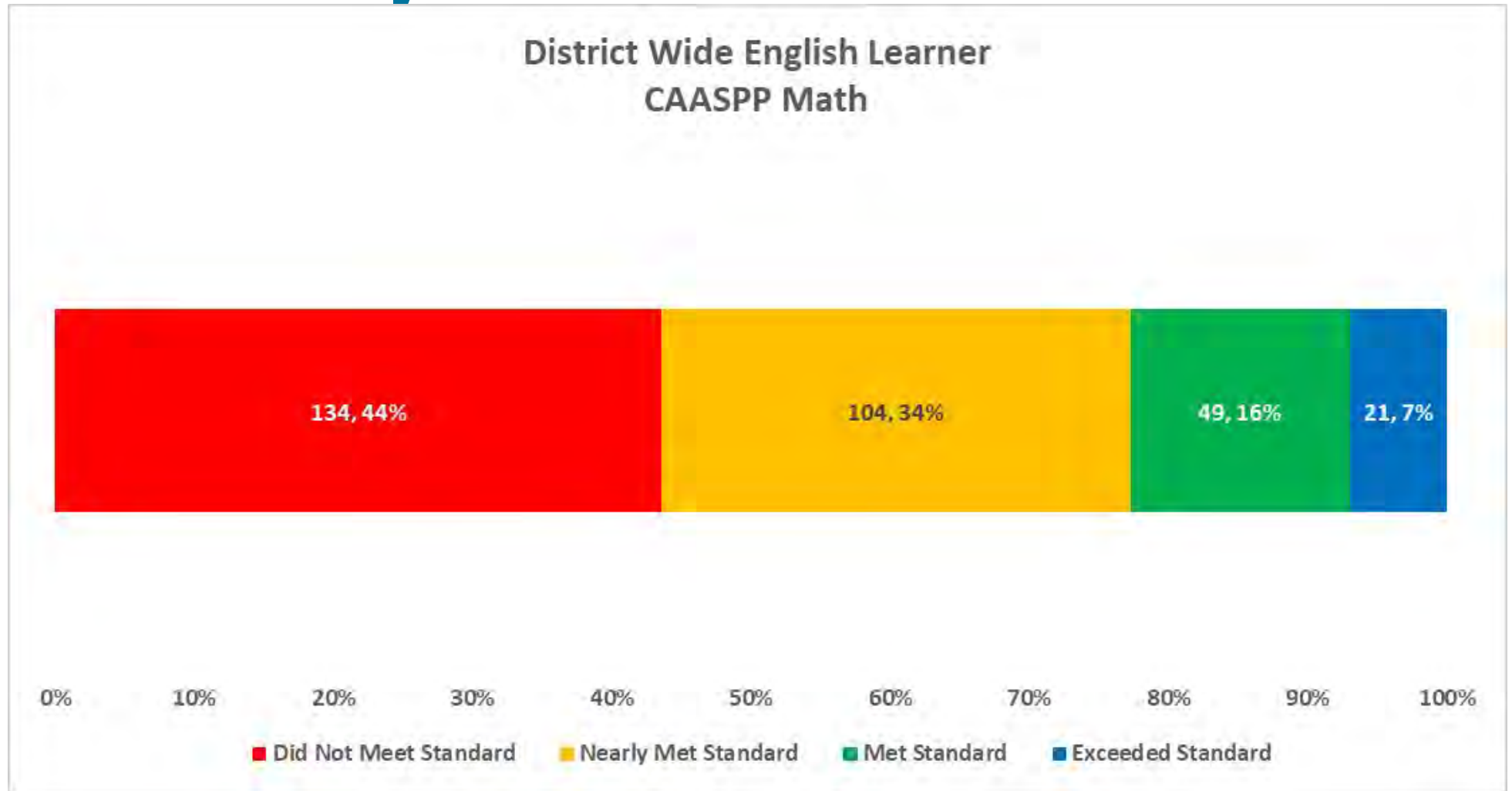
District Wide ELA CAASPP Initial Fluent English Proficient



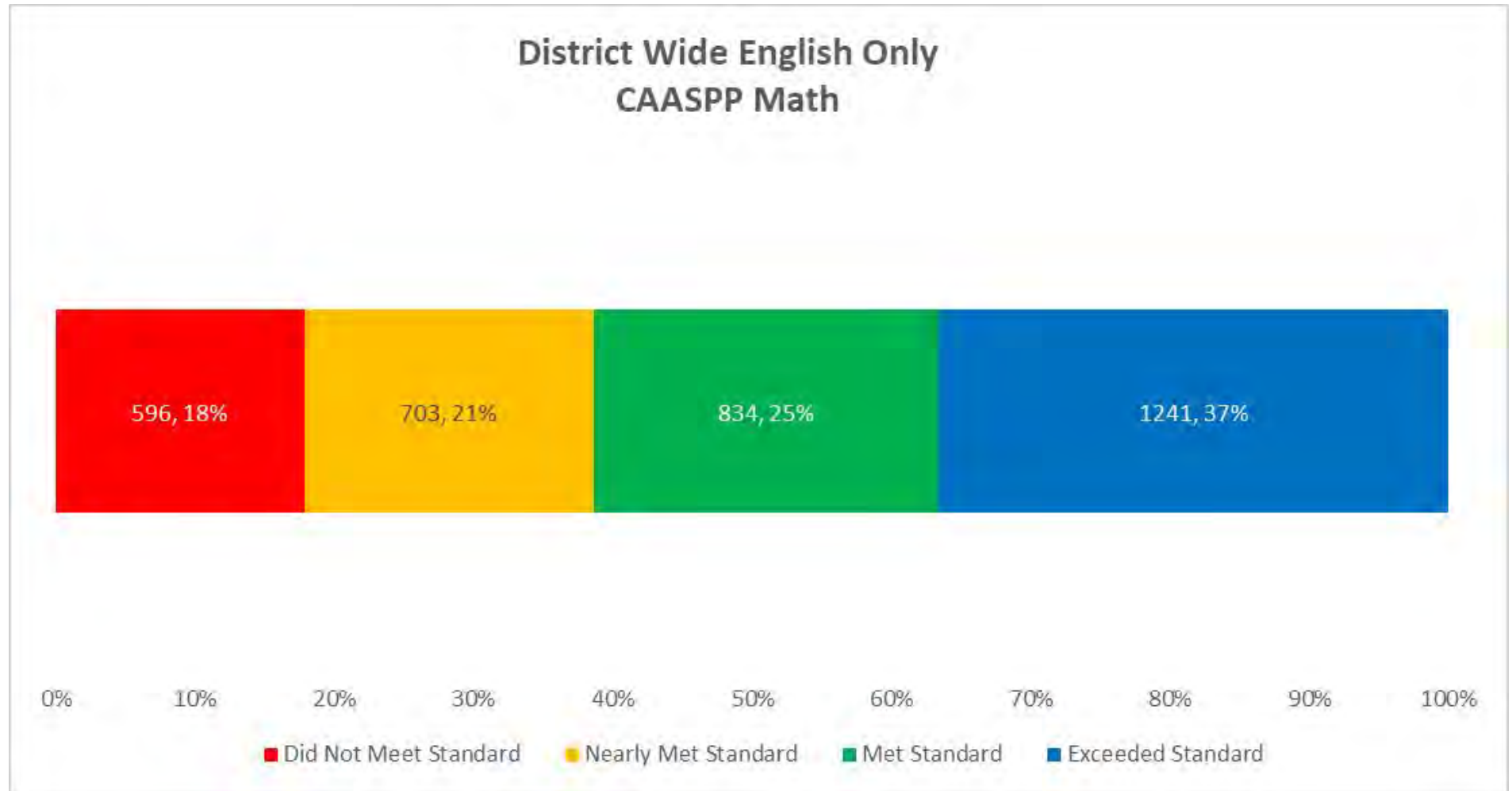
District Wide ELA CAASPP Reclassified Fluent English Proficient



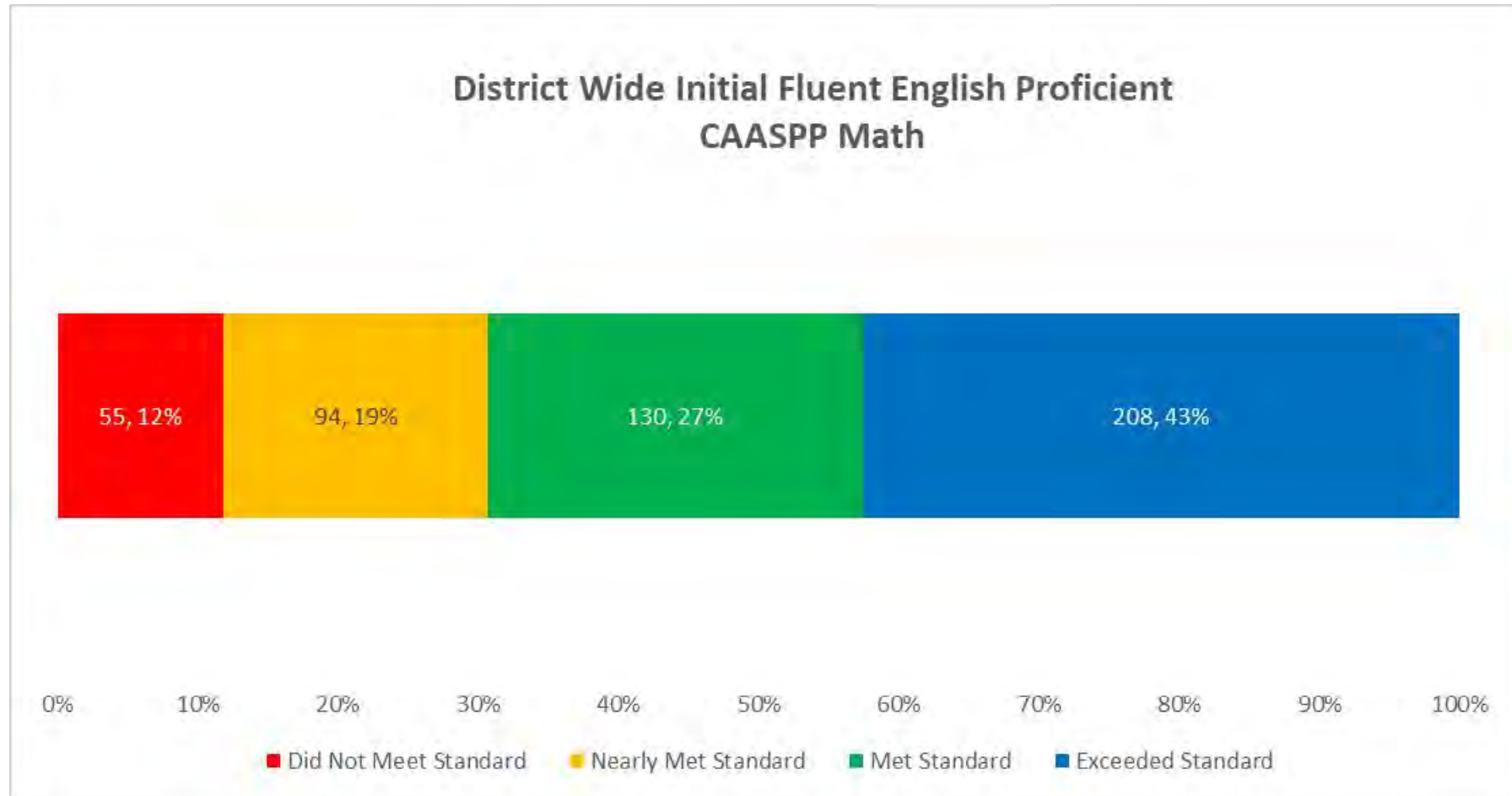
District Wide Math CAASPP Disaggregated by Language Proficiency



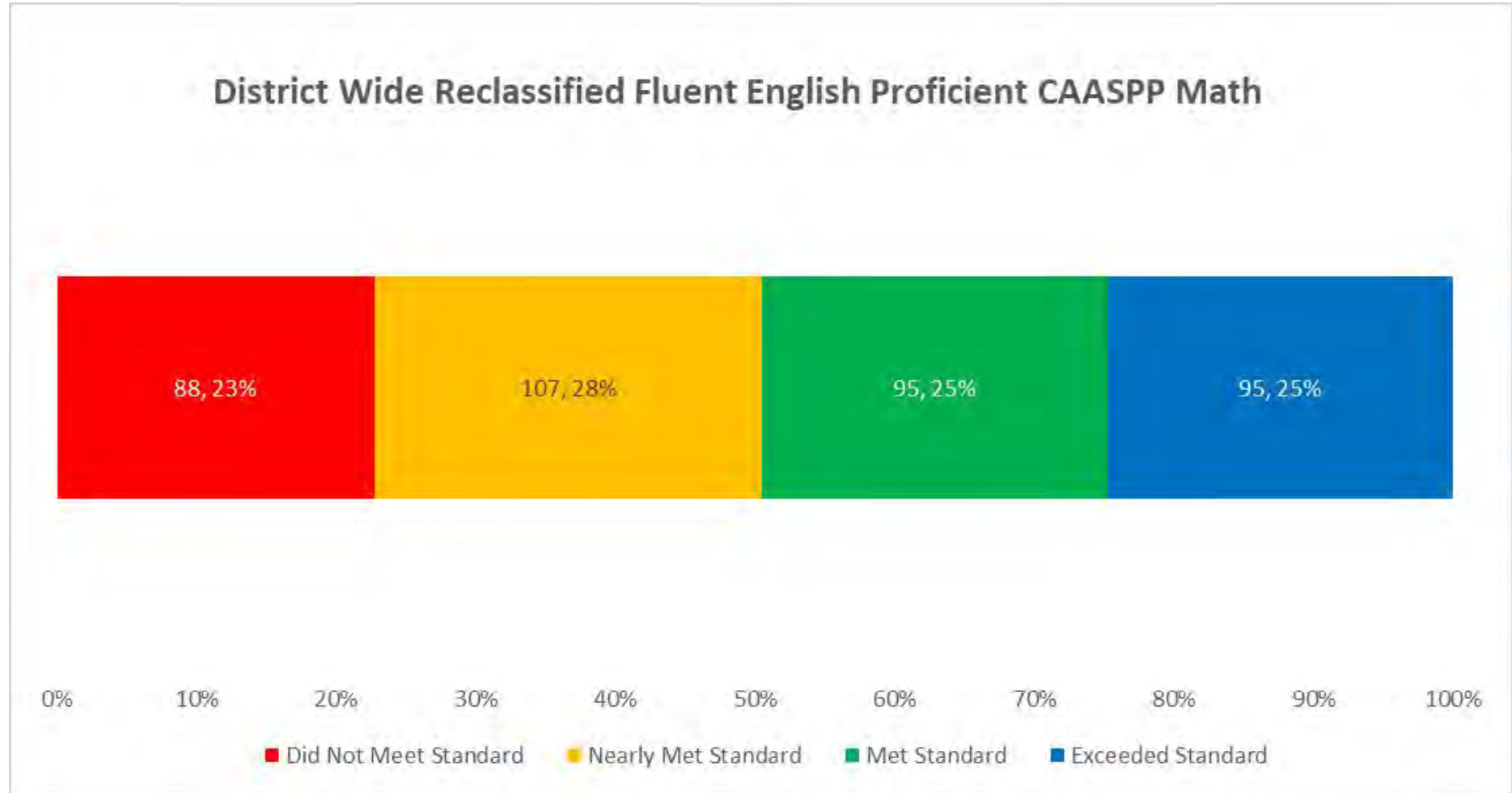
District Wide Math CAASPP Disaggregated by Language Proficiency



District Wide Math CAASPP Disaggregated by Language Proficiency



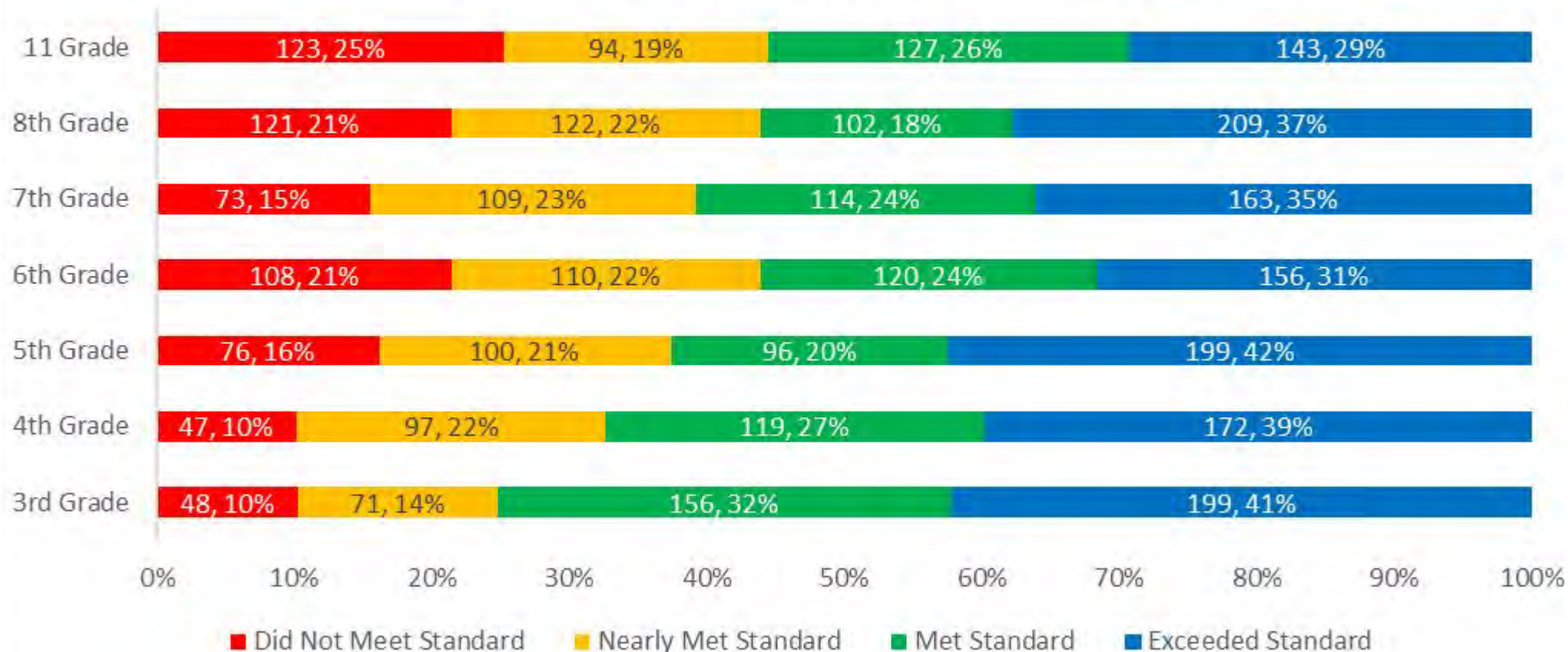
District Wide Math CAASPP Disaggregated by Language Proficiency



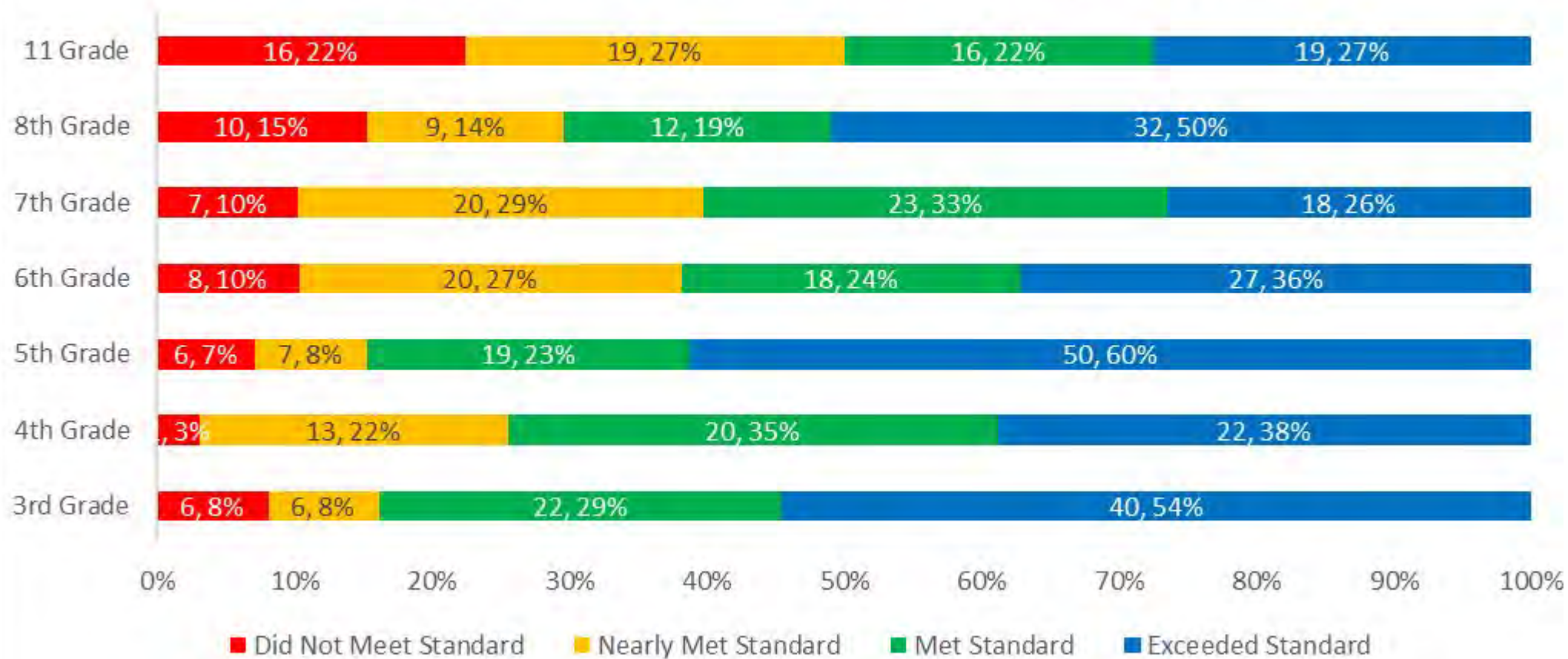
District Wide Math CAASPP English Learner



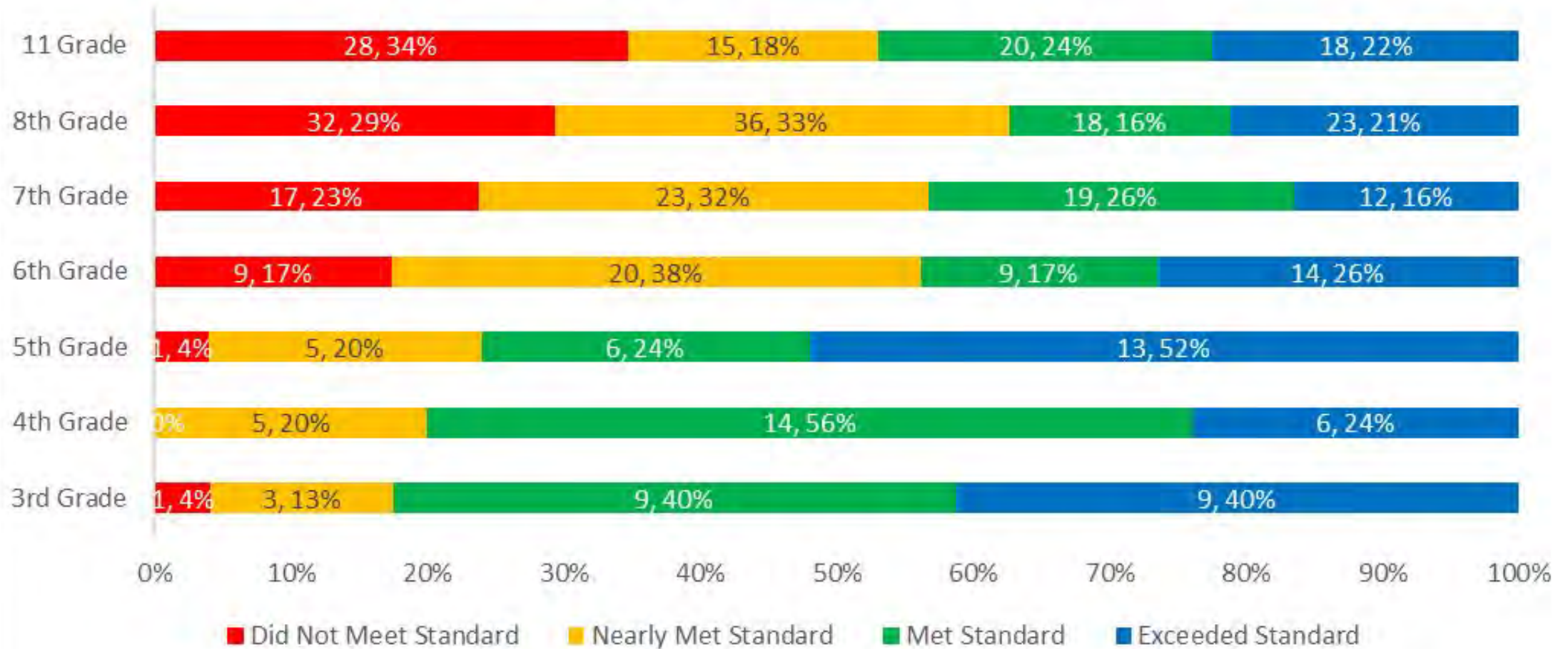
District Wide Math CAASPP English Only



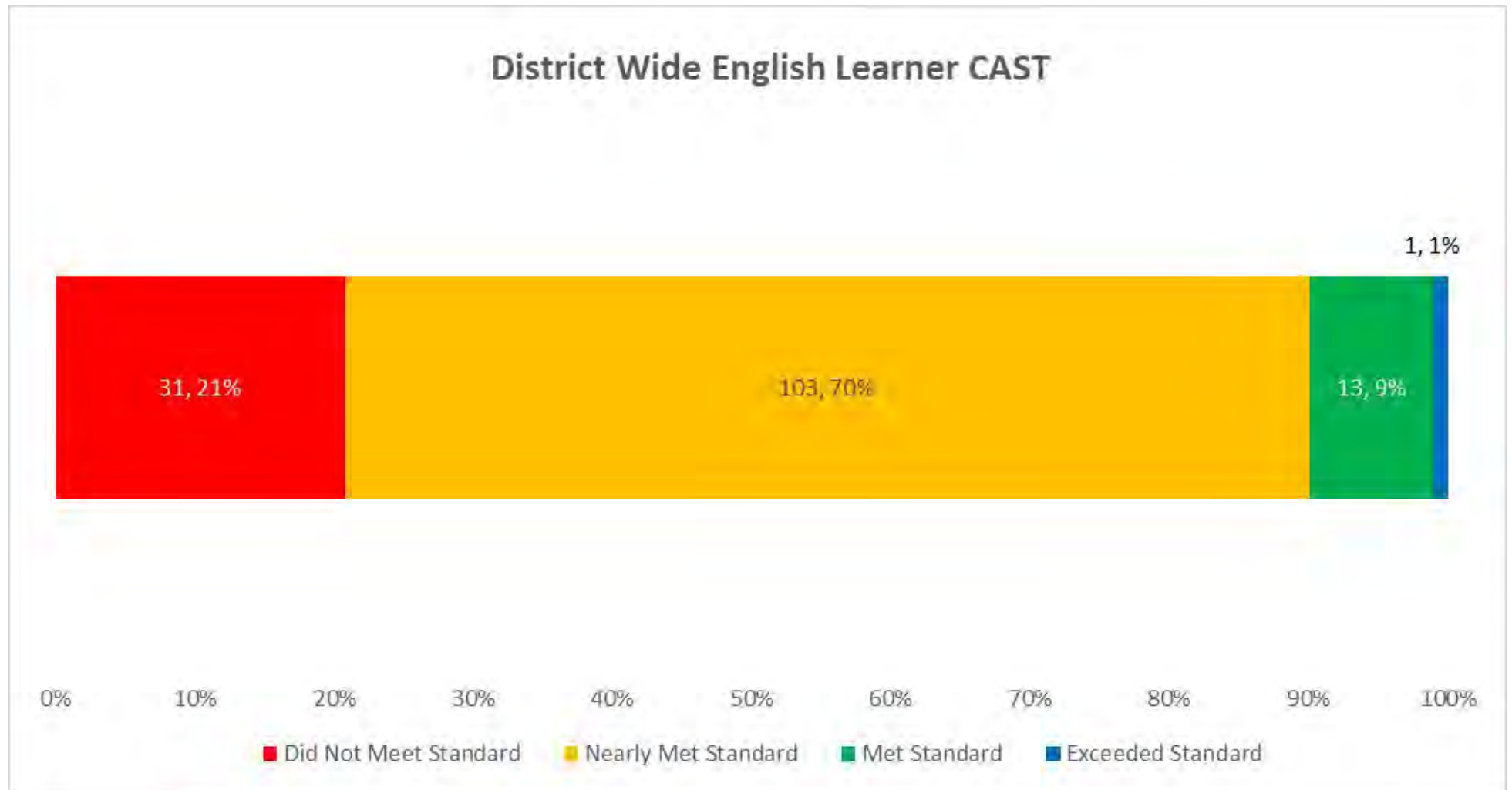
District Wide Math CAASPP Initial Fluent English Proficient



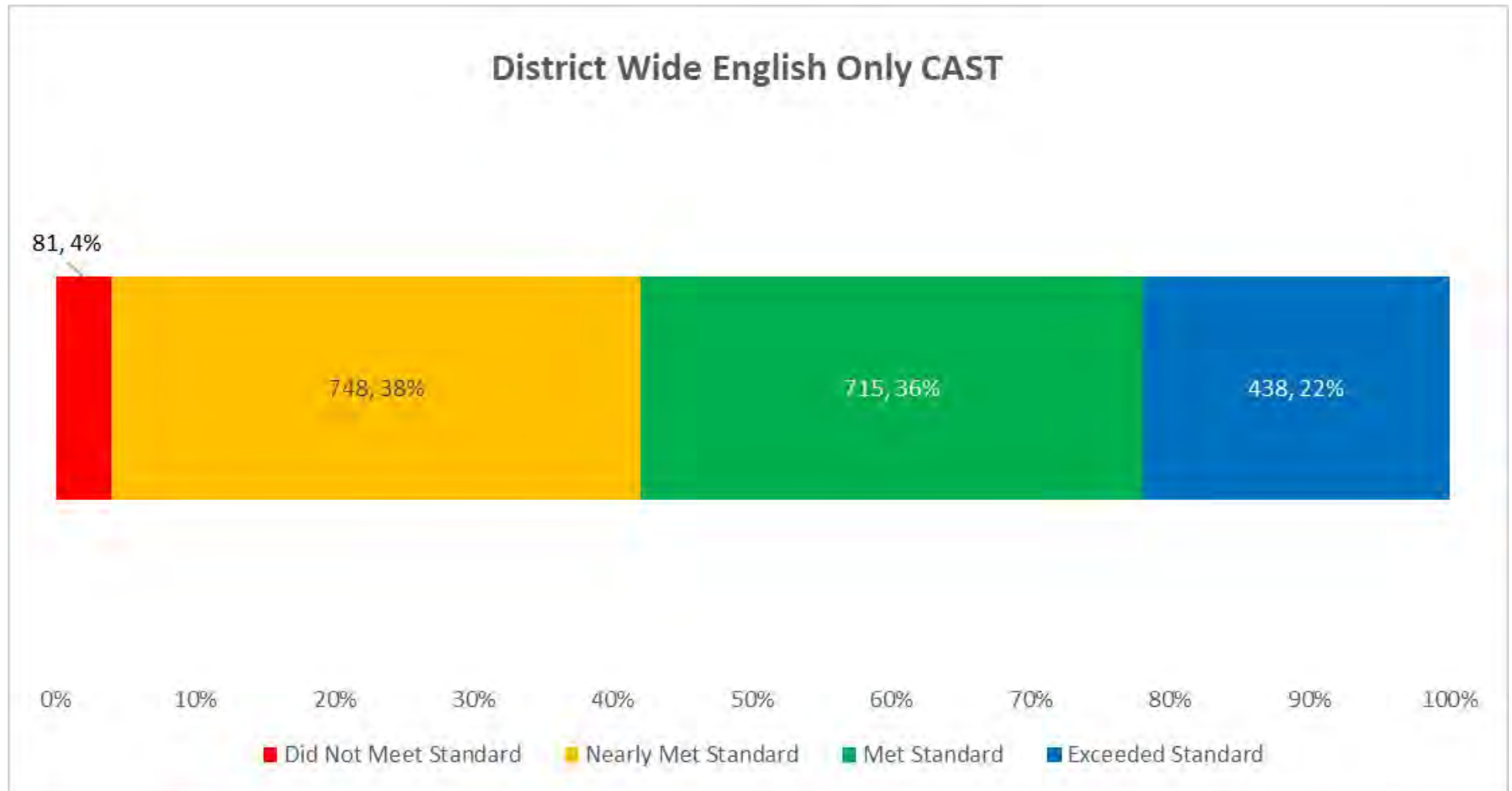
District Wide Math CAASPP Reclassified Fluent English Proficient



District Wide CAST Disaggregated by Language Proficiency

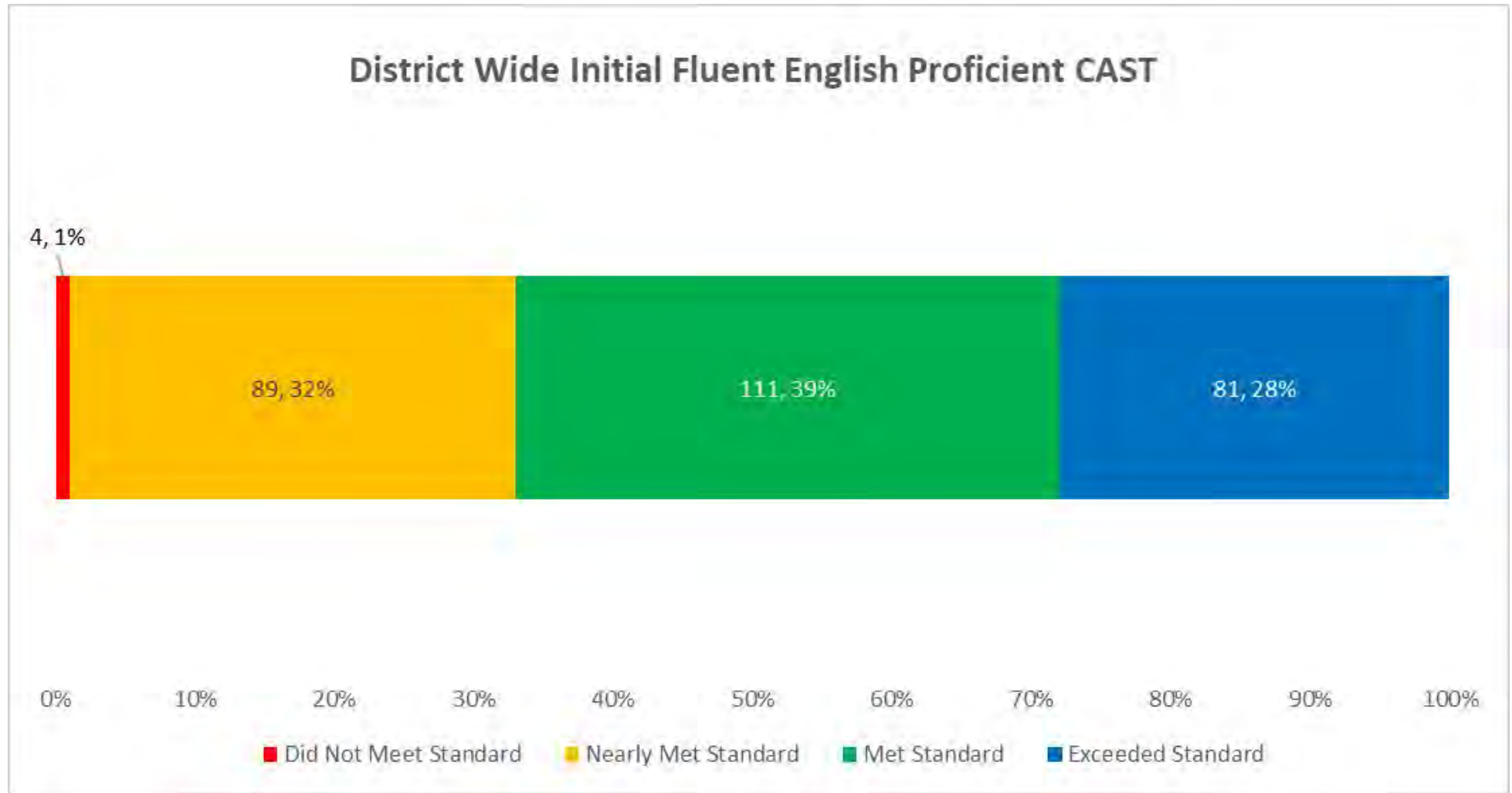


District Wide CAST Disaggregated by Language Proficiency

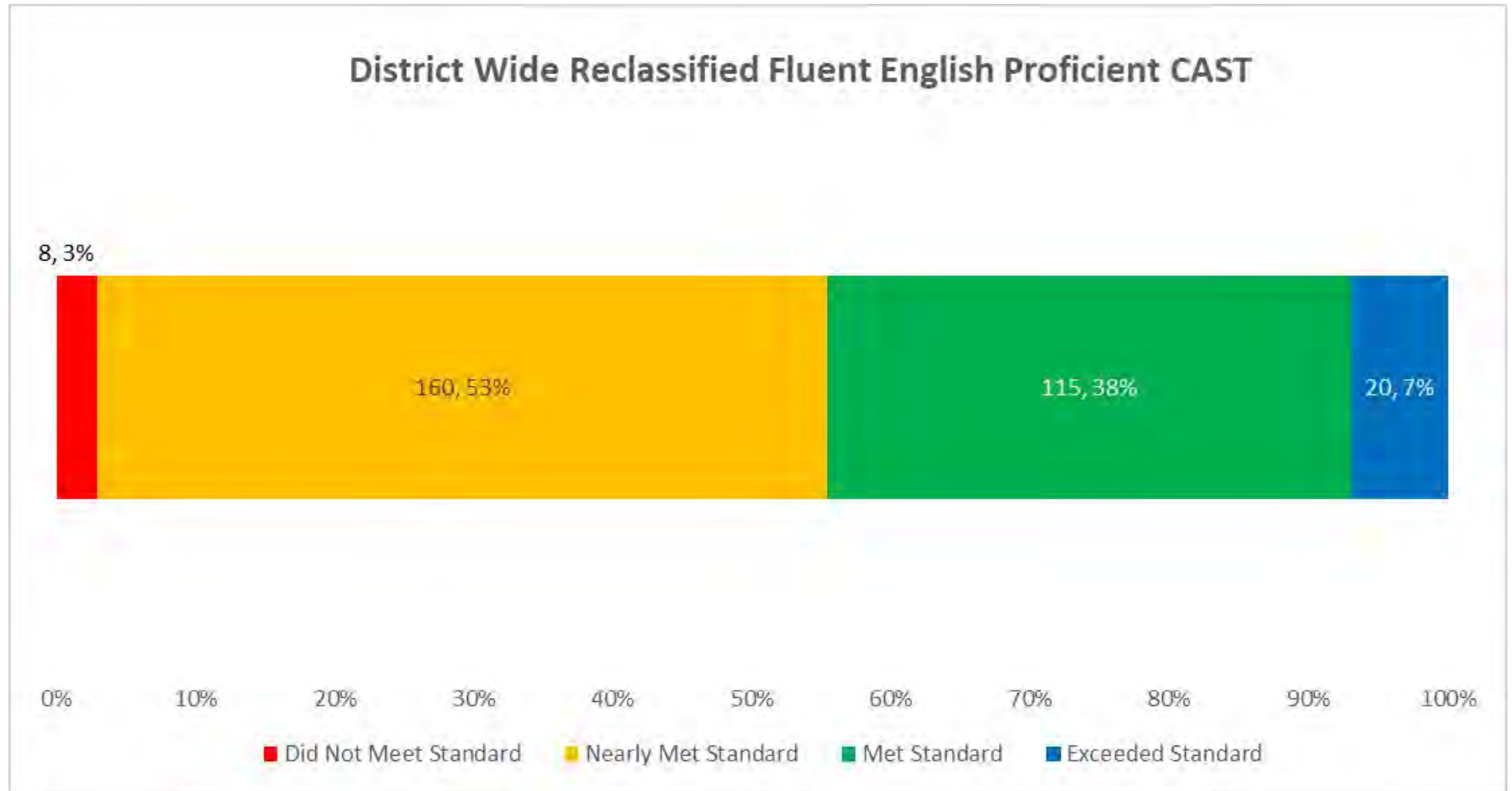


Preliminary data- for planning purposes only 111

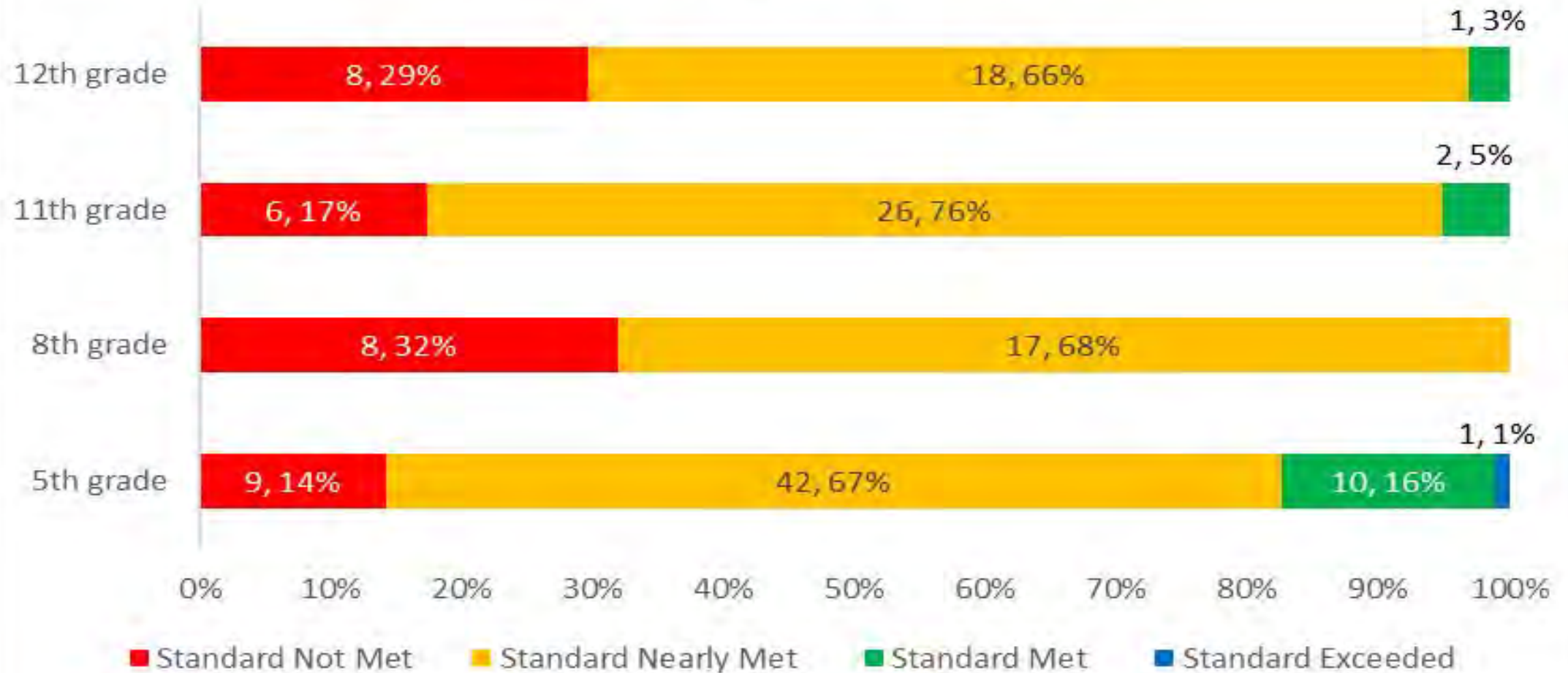
District Wide CAST Disaggregated by Language Proficiency



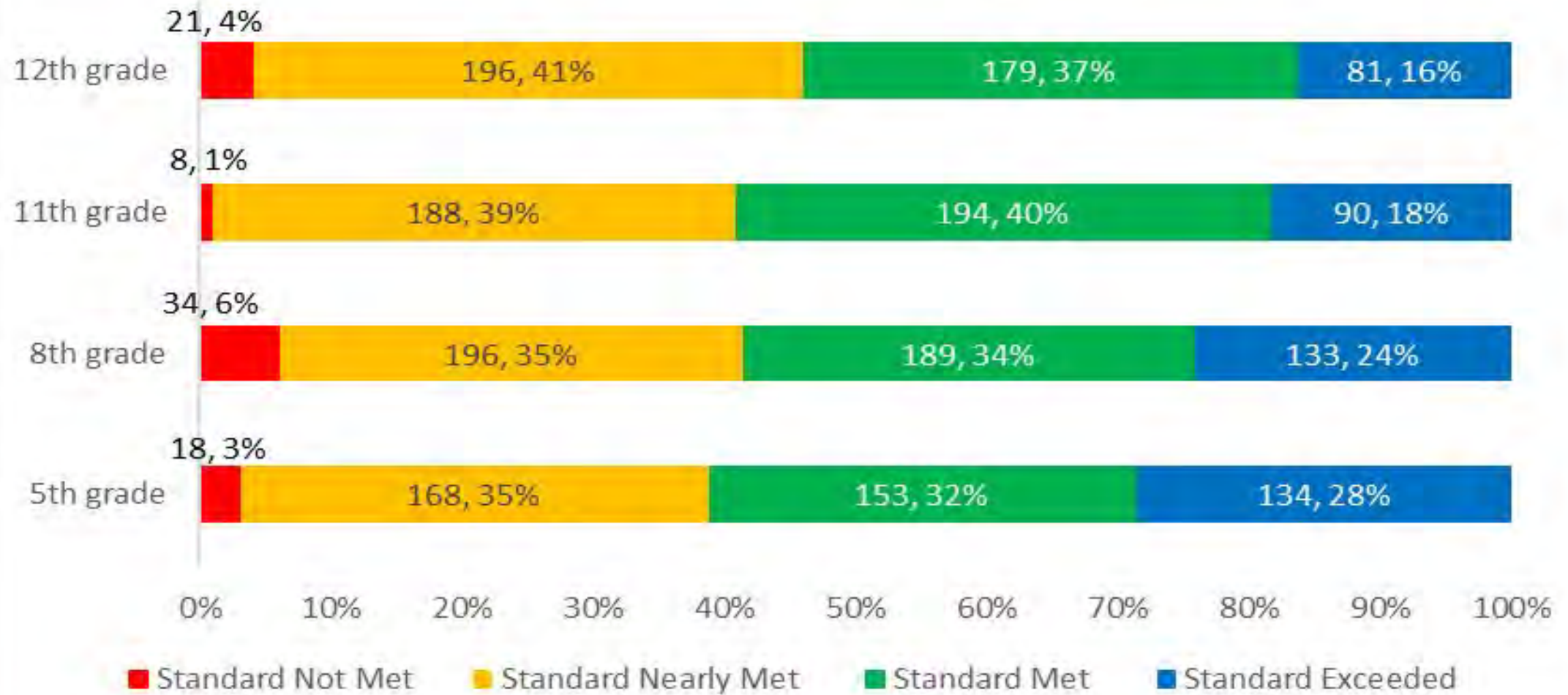
District Wide CAST Disaggregated by Language Proficiency



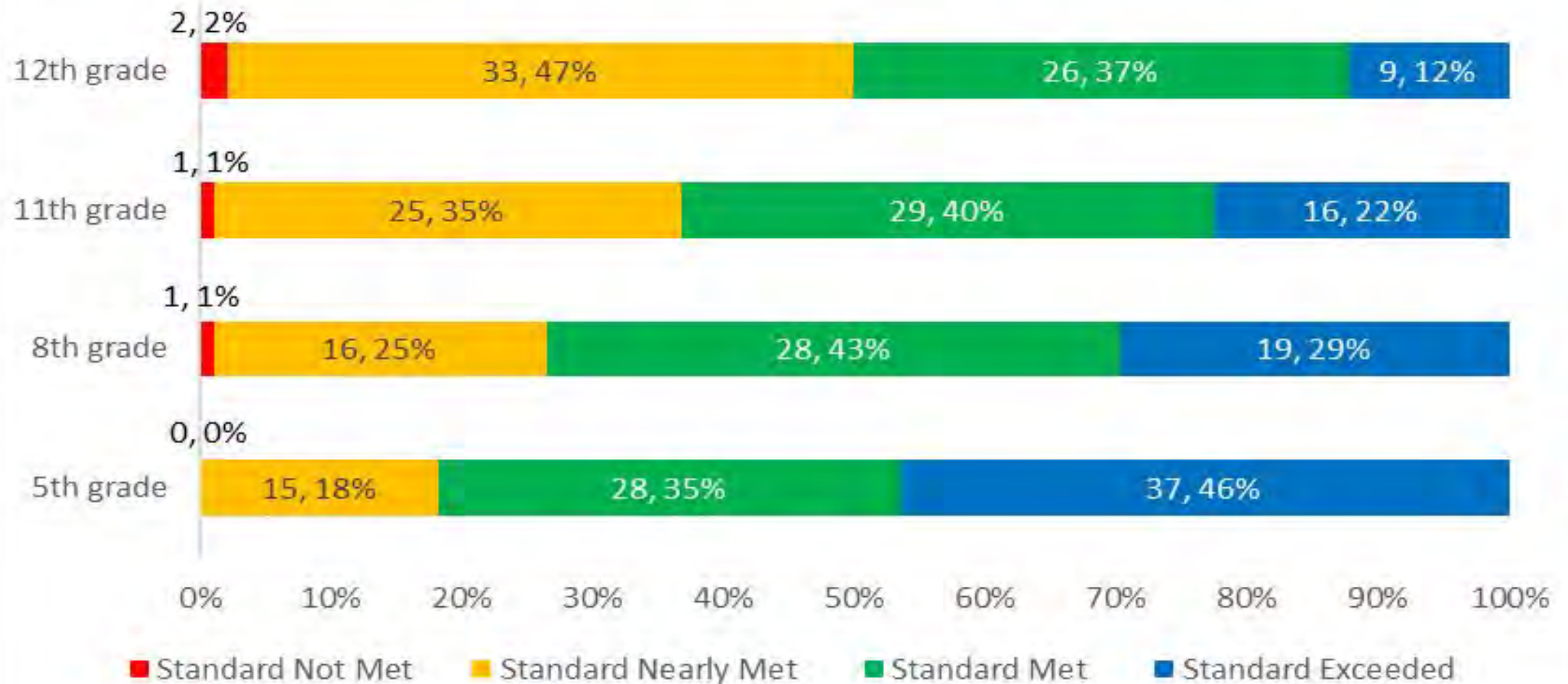
District Wide English Learner CAST



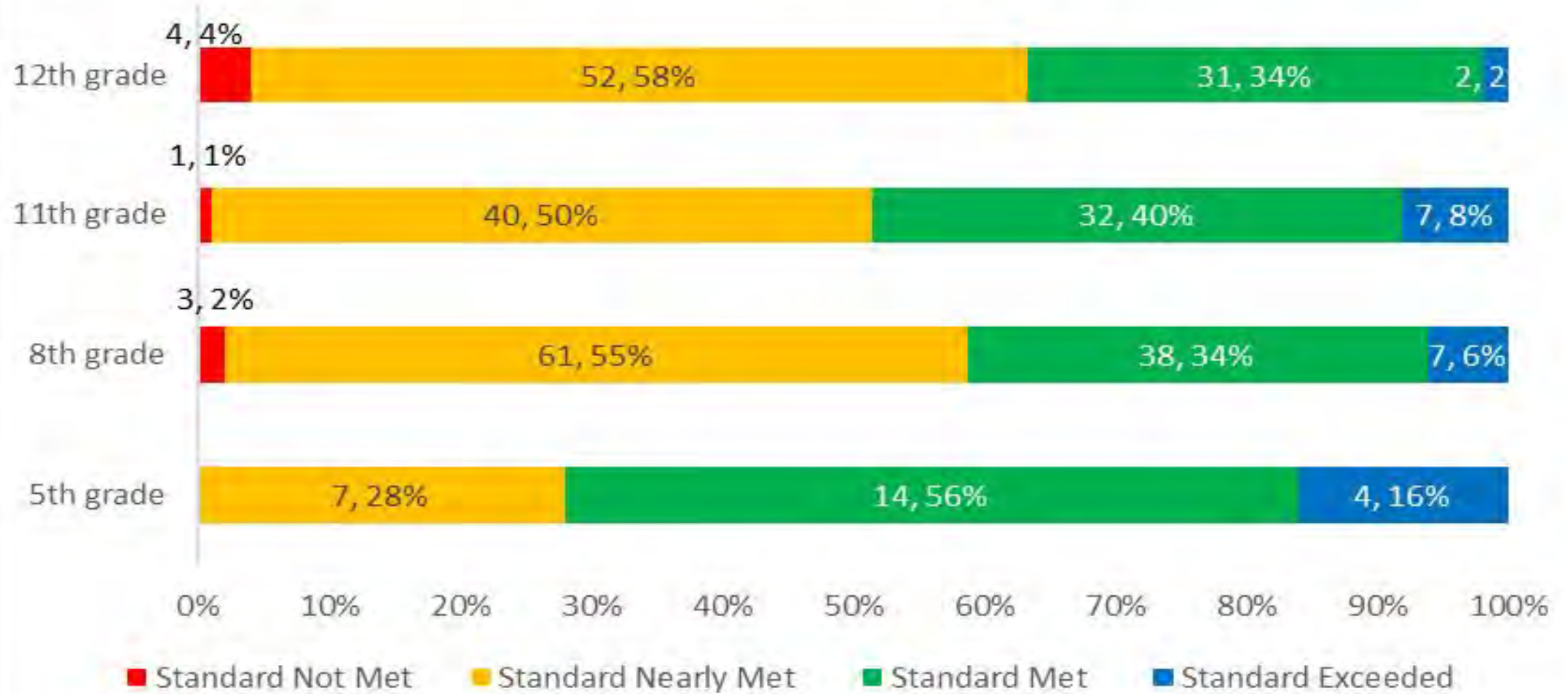
District Wide English Only CAST



District Wide Initial Fluent English Proficient CAST



District Wide Reclassified Fluent English Proficient CAST



2021-22 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	3	3	9	8	2	1	12
Franklin	1	0	4	3	1	1	4
Grant	3	3	2	2	0	0	5
Malibu Elem	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0
John Muir	1	1	0	0	0	0	1
Roosevelt	3	3	4	0	3	0	3
Webster	0	0	0	0	0	0	0
Will Rogers	0	0	0	0	0	0	0
SMASH K-8	0	0	0	0	0	0	0
John Adams	5	5	8	8	3	3	16
Lincoln MS	10	9	8	8	1	0	17
Malibu MS	1	1	1	0	1	0	1
Santa Monica High	1	1	3	4	2	2	7
Malibu High	2	2	0	0	0	0	2
Olympic	1	1	0	0	0	0	1
Independent Study	0	0	0	0	0	0	0
PBL	0	0	0	0	0	0	0
Total	31	29	39	33	13	7	69

2021-22 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	7	6	1	0	0	0	6
Franklin	0	0	0	0	0	0	0
Grant	3	3	0	0	0	0	3
Malibu Elem	1	1	0	0	0	0	1
McKinley	0	0	0	0	0	0	0
John Muir	2	1	0	0	0	0	1
Roosevelt	1	0	1	0	0	0	0
Webster	1	0	0	0	0	0	0
Will Rogers	0	0	1	1	0	0	1
SMASH K-8	0	0	1	0	0	0	0
John Adams	11	9	1	0	0	0	9
Lincoln MS	2	2	1	1	0	0	3
Malibu MS	2	1	1	1	0	0	2
Santa Monica High	6	6	3	3	0	0	9
Malibu High	1	0	1	1	0	0	1
Olympic	0	0	0	0	0	0	0
Independent Study	1	1	0	0	0	0	1
PBL	0	0	0	0	0	0	0
Total	38	30	11	7	0	0	37



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 2021-22](#)

[CHKS Parent Survey 21-22](#)

[CHKS Staff Survey 21-22](#)

[CHKS Elementary Student Survey 21-22](#)

[CHKS Secondary Student Survey 21-22](#)

[Attendance Data 21-22](#)