



Mountain View  
Whisman  
School District

# California Dashboard Local Indicators

October 2018





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School District

# Dashboard State and Local Indicators

# California Dashboard



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**Explore information about local schools and districts.**

Search by school, district, or county name



# California Dashboard - Landing Page

## Sacramento Charter High

Explore information about Sacramento Sample District under California's accountability system. All data shown is from Fall 2017.

### English Language Arts



Yellow

### Mathematics



Orange

### English Learner Progress



Blue

### College / Career



Green

### Chronic Absenteeism



Green

### Graduation Rate (Grades 9-12)



Green

### Suspension Rate



Green

### Basics: Teachers, Instructional Materials, Facilities - Priority One

INDICATOR MET

### Implementation of Academic Standards - Priority Two

INDICATOR MET

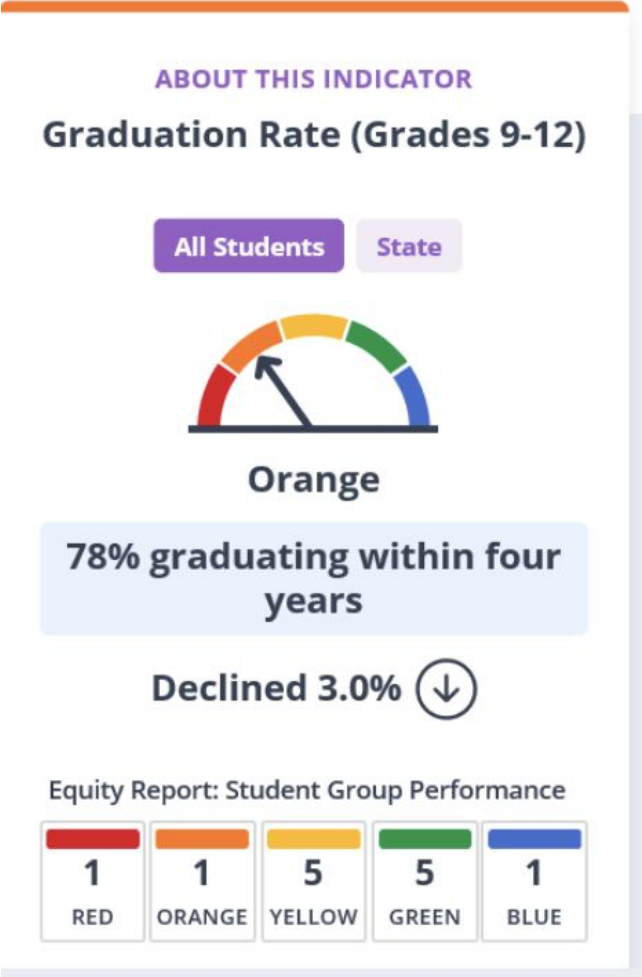
### Parent Engagement - Priority Three

INDICATOR MET

### Local Climate Survey - Priority Six

INDICATOR MET

# California Dashboard - Indicator Display



# Purpose of the Dashboard

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's new school accountability system.
- Provides a quick overview, with additional detail available, about overall performance and student group performance on multiple measures of student success
- Information provided will assist in identifying strengths, weaknesses and areas in need of improvement for local educational agencies and schools.

# State Indicators

- **Academic Indicators (State Priority 4):**
  - English Language Arts/Literacy (ELA) assessment (SBAC scores)
  - Mathematics Assessment (SBAC scores)
- **Suspension Rate Indicator (State Priority 6)**
- **English Learner Indicator (Priority 4)**
  - progress of English Learners (ELs)
- **Chronic Absenteeism Rate (State Priority 5)**
  - Not reported until fall of 2017
- **Graduation Rate Indicator (State Priority 7 - not reported for elementary districts)**
- **College/Career Indicator (State Priority 8 - not reported for elementary districts)**

# Local Indicators

- State data is not available for some priority areas identified in the Local Control Funding Formula law.
- The State Board of Education approved local indicators, and a required self-reflection tool, which are based on information that local educational agencies collect locally.
- The local indicators are:
  - **State Priority 1 - Basic Services and Conditions of Learning**
  - **State Priority 2 - Implementation of State Academic Standards**
  - **State Priority 3 - Parent Engagement.**
  - **State Priority 6 - School Climate**
  - **State Priority 7 - Broad Course of Study**



# How is Local Performance Measured

- Local educational agencies receive one of three ratings based on whether they have measured and reported their progress to the Board of Trustees and through the Dashboard using locally collected data.
- The ratings are:
  - *Met*
  - *Not Met*
  - *Not Met for Two or More Years*

# Local Indicators - Annually Updated

## **All local indicators must be:**

- Updated annually based on locally available information and data
  - ✓ Met
  - Not Met
  - Not Met For Two or More Years
- Reported to the local Governing Board at a regularly scheduled meeting and to the stakeholders and the public



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# Local Indicators - District Performance

# State Priority 1 - Basic Services

**Standard:** LEA annually measures its progress in meeting the *Williams* settlement requirements at 100 percent at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

- **Please assess the local educational agency performance on meeting the standard by designating the following:**
  - ✓ Met
  - Not Met
  - Not Met For Two or More Years

# State Priority 1 - Basic Services

## Local Indicator: Self-Reflection Tool

1. Number/percentage of mis-assignments of teachers of English learners	0	
2. Total of teacher mis-assignments	0	
3. Vacant teacher positions:	1	
Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home:	0	
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)		
Good Repair	Deficient Repair	Extreme Deficient Repair
7908	119	0

# State Priority 2 - Implementation of State Academic Standards

**Standard:** LEA annually measures its progress implementing state academic standards.

**Local Indicator:** Self-reflection tool using the following rating scale (using the District LCAP and LCAP surveys, and other local data measures

## Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

# State Priority 2 - Implementation of State Academic Standards

1. **Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below (2017-18).**
  - English Language Arts - 4
  - English Language Development - 4
  - Mathematics - 4
  - Next Generation Science Standards - 3
  - History-Social Science - 3

# State Priority 2 - Implementation of State Academic Standards

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught (2017-18).**

- English Language Arts - 5
- English Language Development - 5
- Mathematics - 5
- Next Generation Science Standards - 2
- History-Social Science - 2



# State Priority 2 - Implementation of State Academic Standards

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (2017-18).**

- English Language Arts - 4
- English Language Development - 4
- Mathematics - 4
- Next Generation Science Standards - 2
- History-Social Science - 2

# State Priority 2 - Implementation of State Academic Standards

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students (2017-18).**

- Career Technical Education - 1
- Health Education Content Standards - 3
- Physical Education Model Content Standards - 4
- Visual and Performing Arts - 4
- World Language - 3

# State Priority 2 - Implementation of State Academic Standards

**5. During the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

- Identifying the professional learning needs of groups of teachers or staff as a whole - 5
- Identifying the professional learning needs of individual teachers - 3
- Providing support for teachers on the standards they have not yet mastered - 4

# State Priority 3 - Parent Engagement

**Standard:** LEA annually measures its progress in:

- seeking input from parents in decision making
- promoting parental participation in programs

**Local Indicator:**

- District Climate Survey November 2017
  - Results presented to Board of Trustees - February 1, 2018
- Student LCAP Survey Results February 2018

**Please assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years

# State Priority 3 - Parent Engagement

<b>Highlights from LCAP Parent Survey</b>	% Agree and Strongly Agree 2015-16	% Agree and Strongly Agree 2016-17	% Agree and Strongly Agree 2017-18
My child's school encourages parental involvement	88%	87%	89%
I feel comfortable participating in school activities for parents/guardians	87%	86%	87%
My child's school encourages involvement from community organizations	78%	79%	82%
I feel I have a say in the decision making process at my child's school	55%	59%	61%
School and Community Engagement Facilitators have reached out to me	49%	52%	57%
School and Community Engagement Facilitators have encouraged my involvement in school events	54%	57%	61%

# State Priority 3 - Parent Engagement

## What would help parents/guardians become more involved in MVWSD?

	2016	2017	2018
More information on how to help students at home	47%	48%	49%
More convenient times for participation	44%	41%	41%
More information on involvement opportunities	40%	40%	38%
More communication between the school and parents/guardians	37%	40%	37%
More participation opportunities at the school level	26%	26%	24%
More participation opportunities at the District level	15%	16%	14%
Other	7%	6%	6%
None of the above	11%	11%	9%

# State Priority 3 - Parent Engagement

## District Climate Survey - Family Highlights

### Family Engagement

**42% families responded favorably**

-The degree to which families become involved with and interact with their child's school.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• How often do you meet in person with teachers at your child's school?</li><li>• How involved have you been with a parent group(s) at your child's school?</li><li>• In the past year, how often have you discussed your child's school with other parents from the school?</li><li>• In the past year, how often have you helped out at your child's school?</li><li>• In the past year, how often have you visited your child's school?</li><li>• How involved have you been in fundraising efforts at your child's school?</li></ul> | <ul style="list-style-type: none"><li>• 29% of families responded favorably to monthly or more</li><li>• 28% of families responded favorably to quite involved or extremely involved</li><li>• 52% of families responded favorably to monthly or more</li><li>• 42% of families responded favorably to monthly or more</li><li>• 74% of families responded favorably to monthly or more</li><li>• 27% of families responded favorably to quite involved or extremely involved</li></ul> |
|--|---|

**Parents' busy schedules are the biggest barrier to engagement - 64% responded that schedules are a medium to very large problem**

# State Priority 6 - School Climate

**Standard:** LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12),

## **Local Indicator:**

- District Climate Survey November 2017 (grades 5 and 7)
  - Results presented to Board of Trustees - February 1, 2018
- Student LCAP Survey Results February 2018 (grades 4-8)

**Please assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years



# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2015-16	% Agree and Strongly Agree 2016-17	% Agree and Strongly Agree 2017-18
Adults at my school care about my success	92%	92%	94%
I trust my teachers	91%	91%	93%
I feel safe at school	87%	87%	87%
There are clear and fair consequences for breaking rules at my school	85%	85%	85%
I am comfortable asking my teacher questions	87%	86%	90%
I have friends at school	96%	96%	97%

# State Priority 6 - School Climate

## District Climate Survey - Student Highlights

### **School Belonging**

-How much students feel that they are valued members of the school community.

51% of students responded favorably

### **School Climate**

-Perceptions of the overall social and learning climate of the school.

52% of students responded favorably

### **School Safety**

-Perceptions of student physical and psychological safety at school.

66% of students responded favorably

### **School Rigorous Expectations**

-How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

70% of students responded favorably

### **School Teacher Relationships**

-How strong the social connection is between teachers and students within and beyond the school.

70% of students responded favorably

# State Priority 7 - Broad Course of Study

**Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study...including the programs and services developed and provided to unduplicated students and individuals with exceptional needs**

**Local Indicator:** Self Reflection - Narrative Responses

**Please assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years

# State Priority 7 - Broad Course of Study

## **Broad Course of study for grades 1-6: California Education Code (EC) 51210**

- English
- Mathematics
- Social Sciences
- Science
- Visual and Performing Arts
- Health
- Physical Education
- Other studies that may be prescribed by the governing board

## **Broad Course of Study for grades 7-12: California EC 51220(a)-(i)**

- English
- Social Sciences
- Foreign Language
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education

# State Priority 7 - Broad Course of Study

**Identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study.**

## **Elementary School**

- Daily class schedules (Powerschool and teacher created)
  - Core subjects
  - English Language Development
  - Special Education
- Art and Music - Community School of Music and Art
- Physical Education - Rhythm and Moves
- Response to Instruction for Intervention or Enrichment
- Puberty Talk Program

## **Middle School**

- Daily class schedules - Powerschool
  - Core subjects
  - English Language Development
  - Special Education
  - Electives
  - Physical Education
  - Response to Instruction
- Elective catalog
- Teen Talk

# State Priority 7 - Broad Course of Study

**Summarize the extent to which all students have access to, and are enrolled in, a broad course of study.**

## **Elementary Schools**

In reviewing school and grade level data for the 2017-18 school year all elementary students had access to a broad course of study as outlined by Education Code

## **Middle Schools**

In reviewing student schedules and associated data for the 2017-18 school year all middle school students had access to a broad course of study as outlined by Education Code with the following exceptions:

- Foreign Language - Graham Middle School
- One choice elective - Crittenden and Graham Middle Schools
- Response to Instruction - Crittenden and Graham Middle Schools

# State Priority 7 - Broad Course of Study

**Identify the barriers preventing MVWSD from providing access to a broad course of study for all students in 2017-18**

## **Middle School**

- Daily schedule did not allow English Language Learners who also had an Individualized Education Program (IEP) to have a choice elective thus limited options for exposure to Foreign Languages and the Arts
- The District is still in the Exploration and Research Phase in the area of Career Technical Education
- The District was unable to hire a Spanish teacher for Graham Middle School so Foreign Language classes were not offered

# State Priority 7 - Broad Course of Study

**Share the revisions, decisions, or new actions implemented for 2018-19 to ensure access to a broad course of study for all students**

## **Overall**

- The District is in process of developing a STEAM plan for implementation in 2019-20
- The District will be reviewing, piloting, and recommending new Social Studies materials for adoption and use in 2019-20

## **Middle Schools**

A new schedule was implemented in 2018-19 that allows all students to have at least one choice elective and includes:

- Response to Instruction periods
- Co-taught classes
- Math courses that start all students on a pathway to Algebra 1 or Geometry in 8th grade
- The addition of Spanish and French classes at Graham Middle School ( the District was unable to hire a Spanish teacher for Crittenden Middle School)



# Next Steps

- Upload data to Dashboard
  - Anticipated release in December
- Continue work on eight state priorities
- Continue to administer LCAP survey and District Climate survey
- Monitor new initiatives
- Begin researching potential impacts to District initiatives and programs related to state and local priorities due to the possible addition of a charter school