



Mountain View  
Whisman  
School District

# California Dashboard Local Indicators

October 2019





Mountain View  
Whisman  
School District

# California Dashboard State and Local Indicators

# 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

## 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
- Uploaded to the California Dashboard no later than 5pm on November 1st.

# California Dashboard



[Home](#) [About](#) [State Summary](#) [Search](#) [More School Data](#) [En Español](#)



Explore information about local schools and districts.

# California Dashboard - Landing Page


DISTRICT PERFORMANCE OVERVIEW

## Mountain View Whisman

Explore the performance of Mountain View Whisman under California's Accountability System.

Generate PDF Report 

View All Schools

View Additional Reports 

2018 

Chronic Absenteeism



Green

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Green

Basics: Teachers,  
Instructional Materials,  
Facilities

STANDARD MET

Implementation of Academic  
Standards

STANDARD MET

Parent and Family  
Engagement

STANDARD MET

Local Climate Survey

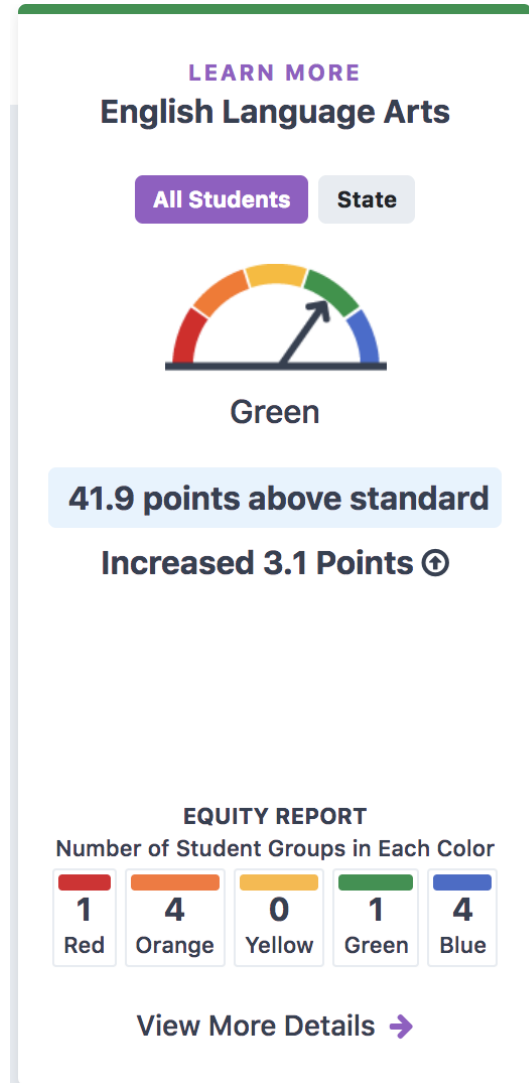
STANDARD MET

Access to a Broad Course of  
Study

STANDARD MET



# California Dashboard - Indicator Display





Mountain View  
Whisman  
School District

# 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  | 1 |
| 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 |
|-------------|------------------|--------------------------|
| 6,781       | 133              | 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 (2018-19).**
  - English Language Arts - 4
  - English Language Development - 4
  - Mathematics - 4
  - Next Generation Science Standards - 4
  - 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 (2018-19).**

- English Language Arts - 5
- English Language Development - 5
- Mathematics - 5
- Next Generation Science Standards - 3
- History-Social Science - 3

# 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 (2018-19).**

- 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

**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 (2018-19).**

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

# State Priority 2 - Implementation of State Academic Standards

**5. During the 2018-19 school year (including summer 2018), 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 - 4
- Identifying the professional learning needs of individual teachers - 4
- 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 measurement (new):**

The LEA measures its progress using the self-reflection tool included in the Dashboard

**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

- The State Board of Education approved a revised tool for LEAs to use to report progress on engaging parents in spring 2019
- The District is revising the 2020 LCAP survey to include questions from this tool.
- To collect baseline data and to self-report for the December Dashboard, the District had stakeholders rate our progress using the new tool.
- Data was collected during the following meetings:
  - PTA Presidents meeting
  - Learning Challenges Committee
  - DELAC Officers
  - Various ELAC and SSC meetings at sites
- Results were collected shared at cabinet and final ratings were determined. Ratings are being reported for each section of the tool.

# Building Relationships

| Rate the LEA's Progress...  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In developing the capacity of staff (admin, teachers, classified) to build trusting relationships with families   |   |   | X |   |   |
| In creating welcoming environments for all families in the community  |   |   | X |   |   |
| In supporting staff to learn about each family's strengths, cultures, languages, and goals for their children   |   |   | X |   |   |
| In developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. |   |   | X |   |   |

## Rating Scale:

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

# Partnerships for Student Outcomes

| Rate the LEA's Progress...  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.  |   |   | X |   |   |
| In providing families with information and resources to support student learning and development in the home  |   |   | X |   |   |
| In implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes |   |   | X |   |   |
| In supporting families to understand and exercise their legal rights and advocate for their own students and all students.  |   |   | X |   |   |

## Rating Scale:

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

# Input for Decision Making

| Rate the LEA's Progress...   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| In building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making   |   |   | X |   |   |
| In building the capacity of and supporting family members to effectively engage in advisory groups and decision making   |   |   | X |   |   |
| In providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups in the school community.             |   |   | X |   |   |
| In providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. |   | X |   |   |   |

## Rating Scale:

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

# 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 2018 (grades 5 and 7)
  - Results presented to Board of Trustees - January 24, 2019
- Student LCAP Survey Results February 2019 (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 2016-17 | % Agree and Strongly Agree 2017-18 | % Agree and Strongly Agree 2018-19 |
|---|------------------------------------|------------------------------------|------------------------------------|
| Adults at my school care about my success                             | 92%                                | 94%                                | 92%                                |
| I trust my teachers   | 91%                                | 93%                                | 93%                                |
| I feel safe at school   | 87%                                | 87%                                | 87%                                |
| There are clear and fair consequences for breaking rules at my school | 85%                                | 85%                                | 83%                                |
| I am comfortable asking my teacher questions                          | 86%                                | 90%                                | 87%                                |
| I have friends at school  | 96%                                | 97%                                | 96%                                |
| My school is clean  | 63%                                | 67%                                | 69%                                |

# 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.

52% of students responded favorably (an increase of 1 percentage point from 2017-18)

### **School Climate**

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

55% of students responded favorably (an increase of 3 percentage points from 2017-18)

### **School Safety**

-Perceptions of student physical and psychological safety at school.

66% of students responded favorably (no change from 2017-18)

### **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 (no change from 2017-18)

### **School Teacher Relationships**

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

69% of students responded favorably (a decrease of 1 percentage point from 2017-18)

# 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 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 Education Code 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 including STEAM
  - 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 2018-19 school year all elementary students had access to a broad course of study as outlined by Education Code with one exception:

- Access to hands-on science instruction was inconsistent across school sites

## **Middle Schools**

In reviewing student schedules and associated data for the 2018-19 school year all middle school students had access to a broad course of study as outlined by Education Code with one exception:

- Foreign Language (Spanish) was not offered at Crittenden Middle School as a teacher was unable to be hired.

# 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 2018-19:**

## **Elementary School**

- The District was in the process of developing a STEAM plan for elementary schools

## **Middle School**

- The District was unable to hire a foreign language teacher (Spanish) teacher at Crittenden Middle School
- The implementation of the new middle school schedule which allows all students to have at least one choice elective and provides access to co-taught classes in English Language Arts and Math eliminated barriers that existed in 2017-18

# State Priority 7 - Broad Course of Study

| <b>Highlights from LCAP Student Survey</b>                        | % Agree and Strongly Agree 2016-17 | % Agree and Strongly Agree 2017-18 | % Agree and Strongly Agree 2018-19 |
|---|------------------------------------|------------------------------------|------------------------------------|
| My child has access to a range of enrichment activities at school | 77%                                | 77%                                | 79%                                |
| My child has access to a broad range of subjects at school        | 71%                                | 71%                                | 77%                                |



# State Priority 7 - Broad Course of Study

**Share the revisions, decisions, or new actions implemented for 2019-20 to ensure access to a broad course of study for all students**

## **Overall**

- The District is implementing its STEAM plan which will ensure all students have access to quality STEAM instruction at least two times per week.
- The District will be reviewing, piloting, and recommending new Social Studies and Science materials for adoption and use in 2020-21

## **Middle Schools**

A new schedule was implemented in 2018-19 that will continue, which 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 classes at both middle schools
- Adopted and implemented new Social Studies materials for middle school
- The District will be reviewing, piloting, and recommending new Science materials for adoption and use in 2020-21

# Next Steps

- Upload data to Dashboard by November 1st
  - Anticipated release in December
- Continue work on eight state priorities
- Revise LCAP survey to include climate and parent engagement (only one survey instead of two)
- Monitor new initiatives including STEAM Plan
- Plan for new three-year LCAP and alignment with last year of Strategic Plan