



Mountain View
Whisman
School District

California Dashboard Local Indicators

June 2021





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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 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 in conjunction with the approval of the the Local Control Accountability Plan
- Uploaded to the California Dashboard no later than November 1, 2021

California Dashboard



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Explore information about local schools and districts.

Search by school, district, or county name



December 2021 Dashboard

- Due to impacts from the pandemic during the 2020-21 school year the California Department of Education (CDE) is seeking to only produce a limited Dashboard
- Currently the CDE is working with the California State Legislature to align federal and state accountability requirements including:
 - Suspending the reporting of state indicators on the 2021 Dashboard.
 - Suspending the requirement to identify new Districts for Differentiated Assistance based on 2021 Dashboard data.
- Local Indicators will be reported and are required to be approved with the Local Control Accountability Plan on or before June 30, 2021



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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	3	1.15%
2. Other mis-assignments	1	0.38%
3. Total of teacher mis-assignments	4	1.54%
4. Vacant teacher positions:	0	0%
Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home	0	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
7914	213	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:

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

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:

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

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

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

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.

- Career Technical Education - 3
- Health Education Content Standards - 4
- 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 2020-21 school year, 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:

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

The District uses the results from the LCAP survey as well as data collected over the course of school year to make overall rating determinations

Assess the local educational agency performance on meeting the standard by designating the following:

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

Building Relationships

Rate the LEA's Progress	Percent agree/strongly agree spring 2020	Percent agree/strongly agree spring 2021	Rating/ Stage of Development
In developing the capacity of staff (admin, teachers, classified) to build trusting relationships with families	73%	73%	3
In creating welcoming environments for all families in the community	85%	82%	4
In supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	78%	75%	3
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.	88%	86%	4

Rating Scale:

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

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Partnerships for Student Outcomes

Rate the LEA's Progress	Percent agree/strongly agree spring 2020	Percent agree/strongly agree spring 2021	Rating
In providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	67%	66%	2
In providing families with information and resources to support student learning and development in the home	73%	75%	3
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	76%	78%	3
In supporting families to understand and exercise their legal rights and advocate for their own students and all students.	58%	56%	2

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	Percent agree/strongly agree spring 2020	Percent agree/strongly agree spring 2021	Rating
In building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	65%	64%	2
In building the capacity of and supporting family members to effectively engage in advisory groups and decision making	66%	65%	2
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.	68%	67%	2
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.	73%	67%	2

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:

- Student LCAP Survey Results February 2021 (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

Highlights from LCAP Student Survey	% Agree and Strongly Agree 2018-19	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21
Adults at my school care about my success	92%	77%	86%
I trust my teachers	93%	92%	95%
I feel safe at school	87%	86%	93%
There are clear and fair consequences for breaking rules at my school	83%	81%	90%
I am comfortable asking my teacher questions	87%	72%	75%
I have friends at school	96%	96%	92%
My school is clean	69%	41%	63%
Students at my school are treated with respect	N/A	79%	92%
My school focuses on a student's character	N/A	57%	65%

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 2020-21 school year all elementary students had access to a broad course of study as outlined by Education Code with some exceptions due to the pandemic:

- Internet access was unstable for some students
- Access to hands-on science instruction was inconsistent
- Physical Education, art and music was done virtually for the majority of the school year

Middle Schools

In reviewing student schedules and associated data for the 2020-21 school year all middle school students had access to a broad course of study as outlined by Education Code with some exceptions due to the pandemic:

- Internet access was unstable for some students
- Foreign Language (Spanish) was not offered at Graham Middle School as a teacher was unable to be hired.
- All students were placed in an elective wheel instead of being able to choose electives
- Physical Education was done asynchronously
- Response to Instruction periods were not part of the schedule, instead core teachers provided small group instruction.

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 2020-21:

Elementary School

- The district spent of 2020-21 in distance learning which required adjustments to the daily schedule.
 - Internet access was unstable for some students
 - Music, art and physical education were taught virtually
 - When schools reopened in hybrid music and art continued to be virtual due to COVID restrictions. Physical education was taught outside for in person students and had to be made asynchronous for students still in distance learning

Middle School

- The district spent most of 2020-21 in distance learning which required adjustments to the daily schedule
 - Internet access was unstable for some students
 - Physical Education classes were delivered asynchronously
 - All students were placed in an elective wheel instead of being able to choose electives
 - Response to Instruction periods were not part of the schedule, instead core teachers provided small group instruction.
- The District was unable to hire a foreign language teacher (Spanish) teacher at Graham Middle School

State Priority 7 - Broad Course of Study

Highlights from LCAP Student Survey	% Agree and Strongly Agree 2018-19	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21
My child has access to a range of enrichment activities at school	79%	78%	59%
My child has access to a broad range of subjects at school	77%	80%	73%

State Priority 7 - Broad Course of Study

Share the revisions, decisions, or new actions implemented for 2021-22 to ensure access to a broad course of study for all students

Overall

- The District is planning to open in August 2021 with regular schedules with students in person learning five days per week. This will mitigate many of the issues encountered in 2020-21.
 - Physical education, art and music classes are planned although COVID restrictions will dictate how instruction is delivered (outside, virtual etc.)

Middle Schools

The middle schools will return to the eight-period schedule 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 a Spanish teacher at Graham middle school
- Choice electives for all students



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Next Steps

Next Steps

- Bring Local Indicators back to the Board of Trustees for approval with the LCAP on June 17th
- Upload data to Dashboard by November 1st
 - Anticipate limited release of Dashboard in December
- Continue work on LCAP and Strategic Plan 2021-22 actions