



Mountain View
Whisman
School District

California Dashboard Local Indicators

June 2, 2022





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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

www.caschooldashboard.org



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December 2022 Dashboard

- The Dashboard will be released in December 2022
- The Dashboard will only report Status data (Very High, High, Medium, Low, and Very Low) for each applicable indicator
 - Change (the difference between prior year data) and performance level colors will not be reported due to restrictions imposed by Assembly Bill (AB) 130
 - Applicable indicators for MVWSD include:
 - Academic - results of the CAASPP assessments in ELA and Math in spring 2022
 - 2021-22 Chronic Absenteeism Rate
 - English Learner Progress (2020-21 and 2021-22 ELPAC results)
 - 2021-22 Suspension Rate
- Local Indicators will be reported and are required to be approved with the Local Control Accountability Plan on or before June 30, 2022



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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	2	1%
2. Other mis-assignments	0	0%
3. Total of teacher mis-assignments	2	1%
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
9703	74	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 - 4

State Priority 2 - Implementation of State Academic Standards

5. During the 2021-22 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 - 3
- 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/Climate 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 - Parents	Percent agree/strongly agree spring 2021	Percent agree/strongly agree spring 2022	Rating/ Stage of Development
In developing the capacity of staff (admin, teachers, classified) to build trusting relationships with families	73%	72%	3
In creating welcoming environments for all families in the community	82%	83%	4
In supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	75%	76%	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.	86%	87%	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 - Parents	Percent agree/strongly agree spring 2021	Percent agree/strongly agree spring 2022	Rating
In providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	66%	65%	2
In providing families with information and resources to support student learning and development in the home	75%	72%	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	78%	72%	3
In supporting families to understand and exercise their legal rights and advocate for their own students and all students.	56%	55%	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 - Parents	Percent agree/strongly agree spring 2021	Percent agree/strongly agree spring 2022	Rating
In building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	64%	60%	2
In building the capacity of and supporting family members to effectively engage in advisory groups and decision making	65%	59%	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.	67%	66%	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.	67%	62%	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 2019-20	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22
Adults at my school care about my success	77%	86%	79%
I trust my teachers	92%	95%	81%
I feel safe at school	86%	93%	72%
There are clear and fair consequences for breaking rules at my school	81%	90%	68%
I am comfortable asking my teacher questions	72%	75%	74%
I have friends at school	96%	92%	92%
My school is clean	41%	63%	39%
Students at my school are treated with respect	79%	92%	63%
My school focuses on a student's character	57%	65%	62%

State Priority 6 - School Climate

Highlights from LCAP Student Survey	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22
Students from different cultural backgrounds become friends	85%	90%	87%
Students get along with each other and respect their differences	59%	75%	62%
Students respect the teachers and staff	60%	77%	63%
My school encourages a healthy lifestyle	67%	77%	66%
My teachers encourage me on a regular basis	87%	93%	73%

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 2021-22 school year all elementary students had access to a broad course of study as outlined by Education Code with adjustments made due to the pandemic:

- Enrollment in instrumental music especially for aerosol producing instruments was lower for 5th grade than in past years.
- Students had to use instrument masks and bell covers and instruction was provided outside as much as possible which was not always optimal.

Middle Schools

In reviewing student schedules and associated data for the 2021-22 school year all middle school students had access to a broad course of study as outlined by Education Code with adjustments made due to the pandemic:

- Enrollment in instrumental music especially for aerosol producing instruments was lower students than in past years.
- Students had to use instrument masks and bell covers and instruction was provided outside as much as possible which was not always optimal.

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 2021-22:

Elementary School

- The District reopened fully in person for the 2021-22 school year. All students attending District elementary schools had access to a broad course of study.
- Students that enrolled in the District's Remote Independent Study program were offered a broad course of study although students only had live instruction one hour per week and the majority of courses, including art, music and physical education lessons were taught asynchronously.

Middle School

- The District reopened fully in person for the 2021-22 school year. All students had access to a broad course of study.
- Students that enrolled in the District's Remote Independent Study program were offered a broad course of study including electives although students only had live instruction one hour per week and the majority of courses, including electives and physical education lessons were taught asynchronously.

State Priority 7 - Broad Course of Study

Highlights from LCAP Parent Survey	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22
My child's school provides a well rounded curriculum	84%	78%	80%
My child is on track for the next academic year	86%	75%	80%
My child is on track for high school	80%	72%	79%
My child has access to a range of enrichment activities at school	78%	59%	68%
My child has access to a broad range of subjects at school	80%	73%	78%

State Priority 7 - Broad Course of Study

Highlights from LCAP Student Survey	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22
My school provides a well rounded curriculum	77%	82%	76%
My school encourages students to participate in extracurricular activities	69%	74%	66%
My school provides music, art, or other languages	96%	97%	92%
My school provides a good education to students	84%	89%	83%
My school provides enough textbooks and other materials to students	83%	91%	83%

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 will open in August 2022 with regular schedules with students in person learning five days per week.
- Delivery of physical education, art and music classes will be determined based on COVID restrictions (outside, specialized masks, bell covers etc.)

Middle Schools

The middle schools will continue to have an 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
- Choice electives for all students
- Delivery of physical education, art and music classes will be determined based on COVID restrictions (outside, specialized masks, bell covers etc.)



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Next Steps

Next Steps

- Bring Local Indicators back to the Board of Trustees for approval with the LCAP on June 16th
- Upload data to Dashboard by November 1st
 - Dashboard will be released in December with Status data only and accountability measures restarted
- Continue work on LCAP and Strategic Plan 2021-22 actions
- Present an overview of California Dashboard ratings to the Board of Trustees in January 2023