Mountain View Whisman School District

California Dashboard

January 2023

Mountain View Whisman School District

Why a Dashboard?

A New Accountability System

- On September 8, 2016, California's State Board of Education (SBE) approved a new multiple measures accountability system.
- Rather than having two separate accountability systems (state - Academic Performance Index (API) and federal - No Child Left Behind (NCLB) as in prior years, the new system captures local, state, and federal requirements.
- The indicators in the Dashboard align with the desired outcomes in Strategic Plan 2027 and the Local Control Accountability Plan (LCAP).

Mountain View Whisman School District

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 Districts and schools in identifying strengths, weaknesses and areas in need of improvement
- Identifies Districts and schools that need technical assistance or intensive state support/intervention due to failure to show growth over time

Mountain View Whisman School District

Local and State Indicators

Local and State Indicators

- The system is based on multiple measures instead of a single indicator - academic achievement
- The multiple measures are based on the Local Control Funding Formula (LCFF) state priorities and are divided into two types of indicators:
    - Local indicators
    - State Indicators

Local Indicators

State data is not available for some priority areas identified in the Local Control Funding Formula law

These are the local indicators

- **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

- The State Board of Education approved standards for the local indicators that support Districts in measuring and reporting their progress within the appropriate priority areas
- The approved standards require Districts to:
  - Annually measure its progress
    - Met
    - Not Met
    - Not Met for Two or More Years
  - Report the results at the same regularly scheduled public meeting of the governing board as the LCAP approval - June 16, 2022
  - Publicly report the results through the Dashboard
    - Results uploaded to the dashboard prior to 9/30/22

State Indicators

- **The State Indicators are as follows:**
  - **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)**
  - **Graduation Rate Indicator (State Priority 7 - not reported for elementary districts)**
  - **College/Career Indicator (State Priority 8** - not reported for elementary districts)

State Indicators

- Ratings are given for all indicators
- For Suspension and Chronic Absenteeism the District wants to have a Low or Very Low rating indicating low rates in these areas
- For the Academic Indicators and English Learner Progress Indicator the District wants to have a high or very high rating indicating high rates of student progress and achievement

Typical Performance on State Indicators

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine "Status" and "Change" that are equally weighted to make an overall determination for a "Performance Category" (represented by a color) for each indicator
- **Status** (outcome) is based on the current year performance.
- **Change** (improvement) is the difference between performance from the prior year and current year, or between the current year and a multi-year average, if available (graduation rate).
- Two years of data (status and change) are required to receive a color rating

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5 x 5 Grid Example - Chronic Absenteeism

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Typical Methodology

To determine overall performance, the percentile distributions for Status and Change were examined for each indicator:

- **Status**: LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution of all LEAs and schools. These cut points created the five Status Levels.
- **Change**: LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change.
  - Cut points were determined separately for positive and negative change. A total of four cuts were selected which created five Change Levels.

Typical Methodology

- Cut points are to remain in place for a select number of years to be determined by the CDE
- The combination of **Status** and **Change** results in a **performance category** that is assigned a color for each indicator

Blue

Green

Yellow

Orange

Red

Highest
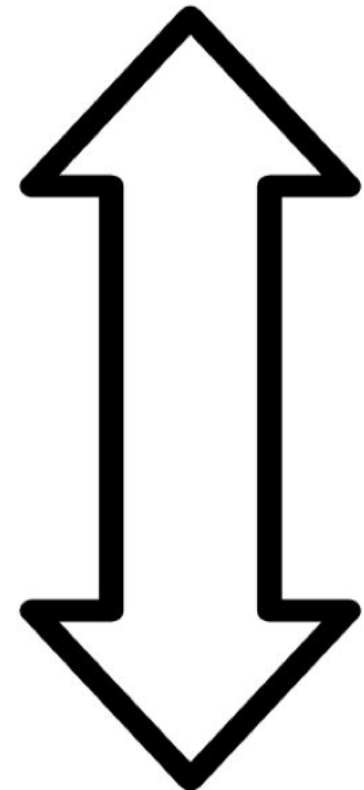
Lowest

2022 Dashboard

- The 2022 Dashboard will report Status only using data from the 2021-22 school year.

- The Status and Change color dials are being replaced with purple cell phone bars which represent status levels ranging from Very High, High, Medium, Low and Very Low for all state measures

- To determine status levels, the state compared data from 2021-22 to status levels from 2019 (pre-pandemic).

- Additionally, beginning in 2022 Districts that do not have at least 95% participation in CAASPP and ELPAC testing will receive additional penalties which will be applied to the Academic and English Learner indicators

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2022 Dashboard

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Who Gets a Performance Category

- The model will be applied to all LEAs, schools, and student groups with 30 or more students.
  - Exception: Homeless and Foster Youth will be reported at the District level if there are at least 15 students in those groups
- The data used to determine "30 or more" differs for each indicator due to grades and enrollment rules
- Student groups with <u>11-29</u> students have results displayed, but are assigned no status level
- Student groups with <u>10 or fewer</u> students have no information displayed (to protect confidentiality)

Who Gets a Performance Category

White

[Student Group] [State]

High

12.2% chronically absent

Number of Students: 1,154

Pacific Islander

[Student Group] [State]

No Performance Level

43.5% chronically absent

Number of Students: 23

Foster Youth

[Student Group] [State]

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Mountain View Whisman School District

The Dashboard

Dashboard Home Page

District 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 ⧉

2022 ⬍

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
High	Medium	High	High

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
High	STANDARD MET	STANDARD MET	STANDARD MET

Mountain View Whisman School District

District/School Performance Indicators

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

All Students | State

High

40 points above standard

EQUITY REPORT
Number of Student Groups in Each Level

1	4	1	1	3
Very Low	Low	Medium	High	Very High

View More Details →

Mathematics

LEARN MORE

All Students | State

High

24.7 points above standard

EQUITY REPORT
Number of Student Groups in Each Level

1	4	2	0	3
Very Low	Low	Medium	High	Very High

View More Details →

English Learner Progress

LEARN MORE

All Students | State

High

56.3% making progress towards English language proficiency

View More Details →

Mountain View Whisman School District

Student Group Details - ELA

Academic Performance
English Language Arts
Mathematics
English Learner Progress
Implementation of Academic Standards

Academic Engagement
Chronic Absenteeism
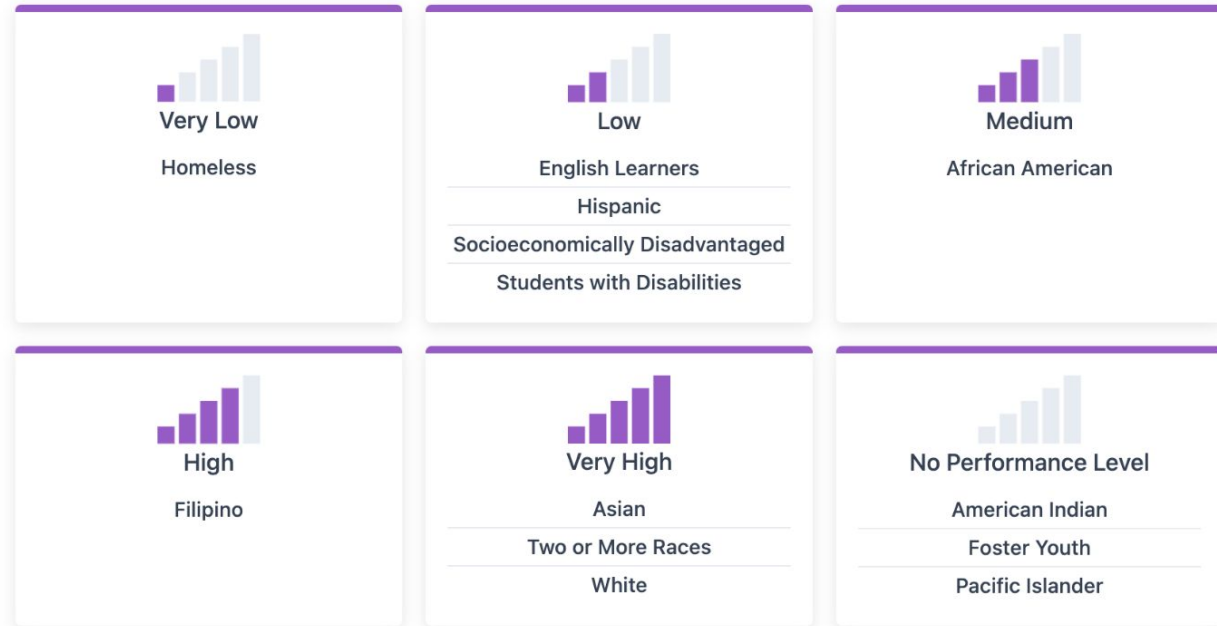Access to a Broad Course of Study

Conditions and Climate
Suspension Rate
Basics: Teachers, Instructional Materials, Facilities
Parent and Family Engagement
Local Climate Survey

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Very Low

Homeless

Low

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Medium

African American

High

Filipino

Very High

Asian

Two or More Races

White

No Performance Level

American Indian

Foster Youth

Pacific Islander

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Student Group Details - Math
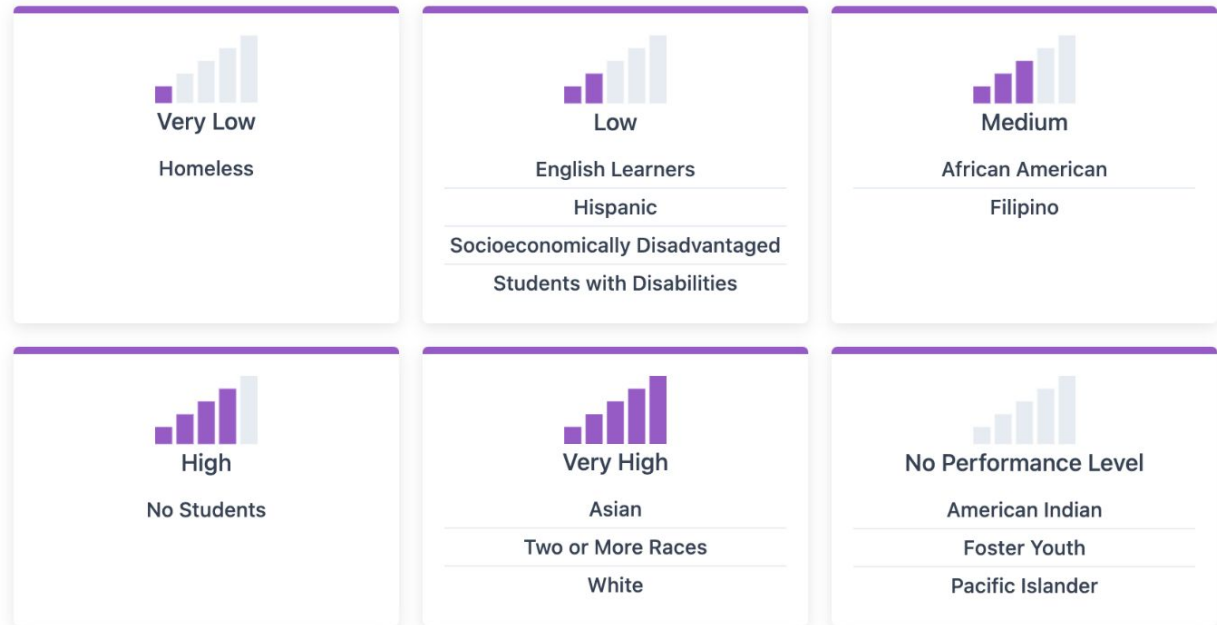
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State Indicators and District Performance

District Performance

- State law allows the 2022 Dashboard to only display the most current year of data (also known as Status)
- The 2022 Dashboard is based on results from the 2021-22 school year
- The 2022 Dashboard is considered a 'reset' of California's Accountability system and results should be considered baseline even though performance categories are determined by comparing results from 2021-22 to Status levels in 2019

Mountain View Whisman School District

Neighboring Districts - Overall Ratings

Group	Chronic Absenteeism	Suspensions	ELA	Math	English Learner Progress Indicator (ELPI)
MVWSD	High	Medium	High	High	High - 56.3%
Los Altos	Low	Low	Very High	Very High	Very High - 65.2%
Cupertino	Medium	Very Low	Very High	Very High	Very High - 67.9%
Palo Alto	High	Very Low	Very High	Very High	High - 63.1%
Sunnyvale	High	Medium	High	Medium	Medium - 49.4%

Chronic Absenteeism

Chronic Absenteeism Indicator

- Chronic Absenteeism:
  - LEAs, schools, and student groups that have 30 or more students enrolled will receive Chronic Absenteeism ratings
  - A student is considered a chronic absentee if he or she is absent (excused, unexcused, or suspended) 10 percent of the days they were enrolled in a school.
  - Chronic absence is different from truancy, which counts only unexcused absences and indicates a violation of California's compulsory attendance laws
  - The Dashboard calculates Chronic Absenteeism rates for all students grades TK-8 based on attendance data submitted by the District to CALPADS (California Longitudinal Pupil Achievement Data System)
  - The goal is to have low or very low ratings for Chronic absenteeism

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Chronic Absenteeism Performance

Group	2022 Performance
All Students	High - 16.9%
English Learners	Very High - 27.2%
Homeless	Very High - 42.7%
Socioeconomically Disadvantaged	Very High - 30.7%
Students with Disabilities	Very HIgh - 27.4%
African American	High - 18.5%
Asian	Medium - 5.7%
Filipino	High - 13.6%
Hispanic/Latino	Very High - 28.4%
Pacific Islander	No Performance Level
Two or More Races	Medium - 9.7%
White	High - 12.2%

Mountain View Whisman School District

Chronic Absenteeism Performance

Site	2022 Performance
MVWSD	Medium - 16.9%
Bubb Elementary	Medium - 8.4%
Castro Elementary	Very High - 33.1%
Imai Elementary	Medium - 7.6%
Landels Elementary	High - 17.3%
Mistral Elementary	High - 15.5%
Monta Loma Elementary	Very High - 27.1%
Stevenson Elementary	Medium - 8.9%
Theuerkauf Elementary	Very High - 29.%
Vargas Elementary	High - 18.5%
Crittenden Middle School	High - 17.8%
Graham Middle School	High - 14.5%

Chronic Absenteeism Trends

- Overall MVWSD has a medium rating for chronic absenteeism
- The District has a 16.9% rate of chronic absenteeism which is an increase from 5.6% pre pandemic
- The state has an overall rating of very low with 30% of students chronically absent
- The Districts most at Risk subgroups have high ratings for Chronic Absenteeism (ELL, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic Latino students)
- Overall, Bubb, Stevenson and Imai have an overall medium rating
- All other schools are high or very high
- Chronic Absenteeism was on the rise in MVWSD before the pandemic
  - While rates were lower, six schools had rates considered low on the 2019 Dashboard (Imai, Castro, Monta Loma, Theuerkauf, Crittenden and Graham)

Suspensions

Suspension Indicator

- LEAs, schools, and student groups that have 30 or more students enrolled will receive Suspension Rate ratings

- If a student is suspended multiple times (at the same school or district), the student is counted as being suspended only once.

- **LEA Example:** If a student was suspended:
  - Five times at School A,
  - Twice at School B, and
  - Twice at School C
  - The student would be counted as being suspended once at the LEA and once in each school

- The Dashboard calculates suspension rates for all students grades TK-8 based on attendance data submitted by the District to CALPADS (California Longitudinal Pupil Achievement Data System)
  - includes both in school and out of school suspensions

- The goal is to have low or very low ratings for Suspensions

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MVWSD Suspension Indicator

Group	2022 Performance
All Students	Medium - 1.7%*
English Learners	High - 3.1%
Homeless	High - 5.1%
Socioeconomically Disadvantaged	High - 3.3%
Students with Disabilities	High - 3.7%
African American	High - 4.4%
Asian	Low - 0.6%
Filipino	Medium - 1.9%
Hispanic/Latino	Medium - 2.8%
Pacific Islander	No Performance Level
Two or More Races	Low - 1.5%
White	Low - 0.8%

*Percentage of students suspended at least one day in the 2021-22 school year

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Suspension Indicator

Site	2022 Performance
MVWSD	Medium - 1.7%*
Bubb Elementary	Very Low - 0.3%
Castro Elementary	High - 4.6%
Imai Elementary	Low - 0.9%
Landels Elementary	Very Low - 0.5%
Mistral Elementary	Very Low - 0.0%
Monta Loma Elementary	Medium - 1.3%
Stevenson Elementary	Very Low - 0.0%
Theuerkauf Elementary	Medium - 1.3%
Vargas Elementary	Medium - 2%
Crittenden Middle School	Low - 1.8%
Graham Middle School	Medium - 4%

*Percentage of students suspended at least one day in the 2021-22 school year

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Data Trends

- The District has a 1.7% suspension rate which is an increase from 1.0% pre pandemic
- The State's overall suspension rating is also Medium - 3.0% of students were suspended for at least one day
- The District has the highest suspension rates for Homeless (5.7%) and African American (4.4%) students
- White (0.8%) and Asian (0.6%) students have the lowest suspension rates
- Castro (4.6%) and Graham (4.0%) have the highest suspension rates
- Mistral and Stevenson had no students suspended for at least one day in 2021-22

English Learner Progress Indicator (ELPI)

English Learner Progress Indicator (ELPI)

- The English Learner Progress Indicator (ELPI) shows Percent of students who moved up at least one performance level from the prior year on the summative English Language Proficiency Assessments for California (ELPAC) or maintained ELPAC level 4
- English Learner (EL) students with both 2021 and 2022 ELPAC Summative results are included
- These EL students are not included:
  - EL students who were reclassified fluent English proficient (RFEP)
- The CDE will assign an ELPI Status of "Low" to schools and districts with an ELPAC participation rate less than 95%

English Learner Progress Indicator (ELPI)

- There are 6 ELPI levels derived from 4 ELPAC performance levels.
- ELPAC performance levels 2 and 3 were each split to create a low and a high range within each level.
- **Rationale:** reflects the research-based timeline of 5 to 7 years for an English Learner to reach English Language Proficiency

Note: For EL students with initial ELPAC Summative Assessment results in low level 3, for example, the expectation is that those EL students reach ELP in less than five years.
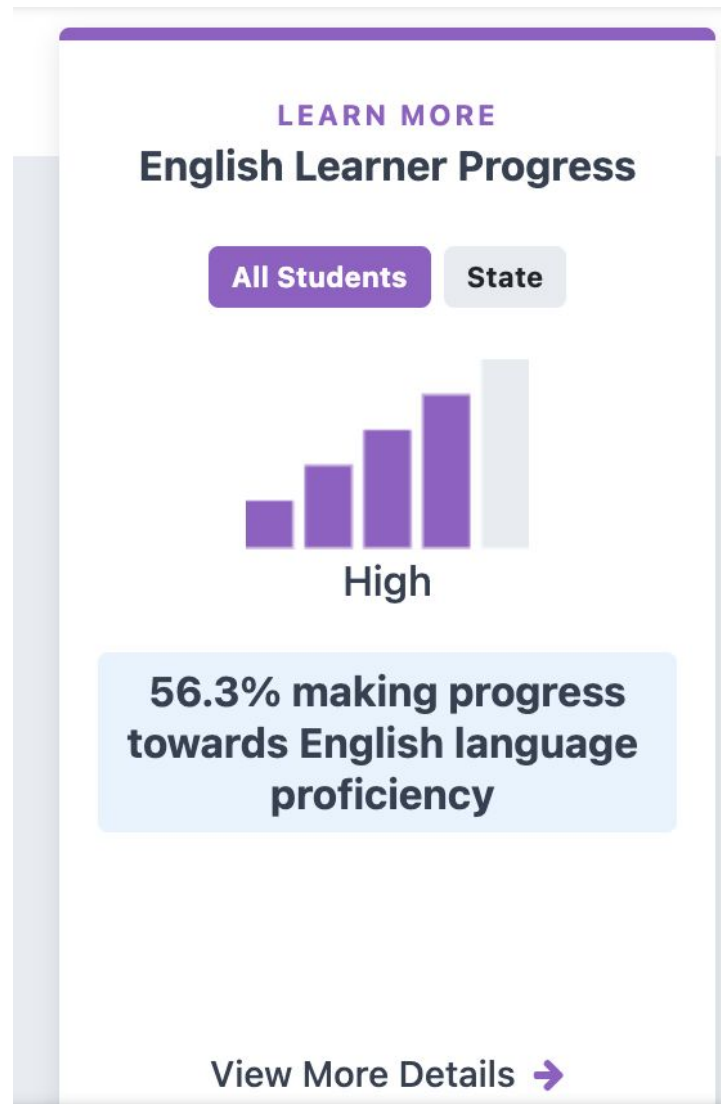
English Learner Progress Indicator (ELPI)

Levels

- ELPI Level 1 (ELPAC Summative Assessment Level 1)
- ELPI Level 2L (ELPAC Summative Assessment Low Level 2)
- ELPI Level 2H (ELPAC Summative Assessment High Level 2)
- ELPI Level 3L (ELPAC Summative Assessment Low Level 3)
- ELPI Level 3H (ELPAC Summative Assessment High Level 3)
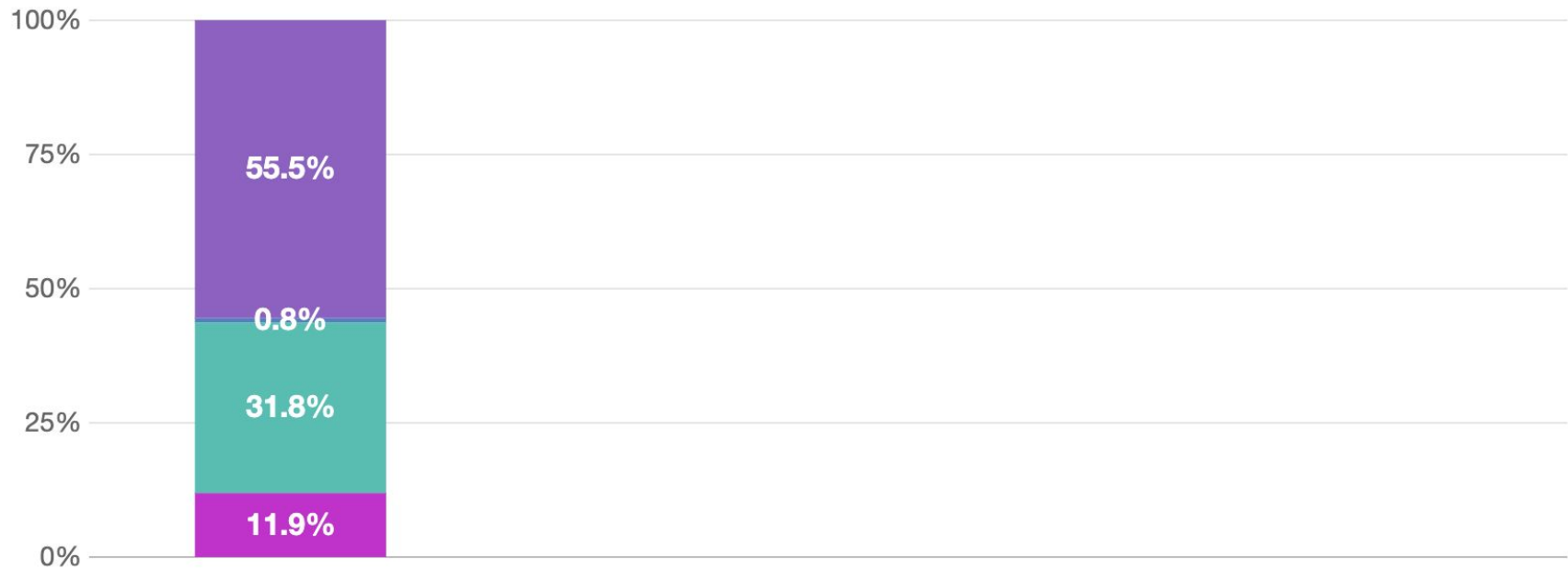- ELPI Level 4 (ELPAC Summative Assessment Level 4)

English Learner Progress Indicator

English Learner Progress Indicator

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

English Learner Progress Indicator

Site	Number of English Learners	Percentage making progress toward English Language Proficiency	Rating
MVWSD	645	56.3%	High
Bubb Elementary	31	45.2%	Medium
Castro Elementary	154	47.4%	Medium
Imai Elementary	25	72%	NPL*
Landels Elementary	32	56.3%	High
Mistral Elementary	109	56%	High
Monta Loma Elementary	43	53.5%	Medium
Stevenson Elementary	17	58.8%	NPL*
Theuerkauf Elementary	53	58.5%	High
Vargas Elementary	42	54.8%	Medium
Crittenden Middle School	44	72.7%	Very High
Graham Middle School	93	64.5%	High

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*NPL - No Performance Level - student group is between 12 and 29 students

Data Trends

- MVWSD is rated high with 56.3% of English Learners making progress toward English proficiency, which is higher than the state (50.3%)
- In 2019, MVWSD had 56.6% of English Learners making progress toward English proficiency although the number of ELLs in the District decreased from 739 to 645
- One school scored in the very high range (Crittenden) and four in the high range (Landels, Mistral, Theuerkauf and Graham)
- Crittenden (72.7%) and Imai (72%) had the highest percentage of students making progress toward English proficiency
- No schools were rated as low or very low

Academic Indicators

Academic Indicator

- The Academic Indicators show overall and student group performance relative to grade level standards in English Language Arts (ELA) and math
- LEAs, schools, and student groups that have 30 or more students enrolled will receive a Academic Indicator ratings
- MVWSD ratings are primarily based on the grades 3–8 Smarter Balanced Summative Assessments which are taken in May of each school year
- The California Alternate Assessments (CAAs) are also included in the methodology
- A calculation methodology using scale scores called Distance from Standard (DFS) is used to determine status levels
- The goals is to have high or very high ratings for ELA and math

Distance from Standard (DFS)

Distance from Standard (DFS): Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

Example:

- Using the grade five CAASPP mathematics test, the lowest scale score to obtain Level 3 is 2528. If a student received a score of 2505, that student would be 23 points below Level 3. If a student received a score of 2535 that student would be 7 points above Level 3
- Once all students' scale scores are compared to Level 3, the distance results are averaged to produce an LEA-level, school-level, and/ or student group average scores

Distance from Standard (DFS)

Grade 5 Math Smarter Balanced Summative Assessments

A Grade 5 student received a score of **2,505**.

Grade 5 Scale Score Range for Level 3

2,505

2,528

2,578
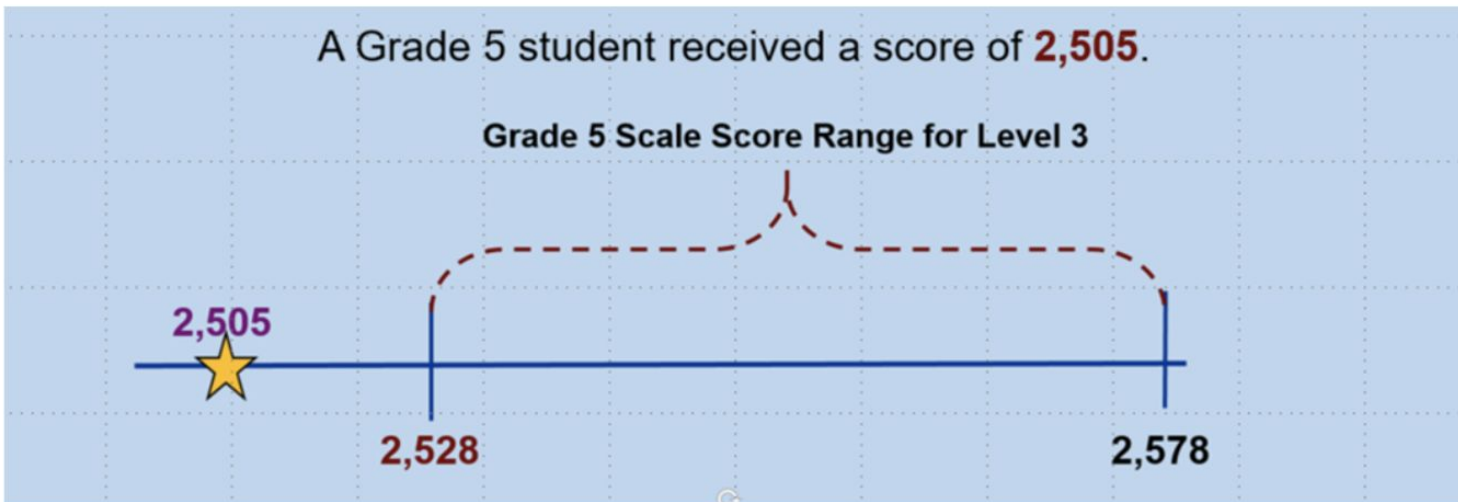
Student scored 2,505: This is 23 points below the lowest scale score in the Standard Met (Level 3) range. The student's DFS for mathematics is -23 points. (**2,505** – **2,528** = -23 points)

Distance from Standard - DFS

Grade 6 math scale range

2235
LOSS

2552
Standard Met

2748
HOSS
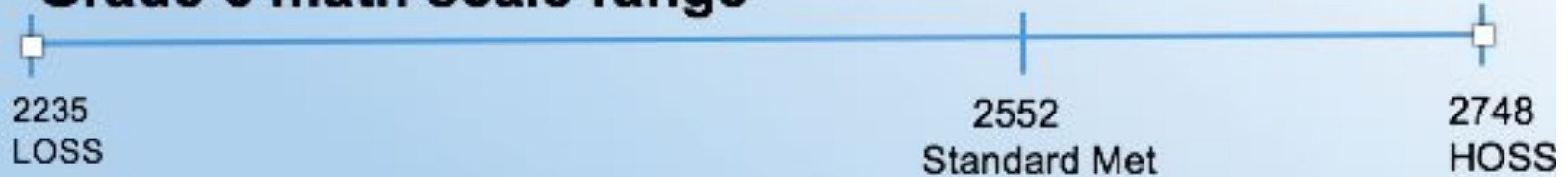
Grade 6 Students	2016 Grade 6 Math Score	Distance From Level 3
Sally	2440	112 points below Level 3
Billy	2505	47 points below Level 3
Jason	2576	24 points above Level 3
Debbie	2556	4 points above Level 3
Total scores for Grade 6 students		131 points below Level 3

The Schoolwide average is 32.3 points below Level 3 (-131/4)

Academic Indicator and Participation Rates

- ESSA requires schools to have at least 95 percent of its students participate on standardized assessments
  - If an LEA, school, or student group does not meet this target, the percent of students needed to bring it to 95 percent will be factored into DFS results
- The participation rate includes students who take the SBAC and the CAA
- While ESSA requires 95% participation on CAASPP and ELPAC testing, California *Education Code* Section 60615 allows parents, upon written request, to opt their child(ren) out of testing
- District are required to notify parents of this right each year before testing
- If parent opt outs bring the District below the 95% participation rate, the District is still penalized

Academic Indicator and Participation Rates

- In accordance with California's approved ESSA State Plan, participation rate will be factored into Academic Indicator

  - Distance from Standard will be reduced for districts, schools, and student groups that did not meet the participation requirement of 95 percent

  - DFS reduction will vary at district, school, and student group levels and can result in lower ratings on the Dashboard

  - While there were penalties for not meeting 95% participation rate in 2019, the new penalties are much more severe than the previous ones

  - All subgroups comfortably exceeded the 95% participation rate except Students with Disabilities (ELA - 96% and math 95%)

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Academic Indicator and Participation Rate

2019 Methodology

- Calculated using the number of percentage points below 95%
- Apples a .25 penalty for each percentage point
- Penalty is then subtracted from Distance from Standard Score which determines the Dashboard rating

2022 Methodology

- Calculated using the number of students needed to bring participation rate up to 95%
- Each of these students is assigned the Lowest Obtainable Scale Score (LOSS) which is then used to calculate the DFS which determines the Dashboard rating
  - ELA LOSS: -279
  - Math LOSS: -247

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Academic Indicator and Participation Rate

DFS (without penalty)	Prior Methodology Based on Point Reduction	New Methodology Based on LOSS Penalty	Difference
16.9	12.0 (LEA remains in High Status level)	-44.8 (LEA drops from High Status level to Low Status level)	56.8 points

MVWSD Academic Indicator - ELA

Group	2022 Performance Level	Distance From Standard
All Students	High	40 points above standard
English Learners	Low	42.4 points below standard
Homeless	Very Low	82.6 points below standard
Socioeconomically Disadvantaged	Low	42 points below standard
Students with Disabilities	Low	60.6 points below standard
African American	Medium	3.8 points above standard
Asian	Very High	105.1 points above standard
Filipino	High	28.4 points above standard
Hispanic/Latino	Low	33.1 below standard
Pacific Islander	No Performance Level*	84.1 points below standard
Two or More Races	Very High	90.0 points above standard
White	Very High	78.6 points above standard

Mountain View Whisman School District

*No Performance Level- student group is between 12 and 29 students

MVWSD Academic Indicator - ELA

Group	2022 Performance Level	Distance From Standard
MVWSD	High	40 points above standard
Bubb Elementary	Very High	85.4 points above standard
Castro Elementary	Very Low	77.4 points below standard
Imai Elementary	Very High	98.9 points above standard
Landels Elementary	Very High	51.3 points above standard
Mistral Elementary	High	27.5 points above standard
Monta Loma Elementary	High	18.4 points above standard
Stevenson Elementary	Very High	84.6 points above standard
Theuerkauf Elementary	High	11.2 points above standard
Vargas Elementary	High	40.6 points above standard
Crittenden Middle School	High	32.2 points above standard
Graham Middle School	High	35.4 points above standard

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Data Trends in ELA

- MVWSDs overall rating in ELA is High with a DFS of 40 points above standard
- California's overall rating in ELA is Low with a DFS of 12.2 points below standard
- The Districts most at Risk subgroups have Low or Very Low ratings for ELA (ELL, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic Latino students)
- Homeless students are Very Low with a DFS of 82.6 points below standard
- All schools except Castro have High or Very High ratings in ELA with Imai 98.9 points above standard
- Castro has a Very Low rating with a DFS of 77.4 points below standard

MVWSD Academic Indicator - Math

Group	2022 Performance Level	Distance From Standard
All Students	High	24.7 points above standard
English Learners	Low	61.3 points below standard
Homeless	Very Low	105.8 points below standard
Socioeconomically Disadvantaged	Low	73 points below standard
Students with Disabilities	Low	88.5 points below standard
African American	Medium	13.9 points below standard
Asian	Very High	114.3 points above standard
Filipino	Medium	11.6 points below standard
Hispanic/Latino	Low	66.3 points below standard
Pacific Islander	No Performance Level	88.1 points below standard
Two or More Races	Very High	84.5 points above standard
White	Very High	69.2 points above standard

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*No Performance Level- student group is between 12 and 29 students

MVWSD Academic Indicator - Math

Group	2022 Performance Level	Distance From Standard
MVWSD	High	24.7 points above standard
Bubb Elementary	Very High	69.6 points above standard
Castro Elementary	Low	83.2 points below standard
Imai Elementary	Very High	94.6 points above standard
Landels Elementary	High	22.3 points above standard
Mistral Elementary	High	8.4 points above standard
Monta Loma Elementary	High	22.2 points above standard
Stevenson Elementary	Very High	84.6 points above standard
Theuerkauf Elementary	Medium	6 points below standard
Vargas Elementary	High	28.2 points above standard
Crittenden Middle School	High	3.8 points above standard
Graham Middle School	High	21.2 points above standard

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Data Trends in Math

- MVWSDs overall rating in math is High with a DFS of 24.7 points above standard
- California's overall rating in math is Low with a DFS of 51.7 points below standard
- The Districts most at Risk subgroups have Low or Very Low ratings for English Language Arts (ELL, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic Latino students)
- Homeless students are Very Low with a DFS of 105.8 points below standard
- All schools have overall High or Very High ratings in math except Castro (low - 83.2 points below standard) and Theuerkauf (medium - 6 points below standard)

Mountain View Whisman School District

Systems of Support

System of Support

- California's system of support is a key component of its accountability and continuous improvement system
- The goal of the system of support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve
- **District Support**
  - All Districts are eligible for support through their local county office of education based on student group performance in each state priority area
  - Both the state and local indicator results reported in the 2022 Dashboard will be used to identify districts and County Offices of Education for Differentiated Assistance
- **School Level Support**
  - Required by the Every Student Succeeds Act (ESSA)

State: California Levels of Support

- California's accountability and continuous improvement system is based on a three-tiered system
  - **General Assistance - Support for all districts**
    - Workshops for teachers and coaches for sharing of best practices
  - **Differentiated Assistance:** Support to Districts and schools to address identified performance issues including significant disparities in performance among student groups
    - Example: School has a student group who is very low on Academic Indicator (Priority 4) and that same student group is in very low on the Suspension Rate indicator (priority 6) then the school is identified for assistance
    - Districts will be contacted by their County Offices of Education
- **Intensive intervention:** Support for districts that fail to improve student group performance over a specific time period

Federal: California Levels of Support

ESSA requires states to identify multiple categories of schools for different types of support

- **Comprehensive Support and Improvement (CSI) - school wide performance**
  - At least the lowest performing 5 percent of Title 1 schools
  - High schools with graduation rates under 67 percent
- **Additional Targeted Support and Improvement (ATSI) - student group performance**
  - Schools already identified for TSI where a student group on its own is performing at or below the level of schools identified under CSI

Systems of Support Eligibility

Eligibility Determinations in 2022

Identification Criteria	Differentiated Assistance (DA)	Comprehensive Support and Improvement (CSI) 'Low Graduation Rate'	Comprehensive Support and Improvement (CSI) 'Lowest Performing Schools' & Additional Targeted Support and Improvement (ATSI)
	Student group performance in two or more LCFF state priority areas: Priority 4 ● **Very Low** on both ELA & Math OR ● **Very Low** on the ELPI Priority 5 ● **Very Low** on Graduation Rate OR ● **Very High** on Chronic Absenteeism Priority 6 ● **Very High** on Suspension Rate	Schools that have a two-year average combined four- and five-year high school graduation rate below 68 percent	● All indicators with the lowest status ● All indicators with the lowest status but one indicator of ANY other status ● Five or more indicators where a majority are at the lowest status ● All indicators in the lowest two statuses

Support for MVWSD

- MVWSD has been identified for Differentiated Assistance (DA) due to Very Low ELA and math scores and Very High Chronic Absenteeism rates for our students identified as Homeless
- Schools identified for Comprehensive Support and Improvement (CSI) and/or and Additional Targeted Support and Improvement (ATSI) have not been released as of yet.
- The District has convened a DA team that will work directly with representatives from the Santa Clara County Office of Education to develop actions to address outcomes for our Homeless population
    - The first meeting was on January 13th
    - The team worked together on the following:
        - Analyzing District and Dashboard data to reveal strengths and gaps in our current system using a system simulation,
        - Identifying and documenting potential root causes
        - Beginning to construct a plan of action
        - DA work will continue through the end of 2023 although the ratings for the 2023 Dashboard will be compiled based on data collected during the 2022-23 school year

Things to Consider

Things to Consider

- The California Dashboard was not released until December which is already almost halfway through the school year
- The state used cut points from 2019 (pre-pandemic) to determine Dashboard ratings for the 2022 Dashboard
- Even though this is considered a baseline year, ESSA is requiring the state to identify District's and schools for assistance
  - 628 County Offices of Education and Districts have been identified for Differentiated Assistance in California compared to 333 in 2019
  - 18/32 Districts have been identified in Santa Clara County
- Rates of chronically absent students in California in 2021–22 nearly tripled statewide from before the pandemic to record levels (CDE reported)
- The impact of the pandemic on student learning and wellness was significant.
- The pandemic widened preexisting opportunity and achievement gaps, impacting historically disadvantaged students hardest
- Issues continue including COVID illness absences, difficulty with staffing and pandemic fatigue
- improving academic outcomes needs to be a balanced approach and must include high quality, standards based instruction and intervention

Action Steps

Chronic Absenteeism

- Revise attendance protocols used at the District and site levels
- Attend the webinar series hosted by the California Department of Education in partnership with Attendance Works to learn about proven strategies to improve attendance
- Reinstate implementation of the School Attendance Review Team (SART) and) include tiered interventions to support students struggling with attendance
- Develop and implement a data protocol for reviewing and responding to student absenteeism
- Provide chronic absenteeism reports for McKinney-Vento students to principals and School and Community Engagement Facilitators for follow up with families to address needs
- Expanded job description and actively recruiting for two Mental Health Therapists to support students whose mental health impacts their attendance.

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Suspensions

- Provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool
- Provide training and support to site teams to provide intervention and respond to student incidents
- Utilize a data protocol to review and respond to discipline data and site trends
- Continue partnership with the Santa Clara County Office of Education for the Wellness Center at Castro School
- Continue to implement Sown to Grow in order to strengthen student-teacher relationships and connections

English Learner Progress

- Established a district standard of 150 minutes per week of Designated English Language Development instruction for all English Learners
    - Instruction is aligned with students' ELPAC levels.
- Re-established the Sheltered Instruction Observation Protocol (SIOP) as the primary approach to Integrated English Language Development across all subject areas
- Provided specialized training for instructional coaches to provide direct support for SIOP.
    - Training opportunities: Fall 2021, Spring 2022, and Fall 2022, Winter 2023
- Provided differentiated formal SIOP training to all teachers in August 2022, leading to the establishment of consistent expectations across all sites.
- Hired a TOSA for English Language Development to assist with staff training and coordination of ELD programs
    - ELD TOSA designing and leading various after school ELD training opportunities based on teachers' feedback and administrators' stated needs.
- Regular and consistent classroom visits by site principals and district staff focused on ensuring fidelity and quality of the Designated ELD and Integrated ELD models
- Training teachers to prepare their English Learners for the annual summative ELPAC assessment in Spring 2023.

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Academic Indicators

MTSS - Data Driven Instruction

- Re-establish the use of data using MVWSD Data Protocol and Data Cycles to make instructional decisions and decide on specific action steps for improved student performance
  - Principals will review data cycle action steps and provide feedback to teacher teams through the year
  - On-going Principal data check-in meetings with Director of Curriculum, Instruction, and Assessment (after each data cycle)
  - Superintendent and Educational Services Team will examine end of year i-Ready data with Principals
    - Findings will be used to guide changes in School Site Plans for the upcoming school year

Grade Level Content and Learning Gap Remediation

- Balance of grade level content learning with learning gap remediation
  - focus on rigorous, quality first instruction across grade levels
  - use targeted data driven small groups, Response To Instruction time for reteaching or filling learning gaps
  - Use of priority standards for both ELA and math

Academic Indicators

Leverage Instructional Coaching Support

- Work with Instructional Coaches, STEAM Teachers, and Principals on strategies for supporting comprehension of informational text and vocabulary across sites
- Provide professional development, sharing ideas at monthly coaches meetings

Focus on early literacy

- Emphasis on building foundations of reading through phonics, phonemic awareness, and high frequency words in Transitional Kindergarten, Kindergarten, and 1st grade
- Staff will examine how to best support literacy needs at specific schools that consistently have Kindergarten and 1st grade students performing below grade level (CA, TH, MI, and ML)

Equity Framework

- Develop an Equity Framework that will provide annual comparisons between student groups In order to increase accountability, report progress, and focus our work on equity gaps
- The Framework will have the following indicators:
  - **Academic readiness**: Growth and proficiency, ELA and Math, EL progress
  - **Access**: SPED classification, suspension rate, and chronic absenteeism
  - **Representation**: Diverse workforce and parent participation
  - **Wellness**: Student perception data on school safety and belonging

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Next Steps

Next Steps

- Share site dashboard ratings with stakeholders
  - Principals with staff, School Site Council, English Language Advisory Committees
- Sites will review site plans and make adjustments as necessary based on mid-year District data and Dashboard results
- Administer and analyze District LCAP/climate survey and data from Dashboard in order to revise the 2023-24 LCAP with a focus on Homeless students as well as other subjects/subgroups with Very Low and Low ratings
- Continue development and rollout of Districts Multi Tiered System of Support
- Collaborate with the Santa Clara County Office of Education to develop actions to address areas identified for Differentiated Assistance

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