



Mountain View  
Whisman  
School District

# California Dashboard Local Indicators

June 1, 2023





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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 September 2023

# California Dashboard

[www.caschooldashboard.org](http://www.caschooldashboard.org)



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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
11,320	212	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 2022	Percent agree/strongly agree spring 2023	Rating/ Stage of Development
In developing the capacity of staff (admin, teachers, classified) to build trusting relationships with families	72%	75%	3
In creating welcoming environments for all families in the community	83%	86%	4
In supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	76%	78%	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.	87%	89%	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

<b>Rate the LEA's Progress - Parents</b>	<b>Percent agree/strongly agree spring 2022</b>	<b>Percent agree/strongly agree spring 2023</b>	<b>Rating</b>
In providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	65%	67%	2
In providing families with information and resources to support student learning and development in the home	72%	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	72%	76%	3
In supporting families to understand and exercise their legal rights and advocate for their own students and all students.	55%	57%	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

<b>Rate the LEA's Progress - Parents</b>	Percent agree/strongly agree spring 2022	Percent agree/strongly agree spring 2023	<b>Rating</b>
In building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	60%	63%	3
In building the capacity of and supporting family members to effectively engage in advisory groups and decision making	59%	60%	3
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.	66%	65%	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.	62%	70%	3

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 2023 (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 2020-21	% Agree and Strongly Agree 2021-22	% Agree and Strongly Agree 2022-23
Adults at my school care about my success	86%	79%	74%
I trust my teachers	95%	81%	75%
I feel safe at school	93%	72%	61%
There are clear and fair consequences for breaking rules at my school	90%	68%	63%
I am comfortable asking my teacher questions	75%	74%	74%
I have friends at school	92%	92%	93%
My school is clean	63%	39%	31%
Students at my school are treated with respect	92%	63%	54%
My school focuses on a student's character	65%	62%	57%

# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22	% Agree and Strongly Agree 2022-23
Students from different cultural backgrounds become friends	90%	87%	83%
Students get along with each other and respect their differences	75%	62%	49%
Students respect the teachers and staff	77%	63%	51%
My school encourages a healthy lifestyle	77%	66%	61%
My teachers encourage me on a regular basis	93%	73%	68%

# 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 2022-23 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 increased from 2021-22
- Students began the year having to use instrument masks and bell covers. Restrictions were reduced to bell covers only after a few weeks

## **Middle Schools**

In reviewing student schedules and associated data for the 2022-23 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 increased from 2021-22
- Students began the year having to use instrument masks and bell covers. Restrictions were reduced to bell covers only after a few weeks

# 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 2022-23:

## Elementary School

- All students attending District elementary schools had access to a broad course of study.

## Middle School

- All students attending District middle schools had access to a broad course of study.

# State Priority 7 - Broad Course of Study

<b>Highlights from LCAP Parent Survey</b>	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22	% Agree and Strongly Agree 2022-23
My child's school provides a well rounded curriculum	78%	80%	83%
My child is on track for the next academic year	75%	80%	84%
My child is on track for high school	72%	79%	85%
My child has access to a range of enrichment activities at school	59%	68%	74%
My child has access to a broad range of subjects at school	73%	78%	82%

# State Priority 7 - Broad Course of Study

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2020-21	% Agree and Strongly Agree 2021-22	% Agree and Strongly Agree 2022-23
My school provides a well rounded curriculum	82%	76%	70%
My school encourages students to participate in extracurricular activities	74%	66%	67%
My school provides music, art, or other languages	97%	92%	92%
My school provides a good education to students	89%	83%	81%
My school provides enough textbooks and other materials to students	91%	83%	80%

# State Priority 7 - Broad Course of Study

**Share the revisions, decisions, or new actions implemented for 2022-23 to ensure access to a broad course of study for all students**

## **Overall**

- The District will begin in August 2023 with regular schedules

## **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: Add additional staff to each middle school to allow for additional elective courses and to lower class size
- Addition of Python based Coding courses through Techsmart which will allow students who complete the series to be eligible to take the PCEP Industry Certification test and become a Python Certified Entry Level Programmer
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# Next Steps



# Next Steps

- Bring Local Indicators back to the Board of Trustees for approval with the LCAP on June 15th
- Upload data to Dashboard by September 30th
  - Dashboard will be released in December
  - Present an overview of California Dashboard ratings to the Board of Trustees in January 2023