



Mountain View
Whisman
School District

California Dashboard

January 2023





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School District

California Dashboard

The California Dashboard

- The California Dashboard is the state's accountability and continuous improvement system
- The Dashboard displays performance on multiple state and local measures that assess how districts and schools are meeting the needs of their students
- The results displayed assist Districts and schools in identifying strengths, weaknesses and areas in need of improvement and identifies Districts and schools that need technical assistance or intensive state support/intervention due to failure to show growth over time
- The indicators in the Dashboard align with the desired outcomes in Strategic Plan 2027 and the Local Control Accountability Plan (LCAP).



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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 15, 2023
 - Publicly report the results through the Dashboard
 - Results uploaded to the dashboard prior to 9/30/23

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

Performance on State Indicators

- Performance on state measures is based on two factors
 - Current year data for the measure (Status)
 - Difference between current year and prior year data (Change)
- Performance calculations are done for each state measure and intersect on a five-by-five table
- The table layout and color placement vary for each measure
- In the five-by-five table, current year data levels (Status) are displayed in the left column, while the levels for the difference between current year and prior year data (change) are displayed in the top row.
- The performance level, or color, is determined by the point at which these two levels intersect.
- Two years of data (status and change) are required to receive a color rating

Performance on State Indicators

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange



Red



Orange



Yellow



Green



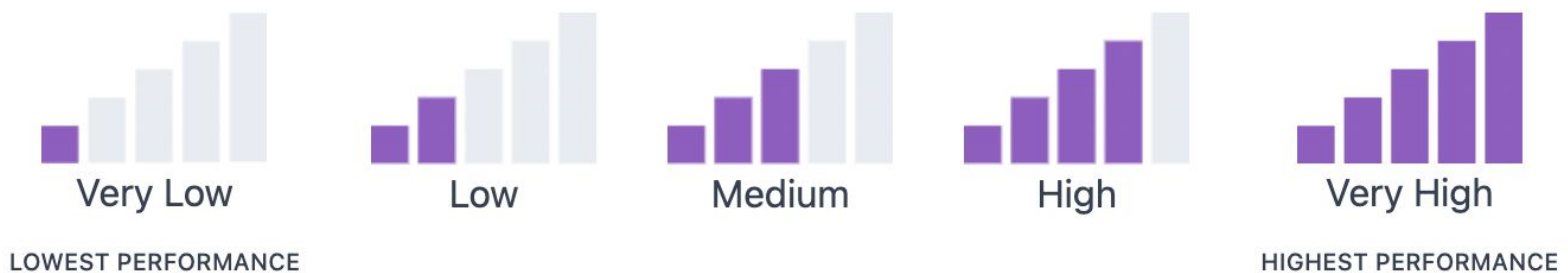
Blue

Lowest Performance

Highest Performance

2022 Dashboard

- The 2022 Dashboard reported Status only using data from the 2021-22 school year.
- The Status and Change color dials were replaced with purple cell phone bars which represented 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).



2023 Dashboard

- The 2023 Dashboard will use data from 2022-23 (change) compared to data from 2021-22 (status) to determine performance levels
- Schools and districts will receive one of five performance levels for each eligible state measure



Who Gets a Performance Level

- Performance levels are 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 11-29 students have results displayed, but are assigned no performance level
 - Student groups with 10 or fewer students have no information displayed (to protect confidentiality)

Who Gets a Performance Level

English Learners



Yellow

17.4% chronically absent

Declined 2.4% ⬇️

Number of Students: 172

Hispanic



Yellow

15.3% chronically absent

Declined 4.7% ⬇️

Number of Students: 248

Socioeconomically Disadvantaged



Yellow

14% chronically absent

Declined 7.6% ⬇️

Number of Students: 186



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The Dashboard

Dashboard Home Page



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Explore information about your local school and district.

Search by school, district, or county name



Search

District Landing Page

DISTRICT PERFORMANCE OVERVIEW

Mountain View Whisman

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

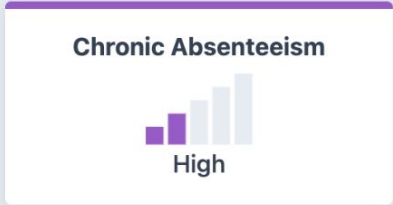
Generate PDF Report 

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](#).



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET


District/School Performance Indicators

MOUNTAIN VIEW WHISMAN

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts



Green

36.8 points above standard


Declined 3.2 Points Ⓣ

EQUITY REPORT
Number of Student Groups in Each Level

1	4	0	2	3
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE
Mathematics



Green

24 points above standard


Maintained -0.7 Points

EQUITY REPORT
Number of Student Groups in Each Level

1	3	2	0	4
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE
English Learner Progress



Orange

53.7% making progress

Declined 2.6% Ⓣ

[View More Details →](#)

Student Group Details - ELA

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

Homeless



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Student Groups



Green

African American

Filipino



Blue

Asian

Two or More Races

White



No Performance Color

American Indian

Foster Youth

Pacific Islander



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State Indicators and District Results

District Performance

- The 2023 Dashboard is based on results from the 2022-23 school year (Change) compared to the results from the 2021-22 school year (Status)
- Because there are two years of consecutive data, each District, school and student group is given a rating of Very Low, Low, Medium, High or Very High along with a corresponding color
- The District is comparing data based on the ratings instead of colors as colors were not assigned on the 2022 Dashboard

Neighboring Districts - Overall Ratings

Group	Chronic Absenteeism	Suspensions	ELA	Math	English Learner Progress Indicator (ELPI)
MVWSD	Medium	High	High	High	Low - 53.7%
Los Altos	High	Very Low	Very High	Very High	High - 64.8%
Cupertino	High	Very Low	Very High	Very High	Very High - 66.9%
Palo Alto	High	Low	Very High	Very High	Very High - 66%
Sunnyvale	High	Medium	High	Medium	High - 51.9%



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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 and/or to see a decrease from the previous year

MVWSD Chronic Absenteeism

Group	2022 Performance	2023 Performance
All Students	High - 16.9%	Medium - 15.6% ↓
English Learners	Very High - 27.2%	Medium - 23.1% ↓
Homeless	Very High - 42.7%	Medium - 32% ↓
Socioeconomically Disadvantaged	Very High - 30.7%	Medium - 25.6% ↓
Students with Disabilities	Very High - 27.4%	Very High - 28.6% ↑
African American	High - 18.5%	High - 18.3% ↓
Asian	Medium - 5.7%	High - 6.4% ↑
Filipino	High - 13.6%	High - 13.5% ↓
Hispanic/Latino	Very High - 28.4%	Medium - 24.7% ↓
Pacific Islander	No Performance Level	No Performance Level
Two or More Races	Medium - 9.7%	Low - 8.9% ↓
White	High - 12.2%	High - 11.9% ↓

Chronic Absenteeism by Site

Site	2022 Performance	2023 Performance
MVWSD	Medium - 16.9%	Medium - 15.6% ↓
Bubb Elementary	Medium - 8.4%	High - 11.1% ↑
Castro Elementary	Very High - 33.1%	Medium - 29.4% ↓
Imai Elementary	Medium - 7.6%	High - 10.1% ↑
Landels Elementary	High - 17.3%	Medium - 16.7% ↓
Mistral Elementary	High - 15.5%	Medium - 12.6% ↓
Monta Loma Elementary	Very High - 27.1%	High - 25.1% ↓
Stevenson Elementary	Medium - 8.9%	Low - 7% ↓
Theuerkauf Elementary	Very High - 29.%	Medium - 26.4% ↓
Vargas Elementary	High - 18.5%	Medium - 12.5% ↓
Crittenden Middle School	High - 17.8%	Medium - 15.5% ↓
Graham Middle School	High - 14.5%	High - 14.6% ↑

Chronic Absenteeism Trends

- Overall MVWSD has a medium rating for chronic absenteeism
- The District had a 15.6% rate of chronic absenteeism in 2022-23 which is decrease of 1.3% from 2021-22
- The state has an overall rating of medium with 24.3% of students chronically absent
- The District's focus on Chronic Absenteeism in the 2022-23 school year resulted in a decrease in Absenteeism overall and for all subgroups except Students with Disabilities and Asian students
- Students with Disabilities have a very high rate of chronic absenteeism (28.6%) which is an increase of 1.1% from 2021-22
- Many of the Districts most at risk student groups lowered chronic absenteeism rates including (ELL -4.1%, Homeless -10.7%, Socioeconomically Disadvantaged -5.1% and Hispanic Latino -3.7% students)
- Overall, all schools except Bubb (+2.7), Imai (+2.5) decreased chronic absenteeism rates from 2021
- Castro decreased chronic absenteeism for all student groups with a 20.9% decrease for students identified as Homeless



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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

MVWSD Suspension Indicator

Group	2022 Performance	2023 Performance
All Students	Medium - 1.7%*	High - 2.9% ↑
English Learners	High - 3.1%	High - 3.9% ↑
Homeless	High - 5.1%	Very High - 7.2% ↑
Socioeconomically Disadvantaged	High - 3.3%	Very High - 5.4% ↑
Students with Disabilities	High - 3.7%	Very High - 5.9% ↑
African American	High - 4.4%	High - 4.8% ↑
Asian	Low - 0.6%	Low - 0.8% ↑
Filipino	Medium - 1.9%	Medium - 1.9%
Hispanic/Latino	Medium - 2.8%	Very High - 4.9% ↑
Pacific Islander	No Performance Level	No Performance Level
Two or More Races	Low - 1.5%	Low - 1.5%
White	Low - 0.8%	High - 1.9% ↑

*Percentage of students suspended at least one day in the 2022-23 school year

Mountain View Whisman School District

Suspensions by Site

Site	2022 Performance	2023 Performance
MVWSD	Medium - 1.7%*	High - 2.9% ↑
Bubb Elementary	Very Low - 0.3%	Medium - 0.6% ↑
Castro Elementary	High - 4.6%	Very High - 6.1% ↑
Imai Elementary	Low - 0.9%	Very Low - 0.5% ↓
Landels Elementary	Very Low - 0.5%	Medium - 1% ↑
Mistral Elementary	Very Low - 0.0%	High - 1.7% ↑
Monta Loma Elementary	Medium - 1.3%	Low - 0.7% ↓
Stevenson Elementary	Very Low - 0.0%	Medium - 0.9% ↑
Theuerkauf Elementary	Medium - 1.3%	Medium - 1.2% ↓
Vargas Elementary	Medium - 2%	Medium - 2.1% ↑
Crittenden Middle School	Low - 1.8%	High - 6.5% ↑
Graham Middle School	Medium - 4%	High - 5.5% ↑

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

Data Trends

- The District has a 2.9% suspension rate which is an increase of 1.2% from 2021-22
- The State's overall suspension rating is high - 3.5%
- Suspension rates in 2022-23 increased for all student groups as compared to 2021-22 except for Filipino students and students identified with Two or More Races
- The District has the highest suspension rates for Homeless students (7.2%), students with Disabilities (5.9%) and Socioeconomically Disadvantaged (5.4%) students
- Asian (0.8%) and students identified with Two or More Races (1.5%) have the lowest suspension rates
- Suspension rates
- Crittenden (6.5%) and Castro (6.1%) have the highest Suspension rates in 2022 increased for all schools as compared to 2021 except for Imai, Monta Loma and Theuerkauf



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English Learner Progress Indicator (ELPI)

English Learner Progress Indicator (ELPI)

- The English Learner Progress Indicator (ELPI) shows percentage 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
- Districts want to see percentages increase year over year indicating that English Learners are increasing or maintaining levels of English proficiency.
- English Learner (EL) students with both 2022 and 2023 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% (MVWSD 99.1%)

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

Site	Number of English Learners		% making progress toward English Language Proficiency		Performance Level	
	2022	2023	2022	2023	2022	2023
MVWSD	645	710	56.3%	53.7% ↓	High	Low
Bubb Elementary	31	37	45.2%	48.6% ↑	Medium	High
Castro Elementary	154	132	47.4%	43.2% ↓	Medium	Low
Imai Elementary	25	27	72%	63% ↓	NPL*	NPL*
Landels Elementary	32	51	56.3%	70.6 ↑	High	Very High
Mistral Elementary	109	112	56%	58% ↑	High	High
Monta Loma Elementary	43	42	53.5%	47.6% ↓	Medium	Low
Stevenson Elementary	17	28	58.8%	50% ↓	NPL*	NPL*
Theuerkauf Elementary	53	51	58.5%	56.9% ↓	High	High
Vargas Elementary	42	50	54.8%	44% ↓	Medium	Very Low
Crittenden Middle School	44	59	72.7%	62.7 ↓	Very High	Medium
Graham Middle School	93	120	64.5%	54.2% ↓	High	Low

Data Trends

- MVWSD is rated low with 53.7% of English Learners making progress toward English proficiency which is a decrease of 2.6%
 - The number of ELLs in the District increased from 645 to 710 from 2021-22 to 2022-23
- The majority of schools decreased in the percentage of English Learners making progress toward proficiency (Castro -4.2%, Imai -9%, Monta Loma -5.9%, Stevenson -8.8%, Theuerkauf -1.6%, Vargas -10.8%, Crittenden -10%, and Graham -10.3%)
- One school scored in the very high range (Landels) and three in the high range (Bubb, Mistral and Theuerkauf)
- Landels (70.6%) had the highest percentage of students making progress toward English proficiency
- Four schools were rated as very low or low (Vargas, Castro, Monta Loma and Graham)



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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 goal is to have high or very high ratings for ELA and math

Distance from Standard (DFS)

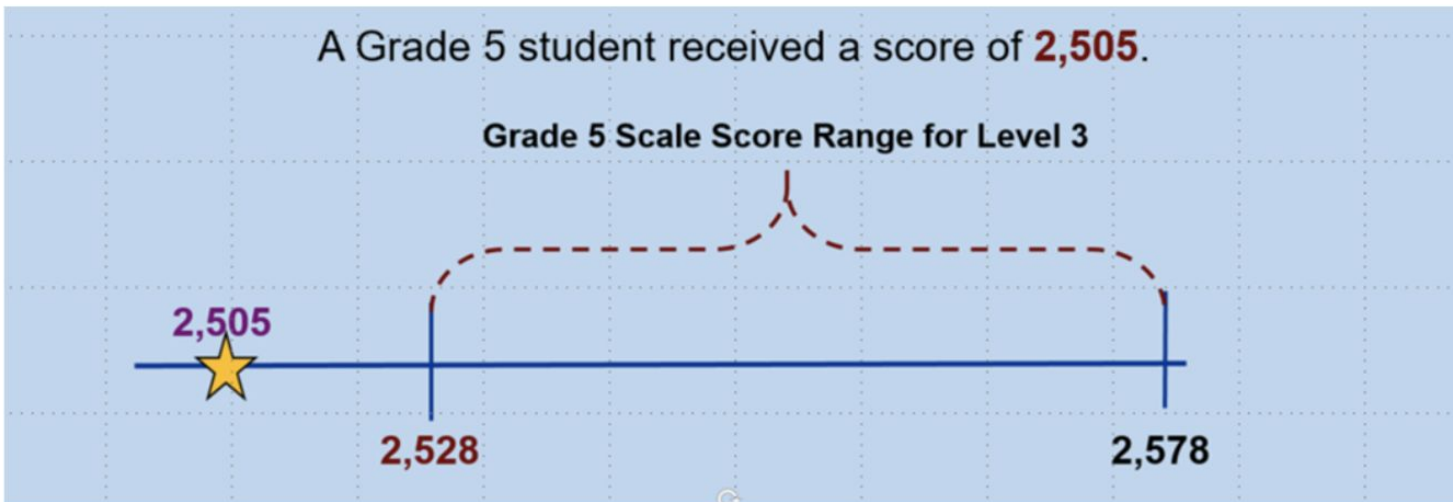
Distance from Standard (DFS): Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

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)

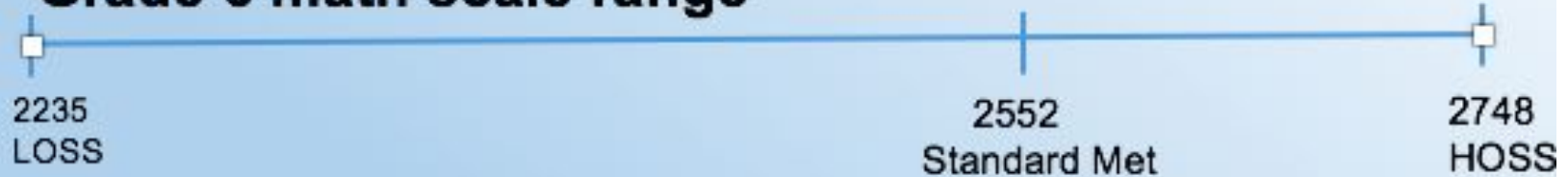
Grade 5 Math Smarter Balanced Summative Assessments



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



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
- Districts 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 - 95% and math 95%)

Academic Indicator and Participation Rate

2019 Methodology

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

New 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

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	Performance Level		Distance From Standard (DFS)	
	2022	2023	2022	2023
All Students	High	High	+40	+36.8 ↓
English Learners	Low	Low	-42.4	-55.8 ↓
Homeless	Very Low	Very Low	-82.6	-108.4 ↓
Socioeconomically Disadvantaged	Low	Low	-42	-54.1 ↓
Students with Disabilities	Low	Low	-60.6	-64.9 ↓
African American	Medium	High	+3.8	+9.4 ↑
Asian	Very High	Very High	+105.1	+108.8 ↑
Filipino	High	High	+28.4	+33 ↑
Hispanic/Latino	Low	Low	-33.1	-50.3 ↓
Pacific Islander	NPL	NPL	-84.1	-58.3 ↑
Two or More Races	Very High	Very High	+90.0	+100.1
White	Very High	Very High	+78.6	+85 ↑

MVWSD Academic Indicator - ELA

Group	Performance Level		Distance From Standard (DFS)	
	2022	2023	2022	2023
MVWSD	High	High	+40	+36.8 ↓
Bubb Elementary	Very High	High	+85.4	+80.8 ↓
Castro Elementary	Very Low	Very Low	-77.4	-82 ↓
Imai Elementary	Very High	Very High	+98.9	+105.5 ↑
Landels Elementary	Very High	Very High	+51.3	+61.5 ↑
Mistral Elementary	High	High	+27.5	+29.9 ↑
Monta Loma Elementary	High	High	+18.4	+19.1 ↑
Stevenson Elementary	Very High	Very High	+84.6	+105.3 ↑
Theuerkauf Elementary	High	Medium	+11.2	+3.2 ↓
Vargas Elementary	High	High	+40.6	+31.6 ↓
Crittenden Middle School	High	High	+32.2	+30.1 ↓
Graham Middle School	High	High	+35.4	+18.7 ↓

Data Trends in ELA

- MVWSDs maintained its overall rating in ELA of High with a DFS of 36.8 points above standard
- California's overall rating in ELA is Low with a DFS of 13.6 points below standard
- The Districts most at risk student groups have Low or Very Low ratings for ELA (ELL, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic Latino students)
 - These subgroups fell farther from standard in the 2022-23 school year (ELL -55.8, Students with Disabilities -64.9, Socioeconomically Disadvantaged -54.1 and Hispanic Latino students -50.3)
- Homeless students are Very Low with a DFS of 108.4 points below standard
- All schools except Castro (Very Low) and Theuerkauf (Medium) have High or Very High ratings in ELA
- Imai (+105.5) and Stevenson (105.3) and Landels (+61.5) have Very High ratings

MVWSD Academic Indicator - Math

Group	Performance Level		Distance From Standard (DFS)	
	2022	2023	2022	2023
All Students	High	High	+24.7	+24 ↓
English Learners	Low	Low	-61.3	-72.3 ↓
Homeless	Very Low	Very Low	-105.8	-122.4 ↓
Socioeconomically Disadvantaged	Low	Low	-73	-79.3 ↓
Students with Disabilities	Low	Medium	-88.5	-83.7 ↑
African American	Medium	Medium	-13.9	-24.6 ↓
Asian	Very High	Very High	+114.3	+114.5 ↑
Filipino	Medium	Very High	-11.6	+11.5 ↑
Hispanic/Latino	Low	Low	-66.3	-75.6 ↓
Pacific Islander	NPL	NPL	-88.1	-62.6 ↑
Two or More Races	Very High	Very High	+84.5	+94.3 ↑
White	Very High	Very High	+69.2	+74.6 ↑

MVWSD Academic Indicator - Math

Group	2022 Performance Level		Distance From Standard	
	2022	2023	2022	2023
MVWSD	High	High	+24.7	+24
Bubb Elementary	Very High	Very High	+69.6	+79
Castro Elementary	Low	Low	-83.2	-83.8
Imai Elementary	Very High	High	+94.6	+88.3
Landels Elementary	High	High	+22.3	+32.2
Mistral Elementary	High	High	+8.4	+7.6
Monta Loma Elementary	High	High	+22.2	+12
Stevenson Elementary	Very High	Very High	+84.6	+99.7
Theuerkauf Elementary	Medium	Medium	-6 points	-13
Vargas Elementary	High	High	+28.2	+19.7
Crittenden Middle School	High	High	+3.8	+9
Graham Middle School	High	High	+21.2	+10.7

Data Trends in Math

- MVWSDs maintained its overall rating in math of High with a DFS of 24.7 points above standard
- California's overall rating in math is Low with a DFS of 49.1 points below standard
- The Districts most at Risk student groups have Low or Very Low ratings for Math (ELL, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic Latino students)
 - Three of these student groups fell farther from standard in the 2022-23 school year (ELL -72.3, Socioeconomically Disadvantaged -79.3 and Hispanic Latino students -75.6)
- Homeless students are Very Low with a DFS of 122.4 points below standard
- All schools have overall High or Very High ratings in math except Castro (low - 83.8points below standard) and Theuerkauf (medium - 13 points below standard)



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Systems of Support

State Accountability

- California's state 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 to address identified performance issues including significant disparities in performance among student groups
 - Example: A District 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 District 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 Accountability

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
 - All schools not already identified for CSI where a student group on its own is performing at or below the level of schools identified under CSI

State and Federal Accountability

Eligibility Determinations in 2023

	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)*
Accountability System	State Accountability (LCFF)	Federal Accountability (ESSA)	Federal Accountability (ESSA)	Federal Accountability (ESSA)
Entities Eligible	LEAs (including charters) & COEs	All Schools	All Title I Schools (not identified for CSI-Low Graduation Rate)	All Schools (not identified for CSI)
Results Used to Determine Eligibility	Student group results	Schoolwide results	Schoolwide results	Student group results

State and Federal Accountability

Eligibility Determinations in 2023

Identification
Criteria

Differentiated Assistance (DA)

3 Eligibility Methods

1. One or more **student group(s)** across two or more LCFF priority areas based on **state indicators**.
2. "Not Met for Two or More Years" in at least two priority areas based on **local indicators** only, OR
3. Eligibility criteria are met through a **combination** of state and local indicators

Note: Charter school identification requires meeting criteria for two or more years.

Comprehensive Support and Improvement (CSI) 'Low Graduation Rate'

Schools that have a three-year average combined four- and five-year high school graduation rate **below 68 percent**

Comprehensive Support and Improvement (CSI) 'Lowest Performing Schools' & Additional Targeted Support and Improvement (ATSI)

- All **RED** indicators
- All **RED** indicators but one indicator at another status level
- Five or more indicators where a majority are **RED**
- *CCI will use "Very Low" as a proxy for Red in 2023*

Note: ATSI eligibility requires a student group to meet the criteria for two consecutive years (2022 and 2023 dashboards)

Support in MVWSD

- MVWSD has been identified for Differentiated Assistance (DA) due to Very Low ELA and math scores and Very High suspension rates for students identified as Homeless through the end of the 2025-26 school year
- The District will also continue to be in DA for Chronic Absenteeism rates for students identified as Homeless through the end of the 2024-25 school year if rates continue to decrease (10.7% decrease from 2021-22 to 2022-23)
- The District is also identified for Differentiated Assistance for chronic Absenteeism and Suspension rates for Students with Disabilities through the 2025-26 school year
- The District's DA team will continue to work directly with representatives from the Santa Clara County Office of Education to revise and refine actions to address outcomes for our Homeless students and Students with Disabilities
- Schools identified for Comprehensive Support and Improvement (CSI) and/or Additional Targeted Support and Improvement (ATSI) based on the 2022-23 dashboard have not been released as of yet although the nine schools identified based on the 2021-22 Dashboard will continue work to address areas of need



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Things to Consider

Things to Consider

- The California Dashboard was not released until December which is already almost halfway through the new school year
- The District's focus on Chronic Absenteeism in the 2022-23 school year resulted in a decrease in Absenteeism overall and for all subgroups except Students with Disabilities and Asian students
- ESSA continues to require the state to identify Districts and schools for assistance
- While rates of chronic absenteeism have started to decline they are still significantly higher than before the pandemic
- The impact of the pandemic and school closures on student learning and wellness was significant and negative effects persist
- The pandemic widened preexisting opportunity and achievement gaps, impacting historically disadvantaged students hardest
 - Closing the gaps presents an even larger challenge than before school closures
- Staffing issues continue especially in Special Education
- Improving academic outcomes needs to be a balanced approach and must include high quality, standards based instruction and intervention



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Action Steps

Chronic Absenteeism

- Continue work begun in 2022-23 to revise and refine attendance protocols used at the District and site levels
 - Include daily information about the specific reasons students are absent in order to monitor trends and intervene
- Reinstate implementation of the School Attendance Review Team (SART and) and include tiered interventions to support students struggling with attendance
 - Provide principals with a set of possible interventions related to attendance
- Continue to implement Universal Data Cycle protocol for reviewing and responding to student absenteeism
- Regularly review chronic absenteeism reports for McKinney-Vento students with principals and School and Community Engagement Facilitators in order to follow up with families and address needs

Suspensions

- Conduct training and support to site teams to provide intervention and respond to student incidents through use of the new Behavior Response System (BRS)
- Provided training on revised district-wide referral and student statement forms
- Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool
- Utilize the Universal Data Cycle protocol to review and respond to discipline data and site trends district-wide
- Continue partnership with the Santa Clara County Office of Education for the Wellness Center at Castro School
- Continue to provide training to all site administrators on how to mitigate negative effects of bias on discipline process

English Learner Progress

- Maintained a district standard of 150 minutes per week of Designated English Language Development instruction for all English Learners
 - Supported development of multi-grade/multi-classroom language development rotations within the schedule of two early-adopter schools
- Maintained the Sheltered Instruction Observation Protocol (SIOP) as the instructional approach to Integrated English Language Development across all subject areas; provided formal SIOP training to all teachers in August 2023.
- TOSA for English Language Development to assist with staff training and coordination of ELD programs
 - ELD TOSA continues to lead various after school ELD training opportunities based on teachers' feedback and administrators' stated needs.
 - ELD TOSA central to the development and monitoring of new programs for newcomer students.
- Established district-wide elementary newcomer program - hired two district teachers who, along with the ELD TOSA, also compiled and prepared additional resources for elementary teachers to address the immediate needs of newcomer students.
- Established a district-wide middle school newcomer program via a new Transitional ELA course in middle school.
- Regular and consistent classroom visits by site principals and district staff.

Academic Indicators

- Full implementation of UDC, COST, and SST and ongoing trainings
 - July 2023 - Continued UDC training with revised protocol and initial SST training for site leaders
 - Fall 2023 - COST and SST training for site staff, and follow-up MTSS PowerSchool for leaders and staff, gathered feedback on changes from summer
- October Teacher PD Day
 - Principals led their teacher teams through a guided practice of Universal Data Cycle steps
 - Teacher teams developed action plans for Universal Data Cycle 2
 - Cycle 2 ends in January
 - Dyslexia Awareness for Educators (K-5)
 - Transitional Kindergarten teachers provided PD on Supporting students with autism and sensory needs
- January Teacher PD Day
 - Principals led teachers teacher teams through development of Universal Data Cycle 3
 - Refresher training for site based SIOP focus areas
 - Anti Defamation League trainers will lead educators in learning about the intersection of identity, bias, and allyship

Academic Indicators

- Early Literacy Team
 - Fully staffed and completed 1st and 2nd Reading Intervention Cycles
 - Most students met their Cycle 1 goals
 - Reduced students in Tier 3 Phonics (iReady) from 82% to 60% (2nd grade) and 43% to 18% (1st grade)
- Science of Reading and Instructional Shifts overview
 - Site Principals
 - Bi-monthly LT Meetings
 - Monthly Instructional Coaches meetings
- Teacher Professional Development
 - Structured Literacy Teacher PD at Early Literacy Sites (CA, MI, ML, and TH)
 - After School PD series for K-5 and Middle School RTI teachers
 - Strategies to improve decoding and word recognition skills
 - Strategies to increase language comprehension
 - Site-based Science of Reading PD in Spring 2024 provided by ELT, site leaders, and instructional coaches

Academic Indicators

- Principals meet with Superintendent and Ed Services Team to review site data, identify trends, and discuss what instructional adjustments will be made at the site level to improve student outcomes
 - Data meetings are held twice a year
 - December and June
 - Data points reviewed
 - Review of i-Ready data, Trimester assessment data
 - Dashboard data
 - Chronic Absenteeism and Behavior data
- Cabinet Members continue site visits and provide feedback to site Principals on instructional shifts and expectations

Equity Framework

- Developed an Equity Framework to focus our work on equity gaps in the following areas (refinement is ongoing):
 - **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
- District scorecard rollout Nov/Dec 2023
- Site-based scorecard training and analysis to be conducted in Winter/Spring 2024
- Scorecard refinement is ongoing to increase usability



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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