

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).

### Dashboard Indicators

The Dashboard is made up of multiple measures that are based on the Local Control Funding Formula (LCFF) state priorities. The measures are divided into two types of indicators:

- Local indicators
- State Indicators

Local indicators are those where State data is not available to measure progress. 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

The State Board of Education approved standards for the local indicators that support Districts in measuring and reporting their progress annually. Local indicators can be measured using the following criteria:

- Met
- Not Met
- Not Met for Two or More Years

Districts must report the results at the same regularly scheduled public meeting of the governing board as the LCAP approval and then publicly report the results through the Dashboard. The District reported on its progress toward the local indicators on June 15, 2023.

The State indicators are reported on the Dashboard by the CDE based on data reported by the District through the California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators are:

- 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 Progress Indicator (Priority 4)
  - Progress of English Learners (ELs) on the ELPAC
- 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)

Ratings are given for all indicators. Performance on 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 performance level and color is determined by the point at which these two levels intersect. There are five performance levels which correspond to 5 colors. Two years of data (status and change) are required to receive a color rating.



Performance levels are applied to all LEAs, schools, and student groups with 30 or more students with the following 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).

### **District Results on State Indicators**

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. For Suspension and Chronic Absenteeism the District wants to have Low or Very Low ratings indicating low rates in these areas. For the Academic Indicators and English Learner Progress Indicator the District wants to have high or very high ratings indicating high rates of student progress and

achievement.

## MVWSD and Neighboring Districts

MVWSD looks at the Dashboard ratings for its neighboring Districts each year including Los Altos Elementary School District, Sunnyvale School District, Cupertino School District and Palo Alto Unified School District. When comparing results MVWSD has a performance level of medium for chronic absenteeism while the rest of the Districts are rated as high indicating lower levels of absenteeism in 2022-23. MVWSD also outperforms the Sunnyvale School District in math with an overall rating of High compared to Medium. MVWSD has higher rates of suspension and lower rates of English Learner Progress than neighboring districts.

## Chronic Absenteeism Indicator

Districts, schools, and student groups that have 30 or more students enrolled will receive Chronic Absenteeism ratings. Chronic Absenteeism ratings include data for all students grades TK-8 based on attendance data submitted by the District to CALPADS. 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 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% ↓

Mountain View Whisman School District

## 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% ↑

Mountain View Whisman School District

Overall MVWSD has a medium rating for chronic absenteeism. The District had a 15.6% rate of chronic absenteeism in 2022-23 which is a 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.

### Suspension Indicator

The Dashboard calculates suspension rates for all students grades TK-8 based on attendance data submitted by the District to CALPADS. Districts, 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 and 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

## 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% ↑

Mountain View Whisman School District

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

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 at - 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. Crittenden (6.5%) and Castro (6.1%) have the highest Suspension rates. in 2022-23 increased for all schools as compared to 2021-22 except for Imai, Monta Loma and Theuerkauf.

## English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) shows the 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. In general, 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. EL students who were reclassified fluent English proficient (RFEP) are not included. The CDE will assign an ELPI Status of “Low” to schools and districts with an ELPAC participation rate less than 95%.

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. The reason for this is that it reflects the research-based timeline of 5 to 7 years for an English Learner to reach English Language Proficiency. See the example below.

### 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

Mountain View Whisman School District

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).

## Academic Indicators

The Academic Indicators show overall and student group performance relative to grade level standards in English Language Arts (ELA) and math. Districts, schools, and student groups that have 30 or more students enrolled will receive 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**

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

### **Academic Indicator and Participation Rate**

The Every Student Succeeds Act (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 Smarter Balanced Assessments and the California Alternate Assessments. 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. 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%) See example below:

### **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

### **Current 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



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

### Academic Indicator - ELA Results

## 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 ↑

Mountain View Whisman School District

## 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 ↓

Mountain View Whisman School District

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.

### Academic Indicator - Math Results

## 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 ↑

[Mountain View Whisman School District](#)

## 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

Mountain View Whisman School District

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).

### Systems 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. There are two categories of support - State and Federal.

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 is required by the Every Student Succeeds Act (ESSA). ESSA requires states to identify multiple categories of schools for different types of support. There are two types - Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

- **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

### **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 on the 2022-23 Dashboard 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). Additionally, the District was identified for DA for Chronic Absenteeism and Suspension rates for Students with Disabilities through the end of 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. Schools identified for Comprehensive Support and Improvement (CSI) and/or and 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

### **Things to Consider**

The California Dashboard was not released until December which is already almost halfway through the new school year. The state is planning to release the Dashboard earlier in the school year starting in the 2024-25 school year. By the 2025-26 school year it is anticipated that the dashboard will be released in mid-October. 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

### **Action Steps - Chronic Absenteeism**

The District will continue work begun in 2022-23 to revise and refine attendance protocols used at the District and site levels. Sites will include information about the specific reasons students are absent daily in order to monitor attendance trends and intervene. The District will also reinstate implementation of the School Attendance Review Team (SART) and include tiered interventions to support students struggling with attendance. Principals will be provided with a set of possible interventions related to attendance. Staff will continue to implement Universal Data Cycle protocol for reviewing and responding to student absenteeism and 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.

### **Action Steps - Suspension**

District staff will conduct training and support to site teams to provide intervention and respond to student incidents through use of the new Behavior Response System (BRS) including training on revised district-wide referral and student statement forms that were rolled out in August and training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool. Staff will continue to utilize the Universal Data Cycle protocol to review and respond to discipline data and site trends district-wide and will work with all site administrators on how to mitigate negative effects of bias on discipline process.

### **Action Steps - English Learner Progress**

The District has maintained a standard of 150 minutes per week of Designated English Language Development instruction for all English Learners and has supported the development of multi-grade/multi-classroom language development rotations within the schedule of two early-adopter schools. The Sheltered Instruction Observation Protocol (SIOP) continues as the instructional approach to Integrated English Language Development across all subject areas and formal SIOP training was provided to all teachers in August 2023. The Teacher on Special Assignment (TOSA) for English Language Development continues to assist with staff training and coordination of ELD programs. She leads various after school ELD training opportunities based on teachers' feedback and administrators' stated needs and is central to the development and monitoring of new programs for newcomer students. A new district-wide elementary newcomer program has been established. The District has hired two teachers who in addition to providing direct instruction to students also compiled and prepared additional resources for elementary

teachers to address the immediate needs of newcomer students. A new district-wide middle school newcomer program has been established through a new Transitional ELA course in middle school. Regular and consistent classroom visits by site principals and district staff also continue in the effort to continually revise and refine instructional practices.

#### Action Steps - Academic Indicators

This year marks the full implementation of UDC, COST, and SST. Training for principals and staff is ongoing and includes the following:

- 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

Professional Development Days in October and January were focused on District initiatives (see below):

#### **October 2023**

- 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 December
- Dyslexia Awareness for Educators (K-5)
- Transitional Kindergarten teachers provided PD on Supporting students with autism and sensory needs

#### **January 2024**

- 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
- Kindergarten teachers provided PD on Supporting students with autism and sensory needs

The District's Early Literacy Team is fully staffed and has completed 1st and 2nd Reading Intervention Cycles. Most students met their Cycle 1 goals

The Early Literacy Director has been providing Science of Reading and Instructional Shifts training for Site Principals at the Bi-monthly LT Meetings and monthly at the Instructional Coaches meetings. She has also started teacher professional development at Early Literacy Sites (CA, MI, ML, and TH) with a focus on Structured Literacy. An After School PD series is scheduled in January for K-5 and Middle School RTI teachers and will focus on strategies to improve decoding and word recognition skills and strategies to increase language comprehension. The Early Literacy Team, site leaders, and instructional coaches will provide Science of Reading PD in Spring 2024 to teachers. The goal of this training is to prepare teachers to transition to the new ELA curriculum.

District/Site Data meetings continue in 2023-24. Principals meet with the Superintendent and members of the Educational Services Team to review site data, identify trends, and discuss what instructional adjustments will be made at the site level to improve student outcomes. The Data meetings are held twice a year in December and June. Data reviewed includes Diagnostic 2 i-Ready data, Trimester 1 assessment data, California Dashboard data and Chronic Absenteeism and Behavior data. In addition, Cabinet Members continue site visits and provide feedback to site Principals on instructional shifts and expectations