



Mountain View
Whisman
School District

California Dashboard

January 2025



The California Dashboard

- The California Dashboard is the state's accountability and continuous improvement metric
- 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 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 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 13, 2024
 - Publicly report the results through the Dashboard

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)
 - California Science Test (CAST scores - new)
 - **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

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)



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State Indicators and District Results

District Performance

- The 2024 Dashboard is based on results from the 2023-24 school year compared to the results from the 2022-23 school year
- 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 (except for Science results which are new for 2024)
- The District is sharing ratings for the purposes of this presentation along with arrows to indicate an increase or decrease in results



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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	2023 Performance	2024 Performance
All Students	Medium - 15.6%	Medium - 11.6% ↓
English Learners	Medium - 23.1%	Medium - 17.4% ↓
Homeless	Medium - 32%	Medium - 24.8% ↓
Socioeconomically Disadvantaged	Medium - 25.6%	Medium 20.8% ↓
Students with Disabilities	Very High - 28.6%	Medium 19.9% ↓
African American	High - 18.3%	High - 19.6% ↑
Asian	High - 6.4%	Low - 4.1% ↓
Filipino	High - 13.5%	Low - 7.1% ↓
Hispanic/Latino	Medium - 24.7%	Medium 19.3% ↓
Pacific Islander	No Rating	No Rating 40.9% ↓
Two or More Races	Low - 8.9%	Very Low - 5% ↓
White	High - 11.9%	Low - 8.4% ↓
Long Term English Learners	Not rated in 2023	High - 22.3% ↓

Chronic Absenteeism Trends

- Overall MVWSD has a medium rating for chronic absenteeism
- The District had a 11.6% rate of chronic absenteeism in 2023-24 which is decrease of 4% from 2022-23
- The state has an overall rating of medium with 18.6% of students chronically absent
- The District's continued focus on Chronic Absenteeism in the 2023-24 school year resulted in a decrease in Absenteeism overall and for all subgroups except African American students
- Many of the Districts most at risk student groups lowered chronic absenteeism rates including (ELL -5.7%, Homeless -7.2%, Socioeconomically Disadvantaged -4.8%, Hispanic Latino -5.4% students and Students with Disabilities -8.7%)
- Overall, all schools decreased chronic absenteeism rates
- Castro (-8.7%), Monta Loma (-12.5%) and Theuerkauf (-10.6%) had large decreases in chronic absenteeism overall



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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	2023 Performance	2024 Performance
All Students	High - 2.9% ↑	High - 3.2% ↑
English Learners	High - 3.9% ↑	High - 5.2% ↑
Homeless	Very High - 7.2% ↑	Very High - 7.7% ↑
Socioeconomically Disadvantaged	Very High - 5.4% ↑	High - 5.9% ↑
Students with Disabilities	Very High - 5.9% ↑	Very High - 6.5% ↑
African American	High - 4.8% ↑	Very High - 7.3% ↑
Asian	Low - 0.8% ↑	Medium - 1.3% ↑
Filipino	Medium - 1.9%	Low - 1% ↓
Hispanic/Latino	Very High - 4.9% ↑	High - 5.5% ↑
Pacific Islander	No Performance Level	No Performance Level - 8.7% ↓
Two or More Races	Low - 1.5%	Medium - 1.7% (maintained)
White	High - 1.9% ↑	Medium - 1.7% (maintained)
Long Term English Learners Mountain View Whisman School District	Not Reported	High - 15.4% ↓

Suspensions by Site

Site	2023 Performance	2024 Performance
MVWSD	High - 2.9%	High - 3.2% ↑
Bubb Elementary	Medium - 0.6%	Low - 0.6% (maintained)
Castro Elementary	Very High - 6.1%	Very High - 6.4% ↑
Imai Elementary	Very Low - 0.5%	High - 1.2% ↑
Landels Elementary	Medium - 1%	High - 1.8% ↑
Mistral Elementary	High - 1.7%	Medium - 1.5% (maintained)
Monta Loma Elementary	Low - 0.7%	High - 2.6% ↑
Stevenson Elementary	Medium - 0.9%	High - 1.3% ↑
Theuerkauf Elementary	Medium - 1.2%	High - 1.8% ↑
Vargas Elementary	Medium - 2.1%	Very Low - 0.3% ↓
Crittenden Middle School	High - 6.5%	Low - 6.1% ↓
Graham Middle School	High - 5.5%	High - 6.3% ↑

Data Trends

- The District has a 3.2% suspension rate which is an increase of 0.3% from 2022-23
- The State's overall suspension rating is low - 3.2%
- Suspension rates in 2023-24 increased for all student groups as compared to 2022-23 except for Filipino students, students identified with Two or More Races, White students and Long Term English Learners
- The District has the highest suspension rates for Homeless students (7.7%), Students with Disabilities (6.5%) and African American (7.3%) students
- As of December 2024 the District's suspension rate is 1.4% and all schools show lower rates than 2023-24



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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
- English Learners are a fluid group of students - Students reclassify each year and new English Learners enter the District each year at varying levels of English proficiency
- 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 2023 and 2024 ELPAC Summative results are included
- The CDE will assign an ELPI Status of “Low” to schools and districts with an ELPAC participation rate less than 95% (MVWSD 99.1%)

Data Trends

- MVWSD is rated low with 51.5% of English Learners making progress toward English proficiency which is a decrease of 2.2%
 - The number of ELLs in the District increased from 710 to 754 from 2022-23 to 2023-24
- Three schools scored in the very high range (Landels, Monta Loma, and Crittenden)
- Landels (70.8%) had the highest percentage of students making progress toward English proficiency
- Four schools were rated as very low or low (Castro, Mistral, Theuerkauf 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 (See appendix slides 58-64)
- The goal is to have high or very high ratings for ELA and math

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 called a LOSS penalty (See appendix slides XXXX)
- 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
- In 2023-24 the participation rate for students with Disabilities dropped to 94% - MVWSD received a LOSS penalty of 1 for ELA and 3 for Math

MVWSD Academic Indicator - ELA

Group	Performance Level		Distance From Standard (DFS)	
	2023	2024	2023	2023
All Students	High	High	+36.8	+31.1 ↓
English Learners	Low	Low	-55.8	-66.8 ↓
Homeless	Very Low	Very Low	-108.4	-122.9 ↓
Socioeconomically Disadvantaged	Low	Low	-54.1 ↓	-64.9 ↓
Students with Disabilities*	Low	Very Low	-64.9	-80.6 ↓
African American	High	Low	+9.4 ↑	-11.9 ↓
Asian	Very High	Very High	+108.8 ↑	+111.1 ↑
Filipino	High	High	+33 ↑	+18.4 ↓
Hispanic/Latino	Low	Low	-50.3 ↓	-56.7 ↓
Pacific Islander	NPL	NPL	-58.3 ↑	+83.4 ↓
Two or More Races	Very High	High	+100.1	+88.5 ↓
White	Very High	High	+85 ↑	+78.5 ↓
Long Term English Learners	N/A	Very Low	N/A	-125.6

Data Trends in ELA

- MVWSDs maintained its overall rating in ELA of High with a DFS of 31.1 points above standard
- California's overall rating in ELA is Low with a DFS of 13.2 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, Hispanic Latino students, and Long Term English Learners)
- Homeless students and Long Term English Learners are Very Low
- All schools except Castro (Very Low), Theuerkauf (Low) and Monta Loma (Medium) have High or Very High ratings in ELA

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 ↑

Data Trends in Math

- MVWSDs maintained its overall rating in math of High with a DFS of 24 points above standard
- California's overall rating in math is Low with a DFS of 47.6 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. Hispanic Latino students and Long Term English Learners)
- Homeless students and Long Term English Learners are Very Low
- All schools have overall High or Very High ratings in math except Castro (low) Theuerkauf (medium) and Mlstral (medium)
- Imai (+86), Landels (+51) and Stevenson (+109.6) have very high ratings in math



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Systems of Support

State Accountability

- California's state accountability and continuous improvement system is based on a tiered system
 - **Level 1 - Universal Support for ALL**
 - Technical assistance provided by state and local agencies to improve student performance
 - **Level 2 - Targeted/Supplemental or Differentiated Assistance:** Support by County Offices of Education 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
 - **Level 3 - Intensive intervention:** Support for districts that fail to improve student group performance over a specific time period
 - **State Level Intervention:** More intensive interventions for District with persistent performance issues over a 4 year 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

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 is also identified for Differentiated Assistance due to Very Low ELA and math scores and high chronic Absenteeism and Suspension rates for Students with Disabilities
- 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
- Based on results of the Dashboard six of the nine schools identified for Additional Targeted Support and Improvement (ATSI) have exited due to improved outcomes for students (Mistral, Vargas, Imai, Graham, Monta Loma and Theuerkauf)
- Castro and Landels and Stevenson continue in ATSI and Bubb was identified for Targeted Support and Improvement (TSI).

Things to Consider

- The California Dashboard was not released until November
- ESSA continues to require the state to identify Districts and schools for assistance
- The District's continued focus on Chronic Absenteeism resulted in decreases in Absenteeism overall and for all subgroups except African American Students
- While rates of chronic absenteeism have started to decline they are still higher than before the pandemic
- Staffing issues continue especially in Special Education



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Action Steps

Action Steps - Chronic Absenteeism

- Continue work begun in 2022-23 to refine attendance protocols used at the District and site levels
- Collect 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
- Collaborate with principals to share interventions related to attendance
- Continue to implement Universal Data Cycle protocol for reviewing and responding to student absenteeism
- Regularly review chronic absenteeism reports with a focus on Homeless students and Students with Disabilities with principals and school staff in order to better understand the root causes of absences

Action Steps - Suspensions

- Conduct training and support for site teams to provide intervention and respond to student incidents through use of the new Behavior Response Standards (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
- Begin introducing and training site teams on alternatives to suspension
- Counselors added to all elementary schools

Action Steps - English Learner Progress

- Increase support of district Designated English Language Development instruction for all English Learners (at least 150 min per week)
 - All elementary schools now have multi-grade/multi-classroom language development rotations within the weekly schedule
 - Provide curated D-ELD instructional plans and materials (Gallery Plus)
- Incorporate Sheltered Instruction Observation Protocol (SIOP) into the general instructional expectations in order to ensure that Integrated English Language Development is consistently implemented
- TOSA for English Language Development to assist with staff training and coordination of ELD programs
- Continue implementation and improvement of district wide programs to support newcomers:
 - Increased specialized newcomer teachers from 2.0 FTE to 3.0 FTE. Along with the ELD TOSA, also compiled and prepared additional resources for elementary teachers to address the immediate needs of newcomer students.
 - middle school newcomer program via a Transitional ELA course in middle school.
- Regular and consistent classroom visits by site principals and district staff.

Action Steps - Academics

- Implementation of new K-5 structured literacy curriculum - Amplify Core Knowledge Language Arts and Literacy
- Implementation of new PreK/TK curriculum - Three Cheers by Saavas
- Focus on solidifying core, Tier 1 first instruction across all sites and providing tiered supports as a part of MTSS
- Focus on K-5 teacher teams collaborating, sharing implementation practices, and learning with each other through Literacy PLCs
- Literacy PLCs led by a team of Instructional Coaches, RI teachers, and classroom teachers
- Support for all teachers through Site-based and Content Area Instructional Coaches
- Both middle schools are continuing their work with regular progress monitoring using common assessments for all content areas to adjust instruction
- Principal PLCs focused on collaborating around Tier 1 instruction and addressing needs with attendance/behavior/ suspensions/ chronic absenteeism

Action Steps - Academics

- Early Literacy Team
 - Fully staffed and completed 1st Reading Intervention Cycle
 - Provided targeted reading intervention to 225 1st-5th grade students at 5 school sites in RI Cycle 1
 - Will serve an additional 36 Kindergarten students in RI Cycle 2
 - Reduced students in Tier 3 i-Ready Reading from 76% to 60%
 - Reduced students in Tier 3 Phonics (i-Ready) from 81% to 56%
- January PD day involved in-depth learning on language development, supporting student behavior, and assessment to drive instruction
- Site leaders sharing their mid-year student data with school community and site parent leadership groups - SSC/PTA/ELAC
- Work is starting on updating District mathematics programming and curriculum



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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 2024-25 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 (MTSS)
- Collaborate with the Santa Clara County Office of Education to develop actions to address areas identified for Differentiated Assistance

Next Steps - LCAP

- January 30th: Timeline for the development of the 2025-26 Local Control Accountability Plan (LCAP)
- February 13th: LCAP Mid-year Report
- May 22: Public Hearing for the LCAP, Local Indicators and Federal Addendum
- June 12: Approval for the LCAP, Local Indicators and Federal Addendum



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Appendix

Dashboard Home Page



[Home](#) [About ▾](#) [State Summary](#) [Search](#) [More Information](#) [En Español](#)



Explore information about your local school and district.

Search

District Landing Page

Mountain View Whisman

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

[View All Schools](#)

[View Additional Reports](#)

2023

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



Orange

English Language Arts



Green

Mathematics



Green

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

District/School Performance Indicators

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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 ➔](#)

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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

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

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

Neighboring Districts - Overall Ratings

Group	Chronic Absenteeism	Suspensions	ELA	Math	English Learner Progress Indicator (ELPI)
MVWSD	Medium	High	High	High	Low
Los Altos	Medium	Low	Very High	Very High	Very High
Cupertino	Low	Low	Very High	Very High	Very High
Palo Alto	Low	Medium	High	Very High	High
Sunnyvale	Medium	Medium	Medium	Medium	Medium

Chronic Absenteeism by Site

Site	2023 Performance	2024 Performance
MVWSD	Medium - 15.6%	Medium - 11.6% ↓
Bubb Elementary	High - 11.1%	Low - 9.4% ↓
Castro Elementary	Medium - 29.4%	Medium 20.7% ↓
Imai Elementary	High - 10.1%	Low - 6.7% ↓
Landels Elementary	Medium - 16.7%	Medium - 12.4% ↓
Mistral Elementary	Medium - 12.6%	High - 12.2% (maintained)
Monta Loma Elementary	High - 25.1%	Medium - 12.6% ↓
Stevenson Elementary	Low - 7%	Very Low - 4% ↓
Theuerkauf Elementary	Medium - 26.4%	Medium - 15.8% ↓
Vargas Elementary	Medium - 12.5%	Medium - 11.4% ↓
Crittenden Middle School	Medium - 15.5%	Medium - 13.2% ↓
Graham Middle School	High - 14.6%	Medium - 12.3% ↓



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English Learner Progress Indicator

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	
	2023	2023	2023	2023	2023	2024
MVWSD	710	754	53.7%	51.5% ↓	Low	Low
Bubb Elementary	37	40	48.6%	47.5% ↓	High	Medium
Castro Elementary	132	131	43.2%	44.3% ↑	Low	Low
Imai Elementary	27	41	63%	65.9% ↑	NPL*	NPL
Landels Elementary	51	48	70.6	70.8% ↑	Very High	Very High
Mistral Elementary	112	122	58%	42.6% ↓	High	Very Low
Monta Loma Elementary	42	43	47.6%	58.1% ↑	Low	Very High
Stevenson Elementary	28	31	50%	67.7% ↑	NPL*	NPL*
Theuerkauf Elementary	51	59	56.9%	47.5% ↓	High	Low
Vargas Elementary	50	57	44%	45.6% ↑	Very Low	Medium
Crittenden Middle School	59	57	62.7	66.7 ↑	Medium	Very High
Graham Middle School	120	120	54.2%	47.5% ↓	Low	Low



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Academic Indicators: Distance from Standard and Participation Rates

Distance from Standard (DFS)

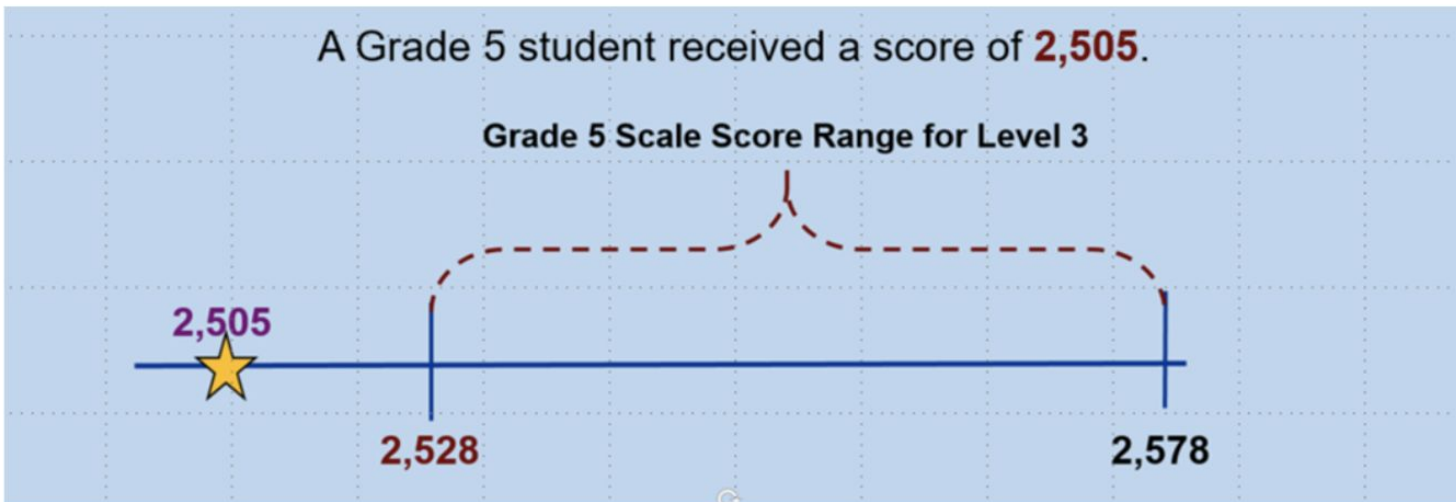
Distance from Standard (DFS): Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

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)

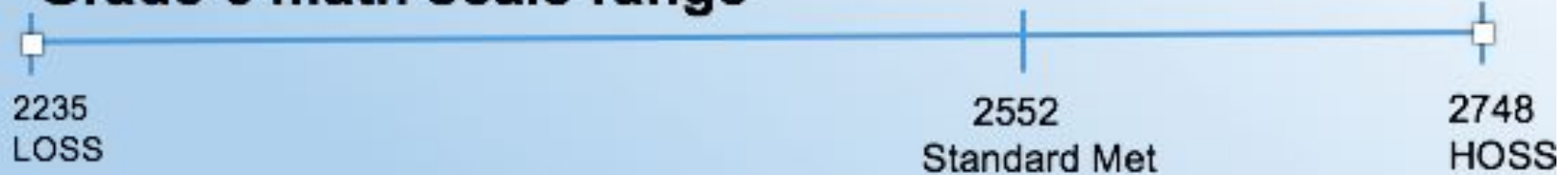
Grade 5 Math Smarter Balanced Summative Assessments



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

- 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 - 94% and math 94%) resulting in penalties to the District

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)	
	2023	2024	2023	2024
MVWSD	High	High	+36.8	+31.1 ↓
Bubb Elementary	High	High	+80.8	+64.3 ↓
Castro Elementary	Very Low	Very Low	-82	-85.5 ↓
Imai Elementary	Very High	High	+105.5	+88.1 ↓
Landels Elementary	Very High	Very High	+61.5	+72.9 ↑
Mistral Elementary	High	High	+29.9	+16.3 ↓
Monta Loma Elementary	High	Medium	+19.1	+6.5 ↓
Stevenson Elementary	Very High	Very High	+105.3	+115.9 ↑
Theuerkauf Elementary	Medium	Low	+3.2	-14.9 ↓
Vargas Elementary	High	High	+31.6	+25.3 ↓
Crittenden Middle School	High	High	+30.1	+26.1 ↓
Graham Middle School	High	High	+18.7	+17.7 ↓

MVWSD Academic Indicator - Math

Group	2022 Performance Level		Distance From Standard	
	2023	2024	2023	2024
MVWSD	High	High	+24	+22 ↓
Bubb Elementary	Very High	High	+79	+56.1↓
Castro Elementary	Low	Low	-83.8	-92 ↓
Imai Elementary	High	Very High	+88.3	+86 ↓
Landels Elementary	High	Very High	+32.2	+51 ↑
Mistral Elementary	High	Medium	+7.6	-0.3 ↓
Monta Loma Elementary	High	High	+12	+2.4↓
Stevenson Elementary	Very High	Very High	+99.7	+109.6 ↑
Theuerkauf Elementary	Medium	Low	-13	+26.1 ↓
Vargas Elementary	High	High	+19.7	+26.7 ↑
Crittenden Middle School	High	High	+9 ↑	+11.9 ↑
Graham Middle School	High	High	+10.7	+10.7