



Mountain View  
Whisman  
School District

# California Dashboard Local Indicators

May 29, 2025





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# California Dashboard State and Local Indicators

# Purpose of the Dashboard

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's school accountability system
- Provides a quick overview, with additional detail available, about overall performance and student group performance on multiple measures of student success
- Information provided will assist in identifying strengths, weaknesses and areas in need of improvement for local educational agencies and schools.

# State Indicators

- **Academic Indicators (State Priority 4):**
  - English Language Arts/Literacy (ELA) assessment (SBAC scores)
  - Mathematics Assessment (SBAC scores)
- **Suspension Rate Indicator (State Priority 6)**
- **English Learner Indicator (Priority 4)**
  - Progress of English Learners (ELs)
- **Chronic Absenteeism Rate (State Priority 5)**
  - Not reported until fall of 2017
- **Graduation Rate Indicator (State Priority 7 - not reported for elementary districts)**
- **College/Career Indicator (State Priority 8 - not reported for elementary districts)**

# Local Indicators

- State data is not available for some priority areas identified in the Local Control Funding Formula law.
- The State Board of Education approved local indicators and a required self-reflection tool, which are based on information that local educational agencies collect locally.
- The local indicators are:
  - **State Priority 1 - Basic Services and Conditions of Learning**
  - **State Priority 2 - Implementation of State Academic Standards**
  - **State Priority 3 - Parent Engagement.**
  - **State Priority 6 - School Climate**
  - **State Priority 7 - Broad Course of Study**

# How is Local Performance Measured

## All local indicators must be:

- Updated annually based on locally available information and data
  - ✓ Met
  - Not Met
  - Not Met For Two or More Years
- Reported to the local Governing Board in conjunction with the approval of the the Local Control Accountability Plan
- Uploaded to the California Dashboard no later than July 2025



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# Local Indicators - District Performance

# State Priority 1 - Basic Services

**Standard:** LEA annually measures its progress in meeting the *Williams* settlement requirements at 100 percent at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

- **Please assess the local educational agency performance on meeting the standard by designating the following:**
  - ✓ Met
  - Not Met
  - Not Met For Two or More Years

# State Priority 1 - Basic Services

<b>Total Teaching Full Time Equivalent Teachers (FTE)</b>	278	MVWSD employed 278 Full time Equivalent Teachers in 2024-25
<b>Number of Teachers with Clear Credentials</b>	269	Teachers hold clear credentials and all authorizations
<b>Out of Field Teachers/Ineffective</b>	0	
<b>Intern Teachers</b>	0	8 of the teachers had Emergency Crosscultural, Language, and Academic Development Certificates (CLAD) and needed EL Authorization and 1 had a Short Term Staff Permit. Eight of the nine had authorizing permits at the beginning of their assignment
<b>Incomplete Credentials</b>	9	

<b>Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home</b>	0	0%
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**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)**

<b>Good Repair</b>	<b>Deficient Repair</b>	<b>Extreme Deficient Repair</b>
18,192	89	0

# State Priority 2 - Implementation of State Academic Standards

**Standard:** LEA annually measures its progress implementing state academic standards.

**Local Indicator:** Self-reflection tool using the following rating scale (using the District LCAP and LCAP surveys, and other local data measures)

## Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

# State Priority 2 - Implementation of State Academic Standards

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:**

- English Language Arts - 4
- English Language Development - 4
- Mathematics - 4
- Next Generation Science Standards - 4
- History-Social Science - 4

# State Priority 2 - Implementation of State Academic Standards

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:**

- English Language Arts - 5
- English Language Development - 5
- Mathematics - 5
- Next Generation Science Standards - 5
- History-Social Science - 5

# State Priority 2 - Implementation of State Academic Standards

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below**

- English Language Arts - 4
- English Language Development - 4
- Mathematics - 4
- Next Generation Science Standards - 4
- History-Social Science - 4

# State Priority 2 - Implementation of State Academic Standards

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

- Career Technical Education - 4
- Health Education Content Standards - 4
- Physical Education Model Content Standards - 4
- Visual and Performing Arts - 4
- World Language - 4

# State Priority 2 - Implementation of State Academic Standards

**5. During the 2024-25 school year, rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

- Identifying the professional learning needs of groups of teachers or staff as a whole - 4
- Identifying the professional learning needs of individual teachers - 4
- Providing support for teachers on the standards they have not yet mastered - 4

# State Priority 3 - Parent Engagement

**Standard:** LEA annually measures its progress in:

- seeking input from parents in decision making
- promoting parental participation in programs

**Local Indicator measurement:**

The LEA measures its progress using the self-reflection tool included in the Dashboard.

The District uses the results from the LCAP/Climate survey as well as data collected over the course of school year to make overall rating determinations

**Assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years

# Building Relationships

Rate the LEA's Progress - Parents	Percent agree/strongly agree spring 2024	Percent agree/strongly agree spring 2025	Rating/ Stage of Development
In developing the capacity of staff (admin, teachers, classified) to build trusting relationships with families	79%	74%	4
In creating welcoming environments for all families in the community	87%	86%	4
In supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	80%	80%	4
In developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	90%	88%	4

Rating Scale:

- 1 - Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
- 4: Full Implementation
5. Full Implementation and Sustainability

# Partnerships for Student Outcomes

<b>Rate the LEA's Progress - Parents</b>	Percent agree/strongly agree spring 2024	Percent agree/strongly agree spring 2025	<b>Rating</b>
In providing professional learning and support to staff to improve a school's capacity to partner with families.	72%	71%	3
In providing families with information and resources to support student learning and development in the home	73%	72%	4
In implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes	78%	75%	3
In supporting families to understand and exercise their legal rights and advocate for their own students and all students.	61%	62%	3

## Rating Scale:

- 1 - Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
- 4: Full Implementation
5. Full Implementation and Sustainability

# Input for Decision Making

Rate the LEA's Progress - Parents	Percent agree/strongly agree spring 2024	Percent agree/strongly agree spring 2025	Rating
In building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	69%	69%	4
In building the capacity of and supporting family members to effectively engage in advisory groups and decision making	66%	68%	4
In providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups in the school community.	68%	70%	3
In providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	74%	75%	4

## Rating Scale:

- 1 - Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
- 4: Full Implementation
5. Full Implementation and Sustainability

# State Priority 6 - School Climate

**Standard:** LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12),

## Local Indicator:

- Student LCAP Survey Results February 2025 (grades 4-8)

**Please assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years

# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2022-23	% Agree and Strongly Agree 2023-24	% Agree and Strongly Agree 2024-25
Adults at my school care about my success	74%	77%	79%
I trust my teachers	75%	78%	77%
I feel safe at school	61%	64%	69%
There are clear and fair consequences for breaking rules at my school	63%	66%	71%
I am comfortable asking my teacher questions	74%	73%	73%
I have friends at school	93%	92%	92%
My school is clean	31%	33%	35%
Students at my school are treated with respect	54%	54%	58%

# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2022-23	% Agree and Strongly Agree 2023-24	% Agree and Strongly Agree 2024-25
Students from different cultural backgrounds become friends	83%	83%	85%
Students get along with each other and respect their differences	49%	52%	57%
Students respect the teachers and staff	51%	56%	59%
My school encourages a healthy lifestyle	61%	62%	67%
My teachers encourage me on a regular basis	68%	69%	70%
I have at least one trusted adult I can go to at school	n/a	n/a	80%

# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey 2024-25</b>	% Agree and Strongly Agree 4th grade	% Agree and Strongly Agree 5th grade	% Agree and Strongly Agree 6th grade	% Agree and Strongly Agree 7th grade	% Agree and Strongly Agree 8th grade
Students from different cultural backgrounds become friends	88%	88%	85%	82%	82%
Students get along with each other and respect their differences	66%	64%	49%	50%	52%
I feel safe at school	82%	72%	66%	58%	65%
My school is clean	39%	36%	34%	32%	35%
Students are treated fairly	69%	65%	57%	49%	56%
I have at least one trusted adult I can go to at school	86%	84%	75%	70%	81%
Clear and fair consequences for breaking rules	78%	71%	74%	59%	69%

# State Priority 6 - School Climate

<b>Highlights from LCAP Student Survey 2024-25</b>	% Agree and Strongly Agree Overall	% Agree and Strongly Agree ELL	% Agree and Strongly Agree SED
Students from different cultural backgrounds become friends	85%	84%	80%
Students get along with each other and respect their differences	57%	58%	58%
I feel safe at school	69%	68%	65%
My school is clean	35%	36%	42%
Students are treated fairly	59%	61%	63%
I have at least one trusted adult I can go to at school	80%	79%	77%
Clear and fair consequences for breaking rules	71%	71%	69%

# State Priority 7 - Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study...including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

**Local Indicator:** Self Reflection - Narrative Responses

**Please assess the local educational agency performance on meeting the standard by designating the following:**

- ✓ Met
- Not Met
- Not Met For Two or More Years

# State Priority 7 - Broad Course of Study

## **Broad Course of study for grades 1-6: California Education Code 51210**

- English
- Mathematics
- Social Sciences
- Science
- Visual and Performing Arts
- Health
- Physical Education
- Other studies that may be prescribed by the governing board

## **Broad Course of Study for grades 7-12: California Education Code 51220(a)-(i)**

- English
- Social Sciences
- Foreign Language
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education

# State Priority 7 - Broad Course of Study

Identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study.

## Elementary School

- Daily class schedules (Powerschool and teacher created)
  - Core subjects including STEAM
  - English Language Development
  - Special Education
- Art and Music - Community School of Music and Art
- Physical Education - Rhythm and Moves
- Response to Instruction for Intervention or Enrichment
- Puberty Talk Program

## Middle School

- Daily class schedules - Powerschool
  - Core subjects
  - English Language Development
  - Special Education
  - Electives
  - Physical Education
  - Response to Instruction
- Elective catalog
- Teen Talk

# State Priority 7 - Broad Course of Study

**Summarize the extent to which all students have access to, and are enrolled in, a broad course of study.**

## **Elementary Schools**

In reviewing school and grade level data for the 2024-25 school year all elementary students had access to a broad course of study as outlined by Education Code.

## **Middle Schools**

In reviewing student schedules and associated data for the 2024-25 school year all middle school students had access to a broad course of study as outlined by Education Code.

# State Priority 7 - Broad Course of Study

**Identify the barriers preventing MVWSD from providing access to a broad course of study for all students in 2024-25:**

## **Elementary School**

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

## **Middle School**

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

# State Priority 7 - Broad Course of Study

<b>Highlights from LCAP Parent Survey</b>	% Agree and Strongly Agree 2022-23	% Agree and Strongly Agree 2023-24	% Agree and Strongly Agree 2024-25
My child's school provides a well rounded curriculum	83%	83%	84%
My child is on track for the next academic year	84%	88%	87%
My child is on track for high school	85%	80%	84%
My child has access to a range of enrichment activities at school	74%	79%	81%
My child has access to a broad range of subjects at school	82%	82%	82%

# State Priority 7 - Broad Course of Study

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 2022-23	% Agree and Strongly Agree 2023-24	% Agree and Strongly Agree 2024-25
My school provides a well rounded curriculum	70%	74%	75%
My school encourages students to participate in extracurricular activities	67%	67%	71%
My school provides music, art, or other languages	92%	90%	90%
My school provides a good education to students	81%	82%	82%
My school provides enough textbooks and other materials to students	80%	83%	83%

# State Priority 7 - Broad Course of Study

<b>Highlights from LCAP Student Survey</b>	% Agree and Strongly Agree 4th Grade	% Agree and Strongly Agree 5th Grade	% Agree and Strongly Agree 6th Grade	% Agree and Strongly Agree 7th Grade	% Agree and Strongly Agree 8th Grade
My school provides a well rounded curriculum	81%	76%	76%	69%	70%
My school encourages students to participate in extracurricular activities	70%	61%	80%	72%	72%
My school provides music, art, or other languages	87%	87%	93%	93%	91%
My school provides a good education to students	86%	83%	82%	76%	81%
My school provides enough textbooks and other materials to students	86%	85%	82%	76%	82%

# State Priority 7 - Broad Course of Study

**Share the revisions, decisions, or new actions implemented for 2025-26 to ensure access to a broad course of study for all students**

## **Overall**

- The District will begin in August 2025 with schedules that offer a broad course of study at elementary and middle schools.

## **Middle Schools**

The middle schools will continue to have an eight-period schedule which allows all students to have at least one choice elective and includes:

- Response to Instruction periods
- Co-taught classes
- Math courses that start all students on a pathway to Algebra 1 or Geometry in 8th grade
- Choice electives for all students: Add additional staff to each middle school to allow for additional elective courses and to lower class size
- Addition of Python based Coding courses through Techsmart which will allow students who complete the series to be eligible to take the PCEP Industry Certification test and become a Python Certified Entry Level Programmer

Staff will work to add an additional World Language offering in 2026-27



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# Next Steps

# Next Steps

- Bring Local Indicators back to the Board of Trustees for approval with the LCAP on June 12th
- Upload data to Dashboard by July 31, 2025
  - Dashboard will be released in November
  - Present an overview of California Dashboard ratings to the Board of Trustees in December 2025 pending release by the state