



Mountain View
Whisman
School District

California Dashboard

December 2019



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Why a Dashboard?

A New Accountability System

- On September 8, 2016, California's State Board of Education (SBE) approved a new multiple measures accountability system.
- Rather than having two separate accountability systems (state - Academic Performance Index (API) and federal - No Child Left Behind (NCLB) as in prior years, the new system captures local, state, and federal requirements.
- The indicators in the Dashboard align with the desired outcomes in Strategic Plan 2021 and the Local Control Accountability Plan (LCAP).

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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 new 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 Districts and schools in identifying strengths, weaknesses and areas in need of improvement
- Identifies Districts and schools that need technical assistance or intensive state support/intervention due to failure to show growth over time

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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**

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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 a regularly scheduled public meeting of the governing board - October 24, 2019
 - Publicly report the results through the Dashboard
 - Results uploaded to the dashboard the week of October 28

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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)**
- **Graduation Rate Indicator (State Priority 7 - not reported for elementary districts)**
- **College/Career Indicator (State Priority 8 - not reported for elementary districts)**

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Performance on State Indicators

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine “Status” and “Change” that are equally weighted to make an overall determination for a “Performance Category” (represented by a color) for each indicator
- **Status** (outcome) is based on the current year performance.
- **Change** (improvement) is the difference between performance from the prior year and current year, or between the current year and a multi-year average, if available (graduation rate).
- Two years of data (status and change) are required to receive a color rating

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5 x 5 Grid Example - Chronic Absenteeism

| Performance Level | Increased Significantly from Prior Year (by 3.0% or more) | Increased from Prior Year (by 0.5% to less than 3.0%) | Maintained from Prior Year (declined or increased by less than 0.5%) | Declined from Prior Year (by 0.5% to less than 3.0%) | Declined Significantly from Prior Year (by 3.0% or more) |
|---|---|---|--|--|--|
| Very Low 2.5% or less in Current Year | Yellow | Green | Blue | Blue | Blue |
| Low More than 2.5% to 5.0% in Current Year | Orange | Yellow | Green | Green | Blue |
| Medium More than 5.0% to 10.0% in Current Year | Orange | Orange | Yellow | Green | Green |
| High More than 10.0% to 20.0% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very High More than 20.0% in Current Year | Red | Red | Red | Orange | Yellow |

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Methodology

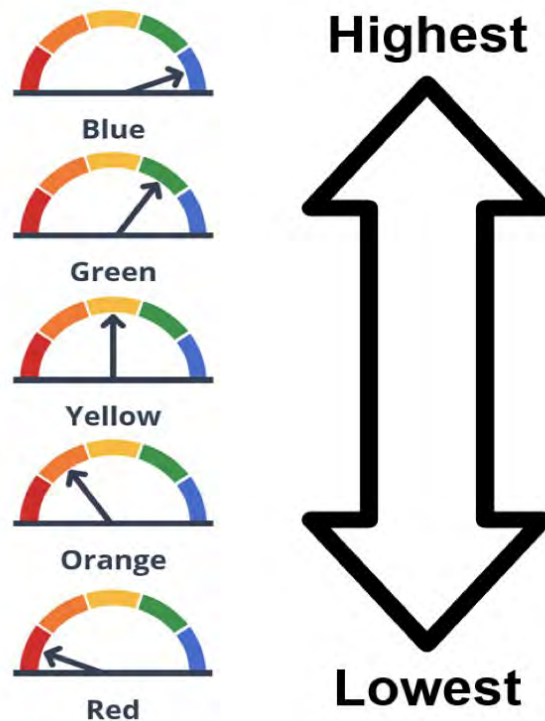
To determine overall performance, the percentile distributions for Status and Change were examined for each indicator:

- **Status:** LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution of all LEAs and schools. These cut points created the five Status Levels.
- **Change:** LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change.
 - Cut points were determined separately for positive and negative change. A total of four cuts were selected which created five Change Levels.

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Methodology

- Cut points are to remain in place for a select number of years to be determined by the CDE
- The first set of changes was made in November of 2017 to English Language Arts and math cut points
- The combination of **Status** and **Change** results in a **performance category** that is assigned a color for each indicator



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Who Gets a Performance Category

- The model will be 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.
- A performance category (or color) will not be determined for Districts, schools, or student groups with fewer than 30 students
- Data for fewer than 11 students will not be reported due to privacy reasons and data will be reported as no color assigned

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The Dashboard

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Dashboard Home Page



The screenshot shows the California School Dashboard Home Page. At the top left is the logo for the California School Dashboard, which includes a colorful pencil icon and the text "California School DASHBOARD". To the right of the logo is a navigation menu with the following items: Home, About, State Summary, Search, More Information, and En Español. Below the navigation menu is a row of six small images: a teacher and students in a classroom, a group of graduates in caps and gowns, two students in a science lab, a teacher and student at a desk, a student working on a car in a shop, and a group of students sitting on steps. Below the images is a purple banner with the text "Explore information about your local school and district." Underneath the banner is a search bar with the placeholder text "Search by school, district, or county name" and a "Search" button.

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District Landing Page

DISTRICT PERFORMANCE OVERVIEW

Mountain View Whisman

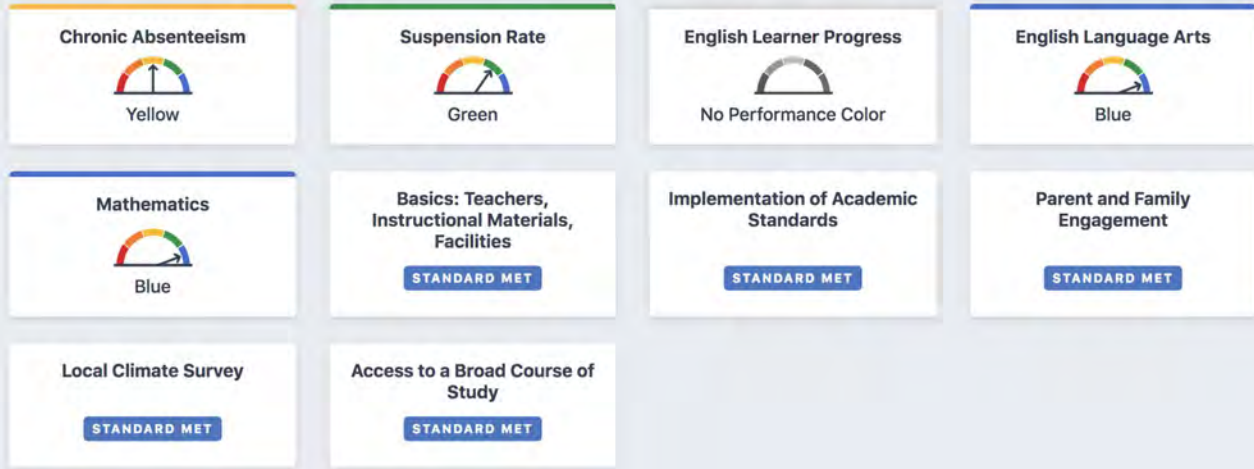
Explore the performance of Mountain View Whisman under California's Accountability System.

[Generate PDF Report](#)

[View All Schools](#)

[View Additional Reports](#)

2019



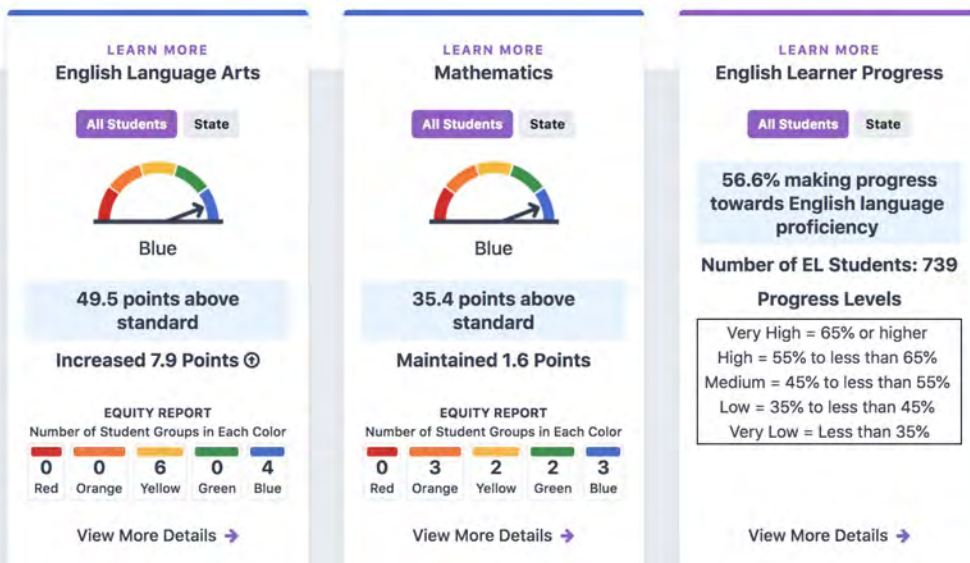
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District/School Performance Indicators

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[Show School Details](#)

View Student Assessment Results and other aspects of school performance.



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Student Group Details - ELA

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Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- Implementation of Academic Standards

Academic Engagement

- Chronic Absenteeism
- Access to a Broad Course of Study

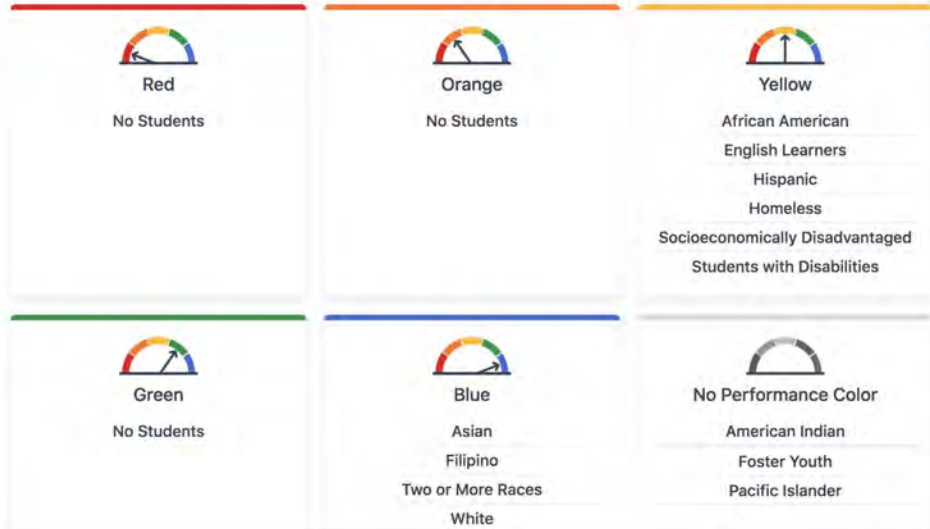
Conditions and Climate

- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



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Student Group Details - Math

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Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- Implementation of Academic Standards

Academic Engagement

- Chronic Absenteeism
- Access to a Broad Course of Study

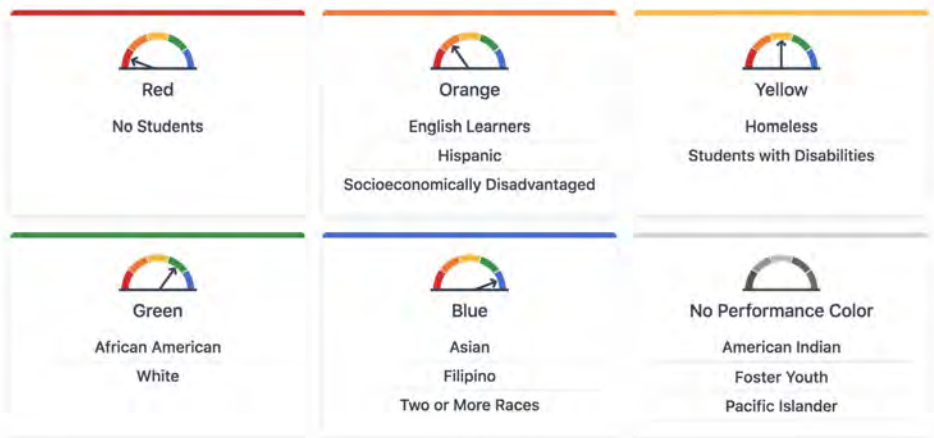
Conditions and Climate

- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



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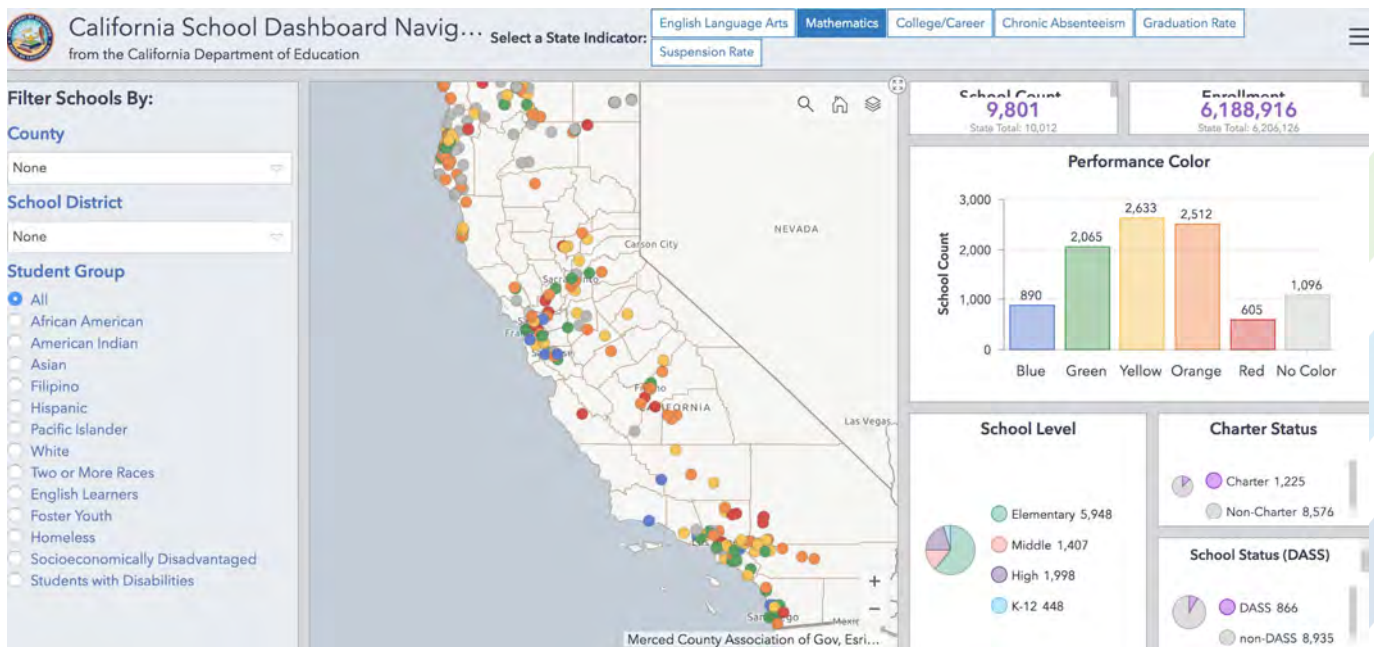
New this Year

California School Dashboard Navigator

- Interactive mapping tool for visualizing school and student group performance on a map that displays schools by their color-coded performance level for each of the state indicators and student groups.
- Users can target their searches by specific geographic areas and refine their searches using a set of interactive charts

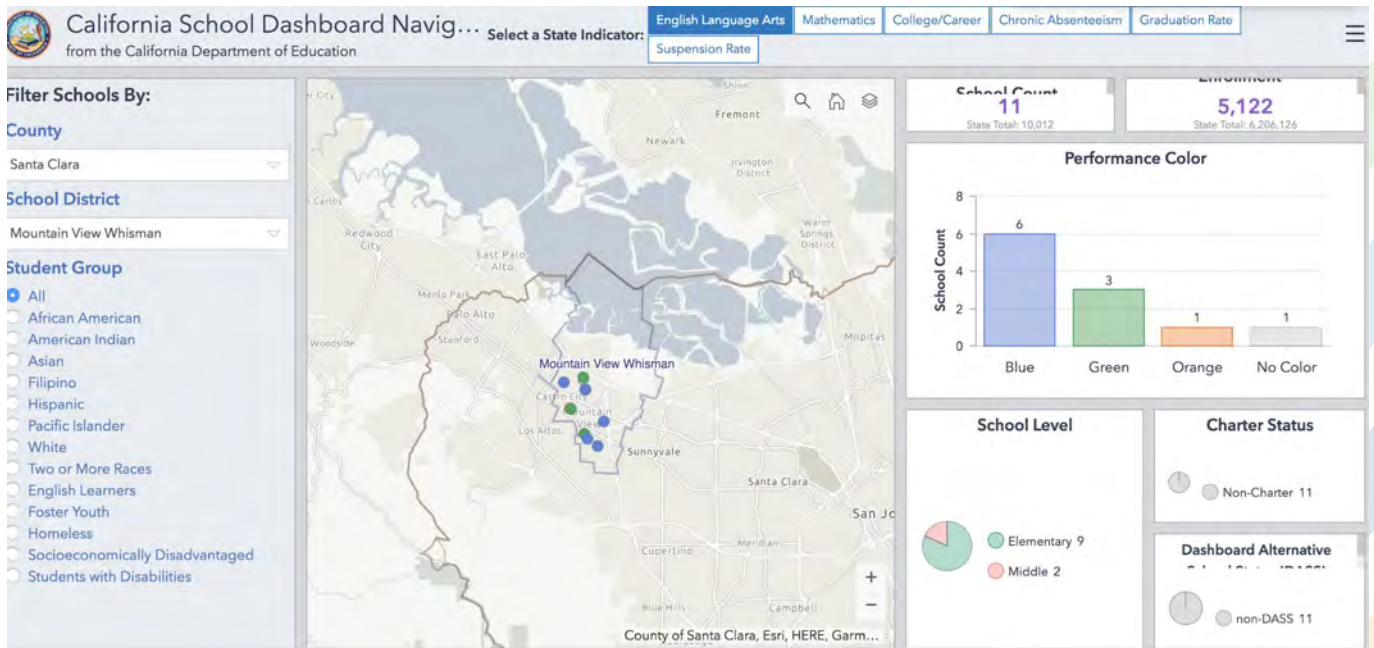
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California School Dashboard Navigator



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California School Dashboard Navigator



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State Indicators and District Performance

Neighboring Districts - Overall Ratings

| Group | Chronic Absenteeism | Suspensions | ELA | Math | English Learner Progress Indicator (ELPI) |
|-----------|---------------------|-------------|-------|-------|---|
| MVWSD | Yellow | Green | Blue | Blue | High - 56.6% |
| Los Altos | Yellow | Green | Blue | Blue | Very High - 69.3% |
| Cupertino | Blue | Green | Blue | Blue | Very High - 71.8% |
| Palo Alto | Yellow | Blue | Blue | Blue | High - 63.7% |
| Sunnyvale | Yellow | Green | Green | Green | Medium - 50% |

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Chronic Absenteeism Indicator

- Chronic Absenteeism:
 - 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.

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Chronic Absenteeism Performance

| Group | 2018 Performance | 2019 Performance |
|---------------------------------|------------------|------------------|
| All Students | Green | Yellow |
| English Learners | Yellow | Orange |
| Homeless | Red | Orange |
| Socioeconomically Disadvantaged | Green | Yellow |
| Students with Disabilities | Yellow | Orange |
| African American | Blue | Orange |
| Asian | Blue | Blue |
| Filipino | Blue | Yellow |
| Hispanic/Latino | Yellow | Green |
| Pacific Islander | Yellow | No Rating |
| Two or More Races | Green | Yellow |
| White | Green | Green |

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Chronic Absenteeism Performance

| Site | 2018 Performance | 2019 Performance |
|--------------------------|------------------|------------------|
| MVWSD | Green | Yellow |
| Bubb Elementary | Orange | Green |
| Castro Elementary | Green | Orange |
| Huff Elementary | Green | Orange |
| Landels Elementary | Green | Green |
| Mistral Elementary | Yellow | Green |
| Monta Loma Elementary | Green | Orange |
| Stevenson Elementary | Blue | Blue |
| Theuerkauf Elementary | Green | Orange |
| Crittenden Middle School | Green | Orange |
| Graham Middle School | Green | Orange |

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Chronic Absenteeism Trends

- Overall MVWSD has a yellow rating for chronic absenteeism, which is a decline from 2018 (green)
- The District has a 5.6% rate of chronic absenteeism and saw an increase of 0.1% from 2018
- The state has an overall rating of orange with 10.1% of students chronically absent
- The District improved the rating for homeless students from red to orange and improved from yellow to green for Hispanic/Latino students
- Four subgroups have orange ratings (ELL, Homeless, Students with Disabilities, and African American)
- Overall, Bubb, Landels, Mistral and Stevenson have blue or green ratings
- All other schools have orange ratings
- Students with Disabilities and Socioeconomically Disadvantaged students have high rates of chronic absenteeism

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Suspension Indicator

- LEAs, schools, and student groups that have 30 or more students enrolled will receive a Suspension Rate Indicator
- The enrollment data are obtained from the California Longitudinal Pupil Achievement Data System (CALPADS)
- 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

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Suspension Indicator

- Suspension rate data vary by:
 - LEA type: elementary, high, unified
 - School type: elementary, middle, high
- Cut scores based on LEA and school type:
 - Three sets of cut scores based on LEA type distributions
 - Three sets of cut scores based on school type distributions
- This results in six different sets of cut scores and in six different five-by-five colored tables

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MVWSD Suspension Indicator

| Group | 2017 Performance | 2018 Performance | 2019 Performance |
|---------------------------------|------------------|------------------|------------------|
| All Students | Green | Green | Green |
| English Learners | Green | Yellow | Green |
| Homeless | Green | Blue | Yellow |
| Socioeconomically Disadvantaged | Green | Green | Yellow |
| Students with Disabilities | Yellow | Yellow | Green |
| African American | Blue | Orange | Green |
| Asian | Yellow | Green | Blue |
| Filipino | Blue | Blue | Blue |
| Hispanic/Latino | Green | Green | Yellow |
| Pacific Islander | | Orange | |
| Two or More Races | Green | Blue | Yellow |
| White | Orange | Green | Green |

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Suspension Indicator

| Site | 2017 Performance | 2018 Performance | 2019 Performance |
|--------------------------|------------------|------------------|------------------|
| MVWSD | Green | Green | Green |
| Bubb Elementary | Green | Blue | Blue |
| Castro Elementary | Orange | Green | Orange |
| Huff Elementary | Orange | Green | Orange |
| Landels Elementary | Blue | Blue | Blue |
| Mistral Elementary | Orange | Blue | Yellow |
| Monta Loma Elementary | Orange | Green | Green |
| Stevenson Elementary | Blue | Blue | Blue |
| Theuerkauf Elementary | Blue | Yellow | Blue |
| Crittenden Middle School | Green | Green | Yellow |
| Graham Middle School | Green | Green | Green |

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Data Trends

- MVWSD's overall rating in suspensions is green
- Two subgroups maintained overall ratings (Filipino and white), three subgroups improved overall ratings (English Learners, African American, Asian) and four declined (Homeless, Socioeconomically Disadvantaged, Hispanic/Latino, and Two or More races).
- Overall, all schools except Castro (orange), Huff (orange), Mistral (yellow), and Crittenden (yellow) have blue or green ratings for suspension
- Castro and Huff have orange ratings for English Language Learners, Socioeconomically Disadvantaged, and Hispanic/Latino students.
- Bubb and Huff have orange ratings for Students with Disabilities

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English Learner Progress Indicator (ELPI)

- English Learner (EL) students with both 2018 and 2019 English Language Proficiency Assessments for California (ELPAC) Summative Assessment results are included in the English Learner Progress Indicator (ELPI)
- These EL students are not included:
 - EL students who were reclassified fluent English proficient (RFEP) before taking the 2019 ELPAC Summative Assessment
 - Newly arrived EL students in 2019
 - EL students who graduated in 2018

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English Learner Progress Indicator (ELPI)

The ELPI is different from other measures on the Dashboard because it is the only indicator required to measure **progress towards proficiency** rather than the end goal of proficiency itself.

Status

- ELPI Status measures EL student growth toward English language proficiency (ELP) and requires two years of ELPAC Summative Assessment results
- To determine Status for the ELPI (reported this year), student level growth results calculate the percent of students who moved up at least one performance level from the prior year or maintained ELPAC level 4

Change

- ELPI change measures the year-to-year change in the **rate** schools and LEAs move EL students toward ELP and requires three years of ELPAC Summative Assessment results
- ELPI Status, change, and overall performance color will be available for the 2020 Dashboard

Participation

- For the 2019 Dashboard, the CDE will assign an ELPI Status of “Low” to schools and districts with an ELPAC participation rate less than 95%

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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.

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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)



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English Learner Progress Indicator

LEARN MORE

English Learner Progress

All Students

State

56.6% making progress towards English language proficiency

Number of EL Students: 739

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

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English Learner Progress Indicator

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



English Learner Progress Indicator

| Site | Number of English Learners | Percentage making progress toward English Language Proficiency | Rating |
|--------------------------|----------------------------|--|-----------|
| MVWSD | 739 | 56.6% | High |
| Bubb Elementary | 74 | 66.2% | Very High |
| Castro Elementary | 127 | 44.1% | Low |
| Huff Elementary | 55 | 61.8% | High |
| Landels Elementary | 54 | 46.3% | Medium |
| Mistral Elementary | 112 | 52.7% | Medium |
| Monta Loma Elementary | 62 | 66.1% | Very High |
| Stevenson Elementary | 12 | 50% | Medium |
| Theuerkauf Elementary | 74 | 66.2% | Very High |
| Crittenden Middle School | 71 | 69% | Very High |
| Graham Middle School | 98 | 51% | Medium |

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Data Trends

- MVWSD is rated high with 56.6% of English Learners making progress toward English proficiency, which is higher than the state (48.3%)
- Four schools scored in the very high range (Bubb, Monta Loma, Theuerkauf, and Crittenden)
- Crittenden has the highest percentage of students making progress toward English proficiency at 69%
- Castro was rated as low, with 44.1% of students making progress toward English proficiency

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Academic Indicator

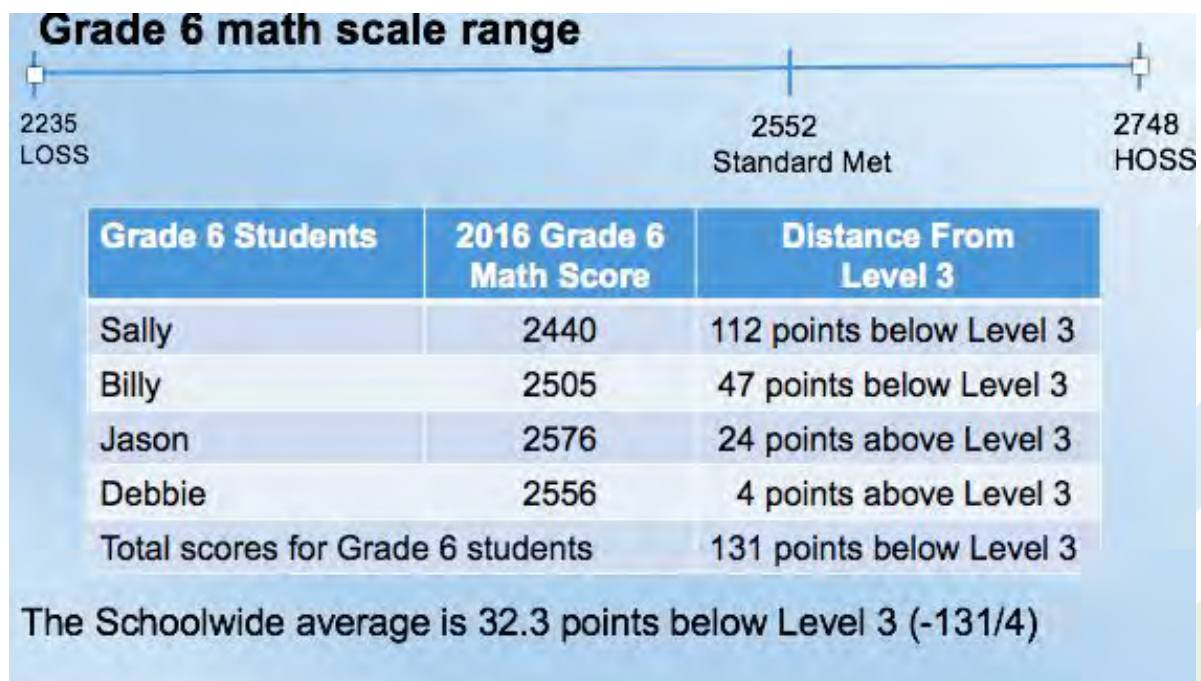
Distance from Standard (DFS): Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

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 a school-level, LEA-level, or student group average score

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Distance from Standard - DFS



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Academic Indicator and Participation Rates

- The U.S. Department of Education requires all schools and student groups to meet the 95 percent participation rate on the standardized assessments (CAASPP)
- Students are counted as participating if they log on to both the computer adaptive test (CAT) and performance task (PT) of the English Language Arts/Literacy or mathematics assessments

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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 (or DFS – formerly known as Distance from Level 3) 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

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Academic Indicator and Participation Rates

- Solar Middle School has the following schoolwide data for math:
 - DFS is +18.9 points
 - Participation rate of 79 percent (**16 points** short of 95 percent target)
- Multiple participation rate shortage by 1/4:
 - **$0.25 \times 16 = 4$ points**
- Reduce schoolwide DFS by 4 points (18.9 - 4)
- New DFS is +**14.9**

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Academic Indicator and Participation Rates

- Calculate for each district, school, and student group, and for each subject area
 - Based on participation in both the Smarter Balanced Summative Assessments and the CAAs
- Calculate percentage points that district, school, or student group is below the 95 percent participation rate target
 - Multiply that number by $\frac{1}{4}$ (or 0.25)
 - Subtract from Distance From Standard Score
- This is not explicitly noted on the Dashboard
- Participation rates were not available at the time this presentation was created

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MVWSD Academic Indicator - ELA

| Group | 2017 Performance | 2018 Performance | 2019 Performance |
|---------------------------------|------------------|------------------|------------------|
| All Students | Green | Green | Blue |
| English Learners | Orange | Orange | Yellow |
| Homeless | Orange | Orange | Yellow |
| Socioeconomically Disadvantaged | Orange | Orange | Yellow |
| Students with Disabilities | Yellow | Red | Yellow |
| African American | Orange | Blue | Yellow |
| Asian | Blue | Blue | Blue |
| Filipino | Green | Green | Blue |
| Hispanic/Latino | Orange | Orange | Yellow |
| Two or More Races | Green | Blue | Blue |
| White | Blue | Blue | Blue |

MVWSD Academic Indicator - ELA

| Group | 2017 Performance | 2018 Performance | 2019 Performance |
|--------------------------|------------------|------------------|------------------|
| MVWSD | Green | Green | Blue |
| Bubb Elementary | Blue | Blue | Blue |
| Castro Elementary | Green | Orange | Yellow |
| Huff Elementary | Blue | Blue | Blue |
| Landels Elementary | Green | Blue | Blue |
| Mistral Elementary | Blue | Green | Blue |
| Monta Loma Elementary | Green | Blue | Green |
| Stevenson Elementary | Blue | Blue | Blue |
| Theuerkauf Elementary | Orange | Blue | Green |
| Crittenden Middle School | Green | Green | Green |
| Graham Middle School | Green | Green | Blue |

Data Trends in ELA

- MVWSD’s overall rating in ELA is blue, which is an increase of 7.9 points and a change from a green rating in 2018.
- All subgroups that had orange ratings in 2018 (English Learners, Socioeconomically Disadvantaged, Homeless, and Hispanic/Latino students) improved to yellow.
- Students with Disabilities improved from red to yellow
- The rating for African American students decreased from blue to yellow.
- All schools except Castro (yellow) have overall ratings of blue or green.
- Socioeconomically Disadvantaged students at Bubb have an orange rating
- English Learners at Castro and Theuerkauf have orange ratings.
- English learners at Graham have an orange rating and have showed no growth for three years.
- Students with Disabilities have a red rating at Graham and have showed no growth for two years.
- Students with Disabilities at Crittenden improved from red to orange

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MVWSD Academic Indicator - Math

| Group | 2017 Performance | 2018 Performance | 2019 Performance |
|---------------------------------|------------------|------------------|------------------|
| All Students | Green | Green | Blue |
| English Learners | Yellow | Orange | Orange |
| Homeless | Orange | Yellow | Yellow |
| Socioeconomically Disadvantaged | Orange | Orange | Orange |
| Students with Disabilities | Orange | Orange | Yellow |
| African American | Orange | Orange | Green |
| Asian | Blue | Blue | Blue |
| Filipino | Green | Green | Blue |
| Hispanic/Latino | Orange | Orange | Orange |
| Two or More Races | Blue | Blue | Blue |
| White | Blue | Blue | Green |

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MVWSD Academic Indicator - Math

| Group | 2017 Performance | 2018 Performance | 2019 Performance |
|--------------------------|------------------|------------------|------------------|
| MVWSD | Green | Green | Blue |
| Bubb Elementary | Blue | Blue | Blue |
| Castro Elementary | Green | Yellow | Orange |
| Huff Elementary | Blue | Green | Blue |
| Landels Elementary | Green | Blue | Blue |
| Mistral Elementary | Blue | Green | Blue |
| Monta Loma Elementary | Yellow | Green | Yellow |
| Stevenson Elementary | Blue | Blue | Blue |
| Theuerkauf Elementary | Orange | Green | Blue |
| Crittenden Middle School | Green | Green | Green |
| Graham Middle School | Blue | Blue | Green |

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Data Trends in Math

- MVWSD's overall rating in math is blue, which is an increase of 1.6 points and a change from a green rating in 2018
- English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino received orange ratings
- Students with Disabilities and African American students improved ratings from orange to yellow and orange to green respectively
- All schools except Castro (orange) and Monta Loma (yellow) have overall ratings of blue or green.
- English Learners, Socioeconomically Disadvantaged, and Hispanic Latino students at Graham and Crittenden have orange ratings with students in these subgroups showing no growth for three years.
- Students with Disabilities have ratings of red at both Crittenden and Graham with no growth for two years.

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Support Systems

Support Systems

California has two support systems for schools that are struggling with making progress on the California Dashboard

- **State: California Levels of Support**
 - All Districts are eligible for support through their local county office of education based on student group performance in each state priority area
 - Both the state and local indicator results reported in the 2019 Dashboard will be used to identify districts and County Offices of Education for technical assistance
- **Federal: Comprehensive and Targeted Support and Improvement**
 - Required by the Every Student Succeeds Act (ESSA)

State: California Levels of Support

Level 1: Support for all districts

- Workshops for teachers and coaches for sharing of best practices

Level 2: Differentiated Assistance: Support to Districts and schools to address identified performance issues including significant disparities in performance among student groups

- Example: School has a student group in “red” on Academic Indicator (Priority 4) and that same student group is in “red” on the Suspension Rate indicator (priority 6) then the school is identified for assistance
- Districts will be contacted by their County Offices of Education

Level 3: Intensive intervention: Support for districts that fail to improve student group performance over a specific time period

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Federal: California Levels of Support

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
- **Targeted Support and Improvement (TSI) - student group performance**
 - Schools with consistently underperforming student groups
- **Additional Targeted Support and Improvement (ATSI) - student group performance**
 - Schools already identified for TSI where a student group on its own is performing at or below the level of schools identified under CSI

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Criteria for

CA School Dashboard

State Identification (LEA Level Identification)

Differentiated Assistance

- Identified annually
- 2 or more indicators in "Red" LEAwide or Student Group
- "Not met" for 2 or more years on Local Indicators

Federal Identification (School Level Identification)

Comprehensive (CSI)

- Identified every 3 years
- Lowest performing 5% of schools
- HS with grade rate below 67%

Targeted (ATSI)

- Identified annually
- 1 or more student groups meeting the 5% CSI criteria for 2 or more years.

*Lowest 5% = 1) All Red indicators 2) All Red and Orange indicators
3) All Red but one of any other color
4) Five or more indicators where majority is red

Mountain View Whisman School District

Support for MVWSD

The District does not anticipate that either Title 1 school will qualify for Comprehensive Support and Intervention or that the District will qualify for Differentiated Assistance based on the 2019 Dashboard

- Schools that need to address lack of growth for two - three years include:
 - Graham Middle School - ELA and Math
 - SED, ELL, Hispanic/Latino, SWD
 - Graham Middle School - Chronic Absenteeism
 - ELL
 - Crittenden Middle School - Math
 - SED, ELL, Hispanic/Latino
 - Crittenden - ELA
 - SWD
 - Crittenden - Chronic Absenteeism
 - EL, Hispanic/Latino
 - Castro - ELA
 - Hispanic/Latino, ELL
 - Landels - Chronic Absenteeism
 - ELL

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MVWSD Plan of Action

Mountain View Whisman School District

Chronic Absenteeism

Local Control Accountability Plan - Goal 4

- Sites will continue to include a climate goal and action plan in the School Single Plan for Student Achievement and include metrics for attendance (Goal 4, Action 2)
- Maintain School and Community Engagement Facilitators (Goal 4, Action 4)
- Continue implementation of the School Attendance Review Team (SART) and the District School Attendance Review Board (SARB) protocols
 - Include monthly communications about the importance of attendance in school and District newsletters and review data monthly at instructional leadership team meetings. (Goal 4, Action 6)
- **Additional Actions:**
 - Review student attendance data, outcomes and next steps by site based Student Attendance Review Teams with a focus on chronically absent students
 - District Leadership Team Members will develop a list of strategies that will support chronically absent students and their families in overcoming attendance barriers
 - The District and sites will partner with outside community agencies to provide support to removing attendance barriers discussed at SART and SARB meetings

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Chronic Absenteeism

Local Control Accountability Plan - Goal 4, Action 23

- Principals and School and Community Engagement Facilitators are trained annually in identifying and supporting McKinney-Vento student and family needs, updated reporting outcomes, and legislative updates/changes.
- Principals and School and Community Engagement Facilitators use chronic absence reports for McKinney-Vento students and follow up with families to address needs.

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Suspensions

Local Control Accountability Plan - Goal 4

- Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool (Goal 4, Action 14)
 - Principal monthly training on monitoring discipline and suspension data
- Review and revise alternatives to suspension and train new administrators as needed (Goal 4, Action 14)
 - Monthly Principal training includes alternatives to suspension

New action step

- Meet with middle school principals to review discipline processes and systems including restorative justice practices in place and determine next steps

Mountain View Whisman School District

Suspensions

Local Control Accountability Plan - Goal 4

- Add suspension as a metric in school climate goals (Goal 4, Action 14)
- Review suspension data monthly at Instructional Leadership Team meetings (Goal 4, Action 14)
 - Principals review monthly suspension data specific to school demographic data to determine if disproportionality of discipline data exists
 - Principals will begin a root cause analysis regarding suspension data to determine and understand the mechanisms that create and drive the disparities

Mountain View Whisman School District

English Learner Progress District Wide

| 2018-2019 Sheltered Instruction Observation Protocol (SIOP) (SP Goal 2.1 LCAP Goal 2, Action 4) | 2019-2020 Sheltered Instruction Observation Protocol (SIOP) (SP Goal 2.1 LCAP Goal 2, Action 4) |
|--|--|
| <p>Interactions</p> <ul style="list-style-type: none"> • Frequent Opportunities for Interactions <p>Strategies</p> <ul style="list-style-type: none"> • Scaffolding techniques consistently used, assisting and supporting students’ understanding | <p>Lesson Delivery</p> <ul style="list-style-type: none"> • Content objectives clearly supported by lesson delivery • Language objectives clearly supported by lesson delivery <p>Practice and Application</p> <ul style="list-style-type: none"> • Activities provided for students to apply content |

School and Community Engagement Facilitators (SCEF) LCAP Goal 4, Action 4

- Target list of English Learner At-Risk. LTEL and EL Board Goal 1 students for support

At-Risk Supervisors at middle schools and Castro and Theuerkauf (LCAP Goal 4, Action 22)

- Target list of students to support English Learner At-Risk and LTELs

District English Learner Advisory Committee

- One ELAC representative per site attends meetings held once a month, DELAC focus on public awareness of ELPAC (new assessment), reclassification and EL Board Goal 1 progress, Leadership training meetings for executive officers of DELAC once a month facilitated by district staff

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English Learner Progress Districtwide

Site Plan Goals

- Required RFEP goals
- English Learner goals on all site plans are targeted at reducing the number of Long-Term English Learners (LTEL)
- 80% of English Learners scoring a level 4 will reclassify or maintain a level 4 on the ELPAC

RFEP/English Learner (EL) Monitoring

- RFEPs monitored at 6 months and annually each year up to year 4 (as of 2018)
- ELs monitored throughout the year as a part of data review at sites
- EL Board Goal 1 monitoring added to Leadership Team meetings with principals

Reclassification Timeline

- October 2019 Revision to EL Board Goal 1 and creation of revised reclassification timeline
- November 2019 Round 1 reclassification
- December 2019/January 2020 Round 2 reclassification
- February/March 2020 Round 3 reclassification
- March-April 2019 3rd ELPAC summative administration
- April annual district-wide reclassification ceremonies

English Learner Progress Elementary

Curriculum--English Language Development (ELD) Instruction

- **English 3-D**
 - Targeted LTEL instruction model at select sites for grades 4-5
 - Monta Loma, Theuerkauf, Bubb participation to hone model of successful implementation
 - High interest materials, focused integration of writing instruction
- **Benchmark Advance**
 - ELD program aligns with core English Language Arts curriculum

Professional Development for online programs, purchased curriculum and English learner strategies

English Learner Progress Middle School

Achievement for Language Learners (ALL)

- Continued trimester evening support meetings with families and students (parent attendance mandatory--LTELS only)
 - Study skills, goal setting, goal progress, reclassification and ELPAC assessment awareness

Curriculum--English Language Development (ELD) Instruction

- *Learning A-Z & Benchmark ELD* elementary sites
- *English 3-D*
 - Used for middle school ELD instruction
 - High interest materials, focus on writing

Professional Development

- English learner specific online programs, purchased curriculum and English learner strategies
- English Language Development (ELD), SIOP and ELPAC assessment

Mountain View Whisman School District

Academic Indicator - ELA and Math

Professional Development (LCAP Goal 1, Action 5)

- Back to School Training - August 2019
 - SIOP Year 3 for all teachers
 - i-Ready training
 - All elementary and middle school ELA and math teachers
 - Specific training for targeted middle school subject areas
 - Social Studies: new curriculum - Teacher's Curriculum Institute (TCI)
 - Science: NGSS and anchor phenomena
 - Math: effective use of Eureka Math curriculum
 - Elementary teacher
 - Integrating NGSS through literacy and differentiating instruction
 - Steam teachers
 - NGSS
 - Co-teaching for middle school teachers

Mountain View Whisman School District

Academic Indicator - ELA and Math

Professional Development (LCAP Goal 1, Action 5)

- Ongoing training 2019-20
 - Professional Development Committee
 - Convened a team of teachers facilitated by Tara Vikjord
 - Created a year-long menu of optional professional development opportunities
 - Full day sessions offered in the summer
 - After school sessions offered throughout the year
 - Monthly training for administrators
 - Math training and support for Castro and Monta Loma
 - Monthly training for instructional coaches with a focus on SIOP, math and differentiation
 - Middle school math with a focus on planning, pacing, and instructional delivery for each math course
 - Professional Learning Communities (LCAP Goal 2. Action 8)
 - Administrators, teachers, coaches

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Academic Indicator - ELA and Math

- Assessments
 - Change to i-Ready
 - Continue with Literably and writing
- Data analysis and site plans
 - Continued focus on data analysis to make decisions
 - Added new goals and actions for site plans
 - Address the needs of high performers and increase rigor in the classroom
 - Increase communication with parents and students about academic performance
 - Monitor progress of English Learners who score level 4 on ELPAC supporting them to reclassify or maintain proficiency in English
 - English Learner Board Goal group monitoring
 - One year of growth Board goal monitoring

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Academic Indicator - ELA and Math

- Curriculum and pacing guides
 - Newly developed ELA pacing at middle school
 - Revised math pacing at middle school with support of Math Coordinator from the SCCOE
 - Elementary ELA pacing guide revised to include
 - Additional time to support curricular routines
 - Curriculum embedded assessments
 - Writing structures
 - Elementary math pacing guide includes parent support documents
 - New elementary STEAM scope and sequence

Mountain View Whisman School District

Academic Indicator - ELA and Math

Response to Instruction

- Change in elementary format
 - All elementary schools transitioned to a STEAM model
 - More intentionally targeted and differentiated to address student needs
- Middle school - additional training and support from i-Ready
 - Small group instruction

Student Supports

- New Middle School Schedule (LCAP Goal 3, Action 1)
 - New schedule implemented in 2018-19
 - Schedule includes Response to Instruction periods for ELA and Math for intervention and enrichment (LCAP Goal 2, Action 10)
- Co-Teaching at the middle schools and a Learning Center Model at Castro Elementary (SP Goal 2.1, LCAP Goal 2, Action 18)
- Elementary Response to Instruction Elementary (SP Goal 1.3, LCAP Goal 2, Action 10)
- SIOP (SP Goal 2.1, LCAP Goal 2, Action 4)
- Summer School (SP Goal 2.1, LCAP Goal 2, Action 13)

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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.
- Monitor progress on initiatives including Board goals 1 and 2, RTI, co-teaching, science, and dual immersion
- Administer District LCAP/climate survey and analyze data from Dashboard in order to create a new 3-year LCAP with a focus on subjects/subgroups with red and orange ratings
- Reconvene the professional development committee to determine offerings for 2020-21

Resources

The District has a webpage dedicated to the California Dashboard with lots of resources.

www.mvwsd.org/dashboard

