



Mountain View
Whisman
School District

Stage 4 progress - Reopening Schools

January 21, 2021



SCHOOL REOPENING PLAN



Mountain View
Whisman
School District

WWW.MVWSD.ORG/REOPENING

MVWSD
Return to Learn



Stakeholder Input

In May- December 2020 there were multiple opportunities for parents to give feedback on the reopening process.

Focus groups

The District held multiple focus groups totaling eight hours because we wanted to collect as much qualitative feedback as possible within our Shelter in Place parameters and planning timeline. Additionally, the District held a ThoughtExchange for 60 participants. The feedback from these groups is included in re-opening planning and is an important part of these plans.

*May 26, 2020
May 27, 2020
June 2, 2020
May 20-28, 2020 - online*

Distance Learning Focus Groups

In the fall, MVWSD held focus groups about distance learning with staff members, teachers and parents in order to further refine its plan for the benefit of students.

*October 20, 2020 Parent feedback session
November 2, 2020 Teacher, Staff feedback session*

Reopening Task Force

This group, representing teachers, administrators and classified staff, met to vet ideas for reopening and share ideas and concerns.

June 5 and 24, 2020 and August 6, 2020
*Ayindé Rudolph Margaret Poor
Cathy Baur Michelle Olague
Carmen Ghysels Nancy Rodriguez
Jenni Gaderlund Rebecca Westover
Jennifer Thornton Sonia Gomez Morales
Kathleen Cooper*

Public meetings

Dr. Ayindé Rudolph has been talking extensively about the reopening process in Board of Trustees meetings.

*May 7, 2020
June 4, 2020
July 2, 2020
July 23, 2020
August 6, 2020
Sept. 3, 2020
Sept. 17, 2020
Jan. 21, 2021*

Stakeholder Input

Community Check-ins

Community members could register for upcoming community meetings or view past meetings recordings at

https://www.mvwsd.org/about/communications/new_s__events/connecting_with_the

[_community](#). Parents and staff members continue to participate in these Zoom conversations. Attendance at these meetings has ranged from 25-900 people.

Friday, May 8, 3:30 p.m.

Tuesday, May 12, 9:30 a.m.

Tuesday, May 19, 9:30 a.m.

Wednesday, May 20, 5:30-6:30 p.m.

Friday, May 22, 3:30 p.m.

Friday, June 19, 3:30 p.m.

Thursday, July 16, 3:30 p.m.

Friday, August 7, 3:30 p.m.

Friday, August 21, 3:30 p.m.

Friday, Sep. 4, 3:30 p.m.

Friday, Sep. 10, 3:30 p.m.

Friday, Sep. 18, 3:30 p.m.

Friday, Oct. 2, 3:30 p.m.

Friday, Oct. 23, 3:30 p.m.

Friday, Nov. 20, 3:30 p.m.

Friday, Dec. 11, 3:30 p.m.

Guiding Principles



Keep employees and students safe



Be nimble and ready to deliver instruction in any of the Four Stages



Create high-quality, equitable learning environments for all students



Involve our community in solutions, planning and implementation

MVWSD plan informed by guidance from the California Department of Education, Santa Clara Public Health, Santa Clara County Office of Education, Centers for Disease Control, and Sacramento County Office of Education.

Goals

- Examine data to determine next steps
- Explain what reopening looks like
 - Distance Learning vs In-person Learning
- Gather feedback from community

What factors should be considered?

Current as of April 22, 2020

A Deciding on reopening requires weighing public health risks against economic activity, student impact and ability to safeguard

Extent and weight of risks will vary across countries and regions

Not Exhaustive

Factors

Key questions

Public health risks

To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?

Criticality for economic activity

To what extent does school closure contribute to GDP loss and unemployment by preventing reopening the economy?

Impact on student learning & thriving

To what extent is student learning falling behind when schools are closed?
To what extent are inequities exacerbated during school closures?

Ability to safeguard schools

To what extent are school systems ready to reopen with the right health & safety measures in place?



Considering the inputs of 3 key stakeholders

- Parents
- Teachers
- Students

Understanding the inherent risks...

Current as of April 22, 2020

A School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Not Exhaustive and Preliminary insights

Schools among the first of sectors to open

Schools among the last of sectors to open

What do you have to believe to make a decision for school reopening?

Public health risk

Risks for children and teachers themselves as well as for asymptomatic transmission through children considered limited

Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions

Reopening of the schools can pose a significant risk to both children and others

Criticality for economic activity

Schools are a critical prerequisite to allowing parents to return to work; significant portion of workers rely on childcare

Economic activity can return through slow, systematic / staged reopening of schools

Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care)

Impact on student learning and thriving

Significant learning loss with remote learning especially for vulnerable students
Broader risks to students in staying home (nutrition, domestic violence)

Blended learning works for some subjects and grade levels; in-person lessons required for others

Remote learning allows students to continue learning at acceptable levels

Ability to safeguard schools

Health & Safety measures can adequately mitigate the risk of infection in schools

Health & Safety measures are insufficient to prevent the spread of the disease if schools return to full capacity

Very difficult to safeguard schools given inherent characteristics of children, plus shortages of supplies and budgets

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8)

McKinsey & Company

11

Where we are with reopening....

Under Purple Tier -

- Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day.
 - Santa Clara County adjusted CR is 40.4 per 100K.





Red, Orange or Yellow Tiers -

Schools may reopen at all grades

Key cross-functional topics: additional metrics (1/4)

Key questions

Potential tracking metrics

 <p>Health, safety and transitions¹: What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?</p>	<p>Segment by elementary, middle school, and high school populations:</p> <ul style="list-style-type: none"> COVID-19 case count in schools and surrounding communities (prevalence for in-person and remote groups; proof of school being a hotspot of transmission) Distribution of case counts (e.g. 10 cases at 1 school vs 10 cases at 10 schools) Hospitalization and death count (by demographics for both teachers, staff, and students) Implementation and adherence to protocols (e.g. % of students with temperature checks, % of students wearing masks, % of students tested, % of physical distancing infractions) Evidence of long-term COVID-19 health risks
 <p>Student engagement while remote: How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?</p>	<ul style="list-style-type: none"> Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning, number of downloads for online resources) Number of check-ins between teachers and students (per day, per week) Share of students with access to necessary software and hardware for remote learning Number of and turnaround time for technical assistance requests fulfilled (e.g., students unable to log on to LMS) Qualitative rating of student experience (based on surveys) Number of students attending “study hall” or “extra help” periods
 <p>Instructional time: How do we maximize instructional time?</p>	<ul style="list-style-type: none"> Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual) Daily hours of instructional time, segmented by supervising adult (e.g., teacher, teacher’s aide, other staff member, tutor, family member, individual) Weekly time spent 1:1 with teacher per student
 <p>Curriculum and aligned professional learning: How much of students’ instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?</p>	<ul style="list-style-type: none"> Share of curricula aligned with HQIM best practices, specifically those materials around remote learning Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) Portion of professional learning opportunities directly aligned with curricula Frequency of teacher engagement in forums about curriculum/teaching/learning

1. Districts should consult with local health authorities and other health experts in determining these metrics



Learning loss: How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?

- Share of students in each grade level that are meeting various proficiency levels relative to prior years
- Number of hours / staff members available for help rooms, tutoring, and FAQs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps
- Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level appropriate content
- Share of curricula adaptable to differed pacing based on learner needs
- Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings



Assessment: How do we adjust and evolve assessment of student success, ensuring equity in the process?

- Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks)
- Qualitative reviews of remote assessments' effectiveness and frequency
- Range of topics assessed (e.g., academics, emotional wellness, etc.)
- Quantity and quality of materials provided to teachers on best practices for remote assessment
- Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)



Teacher roles: How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?

- Teacher logs (or other self-reporting) of time spent on various activities through the course of a week
- Number of channels available to teachers to reach students or their families, and the extent to which these are used
- Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the district, based on teacher feedback



Special needs: How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?

- Number of screening calls conducted within vulnerable populations to identify demand and need for special needs' services
- Percent of students receiving services defined by IEPs or 504s
- Qualitative reviews of types of services provided and available to students
- Number of hours / staff members available for help rooms, tutoring, and FAQs for students with special needs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with special needs
- Number of check-ins with students with special needs, over the course of a week or month
- Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) for students with special needs
- Use of platforms / forums for teachers to exchange remote teaching best practice materials, tailored to students with special needs



SEL: How do we embed SEL and trauma-informed practice into everything we do in a way that's more comprehensive than ever before?

- Self-reported experiences by students, teachers, and families, via survey, on outcomes and behaviors experienced by students while at home
- Amount of time dedicated – within and outside of lessons – to student well-being check-ins
- Qualitative review of escalation processes (e.g., if a teacher identifies a need for a student, who does s/he contact?)
- Share of curricula developed with SEL- and / or trauma-informed practice in mind
- Number of check-in calls with students suspected of being at risk
- Percent of students receiving mental health support



Family engagement: How can we re-set what “typical” family engagement is, and how can we creatively support it?

- Self-reported satisfaction and engagement levels by family members, especially those most involved in supporting student learning (e.g., by survey)
- Cadence of family communication (e.g., weekly emails, monthly townhalls)
- Number and quality of channels / processes through which families can get support from the district (e.g., family support hotline, FAQs sections on website, tech support teams)
- Cadence of family feedback collection (e.g., weekly surveys asking how the district can best support them)
- Perceived quality of training sessions provided to families on what the “operational” aspect of remote schooling looks like and expectations of families during remote schooling (e.g., will chaperone student for X hours per day), based on parent feedback
- Perceived quality of training sessions provided to families on how to best support their student’s remote learning, based on parent feedback
- Perceived quality of external resources provided to families on how to best support their student’s remote learning (e.g., webinars, third party documents), based on parent feedback
- Effectiveness of platforms / forums for families to exchange ideas of how to best support their student during remote learning periods, based on parent feedback



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Metric 1

COVID-19 Data



Santa Clara County COVID-19 Cases Dashboard



Data last updated June 26, 2020

This dashboard provides detailed data on cases of COVID-19 in Santa Clara County.

Total Cases
3984

New Cases
100

Total Deaths
155

New Deaths
0

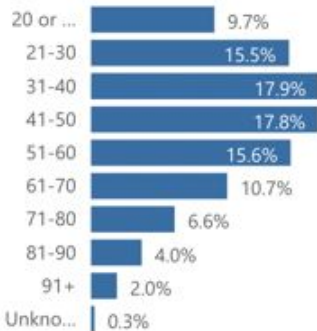
Currently Hospitalized
72

Page Navigation
[→ Death Data](#)

Cumulative Cases by Gender

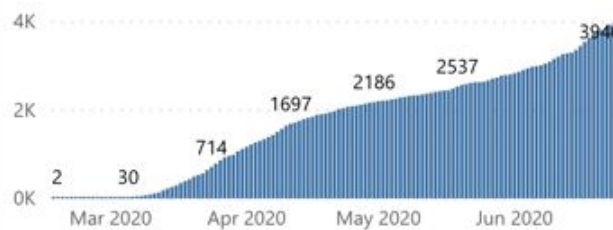


Cumulative Cases by Age Group



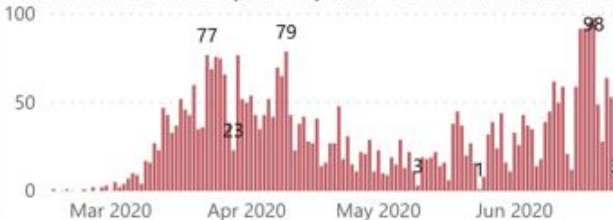
Cumulative Cases by Specimen Collection Date

Values for the most recent 5 days will likely increase as additional results are received.



New Cases by Specimen Collection Date

Values for the most recent 5 days will likely increase as additional results are received.



Cumulative Cases by Race/Ethnicity

Race/Ethnicity	Percent of Cases	Percent of Population
African American	1.9%	2.4%
Asian	16.2%	35.7%
Hispanic	46.2%	25.8%
Native Hawaiian & Other Pacific Islander	0.6%	0.3%
Other	5.3%	3.9%
Unknown	14.7%	
White	15.0%	32.0%
Total	100.0%	100.0%

Cases by Geography

Cases by Zip Code [→ Zip Code](#)

Cases by City [→ Cities](#)

Source: California Reportable Disease Information Exchange, California Department of Finance.

Note: The graphs do not include 38 patients that did not have a valid date for when their specimen was collected. These patients are included in the total numbers presented above. Currently hospitalized includes suspected cases. New cases represent newly identified cases since last reporting and specimen collection date may vary. Other category on race/ethnicity graph includes American Indian/Alaska Native and people who identify as multiple races.

Updated Dashboard



Santa Clara County COVID-19 Snapshot

Last updated on January 7, 2021

Santa Clara County
PUBLIC HEALTH

COVID-19 Cases ^

Cumulative

New

78683

1362

COVID-19 Deaths

Cumulative

New

815

17

COVID-19 Hospitalizations

Current

New

726

105

Microsoft Power BI



Santa Clara County COVID-19 Cases Dashboard



Last updated on January 7, 2021

Cumulative COVID-19 Cases [^] **78683**

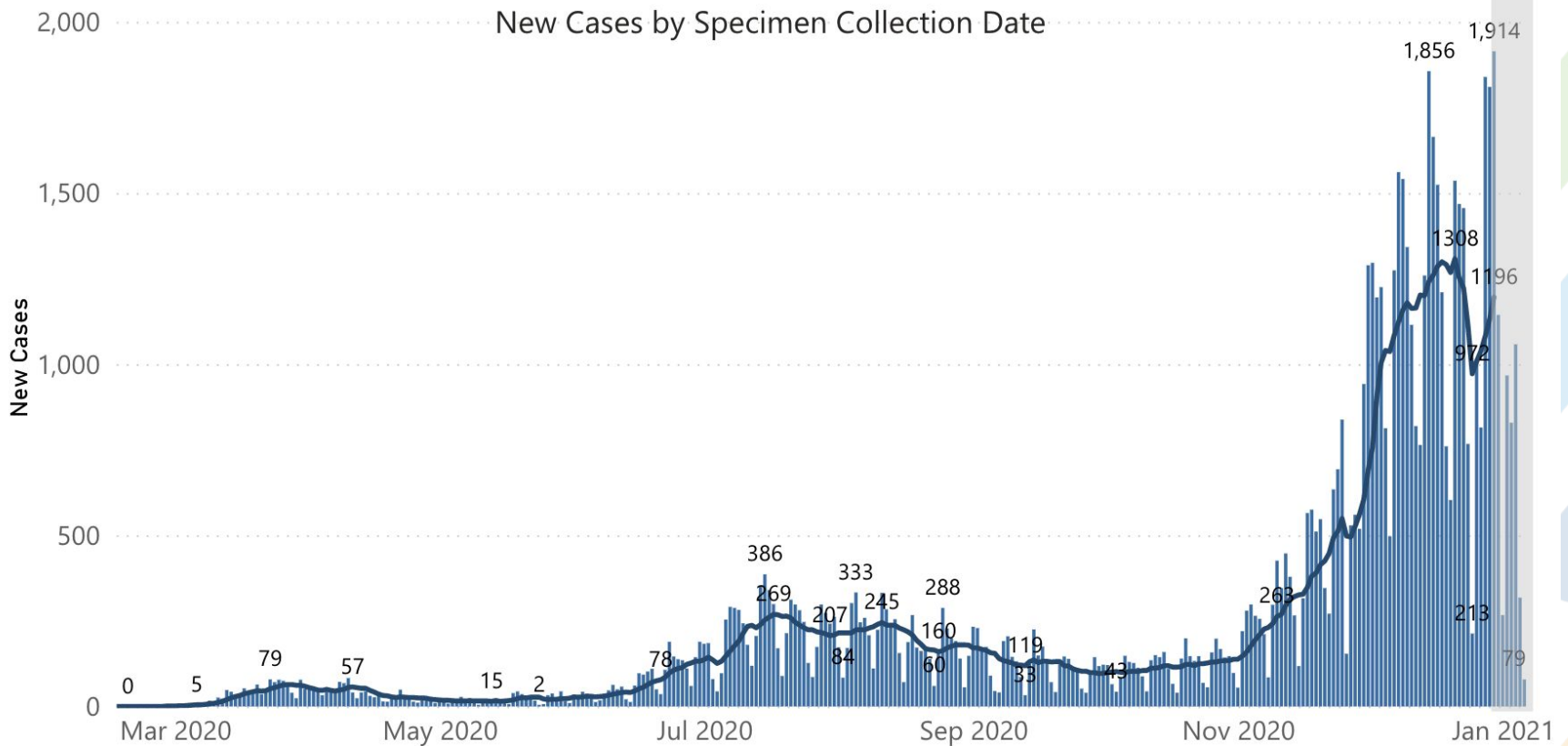
7-Day Rolling Average of New Cases **1196**

Displaying:

Cases

Deaths

Values for the most recent days are preliminary





Santa Clara County COVID-19 Demographics Dashboard



Last updated on January 7, 2021

Total Cumulative COVID-19 Cases ^ **78683**

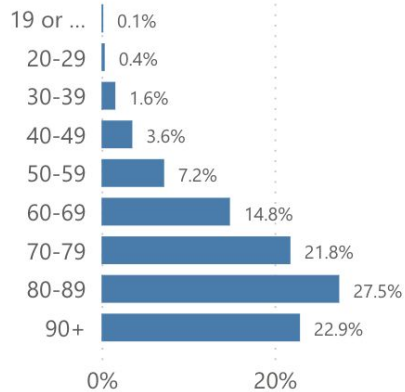
Total Cumulative COVID-19 Deaths **815**

Displaying:

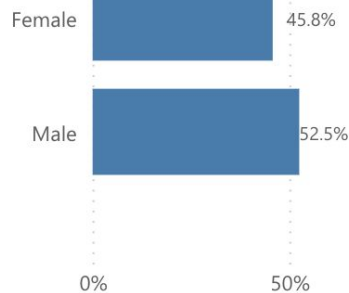
Cases

Deaths

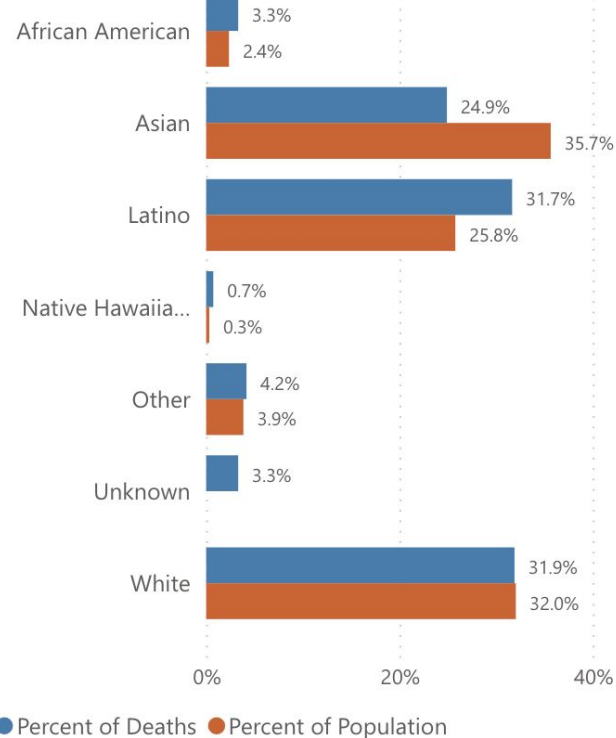
Deaths by Age Group



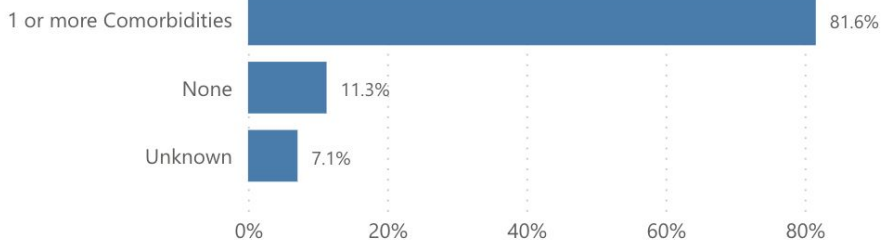
Deaths by Gender



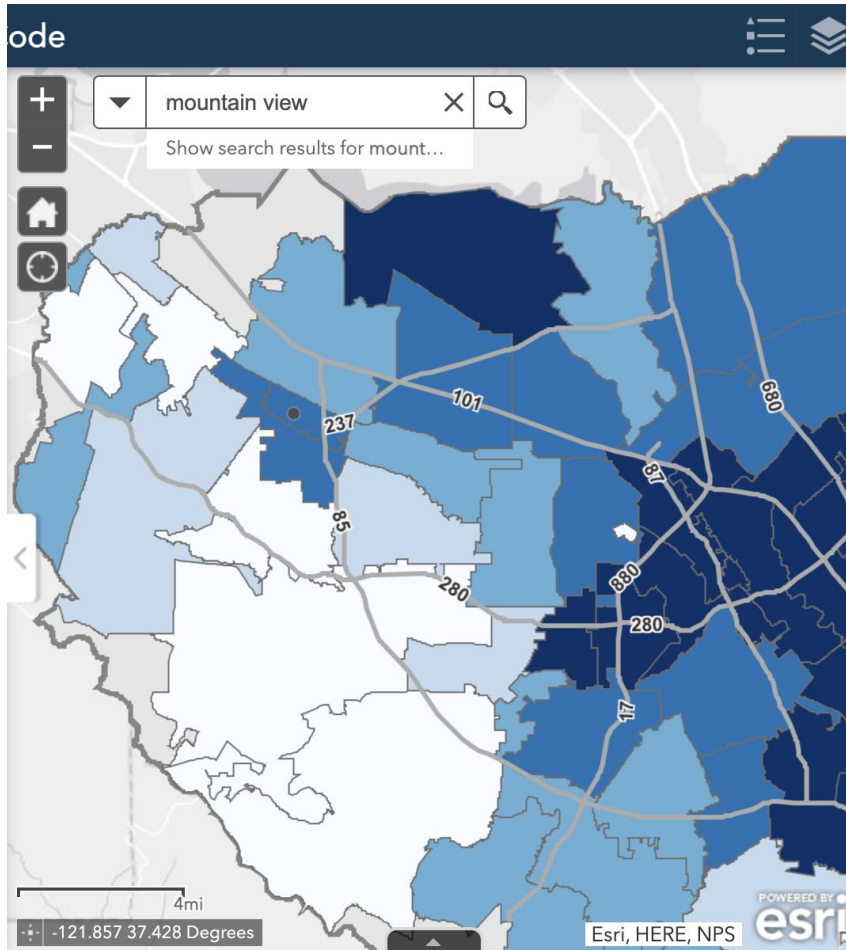
Deaths by Race/Ethnicity



Deaths by Underlying Health Conditions (Comorbidities)



Mountain View cases



Mountain View Whisman School District

Mountain View numbers:

ZipCode: 94040

Cumulative Case Count: 936

Population: 35,845

Rate Per 100,000 Population: 2,611

ZipCode: 94041

Cumulative Case Count: 360

Population: 14,394

Rate Per 100,000 Population: 2,501

ZipCode: 94043

Cumulative Case Count: 603

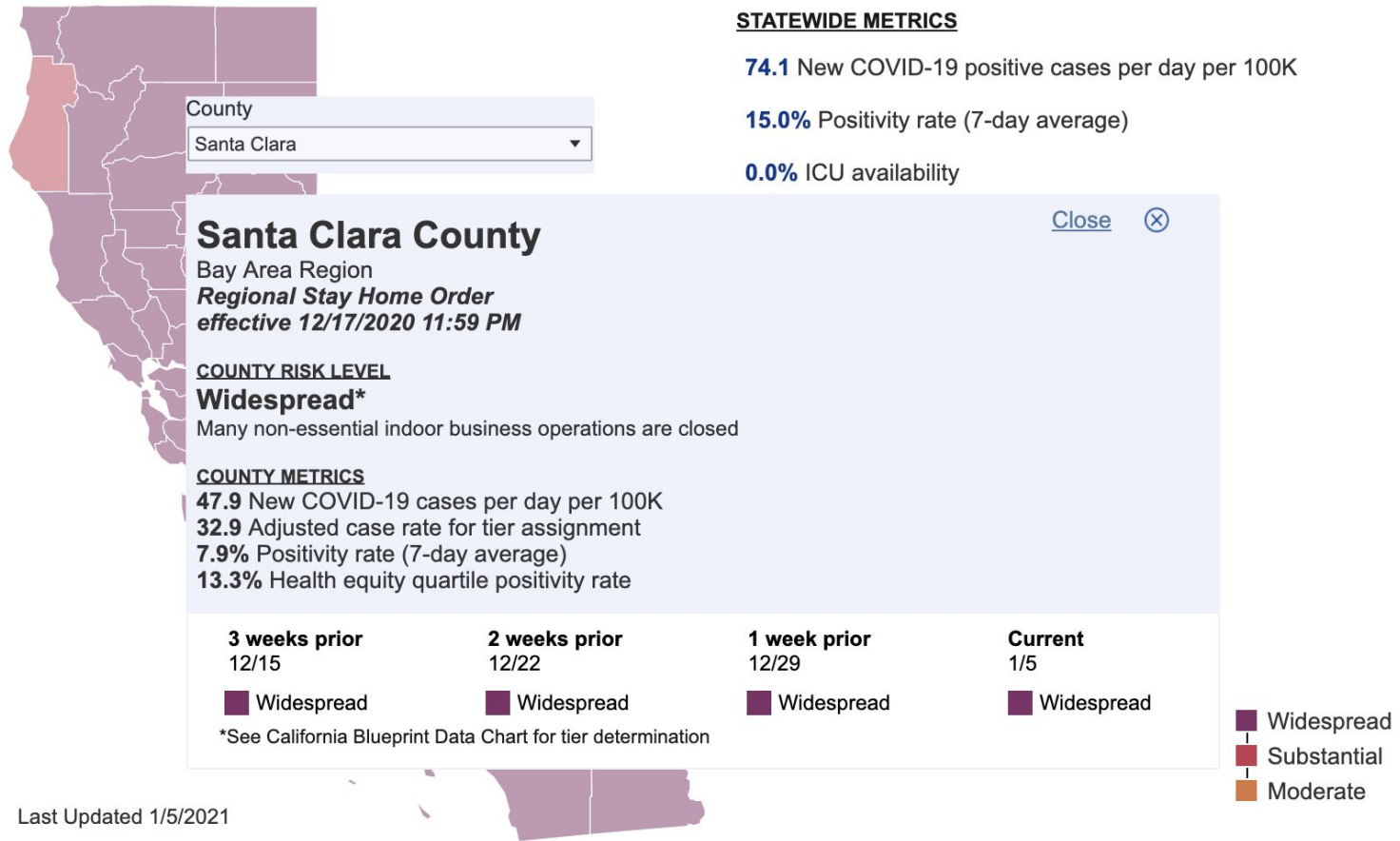
Population: 31,488

Rate Per 100,000 Population: 1,915

<https://www.sccgov.org/sites/covid19/Pages/dashboard-cases-by-zip-code-and-city.aspx>

Current tier assignments as of January 5, 2021

Tier assignments may occur any day of the week and may occur more than once a week. Select a county to see what region it's in.

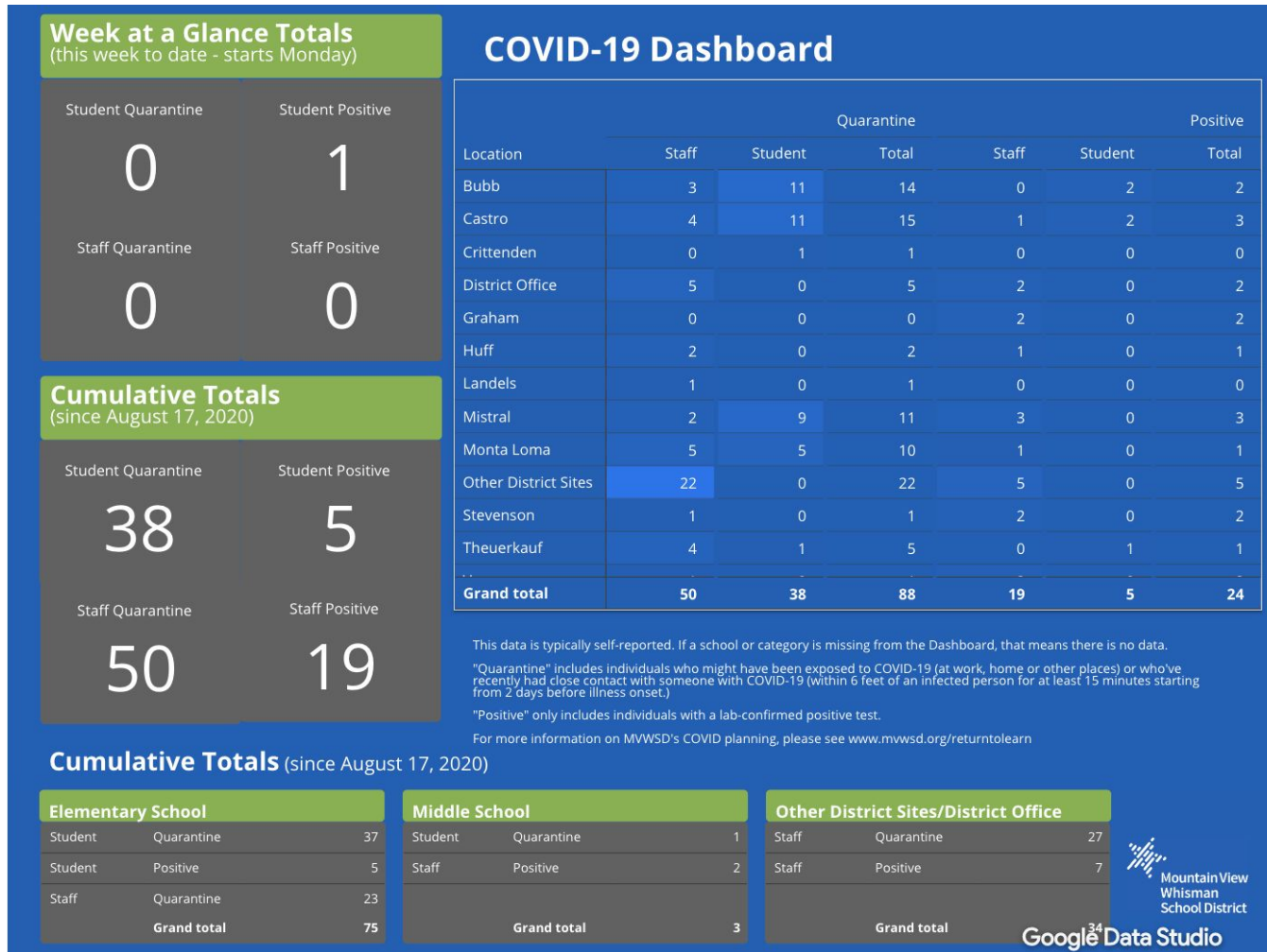


Current tier assignments as of January 12, 2021

Tier assignments may occur any day of the week and may occur more than once a week. Select a county to see what region it's in.



MVWSD Covid Dashboard



Comparing Covid cases between Districts

School District	Quarantined Students	Quarantined Staff	Positive Cases Students	Positive Cases Staff
MVWSD*	38	50	5	19
MVLA	Data not available	Data not available	9	5
LASD	Data not available	Data not available	9	10
PAUSD	Data not available	Data not available	9	20
Sunnyvale	Data not available	Data not available	0	5

* Cumulative since Aug 17, 2020



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Metric 2 - Distance Learning Engagement

Metric 2

Clever - Activity 8/1/2020- 12/16/2020

Key Metrics

Usage by scoped users ?

100.0%
Students

100.0%
Teachers

Unique users ?

5.7K
Students

310
Teachers

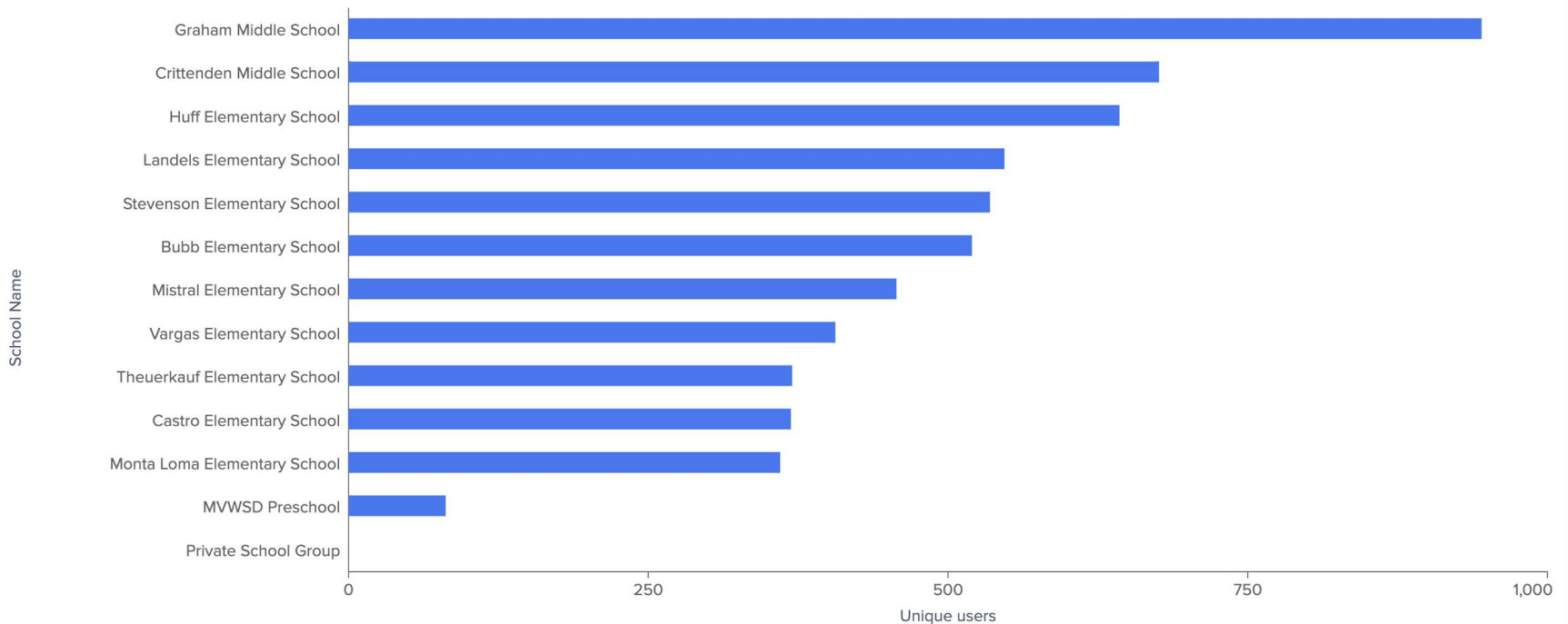
Total logins ?

1.4M
Students

104.8K
Teachers

Logins by School ?

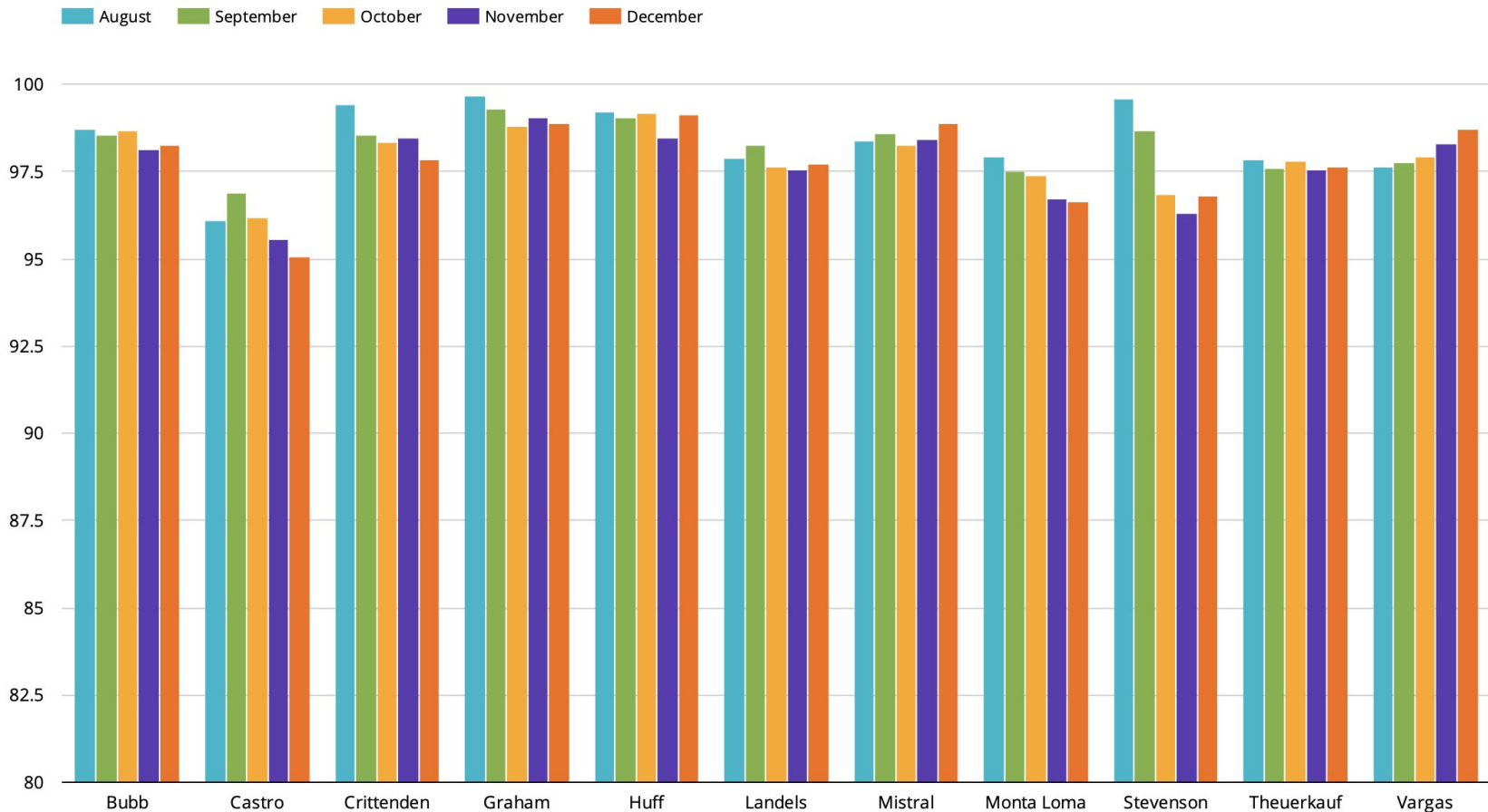
Descending Ascending



Metric 2 - Student Engagement

Average Daily Attendance

ADA By School - August 17, 2020 - December 16, 2020

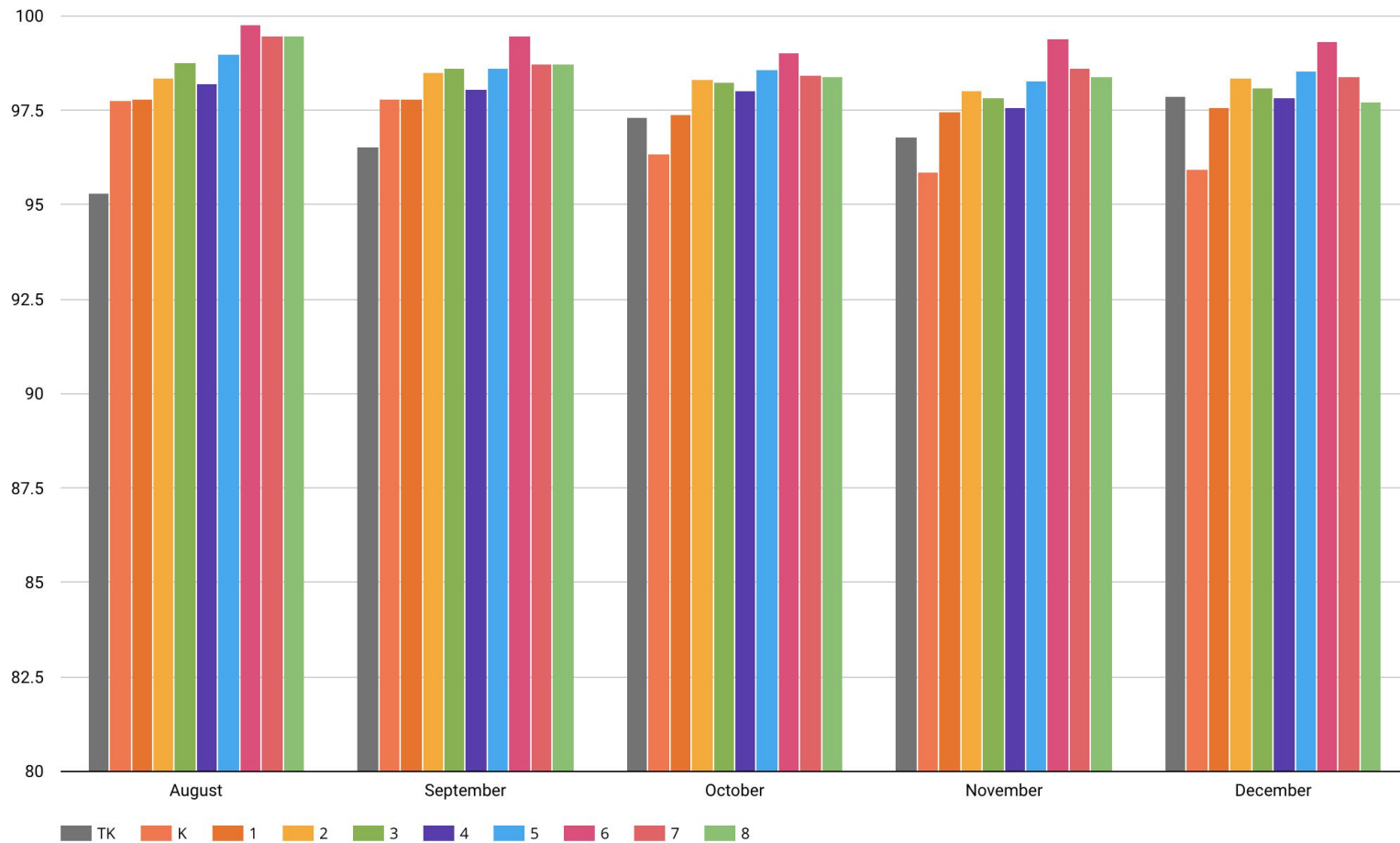


Attendance Summary

- District wide attendance hovers around 95%
 - Vargas, Mistral, Huff, Bubb and Stevenson saw increases from November to December
- Vargas and Mistral has steady increases over the course of the year
- 5 schools have experienced sizable drops in student attendance
- 3 schools have remained stable since the start of the year

Metric 2 - Student Engagement

ADA By Grade Level - August 17, 2020 - December 16, 2020

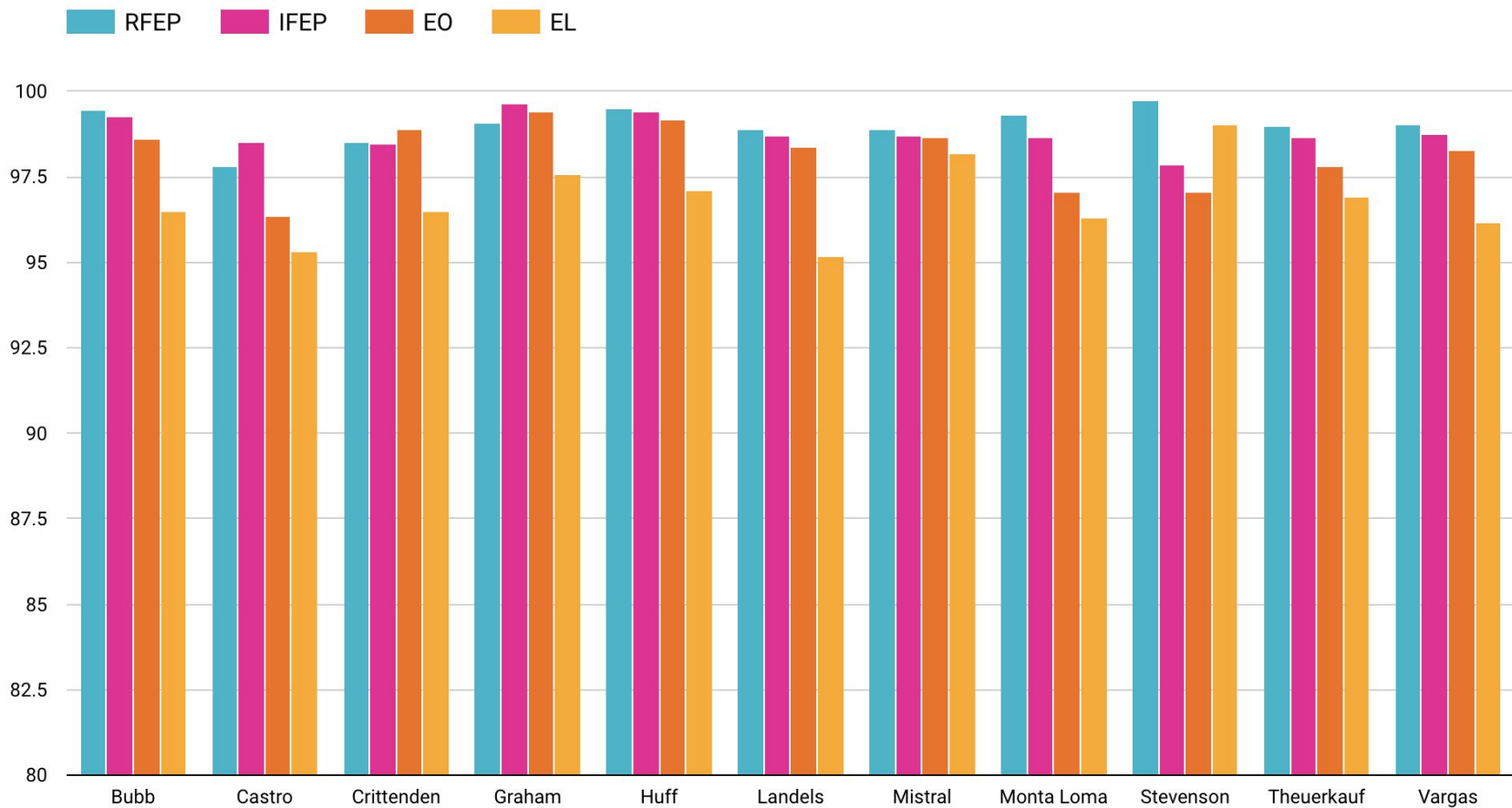


Engagement observations

- Engagement is above 95%
- 6th grade has had the highest levels of engagement
- TK has steadily increased overtime
- Kinder is the grade that has the lowest level of engagement

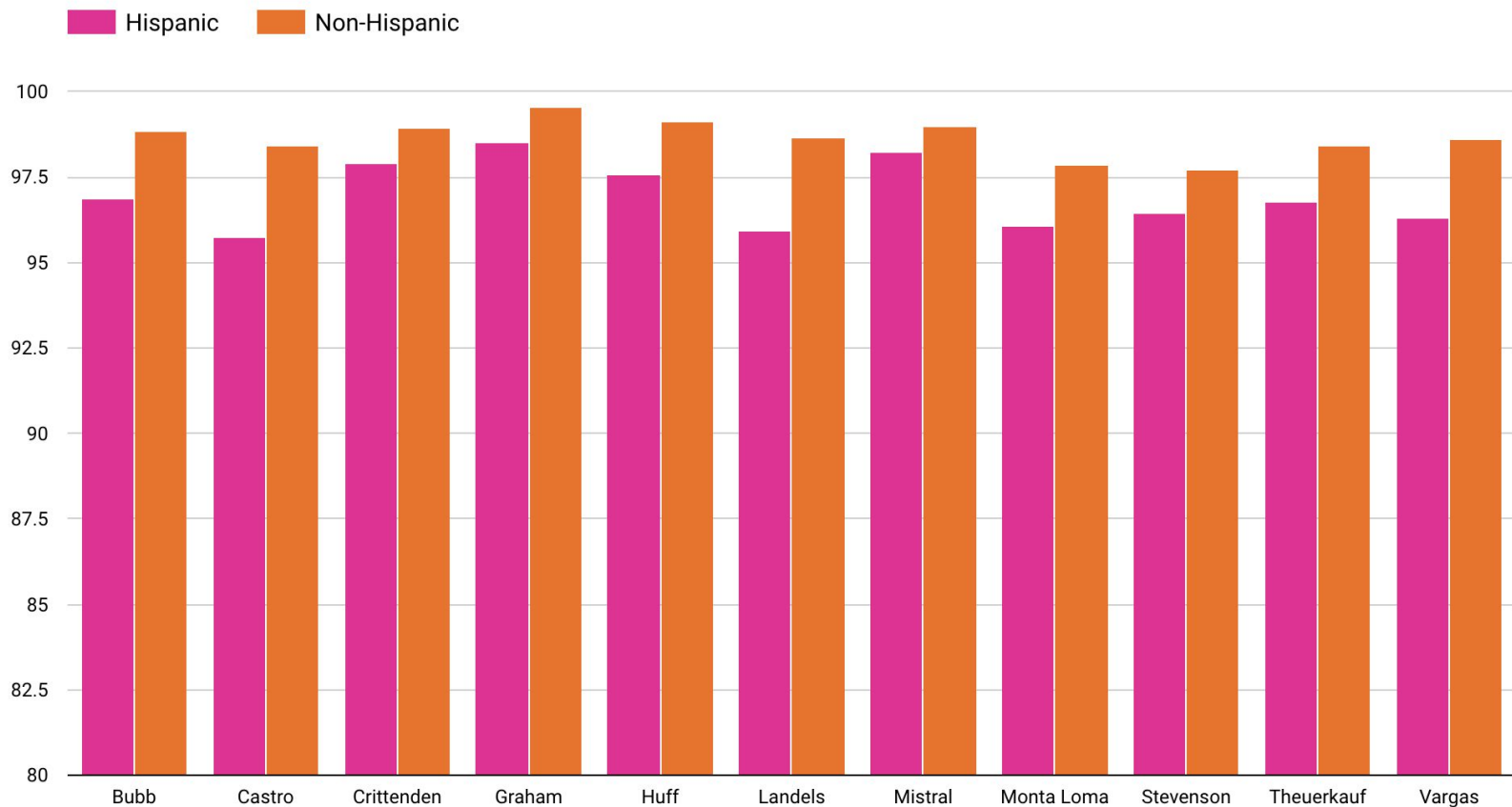
Metric 2 - Student Engagement

ADA By English Proficiency - August 17, 2020 - December 16, 2020



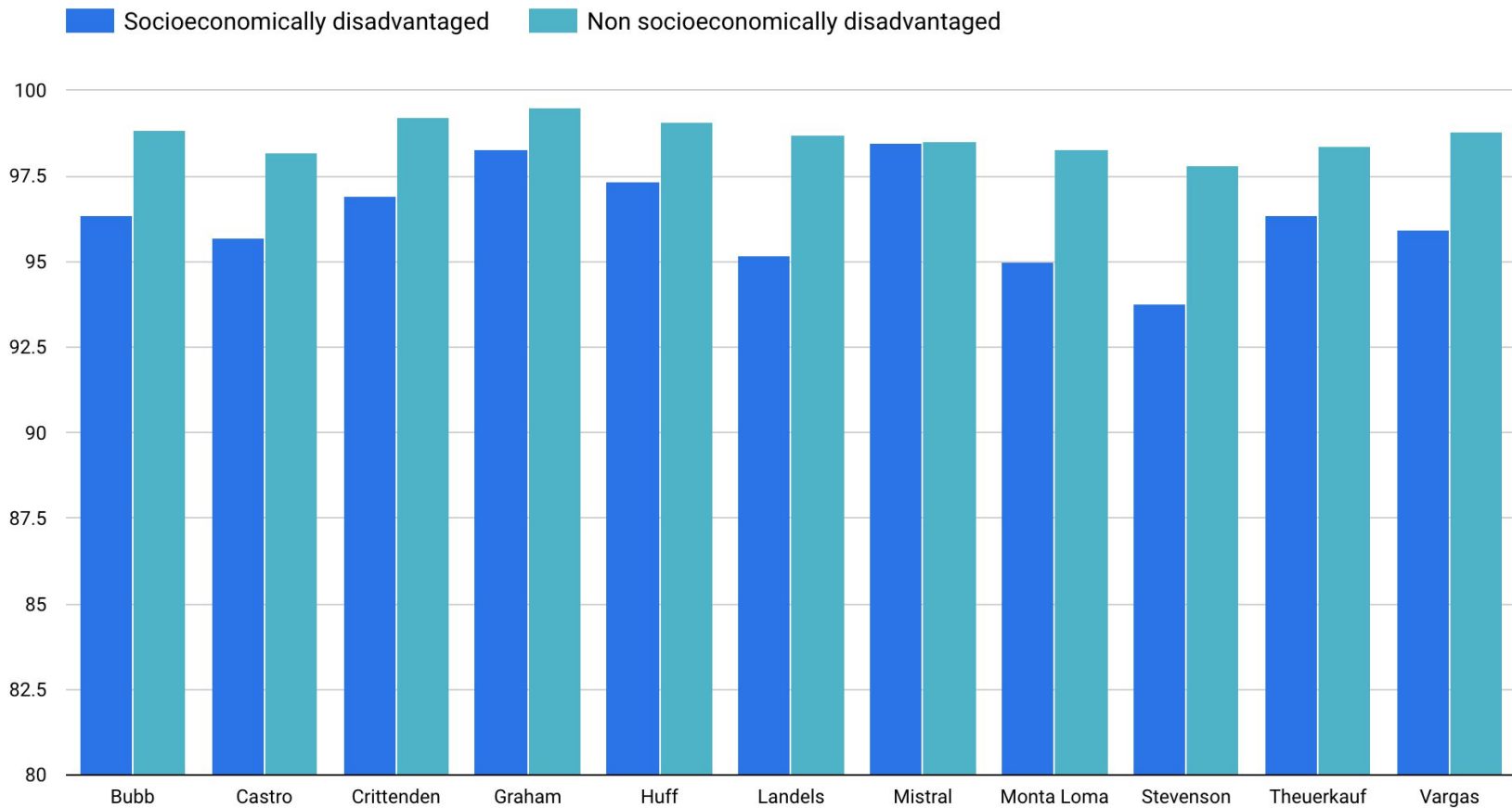
Metric 2 - Student Engagement

ADA By Ethnicity - August 17, 2020 - December 16, 2020



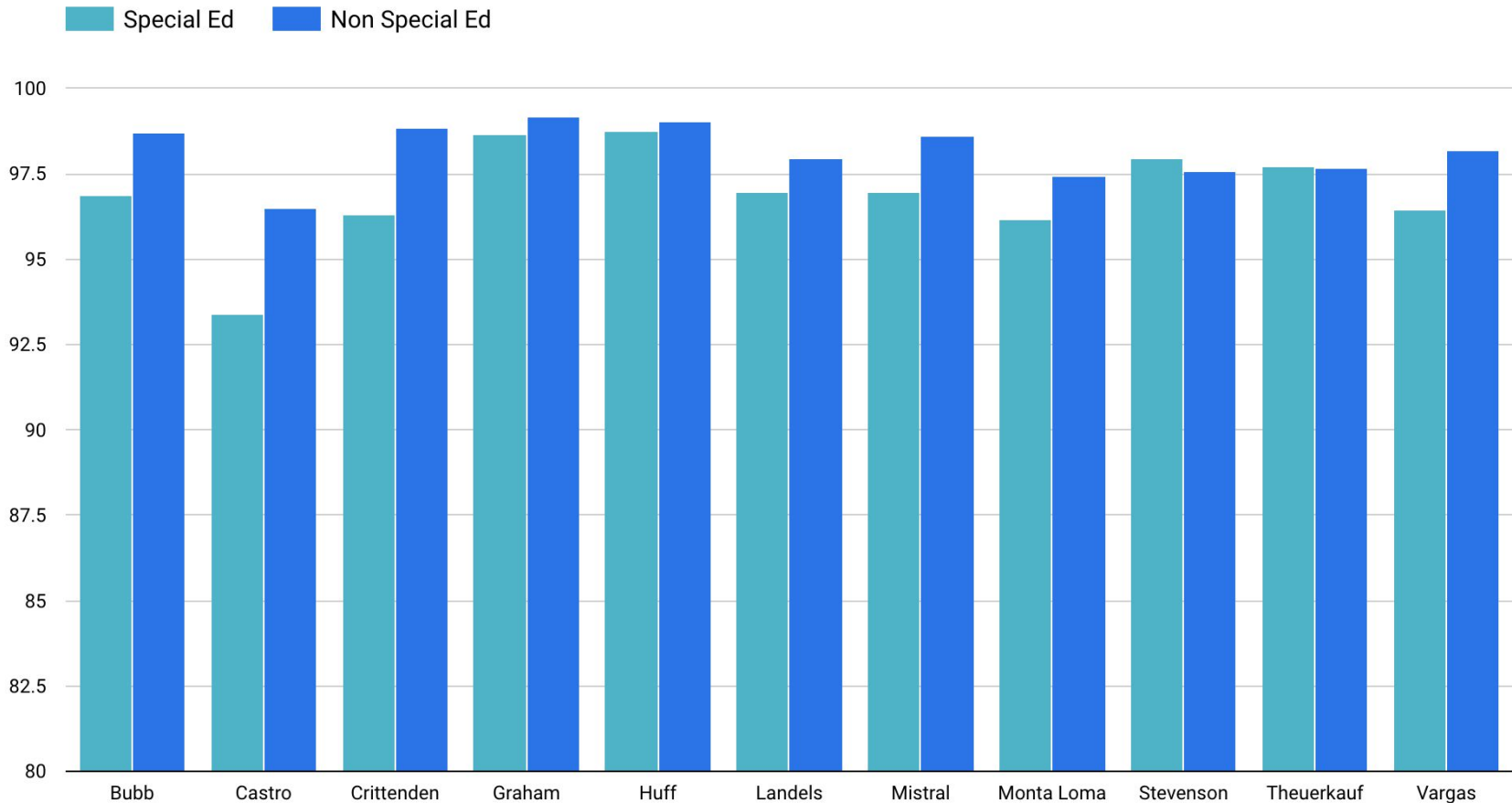
Metric 2 - Student Engagement

ADA By SocioEconomic Status - August 17, 2020 - December 16, 2020



Metric 2 - Student Engagement

ADA By Special Education Status - August 17, 2020 - December 16, 2020



Data highlights

- Reclassified students have the highest level of engagement
- Latino, and English Learners levels of engagement is lower than their peers
- Special Education students at Castro and Socio-Economically Disadvantaged students at Stevenson are below the 95% daily engagement average

Preschool Stage 4:

Distance Learning Data

Access & Supports:

- All students received iPads & Square Panda home playsets
- All students received backpacks w/tools for hands-on engagement during live Zoom instruction
- All students received CSMA Art & Music kits for use during weekly CSMA Zoom sessions
- Access to ReadyRosie for parent engagement (modeled moment videos)
- Weekly Zoom social groups in addition to instruction, led by teachers

Attendance & Participation:

- Decrease in absences during distance learning
 - 4.2% absentee rate for 8/17-12/2
 - 8% for same time period of time in 2019-20
- High levels of parent engagement (sitting w/or near student to provide support, attending conferences, accessing Google classroom, etc)



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Metric 3

Professional Learning

Metric 3: Professional Learning

- Professional Development focused on:
 - Technology tools for instruction
 - Enhancing student engagement
 - Using data for student support
 - Bridging learning gaps - sharing best practices
 - Developing academic vocabulary
 - Supporting ELs - Small Group Instruction, RTI
- Ongoing STEM Integration PD for STEAM Teachers, Instructional Coaches, Elementary Site Administrators
- January 4th Professional Learning Day
 - Using multiple devices for instructional delivery
 - Securly Device Monitoring
 - Special Education Staff Training

Metric 3 - EdTech PD video stats

8,378

▶ Views

2,439

↻ Unique Viewers

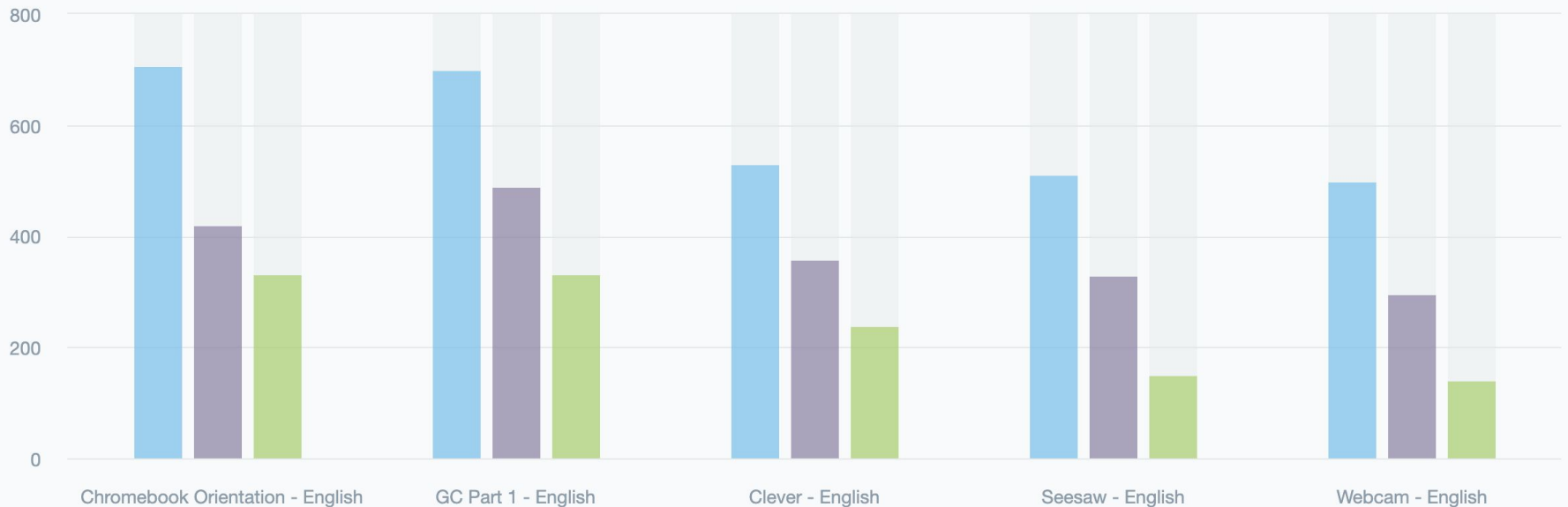
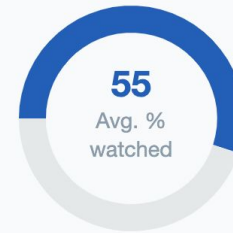
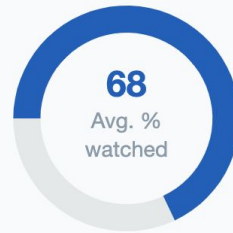
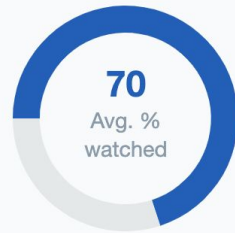
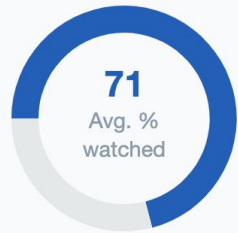
3,105

📺 Finishes









62%

👁️ Avg. % Watched

Metric 3 - EdTech PD video stats



Metric 3 - EdTech PD video stats

Video 	Views 	Unique Viewers	Finishes	Avg. % Watched
 <p>Chromebook Ori... Uploaded 5 months ago</p>	707	420	331	71
 <p>GC Part 1 - English Uploaded 5 months ago</p>	700	490	333	70
 <p>Clever - English Uploaded 5 months ago</p>	530	359	238	68
 <p>Seesaw - English Uploaded 5 months ago</p>	512	330	150	55
 <p>Webcam - English Uploaded 4 months ago</p>	500	297	142	61
 <p>GC Part 2 - English Uploaded 5 months ago</p>	477	327	202	69



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Metric 4

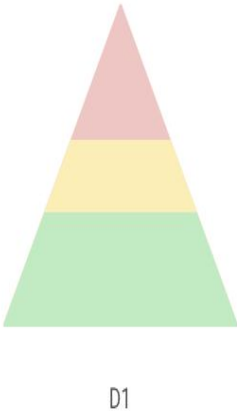
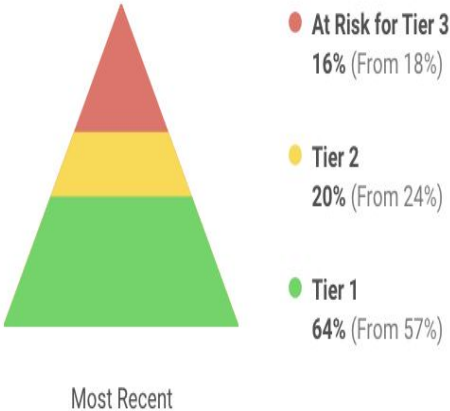
Assessments / Learning Loss

Multiple Assessment Data Points Across Grade Levels:

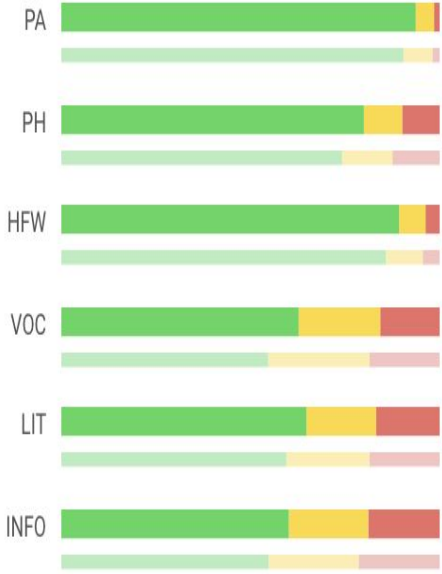
- Reading fluency, comprehension skills
 - Literably: Grade 1 onwards
 - Letter Sounds, Phonemic Awareness: K
 - High Frequency Words: K-1
 - iReady : Grades K-8
- Writing Benchmarks: Grades 1-8
- Standards based curriculum, content area assessments
 - Eureka Math - Fluency, Computation, Problem Solving
 - Benchmark Advance
 - TCI - Science, Social Studies

iReady Diagnostic 1 to Diagnostic 2 Comparative Districtwide - Reading

Overall Placement



Placement By Domain



iReady D2 Comparative by Grade and Years - Reading

	On or Above Grade Level		Below Grade Level	
Diagnostic 2	2019	2020	2019	2020
Districtwide	61%	64%	39%	36%
K	N/A	82%	N/A	18%
1st	57%	61%	43%	39%
2nd	62%	65%	38%	35%
3rd	72%	71%	28%	29%
4th	61%	59%	39%	41%
5th	58%	61%	42%	39%
6th	57%	55%	43%	45%
7th	61%	58%	39%	42%
8th	60%	59%	40%	41%

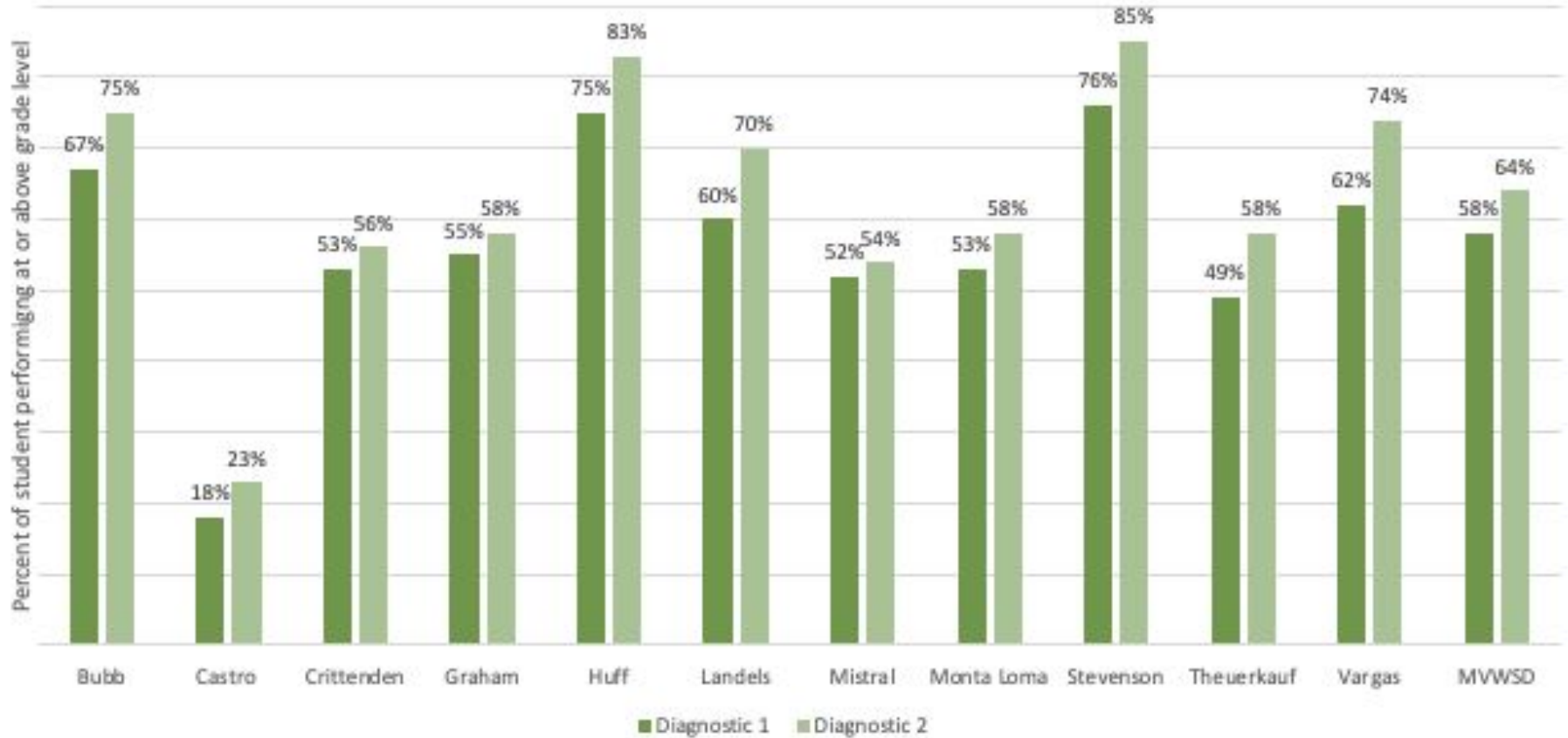
Reading D1 to D2 Subgroup Data

	Diagnostic 1 2020		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	16%	84%	20%	80%
EO	70%	30%	77%	23%
IFEP	76%	24%	85%	15%
RFEP	52%	48%	58%	42%
SWD	24%	76%	28%	72%
SED	24%	76%	28%	72%

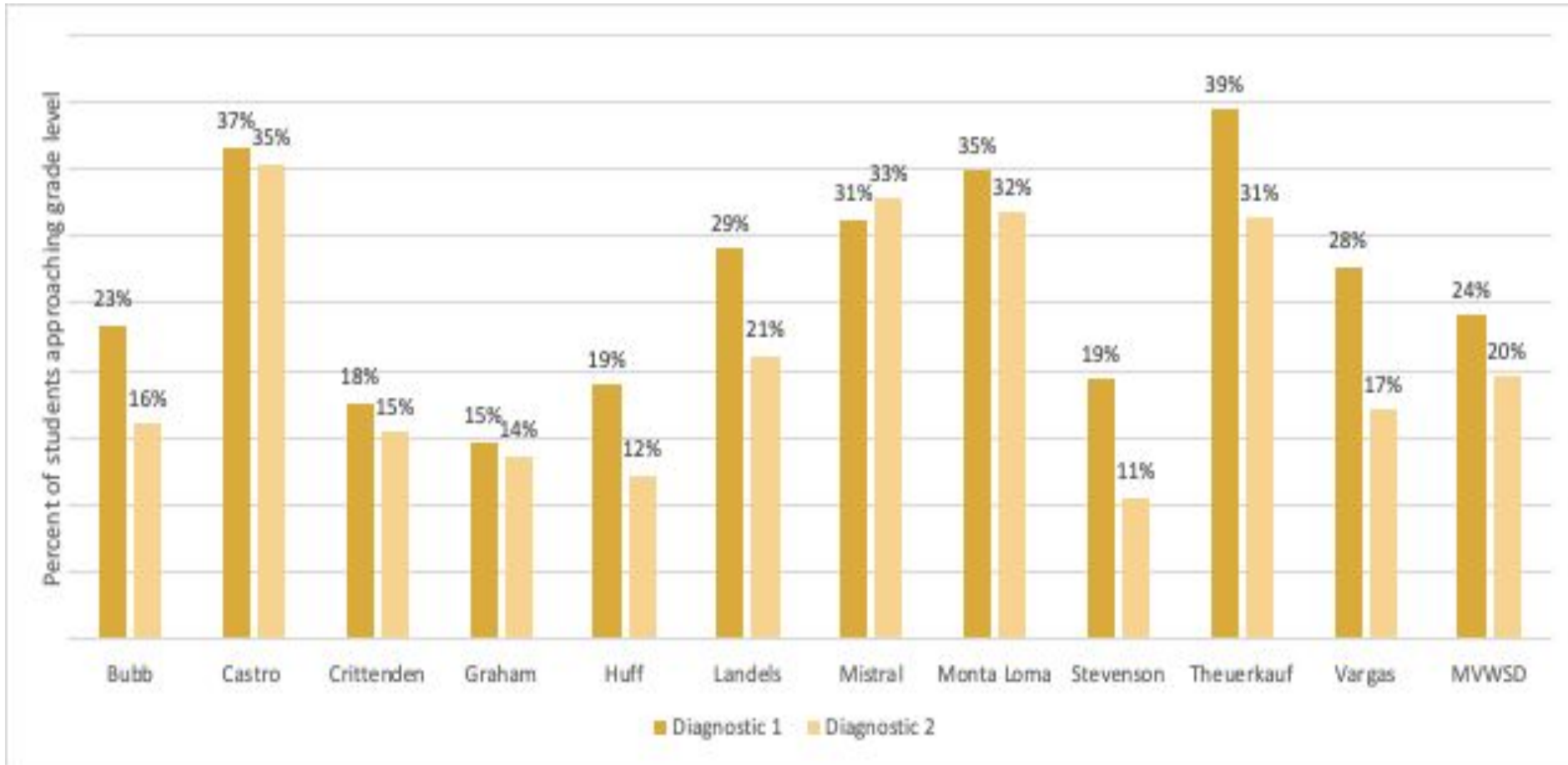
Reading Subgroup Comparative D2 2019 to D2 2020

	Diagnostic 2 2019		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	11%	89%	20%	80%
EO	76%	24%	77%	23%
IFEP	82%	18%	85%	15%
RFEP	55%	45%	58%	42%
SWD	21%	79%	28%	72%
SED	26%	74%	28%	72%

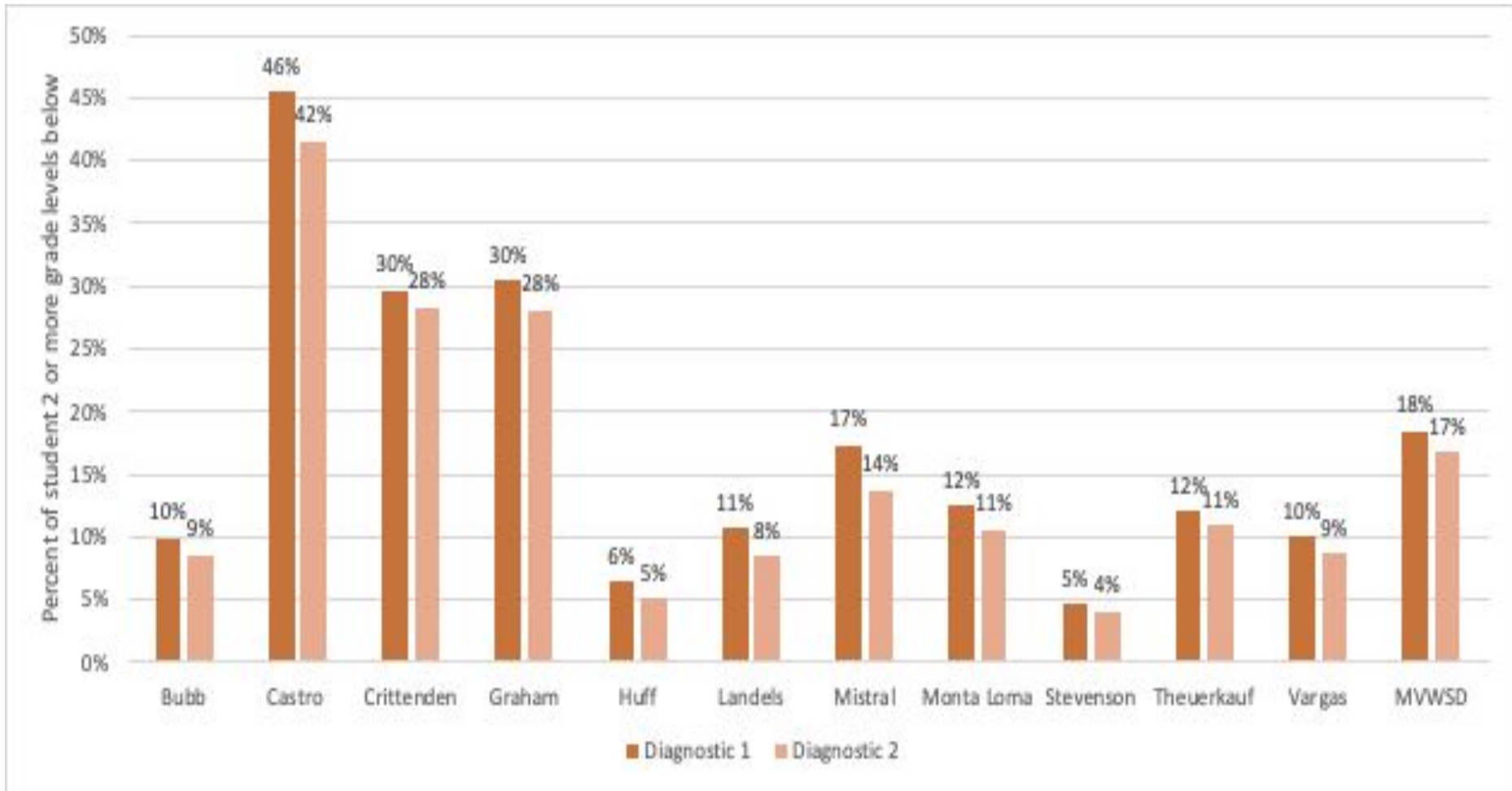
Reading Growth Report - Change in Tier 1 (% of students at or above grade level)



Reading Growth Report - Change in Tier 2 (% of students approaching grade level)



Reading Growth Report - Change in Tier 3 (% of students 2 or more grade levels below)



Change of Tiers from D1 to D2 - Reading

Improvement

- 41% went up from T2 to T1
- 21% went up from T3 to T2
- 5% went up from T3 to T1

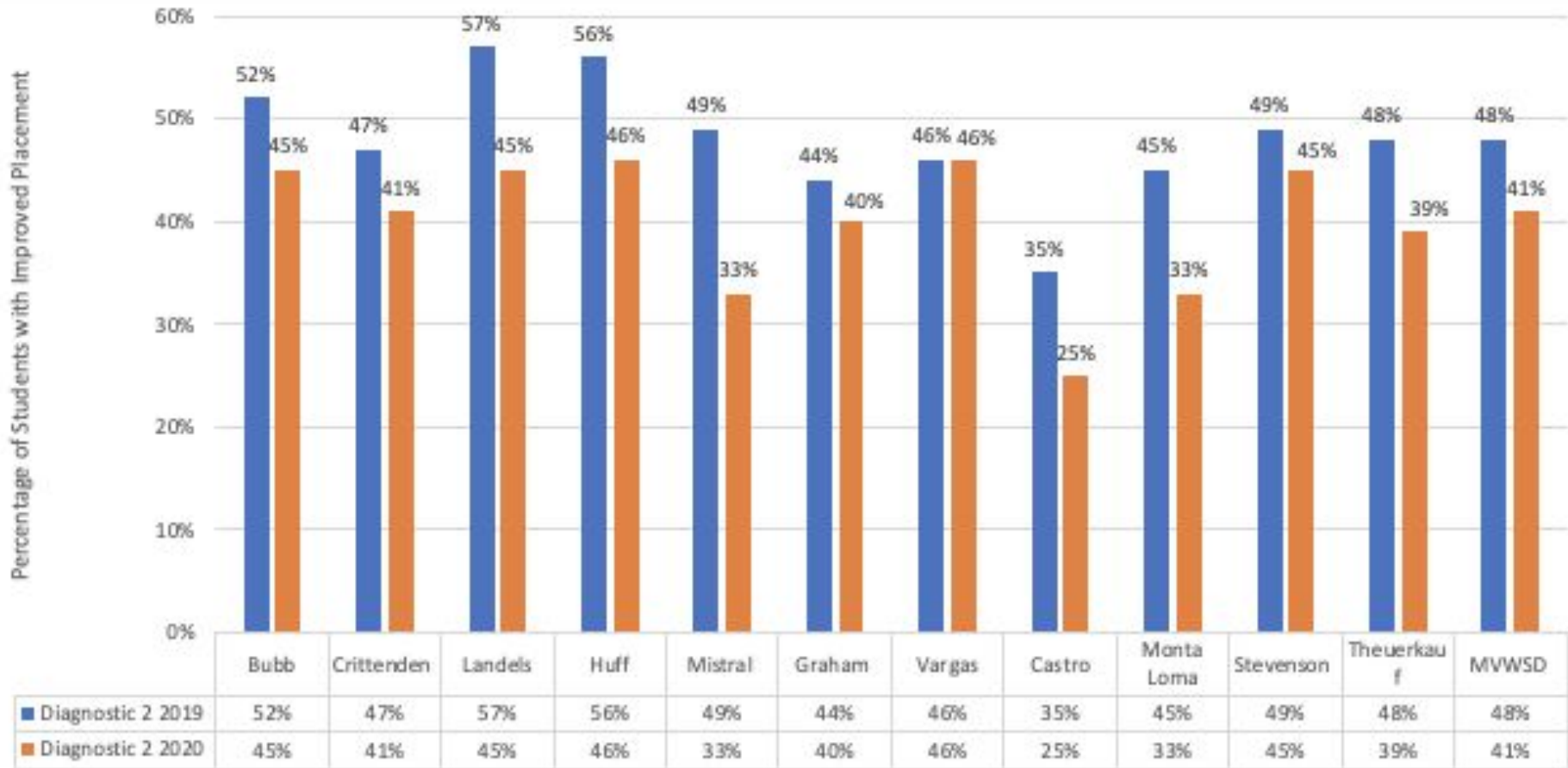
Status Quo

- 93% of students stayed in Tier 1
- 50% of students stayed in T2
- 75% of student stayed in T3

Regression

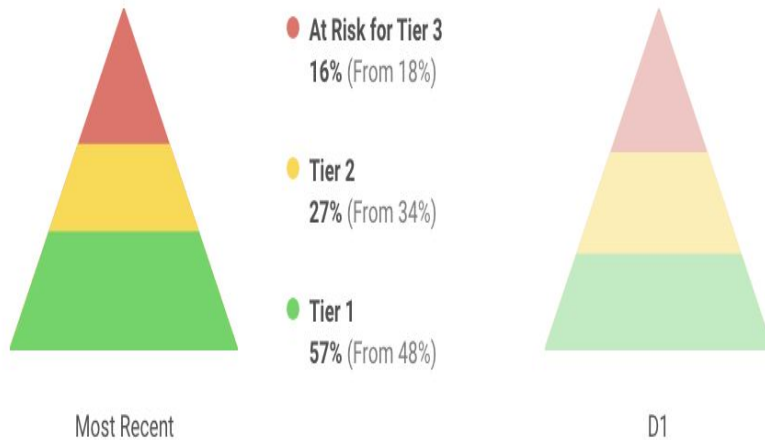
- 7% went down from Tier 1 to Tier 2
- 1% went down from Tier 1 to Tier 3
- 9% went down from Tier 2 to Tier 3

Percent of Students with Improved Placement - Reading



iReady Diagnostic 1 to Diagnostic 2 Comparative Districtwide - Math

Overall Placement



Placement By Domain



iReady D2 Comparative by Grade and Years - Math

	On or Above Grade Level		Below Grade Level	
Diagnostic 2	2019	2020	2019	2020
Districtwide	57%	57%	43%	43%
K	N/A	72%	N/A	28%
1st	51%	53%	49%	47%
2nd	56%	53%	44%	47%
3rd	57%	56%	43%	44%
4th	59%	53%	41%	47%
5th	65%	58%	35%	42%
6th	56%	58%	44%	42%
7th	54%	54%	46%	46%
8th	55%	53%	45%	47%

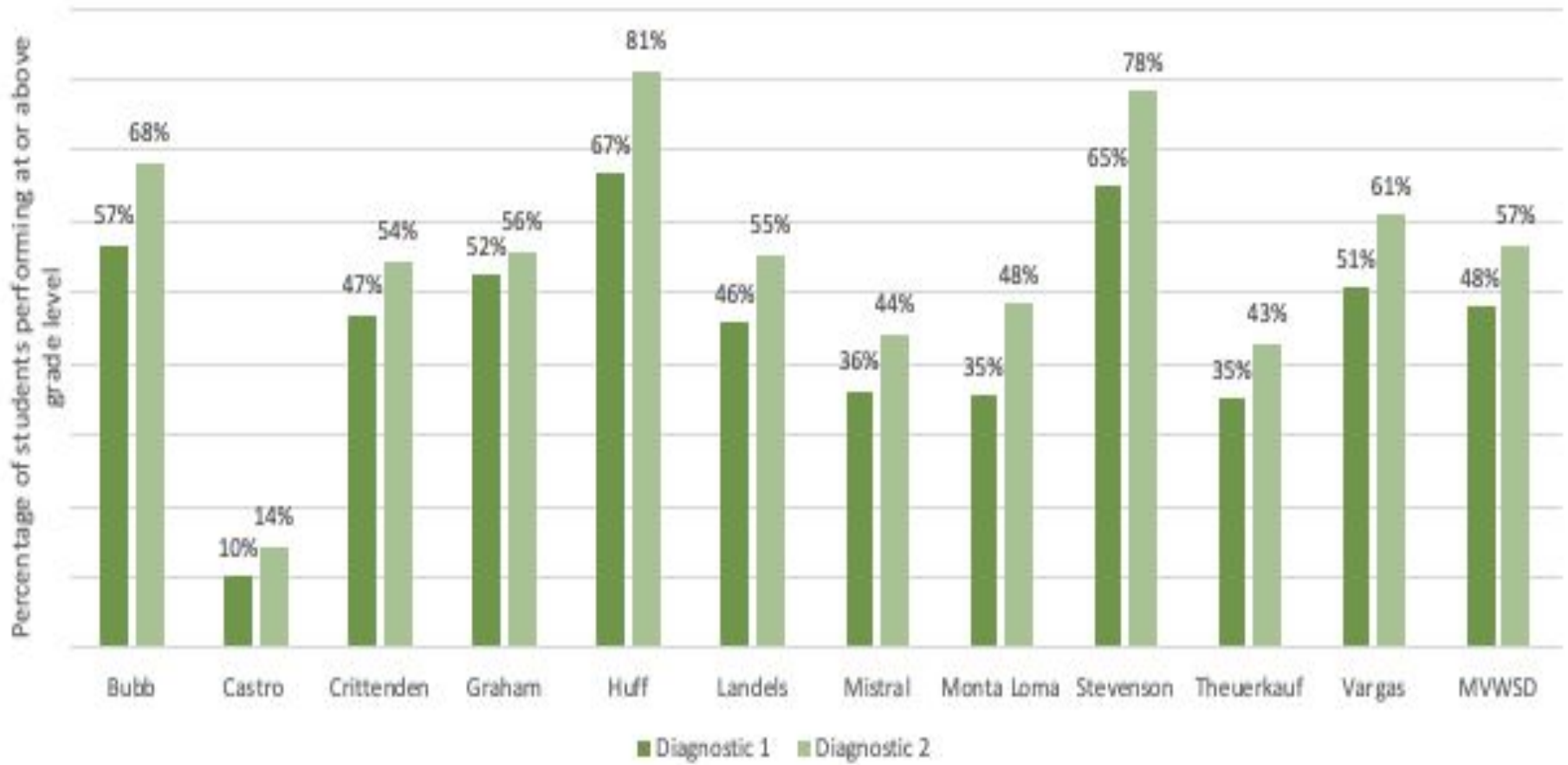
Math D1 to D2 Subgroup Data

	Diagnostic 1 2020		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	14%	86%	19%	81%
EO	58%	42%	68%	32%
IFEP	67%	33%	76%	24%
RFEP	40%	60%	51%	49%
SWD	18%	82%	23%	77%
SED	14%	86%	19%	81%

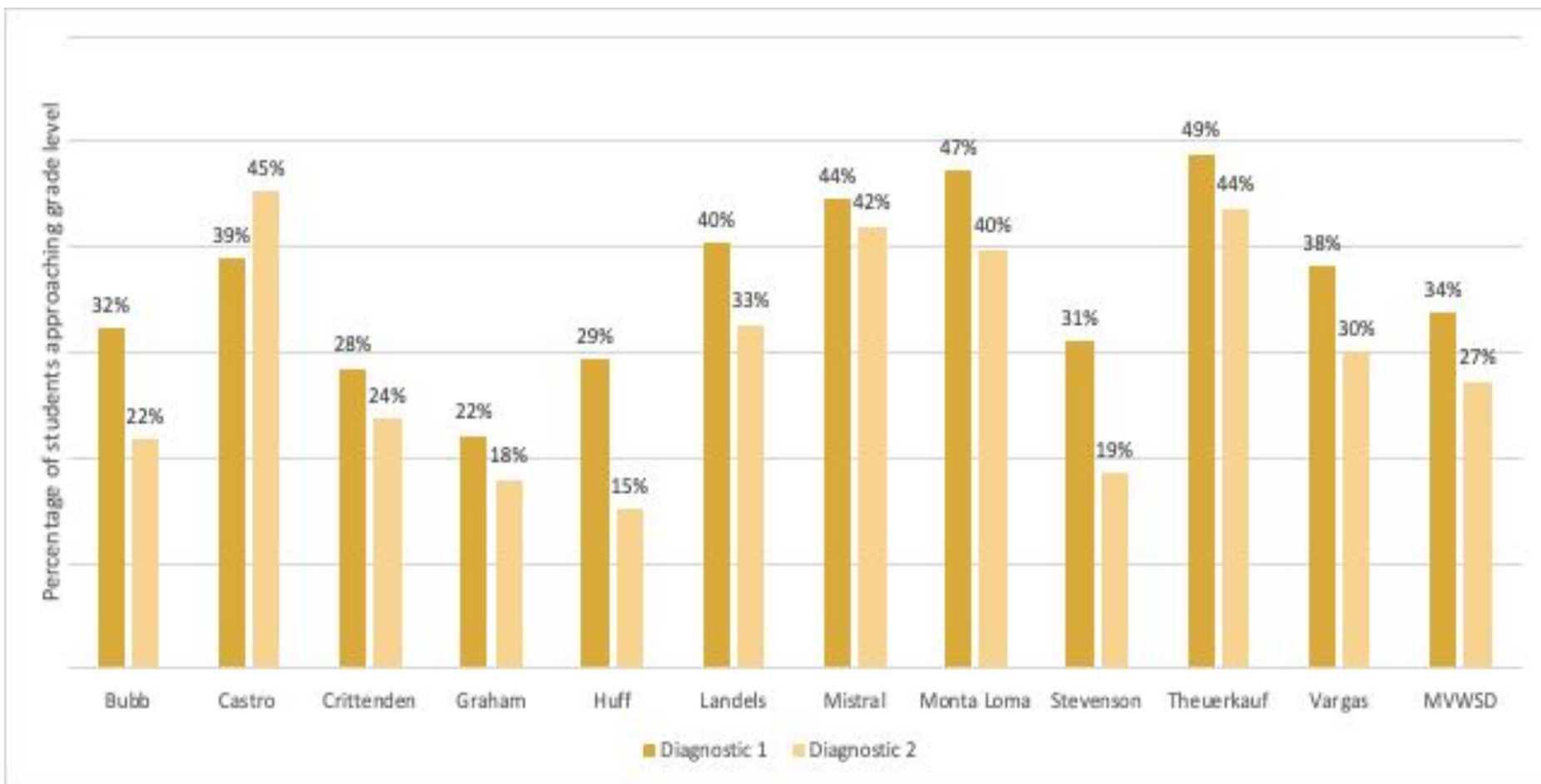
Math Subgroup Comparative D2 - 2019 to D2 - 2020

	Diagnostic 2 2019		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	12%	88%	19%	81%
EO	69%	31%	68%	32%
IFEP	78%	22%	76%	24%
RFEP	52%	48%	51%	49%
SWD	20%	80%	23%	77%
SED	21%	79%	19%	81%

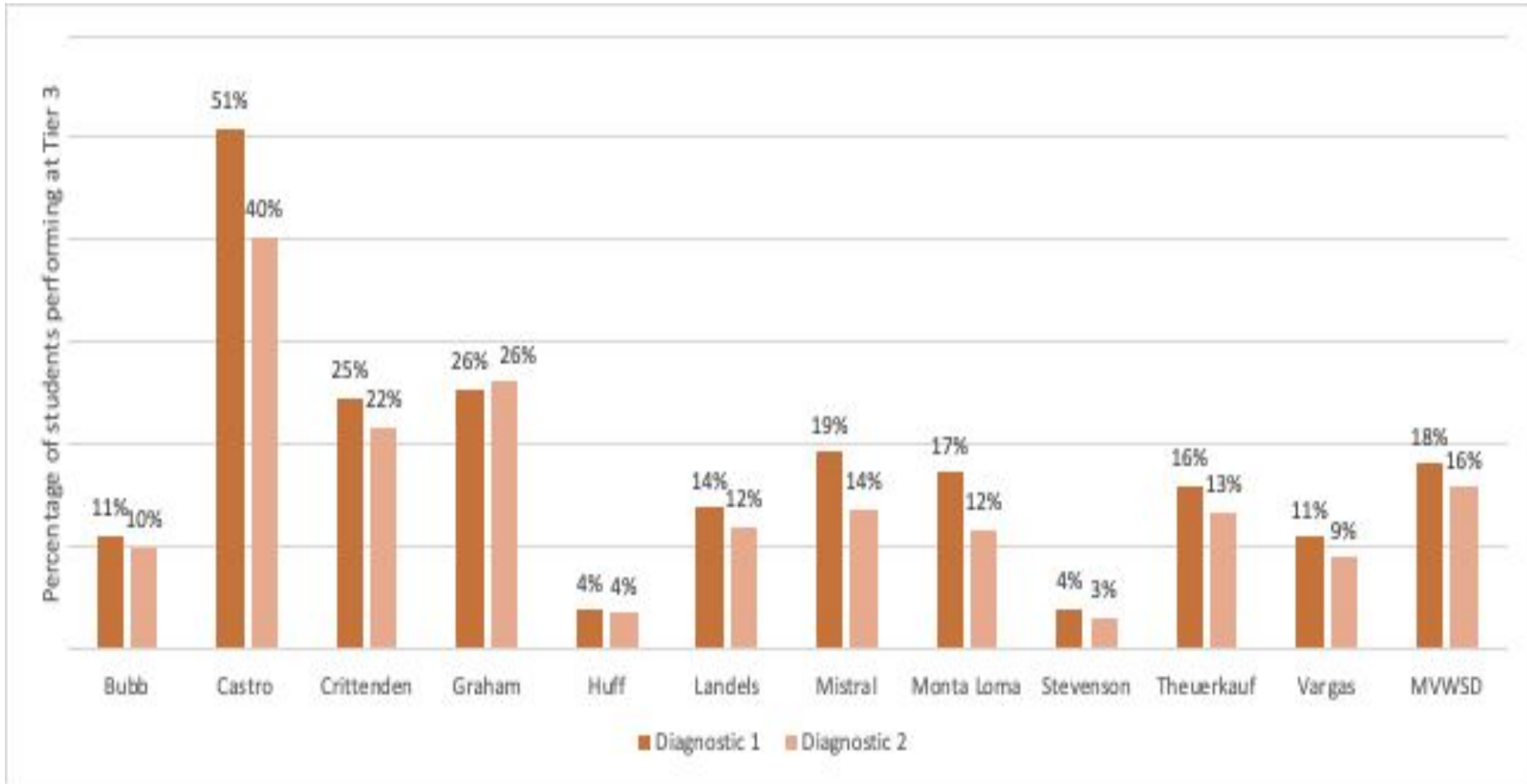
Math Growth Report - Change in Tier 1 (% of students at or above grade level)



Math Growth Report - Change in Tier 2 (% of students approaching grade level)



Math Growth Report - Change in Tier 3 (% of students 2 or more grade levels below)



Change of Tiers from D1 to D2 - Math

Improvement

- 37% went up from T2 to T1
- 27 % went up from T3 to T2
- 2% went up from T3 to T1

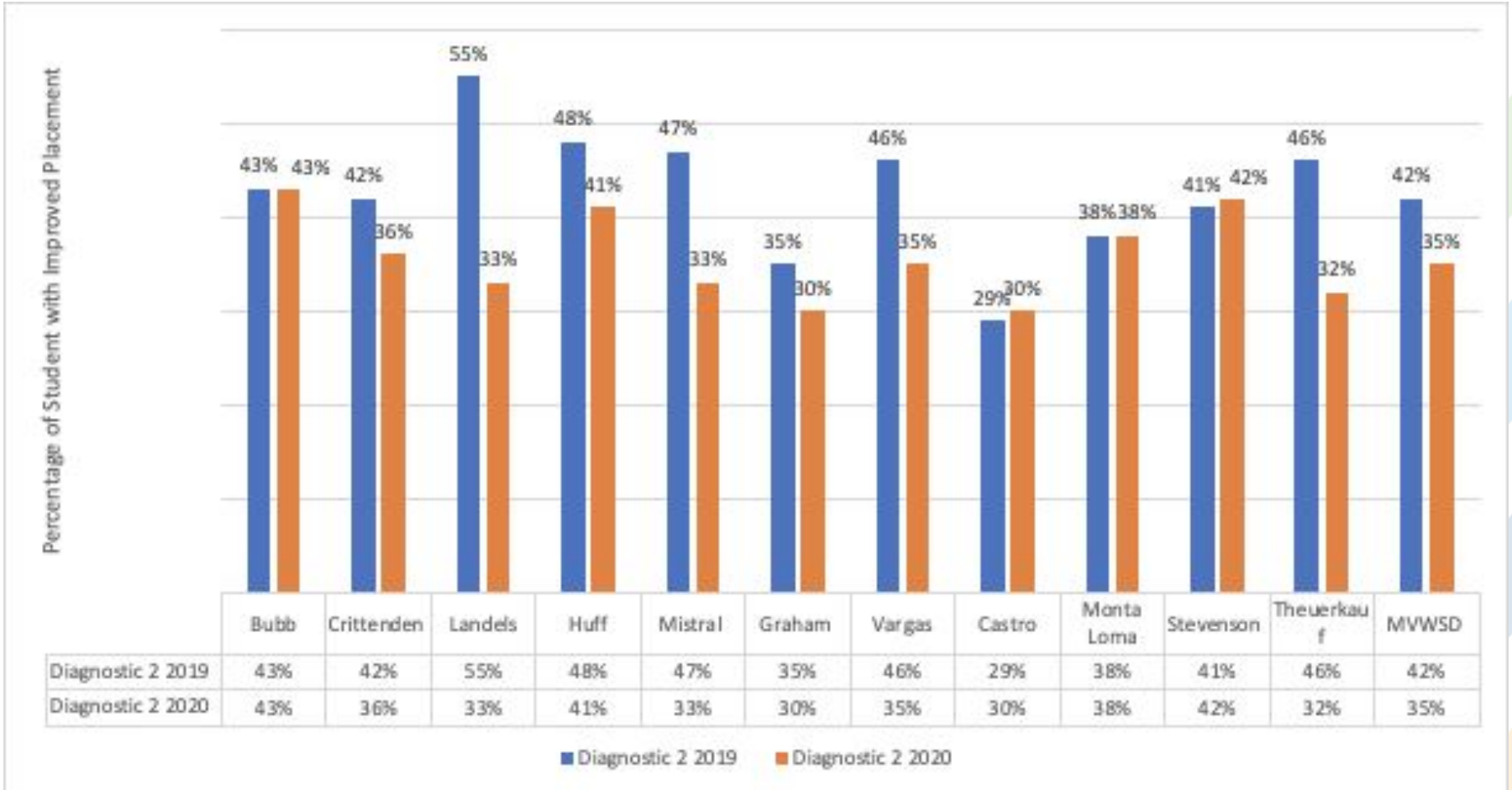
Status Quo

- 92% of students stayed in Tier 1
- 55% of students stayed in T2
- 72% of student stayed in T3

Regression

- 8% went down from Tier 1 to Tier 2
- 8% went down from Tier 2 to Tier 3

Percent of Students with Improved Placement - Math



iReady D1 to D2 Math Pathways Data

	Tier 1		Tier 2		Tier 3	
2020	Diagnostic 1	Diagnostic 2	Diagnostic 1	Diagnostic 2	Diagnostic 1	Diagnostic 2
Math 6.1	43%	48%	34%	27%	23%	25%
Math 6.2	100%	99%	0%	1%	0%	0%
Math 7	1%	10%	43%	35%	57%	56%
Math 7.1	62%	73%	34%	26%	4%	1%
Math 7.2	98%	100%	2%	0%	0%	0%
Math 8	2%	5%	24%	28%	74%	67%
Math 8.1	49%	61%	42%	31%	9%	8%
Math 8.2	99%	99%	1%	1%	0%	0%
Grand Total	52%	57%	25%	21%	23%	22%

Preschool Stage 4:

Distance Learning Data

Student Progress:

- Developmental Progress Assessment (DPA)
- DPA is an MVWSD Preschool assessment - 1st assessment in October
- DPA consolidates key data points from the Desired Results Developmental Profile (DRDP) - state mandated assessment
- DPA also serves as a “report card” - shared with parents during conferences and kindergarten teachers of transitioning students

Comparing Trimester 1 Data - Students Meeting or Exceeding Standard

School Year	Identifying Uppercase letters	Identifying Lowercase letter	Identifying Letter Sounds	Rote counting 0 - 20	Counting objects 0 - 20	Identifying numbers 0-20
2019-20	26%	16%	9%	69%	41%	13%
2020-21	62%	46%	25%	83%	64%	34%

Summary - Reading

- Overall students have made growth in reading from Diagnostic 1 to Diagnostic 2 in 2020-21
- Overall more students are on or above grade level in December 2020 (64%) as compared to December 2019 (61%)
 - Results for individual grade levels are mixed with some making growth (1% - 3%) and some regressing (1% - 3%)
- All subgroups made improvement in reading from Diagnostic 1 to Diagnostic 2 in 2020-21 as well as compared to December 2019
- The percentage of students with improved placement has regressed from December 2019 (48%) to December 2020 (41%)

Summary - Math

- Overall students have made growth in Math from Diagnostic 1 to Diagnostic 2 in 2020-21
- Overall the same number of students are on or above grade level in December 2020 (57%) as compared to December 2019 (57%)
 - In year to year comparisons, we see grade levels regressed in math (1% - 7%) with the exception of 6th grade
- All subgroups made improvement in math from Diagnostic 1 to Diagnostic 2 in 2020-21
- The percentage of students with improved placement has regressed from December 2019 (42%) to December 2020 (35%)

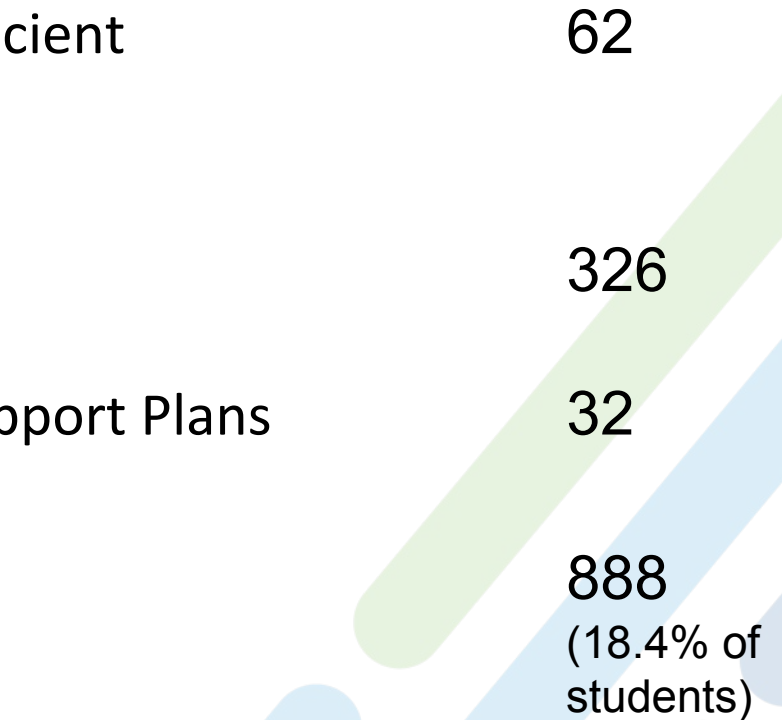


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Metric 5

Special Populations

English Learner Reclassification and RFEP Monitoring



Students Reclassified as English Proficient Aug-Dec 2020	62
RFEP students progress monitored	326
RFEP students who need Student Support Plans	32
Current English Learners	888 (18.4% of students)

Metric 5: Special Needs

% Students with 504s 3.63%

% Students with IEPs 11%

Requests for Initial Referrals 30

Number of students have left public school to attend:

Charter School 2

Homeschool 8

Private 6

Total District Students 4687



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Metric 6

Student Supports

Metric 6: Social & Emotional Support

	# total students as of 10/16	#SCEF/ARIS contacts since 10/16	# TOTAL students on official Re-Engagement List	# of ACTIVE students on official Re-Engagement list?	# students active on site-based Participation Improvement list(s)	# re-engagement/ participation students due MAINLY to internet issues	total # of CHAC referrals since 8/17	# new CHAC referrals since 10/16
McKV	247	37	NA	NA	NA	NA	NA	NA
BB	384	28	5	2	2	0	1	1
CA	311	331	6	2	36	2	35	10
CR	592	516	59	5	54	0	18	8
HU	469	55	2	1	4	0	11	3
GR	855	302	32	6	88	6	38	6
LA	416	96	11	5	10	0	11	8
MI	353	104	1	0	20	1	28	6
ML	279	207	2	2	3	1	0	0
ST	423	27	1	1	3	0	8	5
TH	301	203	2	0	3	1	4	1
VA	313	93	7	1	6	0	12	4
Totals	4696	1999	128	25	229	11	166	52

Metric 6: Social & Emotional Support

Staff have checked in on approximately 43% of all students

Student CHAC Referrals: 166

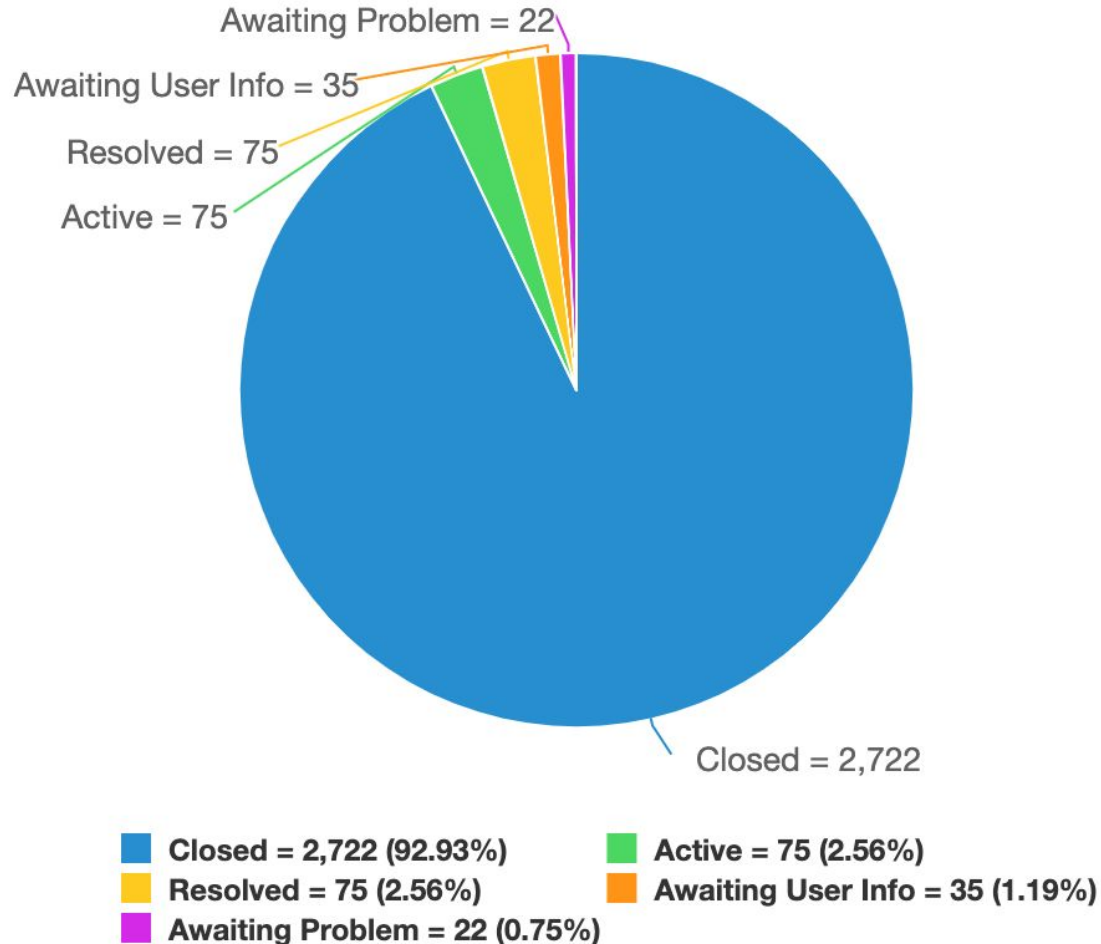
Less than 1% (25) of all students are on our active reengagement list

Uplift (Community Organization that provides mental health supports for kids): 47

Teachers requesting / engaged in interactive process: 77

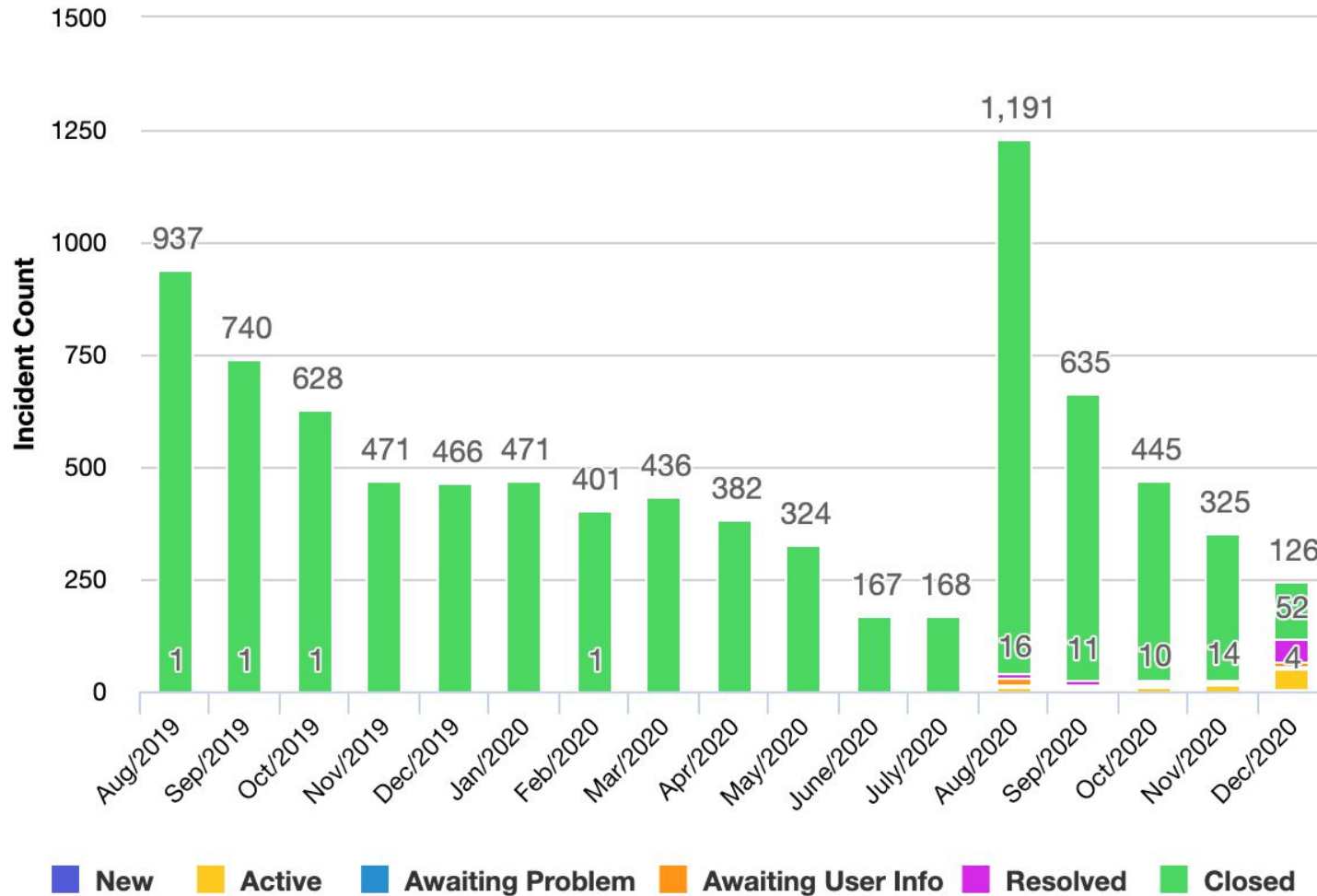
Metric 6: Technology - Support Requests

Incident Status 8/1/2020- 12/16/2020



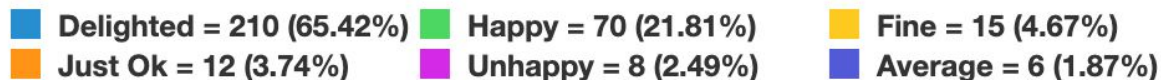
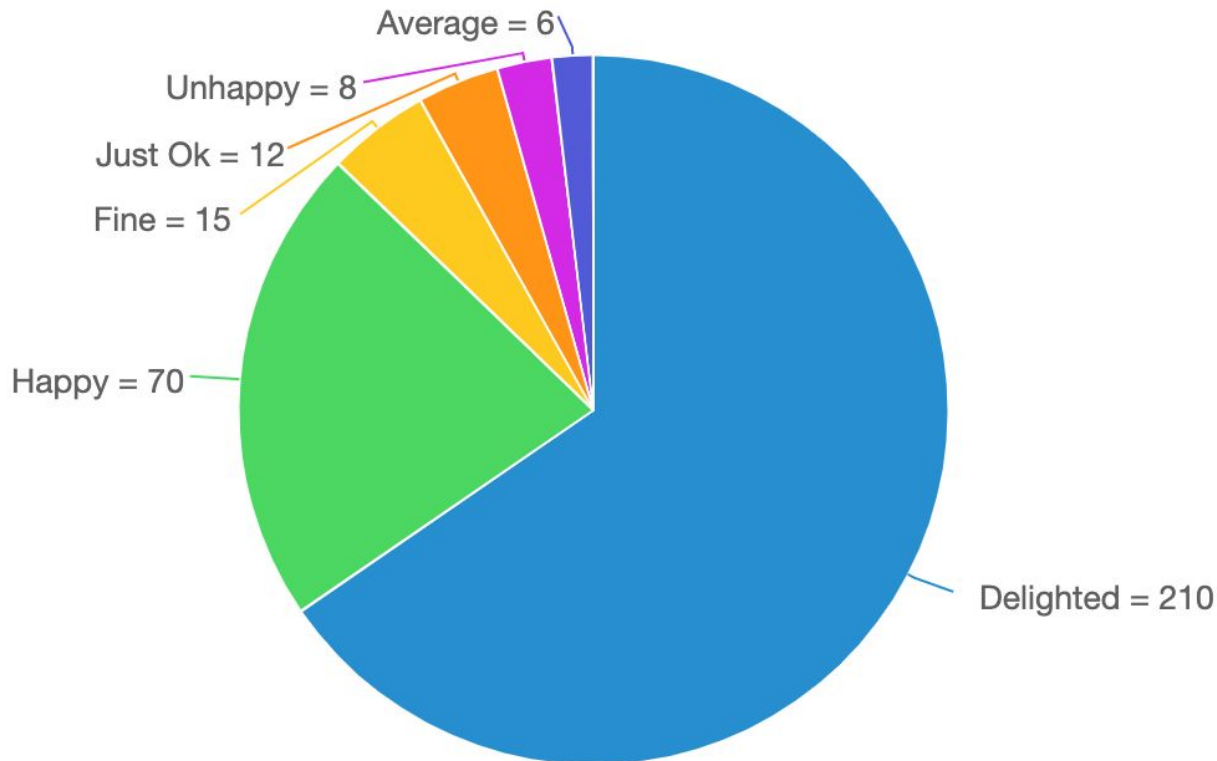
Metric 6: Technology - Support Requests

Incidents Created Since 8/1/2019



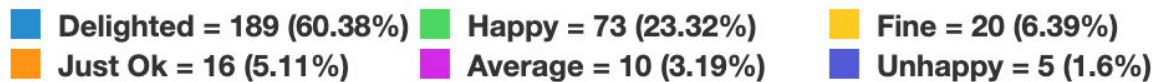
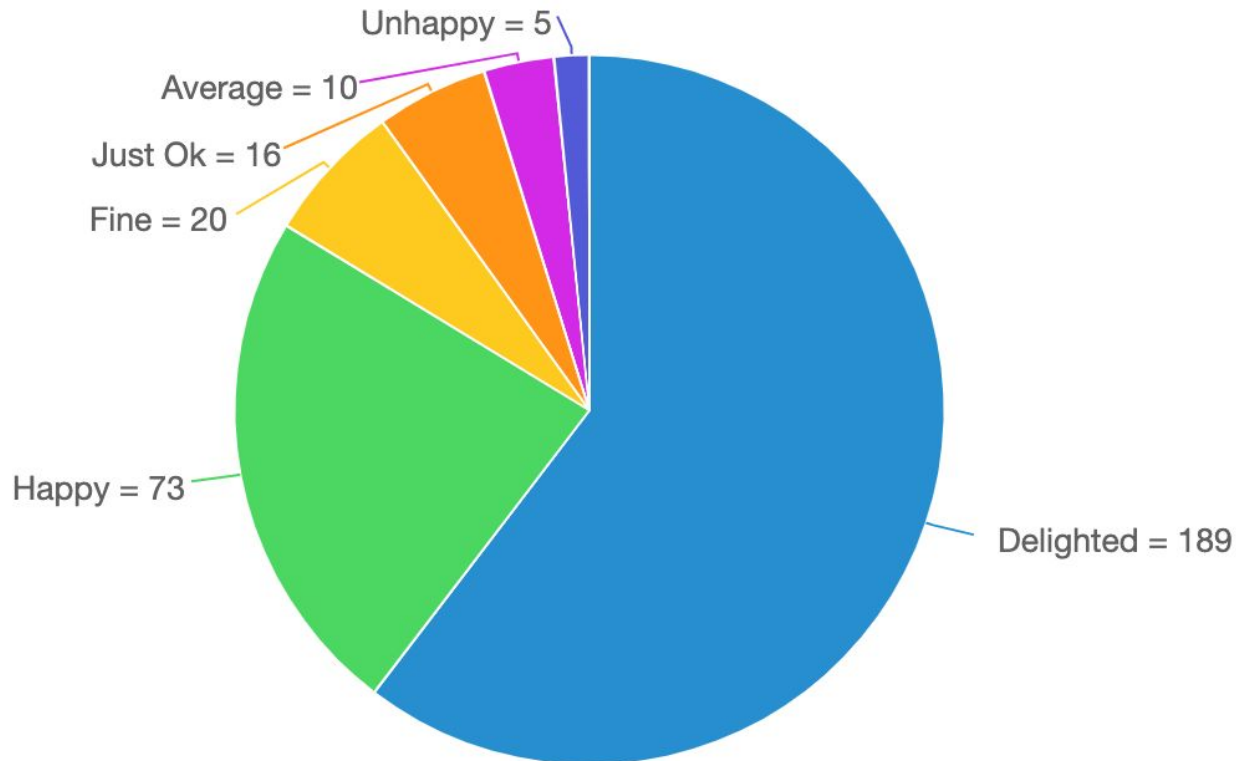
Metric 6: Technology - Customer Satisfaction Survey

How satisfied are you with your overall service experience?



Metric 6: Technology - Customer Satisfaction Survey

How satisfied were you with the response time to your incident?



Learning Support Pods

- Operated by YMCA and Right At School
- Pod Locations: Castro/Mistral, Crittenden, Graham, Vargas, District Office
- Students invited as of Jan 15: 331*
- Students enrolled as of as of Jan 15: 134

*through three rounds of a rolling invitation and registration process

Child Nutrition Meal Counts

- In the month of December we served 19,844 breakfasts and 20,462 lunches to children in Mountain View.
 - These numbers are lower than we would typically serve during the school year.
 - Neighboring districts are seeing similar patterns.



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Metric 7

Family / Community Engagement

Parent Education and Support

Parent University sessions and attendance

Date	Topic	Attendance
8/12	Mental Health Resources	115
8/13	Distance Learning Resources	225
9/9	Supporting Reading at Home	122
10/7	Raising Digitally Resilient Children	62
11/18	Supporting Math at home	78

Metrics of recent communications

- Community check-ins, cafecitos, and new student information nights
- Reaching more people by zoom than we did with in-person meetings before COVID

Superintendent's meetings and parent participants since August

Check-ins

August 7, 3:30 pm

August 21, 3:30 pm

Sept. 4, 3:30 p.m.

Sept 18, 3:30 p.m.

Oct. 2, 3:30 p.m.

Oct. 23, 3:30 p.m.

Nov. 20, 3:30 p.m.

Dec. 11, 3:30 p.m.

Coffees

Sept. 3, 9:30 am Stevenson

Cafecitos

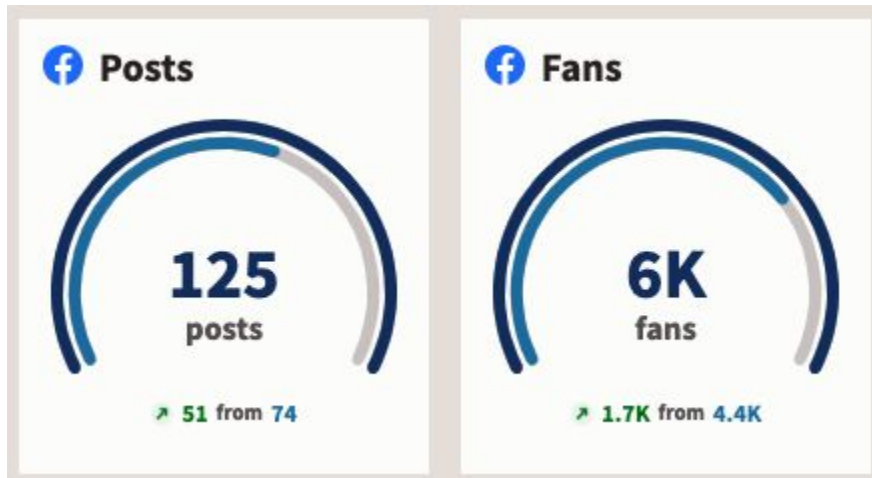
Wednesday, Sept. 23, 5:30 p.m.

Thursday, Dec. 3, 5:30 p.m.

Wednesday, Jan. 13, 5:30 p.m.

Social media

Since last year: Posts and fans are up (Nov 2019 v. Nov 2020)



Shortview: Aug/Sep v. Nov/Dec

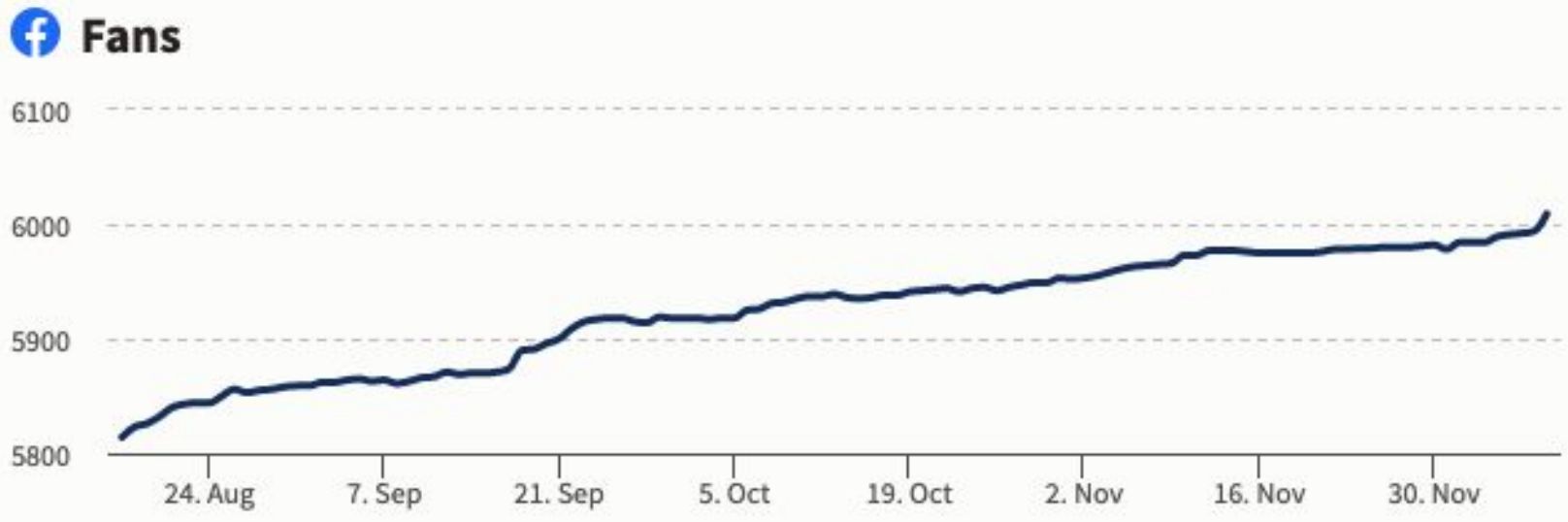
People are engaging more as school year goes on (reactions, shares, comments)

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Social media

And fans are steadily increasing
(other districts are seeing a reduction)





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Initial thoughts and other data points

Enrollment data

	May 2020	June 2020	July 2020	August 2020	August 31	Sept 4	Sept 24	Oct 5	Dec 9	Jan 11
Bubb	453	447	442	436	394	387	387	387	383	382
Castro	323	321	327	315	303	306	307	307	310	307
Huff	518	520	525	521	497	492	485	481	467	464
Landels	489	481	478	465	437	435	431	428	416	412
Mistral	400	397	382	384	372	367	359	359	353	349
Monta Loma	309	307	304	292	284	284	283	287	280	278
Stevenson	444	438	430	447	432	432	432	432	422	435
Theuerkauf	351	348	344	329	314	313	304	304	297	294
Vargas	391	386	377	357	336	334	329	326	312	305
Crittenden	617	612	610	609	604	601	601	600	592	589
Graham	882	882	880	880	862	863	861	858	855	851
	5177			5035	4835	4814	4779	4769	4796	4666

Meals Distribution

- During Distance Learning, free meals are available to all children in Mountain View that are age 18 and younger.
- No ID is required
- Locations: All schools, except Stevenson (pickup for Stevenson is at Theuerkauf).
- Multiple day pickup is available at Graham Middle School
 - Monday: Pick up for four days
 - Friday: Pick up for three days
- Meals are also distributed to Moffett Field

Budget Highlights Due to COVID

- CARES funds in the amount of \$2,904,725 have been committed.
 - Purchase of PPE such as masks and face shields
 - Touchless faucets, paper towel dispensers, and soap dispensers.
 - Technology purchases - hotspots and Chromebooks
- Increased support to Food Services of \$1.5 M total
- Increased support to Preschool \$784K total
- Learning Pod cost \$1,116,000 total

Distance learning vs. Blended Learning

	Distance Learning (%)		Blended or Hybrid (%)			
+ Bubb Elementary School Total	51.11%	184	48.89%	176	100.00%	360
+ Castro Elementary School Total	43.33%	130	56.67%	170	100.00%	300
+ Crittenden Middle School Total	52.09%	262	47.91%	241	100.00%	503
+ Graham Middle School Total	45.69%	323	54.31%	384	100.00%	707
+ Huff Elementary School Total	47.19%	218	52.81%	244	100.00%	462
+ Landels Elementary School Total	43.24%	179	56.76%	235	100.00%	414
+ Mistral Elementary School Total	34.93%	117	65.07%	218	100.00%	335
+ Monta Loma Elementary School Total	42.08%	109	57.92%	150	100.00%	259
+ Registration School Total	100.00%	3			100.00%	3
+ Stevenson Elementary School Total	58.02%	235	41.98%	170	100.00%	405
+ Theuerkauf Elementary School Total	46.82%	125	53.18%	142	100.00%	267
+ Vargas Elementary School Total	55.27%	173	44.73%	140	100.00%	313
Grand Total	47.55%	2058	52.45%	2270	100.00%	4328

- 47.55% of parents are requesting Distance Learning
 - 450 students, whose parents did not respond, will be placed in Distance Learning
 - ~50 parents have since requested a new placements

Staff Survey Responses about Returning

	% Ready to Return	% Not Ready to Return
Teachers - Preschool	23%	77%
Teachers TK/K	60%	40%
Teachers 1-8	54%	46%
Teachers - Special Education	60%	40%
Classified Staff	70%	30%

Interactive Process Meetings

The interactive process is an opportunity to hear the concerns of each employee and research reasonable accommodations regarding each employee's personal situation

	Number of meetings held	Number of staff with a medical note	Number of staff who met because they feel uncomfortable returning
Certificated Staff	77	36	39
Classified Staff	12	4	8

Substitutes

Total number of active substitutes for the 2020-21 school year	Number of substitutes only working on Wednesday to support CSMA classes	Number of substitutes not willing to work in a virtual setting	Available Daily Subs
30	5	8	17

	August	September	October	November	December	January-February	March-May
Long Term Absences	2	9	7	5	5	10	8
Highest number of individual daily absences	7	5	9	8	7		
Total number of substitutes needed to cover classes in one day	9	14	16	13	12		

Substitute Coverage

- Most substitutes work in multiple districts
- Substitutes may choose if/when they want to work
- Hosted a substitute fair to increase our substitute pool
 - Interested applicants are struggling to meet the requirements to apply for a substitute permit due to closures at CBEST testing centers



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Updated Guidance from State

In person grant - Gov. Newsom's proposal

- \$2 Billion in one-time funds*
 - \$450 or \$337.50 base grant per 2020-21 ADA (depending on application date), augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages (with alternate amounts for NSS) (up to approx. \$500-\$800 per pupil)

***subject to legislative approval**

Updated Guidance

Under Purple Tier -

- Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day.
 - Santa Clara County adjusted CR is 40.4 per 100K.

Red, Orange or Yellow Tiers -

Schools may reopen at all grades

Vaccination update

- Phase 1B- Tier 1, with “those at risk of exposure at work in the following sectors: education, childcare, emergency services, and food and agriculture.”
- There is no known date for Phase 1B-Tier 1 currently.
 - CDPH is in the process of developing further direction for healthcare providers and counties related to the groups included in Phase 1B and 1C.

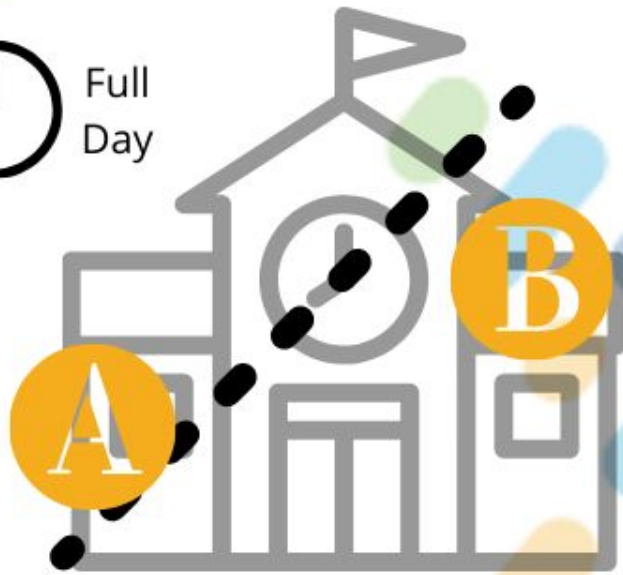


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Considerations for Reopening

Stage 3

Targeted Reopening



In-Person
2 days



Limited
Class Size



Health
Screening



Virtual
3 days



Asynchronous
learning with
Virtual Teacher

2 x 30 minute
check-ins with
Classroom Teacher



ALL VIRTUAL
OPTION



Includes ALL OF THE
ABOVE + lessons
from Virtual Learning Team

Parameters

School site reopening plans must adhere to:

- COVID-19 safety guidelines (Return to Learn plan)
- District MOUs with teachers and staff
- Senate Bill 98
- Senate Bill 820 (passed Aug 31st)
- MVWSD expectations for instructional quality and contacts.

Sites' planning process

- School plans required by County for reopening
- Informed by MVWSD's [Return to Learn](#) plan
- October - December; Principals worked with cabinet and each other on site-specific plans
- December- January 4: Comments and revisions
- January 15: All schools post plans online

Learning Options Registration Surveys

Choices:

“Connected” 100% Distance Learning

“Blended” Hybrid In-Person/Distance Learning

Results:

- 4328 students’ parents participated (about 92% of all students)
- 47% want DL in Red tier
- Drops to 29% in Orange tier
- 19% of parents identified as essential workers (opted for 4-day in-person)
- Clearly heard from parents that they wanted to stay with current teacher

Learning Options - What's changed

Connected/ 100% Distance Learning

Blended/Hybrid = Distance and In-Person

- Guarantee 4 days live instruction for both groups (face to face, or distance)
 - Taught simultaneously by current classroom teachers using computer, Zoom and iPad
 - Students in the classroom with the teacher will participate in and view instruction online as if they were at home. Teacher cannot come within 6 feet of in-class students
 - Allows students to keep their teachers, in most cases

If more than 16 students per class want in-person learning, class will switch from 4-day to 2 days (Cohort A&B) in-person.

Learning Options

Connected/ 100% Distance Learning

- Four days of live instruction per week at home, online.
- Wednesday is asynchronous day.
- Regular check-ins with teachers
- Instruction, small group support and activities daily.

Blended/Hybrid = Distance and In-Person

- At school in person learning either two days or four days a week, depending on class-size.
 - The remaining 2 days (if applicable) would be at home with live instruction online.
- Wednesday is asynchronous day.
- Regular check in with teachers.
- 6 foot social distance guidelines.
- 16 students maximum per class.
- Facemasks required for all students and staff members at all times (except eating or drinking)
- No visitors or volunteers
- No bussing
- In- Person school could be moved to Distance at anytime depending on health of staff/students

Reopening: Preschool Learning Options

Survey:

- Phone survey completed in September
- New students surveyed during enrollment

Choices:

“Connected” 100% Distance Learning

- 5 days per week
- part-day (1.5 hours)

“At School” In-Person

- 5 days per week
- part-day (3 hours) or full-day (7 hours)

Results:

- Current data with updated choices: 49% Connected and 51% At School

Preschool Stage 3:

Option A “At School” OR Option C “100% Distance”

Distance”

Option A: At School

- Locations: Latham & Theuerkauf (1 full- & 1 part-day session at each site)
 - AM part-day sessions only, no double sessions to avoid staff mixing cohorts
 - GR families selecting Option A will be moved to TH (currently 6 students)
- Maximum class size 12 students, 3 staff (1 Teacher, 2 IA’s)
 - Staff must maintain 6 ft from each other
- Full- or Part-day instructional schedule similar as typical school year
 - Large and small groups instruction, outdoor play (no shared materials)

Option C: 100% Distance:

- Live instruction 5 days per week, part-day (1.5 hours)
- Daily Large and Small group instruction
 - Math, Language & Literacy, Music & Movement
- Weekly Google Classroom posts
- Additional small group or 1:1 learning sessions as needed

Understanding the inherent risks...

Current as of April 22, 2020

A School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Not Exhaustive and Preliminary insights

	Schools among the first of sectors to open		Schools among the last of sectors to open
	What do you have to believe to make a decision for school reopening?		
Public health risk	Risks for children and teachers themselves as well as for asymptomatic transmission through children considered limited	Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions	Reopening of the schools can pose a significant risk to both children and others
Criticality for economic activity	Schools are a critical prerequisite to allowing parents to return to work; significant portion of workers rely on childcare	Economic activity can return through slow, systematic / staged reopening of schools	Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care)
Impact on student learning and thriving	Significant learning loss with remote learning especially for vulnerable students Broader risks to students in staying home (nutrition, domestic violence)	Blended learning works for some subjects and grade levels; in-person lessons required for others	Remote learning allows students to continue learning at acceptable levels
Ability to safeguard schools	Health & Safety measures can adequately mitigate the risk of infection in schools	Health & Safety measures are insufficient to prevent the spread of the disease if schools return to full capacity	Very difficult to safeguard schools given inherent characteristics of children, plus shortages of supplies and budgets

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8) McKinsey & Company 11

Phased reopening....

Reopening will occur in phases:

Group 1: PrK, K, 1st, SAI/SDC

Group 2: 2nd, 3rd grades

Group 3: 4th, 5th, 8th grades (8th can't open in purple tier)


















Group 4: 6th grade

Group 5: 7th grade (can't open in purple tier)
















Conditions that must be met for Reopening

Area	Task	Complete?
Technology	OK to reopen app pilot in place	<div style="width: 100%; height: 10px; background-color: green;"></div>
	Launch OK to reopen across sites	<div style="width: 20%; height: 10px; background-color: green;"></div>
Superintendent	Ensure every facility has COVID-19 prevention plan that prioritizes equity and has a lead	<div style="width: 90%; height: 10px; background-color: green;"></div>
	Build protocols for potential repeated closures in case of COVID-19	<div style="width: 30%; height: 10px; background-color: green;"></div>
	Create and implement plan for phased-in survey of learning preferences for returning groups	<div style="width: 5%; height: 10px; background-color: green;"></div>
	School reopening plans completed and posted online - on Jan 15	<div style="width: 5%; height: 10px; background-color: green;"></div>
	Apply for waiver (if needed)?	<div style="width: 5%; height: 10px; background-color: green;"></div>
Special Education	Develop plan for mod/ severe pathway for reopening	<div style="width: 70%; height: 10px; background-color: green;"></div>
Schools, MOT	Social distance markers and playground sectioning complete	<div style="width: 80%; height: 10px; background-color: green;"></div>
Schools, Ed. Servic...	Assess school site infrastructure for hybrid learning readiness	<div style="width: 30%; height: 10px; background-color: green;"></div>
Schools	Safety and COVID prevention measures in place	<div style="width: 100%; height: 10px; background-color: green;"></div>
	Facilities prepared for COVID hygiene and social distancing	<div style="width: 95%; height: 10px; background-color: green;"></div>
	Identify and assign pre-K student in person seats	<div style="width: 95%; height: 10px; background-color: green;"></div>
	Identify and assign TK -2 general education in person seats	<div style="width: 95%; height: 10px; background-color: green;"></div>
	PPE inventory and tracking	<div style="width: 75%; height: 10px; background-color: green;"></div>
	Develop and launch additional key structures - ex. bell schedules, outdoor instruction, technology	<div style="width: 30%; height: 10px; background-color: green;"></div>
	Target days set for staff to prepare classrooms	<div style="width: 5%; height: 10px; background-color: green;"></div>
MOT	Transportation, cleaning busses	<div style="width: 100%; height: 10px; background-color: green;"></div>
	All touchless faucets and soap dispensers	<div style="width: 100%; height: 10px; background-color: green;"></div>

Conditions that must be met for Reopening

	Installation of (ex. Merv 13 filters) and repairs necessary for hybrid learning	
	Cleaning and disinfection supplies custodial staff training and schedules in place	
	3 month supply of cleaning and PPE in place	
	Directional painting for school sites	
Human Resources, ...	Prepare staff to do their own regular health screenings (OKtoReopen) and create systems for monitoring and contact tracing	
Human Resources, ...	Identifying, developing and deploying training for COVID related actions	
Human Resources	Labor agreements in place (CSEA, MVEA)	
	Staff COVID testing in place	
	Complete interactive process with staff members	
	Prepare communication protocols aligned with FERPA regarding COVID positive cases	
	Develop plan for ongoing Covid testing of all staff per county guidelines	
	Develop plan for implementing protocols in the event of positive COVID-19	
	Staff training on COVID safety (Keenan and site development)	
	Plan to monitor execution of existing MOU agreements	
	Plan of action for teacher observations/evaluations created	
	Identify and group the types of training staff will need based on roles and responsibilities	
	Substitute availability threshold of 10% for daily use	

Conditions that must be met for Reopening

	Plan for in-person classes without sub teachers (teacher is out)	
	Site supervision (yard duty and lunches)	
	Support staff schedule (IAs, noon duty, etc)	
Ed. Services	How RTI teachers mix into multiple cohorts	
Ed Services	Identify small groups/cohorts for learning pods	
	Instructional learning plans in place- in-person	
	Identify locations of support pod/YMCA programs	
	Create and continually update Teacher Training Portal	
	Build protocols to support at-risk students	
	Ensure that sites have scheduled students in DL or hybrid classes	
	Teacher professional development for technology, hybrid learning and instructional delivery practice, and system to monitor	
	How SPED teachers mix into multiple cohorts	
	Instructional delivery and site reopening plans in place for in-person learning	
	Revisit CSMA schedule	
Revisit Rhythm and Moves schedule		

<https://datastudio.google.com/u/0/reporting/5007bfc4-42df-429d-a086-43b1f2e5950f/page/WvDuB?s=vgXirDtRvZM>



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Additional considerations

Things to take into account

- Student performance data exists within a vacuum as we cannot compare our results to our peers
 - We are pleased with the growth that we are seeing, even if it is not at the same levels of in person learning
- Attendance data suggests that most students are attending and and engaging with school work

Things to take into account

- The date for reopening is critical
 - Waiting too long has diminishing returns
 - Expect a disruption to learning (reacclimation)
- Our ability to remain open is dependent on
 - Staffing (substitutes)
 - Student and staff safety is paramount in making any decision
 - Students and staff will need to remain vigilant and truthful about reporting
 - Parents and students will need to adhere to safety guidelines (masks, volunteering)
- We will not please everyone with our decision



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Next Steps

Next steps

- Community engagement to learn about considerations
- Review and refine plan
- Continue to monitor County data to determine viability for reopening
- Provide the Board of Trustees with feedback / recommendation at a later board meeting

Community engagement

Asking the community: “Knowing this information, what concerns/considerations do you have for reopening?”

Jan 22-28

- Jan 12 MVEF
- Jan 13 Cafecito
- Jan 19 PTA Presidents
- Jan 20 DAC
- Jan 22 Community Check in
- Last week of January- DELAC, Focus group, Town Hall for staff