

Narrative Responses for California Dashboard

Optional Narrative

Mountain View Whisman School District (MVWSD) is located in the heart of Silicon Valley. An award-winning district, it serves a diverse student population in preschool through eighth grade. MVWSD represents a wide range of ethnicities, languages, cultures, and economic status. With nearly 50 languages represented, our differences are our strength, and a source of inspiration.

Priority 1 - Basic Services

During the 2021-22 school year, the Mountain View Whisman School District met the criteria for having appropriately assigned teachers. The district had two mis-assignments of teachers of English learners and no other teacher mis-assignment and zero vacant teacher positions in 2021-22. The two teachers that were mis-assigned for English learners, are credentialed and had a CLAD waiver or temporary county certificate in place while they obtain their certification. Both teachers completed the English Learner authorization by January 2022. Collection of teacher misassignment data is transitioning to the California Department of Education (CDE). MVWSD staff calculated these percentages as data was not available at this time. Final percentages will come from CDE in the upcoming weeks and will be updated if necessary.

The District held a public hearing during the regularly scheduled meeting of the Board of Trustees on September 9, 2021. The Board of Trustees certified that all students had access to standards aligned instructional materials.

Mountain View Whisman School District conducted an inspection of District facilities using the Facilities Inspection Tool in summer 2021. The results indicated that 9,703 facilities were in good repair, 74 were deficient, and 0 were in extreme deficient repair. The majority of the items found to be in deficient repair were mostly general maintenance issues such as loose faucets, door closers, cracked windows, peeling paint on doors and casings and hanging internet cables. The District has remedied these issues by replacing windows through a contractor and as well as creating and completing work orders for the remaining items. Painting needs will be resolved in summer 2022.

Priority 2 - Implementation of Academic Standards

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Professional development on the Common Core Standards in English Language Arts and mathematics began in 2013-14. The District adopted math (Eureka Math) in 2014-15 and ELA/ELD (Benchmark Advance/Adelante and StudySync) in 2015-16. Professional Development on the materials/standards was provided. In 2014-15, the District implemented an instructional coaching model. The District has instructional coaches at each elementary school and two middle schools share a 1.0 Social Studies, 1.0 ELA, and 1.0 science coach. The District was unable to hire a math coach for middle school. All teachers have weekly collaboration time. In fall 2019, the District implemented a revised RTI/STEAM plan. All Elementary sites have dedicated STEAM teachers. Each elementary school's STEAM teacher focuses on hands-on K-5 science during RTI time, while the classroom teacher provides small-group support and enrichment. The District adopted new middle school History Social Science materials in May 2019, and in May 2020 adopted new elementary History Social Science materials as well as new Science materials for grades TK-8. Professional development was provided. In summer 2020, the District focused on supporting teachers with distance learning through professional development. Adopted curriculum was accessible online and all students were provided a chromebook for distance learning. In 2021-22 the District focused on providing professional development on differentiation and equity practices.

Priority 3 - Parent Engagement

Building Relationships

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MVWSD is in the full Implementation phase in two of the four areas of building relationships. Results from the District's LCAP/Climate survey indicate that 83% of parent respondents agreed or strongly agreed that the District is successful in creating welcoming environments for all families in the community and 87% agreed or strongly agreed that the District is successful in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MVWSD is in the Initial implementation phase in two areas of building relationships. Results from the District's LCAP/Climate survey indicate that 72% of parents agreed or strongly agreed that the District is working to develop the capacity of staff (admin, teachers, classified) to build trusting relationships with families and 76% of parents agreed or strongly agreed that the District is supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways. This is a focus in the District's Strategic Plan 2027 in Goal Area 3 and in the District's Local Control Accountability Plan Goal 3 - Inclusive and Welcoming Culture. Effective communication builds understanding and trust and will allow the District to work together with parents to support student's wellbeing and development. The district is working to streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences and tone.

MVWSD also employs School and Community Engagement Facilitators at all school sites. The facilitator acts as a liaison between students, staff, and parents to remove barriers to improve student learning and achievement. Their responsibilities include serving as a resource for connecting students and parents to district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes.

Building Partnerships for student outcomes

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MVWSD is in the initial implementation phase in two areas of Building Partnerships for student outcomes. Results from the District's LCAP/Climate survey indicate that 72% of parents agreed or strongly agreed that the District is providing families with information and resources to support student learning and development in the home and that the District is implementing policies or programs for teachers to

meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Additionally, While teachers are always available to meet with parents, the District does provide dedicated time, through minimum days in January, for all parents to meet with teachers to review student progress. The District also continues to use an online assessment and instruction platform - i-Ready. All students in the District take i-Ready diagnostic assessments in English Language Arts and mathematics three times per year. Results are sent home to parents so they can see students' progress and growth toward meeting grade level standards. The i-Ready instructional program is used in the classroom and can also be used at home to help students fill academic gaps or extend their learning.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MVWSD is in the beginning implementation phase in two areas of Building Partnerships for student outcomes. Results from the District's LCAP/Climate survey indicate that 65% of parents agreed or strongly agreed that the District is providing professional learning and support to teachers and principals to improve a school's capacity to partner with families and only 55% agreed or strongly agreed that the District is supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Again, the District has a focus on cultivating and maintaining an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders in its Strategic Plan (Goal 3). MVWSD is working directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University. Parent University is a series of learning sessions and conversations that empower adults to support students to thrive. Attendance at Parent University sessions increased during the 2021-22 school year and MVWSD is looking to continue to strengthen this program.

Seeking input for Decision Making

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MVWSD is at the beginning implementation phase in all areas regarding input for decision making. Results from the District's LCAP/Climate survey indicate that 66% of parents agreed or strongly agreed that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from underrepresented groups in the school community. This is a strength relative to the other areas in this section.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MVWSD is at the beginning implementation phase in all areas regarding input for decision making. Results from the District's LCAP/Climate survey indicate that 60% of parents agreed or strongly agreed that the District is working to build the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making and 62% of parents agreed or strongly agreed that the District is providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Only 59% of parents agreed or strongly agreed the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All school sites have School Site Councils and English Learner Advisory Committees, which play critical roles in developing school site plans. MVWSD has a District Advisory Committee and a District English Learner Advisory Committee. All committees are involved in the development of the Local Control Accountability Plan (LCAP). Additionally, when the District is seeking input on issues, these groups are consulted and their input collected and used in the decision making processes.

In order to provide families with opportunities to share input on policies and programs, MVWSD uses survey tools. The Climate/LCAP survey is given each year in

February and results are used to develop the LCAP and school site plans. While survey participation has been good overall, there are still lower response rates for underrepresented families. The District will be working with the sites' School and Community Engagement Facilitators on a plan to increase survey responses rates in 2022-23 .

Begun in 2021-22, another related project is an effort to improve how information is shared with/input is solicited from families, especially those who are traditionally underrepresented. The District engaged in several input-gathering exercises across multiple stakeholder groups to identify the obstacles in the way of accessible information and the potential improvements/functions that would better serve the specific habits and needs of families.

The District is in the beginning phase of developing opportunities for families, teachers, principals and district administrators to work together to plan, design, implement and evaluate family engagement activities. Within the communications project referenced above, questions were also asked about current family engagement activities and how they could be improved. Additional work is currently being done through District and site committees as well as this is an area of constant improvement, especially in the context of serving underrepresented families.

Priority 6 - Climate Survey

Summary of Climate Survey Results

In 2021-22, MVWSD administered a Local Control Accountability (LCAP)/Climate Survey to all students in grades 4-8. The survey provided measures of perceptions of school safety and connectedness. Overall the total number of respondents to the District's LCAP/Climate survey was lower than in 2021. Additionally, many results throughout areas of the survey were lower than in previous years, although in many cases results are similar to results received pre-pandemic. The District believes that several factors contributed to the lower response rates and lower ratings including:

- The District/community was just coming out of a large COVID surge that impacted staff, students and families, and anxiety about the possibility of another surge after the February Break was high.
- The District was in the middle of mediation with the Mountain View Educators Association on the Collective Bargaining Agreement.
- Students, staff and families were experiencing pandemic fatigue and were wanting to have more "typical" conditions for everyday life and schooling.

- Restrictions for social distancing and masking have impacted the school environment resulting in frustration for students, staff and families.

Below are the survey highlights. On the LCAP survey 79% of our students agree or strongly agree that adults at school care about their success. 81% indicated that they trust their teachers and 74% are comfortable asking teachers questions. 92% of students state that they have friends at school. 72% of students feel safe on campus. 87% of students agreed or strongly agreed that students from different cultural backgrounds become friends. Areas of improvement from students perspective include focusing more on developing a student's character (62%) and being treated respectfully (62%). 68% of students agree or strongly agree that there are clear and fair consequences for breaking rules at school.

MVWSD LCAP Goal 2 is to develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior. Action 1 in this goal is to continue to have At-Risk Supervisors for all District schools. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. Having staff in these positions has been especially important in the 2021-22 school year as students transitioned back to in person learning. Action 8 is to implement a plan of action for competency-based Social Emotional Learning. Also, the District has School and Community Engagement Facilitators (SCEF - LCAP goal 3, action1) to act as a liaison between students, staff, and parents to remove barriers to improve student learning and achievement. They play an important role in supporting student and family connectedness to our schools.

The District will continue with convening a Health and Wellness committee (Goal 2, Action 3) to review policies and programs that support overall student wellness. The District is also continuing its partnership with Santa Clara County Behavioral Health Services.

Priority 7 - Broad Course of Study

The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The District uses the following tools to track the extent to which all students have access to, and are enrolled in, a broad course of study.

Elementary School: Daily class schedules teacher-created and in Powerschool that show student enrollment in core subjects, English Language Development, and special education. The District also reviews art and music schedules and agreements with the Community School of Music and Art, physical education schedules and agreements with Rhythm and Moves, Response to Instruction for intervention or enrichment schedules and staffing, and Puberty Talk program schedules and agreements. Middle School: Daily class schedules in Powerschool which show student enrollment in core subjects, English Language Development, Special Education, electives, physical education and Response to Instruction, the middle school elective catalogs, and the Teen Talk program schedules and agreements. In the 2021-22 school year all students were offered a broad course of study.

A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study

In the Mountain View Whisman School District, all students have access to, and are enrolled in, a broad course of study.

Elementary Schools: In reviewing school and grade level data for the 2021-22 school year all elementary students had access to a broad course of study as outlined by Education Code with some modifications due to the pandemic:

- Enrollment in instrumental music especially for aerosol producing instruments was lower for 5th grade than in past years.
- Students had to use instrument masks and bell covers and instruction was provided outside as much as possible which was not always optimal.

Middle Schools: In reviewing student schedules and associated data for the 2020-21 school year all middle school students had access to a broad course of study as outlined by Education Code with some exceptions due to the pandemic:

- Enrollment in instrumental music especially for aerosol producing instruments was lower than in past years.
- Students had to use instrument masks and bell covers and instruction was provided outside as much as possible which was not always optimal.

Identification of any barriers preventing access to a broad course of study for all students.

Elementary School

- The District reopened fully in person for the 2021-22 school year. All students attending District elementary schools had access to a broad course of study.
- Students that enrolled in the District's Remote Independent Study program were offered a broad course of study although students only had live instruction one hour per week and the majority of courses, including art, music and physical education lessons were taught asynchronously.

Middle School

- The District reopened fully in person for the 2021-22 school year. All students had access to a broad course of study.
- Students that enrolled in the District's Remote Independent Study program were offered a broad course of study including electives although students only had live instruction one hour per week and the majority of courses, including electives and physical education lessons were taught asynchronously

Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

MVWSD has done the following in order to better provide students access to a broad course of study:

Overall

The District will open in August 2022 with regular schedules with students in person learning five days per week.

- Delivery of physical education, art and music classes will be determined based on COVID restrictions (outside, specialized masks, bell covers etc.)

Middle Schools

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

- Response to Instruction periods
- Co-taught classes
- Math courses that start all students on a pathway to Algebra 1 or Geometry in 8th grade

- Choice electives for all students
- Delivery of physical education, art and music classes will be determined based on COVID restrictions (outside, specialized masks, bell covers etc.)