

Narrative Responses for California Dashboard

Optional Narrative

Mountain View Whisman School District (MVWSD) is located in the heart of Silicon Valley. This award-winning district serves a diverse student population in preschool through eighth grade. MVWSD has received national awards for its academics and innovative practices, including 1:1 device to student ratio and internet for all at home and school. MVWSD represents a wide range of ethnicities, cultures, economic status and languages with nearly 50 represented.

Priority 1 - Basic Services

During the 2022-23 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 2022-23. The two teachers that were mis-assigned for English learners, are credentialed and had a waiver or temporary county certificate in place while they obtain their certification.

The District held a public hearing during the regularly scheduled meeting of the Board of Trustees on September 8, 2022. 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 2022. The results indicated that 11,320 facilities were in good repair, 212 were deficient, and 0 were in extreme deficient repair. The majority of the items found to be in deficient repair included blocked water heaters and electrical panels in closets, carpet stains, damaged floors, ceiling tile stains from water leaks, graffiti, cracked windows. 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.

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 and 1.0 math coach. 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 2021-22 the District focused on providing professional development on differentiation and equity practices. In 2022-23 the District implemented the initial phases of its MTSS plan, and in 2023-24 will work to adopt new ELA/early literacy curricula for elementary grades.

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 86% (+3% from 2022) of parent respondents agreed or strongly agreed that the District is successful in creating welcoming environments for all families in the community and 89% (+2% from 2022) 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 although gains were made in both areas based on the results of the District's LCAP/Climate survey. Results indicate that 75% (+3% from 2022) 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 78% (+2% from 2022) 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. Additional staffing has been added to our elementary schools (Castro and Mistral) with high percentages of underrepresented families to provide more support.

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. Seventy-six percent (+4% from 2022) of families agreed or strongly agreed 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 December, 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 67% (+2% from 2022) 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 57% (+2% from 2022) 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 2022-23 school year by more than 50% over the previous year due in large part to a redesign based on community feedback. Additional school-based sessions were added at every school and a seminar for Spanish-speaking families was added through a partnership with a local nonprofit organization.

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 initial implementation phase for three areas regarding input for decision making. Based on survey results, the District made good progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. In spring 2023, 70% of parents agreed or strongly agreed with this statement which is an increase of 8 percentage points from spring 2022. Additionally, 63% (+3 from 2022) of parents agreed or strongly agreed that they district is building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making and 60% (+1 from 2022) of parents agreed or strongly agreed that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making.

MVWSD is at the beginning implementation phase in 1 area regarding input for decision making. Results from the District's LCAP/Climate survey indicate that 65% 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.

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 1 area regarding input for decision making. Results from the District's LCAP/Climate survey indicate that 65% 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.

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. The District made several changes to the survey distribution protocol for parents in spring 2022 which resulted in an increase in the response rates from parents from 13% to 31%.

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. This work will continue in 2023-24.

Based on the feedback gathered, the District has updated its Parent University series. Reflecting the needs of traditionally underrepresented groups, more school-site specific sessions were offered in 2022-23, as well as a Spanish-language seminar series. The District will continue to refine and improve the updated approach while exploring new methods to ensure that key information reaches intended audiences while fostering two-way engagement.

Priority 6 - Climate Survey

Summary of Climate Survey Results

In spring 2023, 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. Response rates for the spring 2023 survey increased for students from 1,755 in 2022 to 2,087.

Below are the survey highlights. On the LCAP survey 74% of our students agree or strongly agree that adults at school care about their success. 74% indicated that they trust their teachers and 74% are comfortable asking teachers questions. 93%

of students state that they have friends at school. 83% of students agreed or strongly agreed that students from different cultural backgrounds become friends.

2023 Survey results indicate that students, specifically in middle school, continue to have concerns around safety and behavior. Only 61% of students agreed or strongly agreed that they feel safe at school, only 51% agreed or strongly agreed that students respect teachers and staff and 63% agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school. Survey results in spring 2022 along with outside events prompted the District to convene a Safety Advisory Task Force and conduct a safety audit. The audit included an environmental scan of schools that will form the basis of recommendations and meetings with parent groups, teachers and students, principals, mental health, facilities, nurses, etc. Additionally, the District conducted a Thought Exchange in January 2023 which included staff, parents and middle school students. Information was shared with the Board of Trustees in March and with school communities in April.

MVWSD LCAP Goal 2 is to develop and implement programs and processes to 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 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. 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.

New for the 2023-24 school year the District will add Action 9 in Goal 2.

- Develop and implement a process for responding to student behavior incidents that will be used consistently across all sites.
- Develop guidelines for all sites for responding to student behavior incidents.

The next steps include developing and refining safety standards based on the audit and stakeholder input, and then implementing these protocols in Fall 2023.

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 2022-23 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 2022-23 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 increased from 2021-22
- Students began the year having to use instrument masks and bell covers. Restrictions were reduced to bell covers only after a few weeks.

Middle Schools: In reviewing student schedules and associated data for the 2022-23 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 increased from 2021-22
- Students began the year having to use instrument masks and bell covers. Restrictions were reduced to bell covers only after a few weeks

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

Elementary School

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

Middle School

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

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 2023 with regular schedules.

Middle Schools

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

- Response to Instruction periods
- Co-taught classes
- Math courses that start all students on a pathway to Algebra 1 or Geometry in 8th grade
- Choice electives for all students
- Choice electives for all students: Add additional staff to each middle school to allow for additional elective courses and to lower class size in elective courses
- Addition of Python based Coding courses through Techsmart which

will allow students who complete the series to be eligible to take the PCEP Industry Certification test and become a Python Certified Entry Level Programmer