



Mountain View  
Whisman  
School District

# Board of Trustees SY23-24 Goal

Reimagining Castro: A Road to  
Improvement

12/7/23



# Today's Goals and Objectives

Today we will:

- ❑ Revisit the purpose and goals of the Re-Imagining Castro Initiative
- ❑ Dive into data from Castro from multiple indicators and explore some key findings
- ❑ Outline the stages/steps of building a plan
- ❑ Get Board feedback on the Re-Imagine vision and the planning process
- ❑ Form an ad-hoc Board committee to join Educational Roundtable



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# An Equity Challenge

# Equity Challenge

How do we **increase access to high-quality and culturally-responsive** educational experiences **and supports** for students at Castro that result in **increased outcomes** over time, considering the logistical, social, and fiscal hurdles this challenge presents?

# Alignment to Strategic Plan 2027

**Goal Area #1: Effective and consistent instructional practices that meet the needs of all students**

1B. Ensure targeted instructional opportunities that maximize learning for students

**Goal Area #2: Student Social-Emotional Health**

2B. Ensure an integrated, consistent approach to social-emotional learning

**Goal Area #3: Inclusive and Welcoming Culture**

3B. Expand and enhance culturally-relevant approaches to student, parent and community engagement

**Goal Area #4: Effective and Engaged Employees**

4A. Attract and retain diverse, quality employees

**Goal Area #5: Equitable Distribution of Resources that Support Student Success**

5A. Ensure facilities and resources equitably serve all student

# Living our Mission and Vision

MVWSD **Mission** is: “We inspire, prepare and empower every student.”

MVWSD **Vision** is: “Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.”

When we focus on school improvement for one site, all other sites benefit from our learnings.

# The Connection to Equity

Equity in MVWSD is more than an outcome, it is a **call to action** to work towards justice– the breaking down of systemic barriers by ensuring each member of our community regardless of any outside factors have the opportunities and resources they need to thrive academically, socially, and emotionally in our schools and beyond.



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# Exploring Castro Data



# Data Sources

## *Qualitative Data Sources:*

School Quality Review (SQR) Mariano Castro, 2015-2016

DAC Listening Session with parents

Site Leader and Former Site Leader Interviews

Castro Teacher Interviews

## *Quantitative Data Sources:*

CAASPP Smarter Balanced Assessment Results

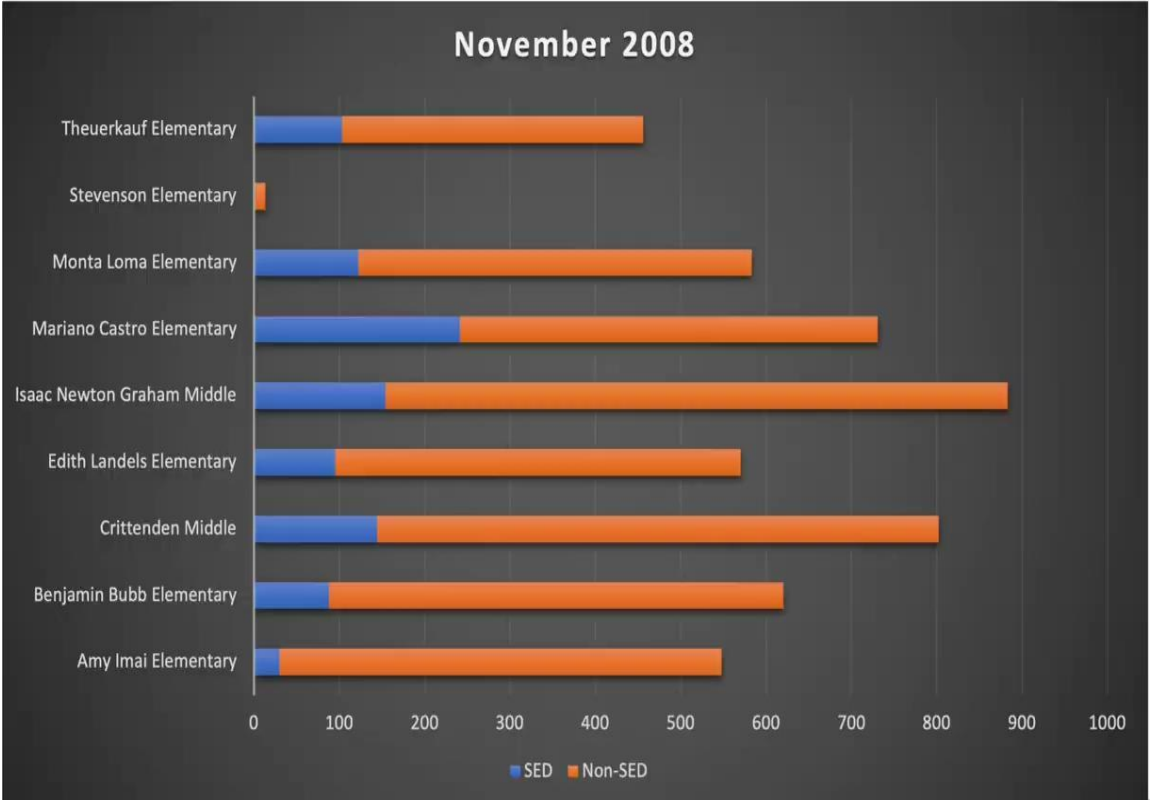
iReady Assessment Results

Equity Scorecard Data (+ PowerSchool and CalPADS)

# Historical Data - Zooming Out and Looking at the System

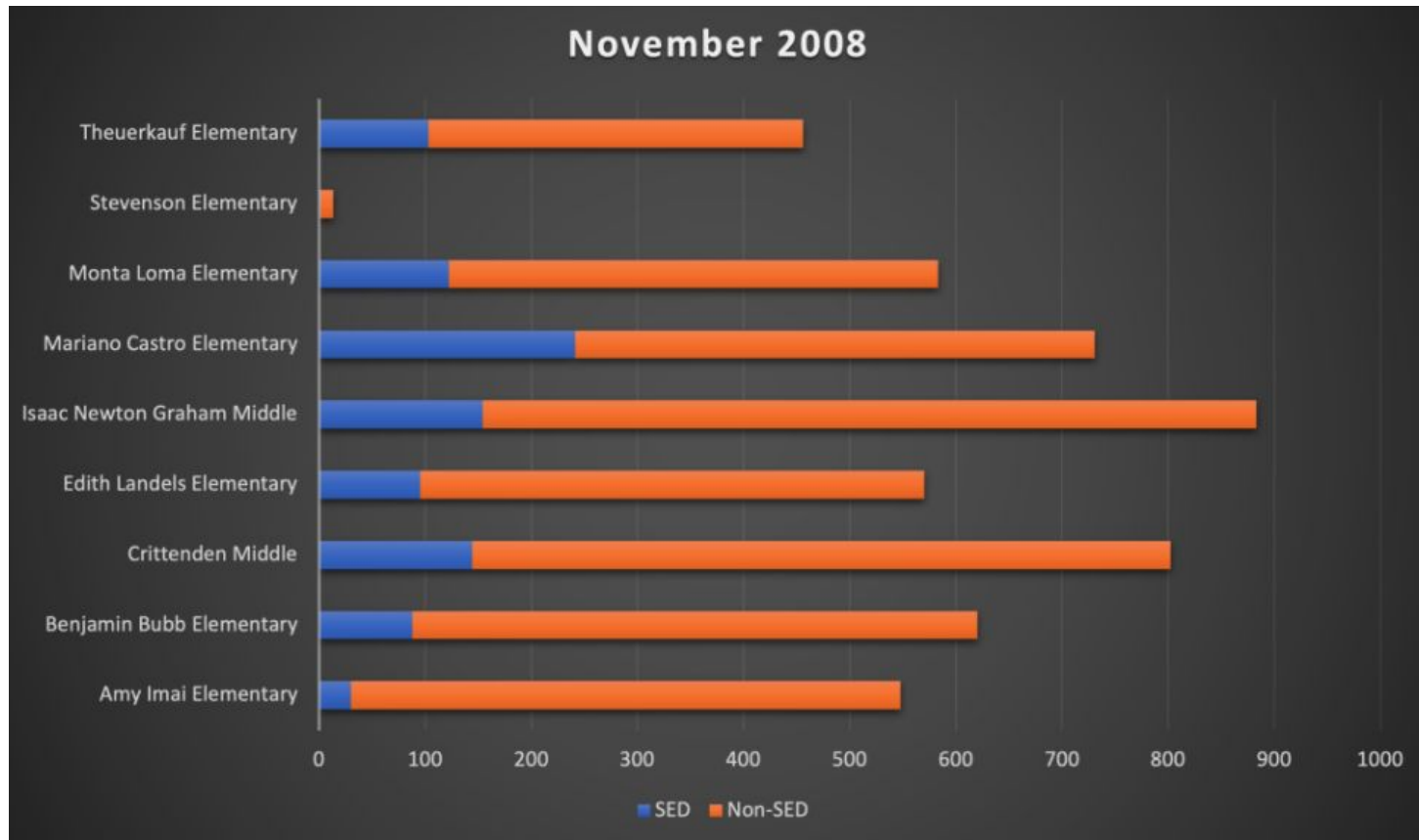
- Median incomes risen exponentially in Mountain View
  - \$41,911 in 1990 to \$91,302 in 2014 and \$158,104.
- Rising income and more private schools have led to more pockets of affluence and poverty within boundaries
  - These pockets are replicated over time by reinforcing feedback loops of parent perception of school quality
  - School Choice may exacerbate the impact these loops have on enrollment
- Castro/Mistral split and exit of PACT heavily impacted dynamics of Castro with some negative unintended consequences

# SED v. Non-SED Enrollment Data: System-Wide



What policy, practice, or system is replicating the results we see over time?

# Enrollment Data: Slides



# Current Data - Zooming In

## Guiding Questions:

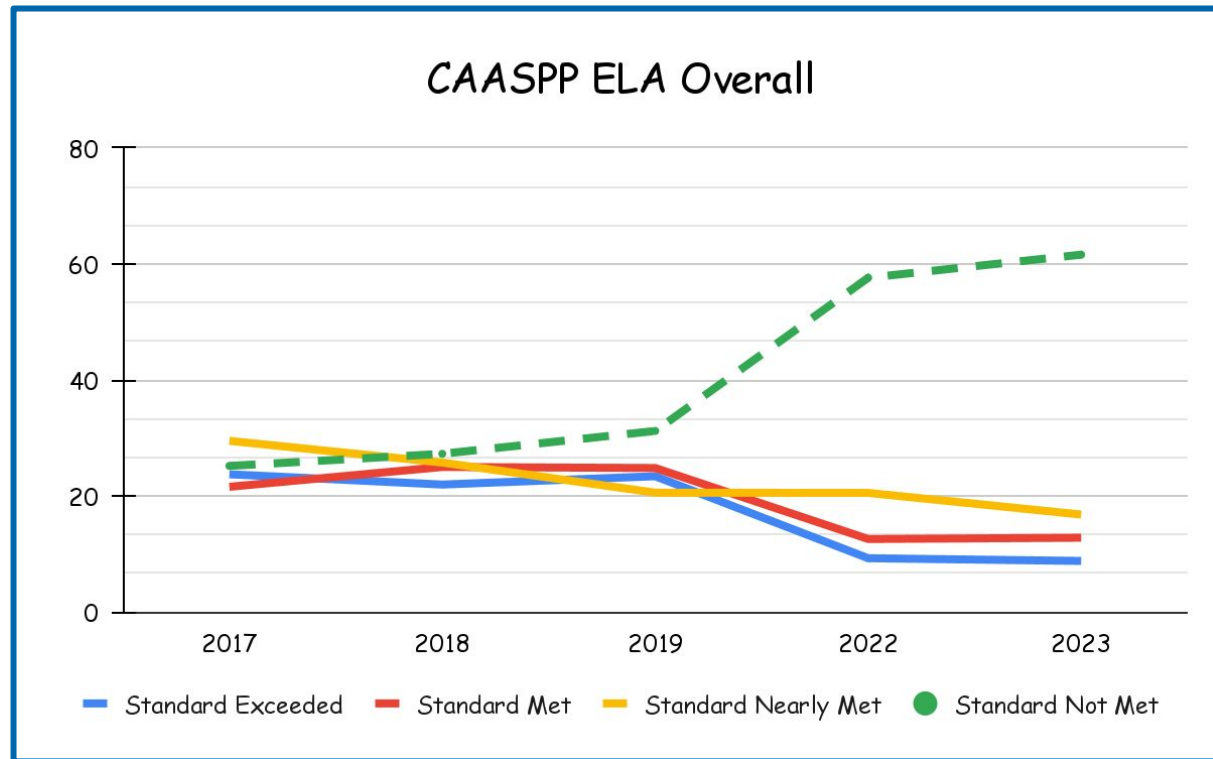
When we see data that **doesn't change**:

What policy, practice, or system is replicating the results we see over time?

When we see data that has **drastically changed**:

What about the environment changed over time? What supports were or were not available to flex to this change?

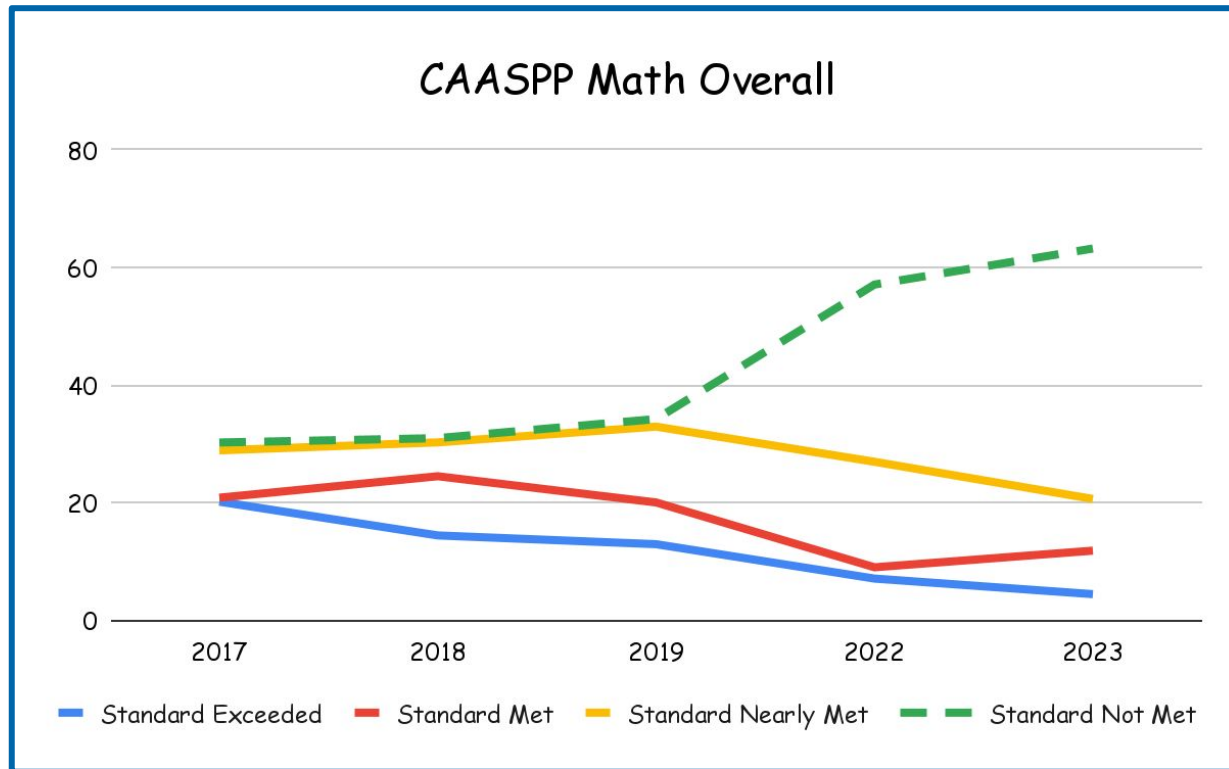
# Castro CAASPP Data Over Time: Overall ELA



The exponential growth of the 'standard not met' category' is likely the most influential variable when considering overall school performance trends.

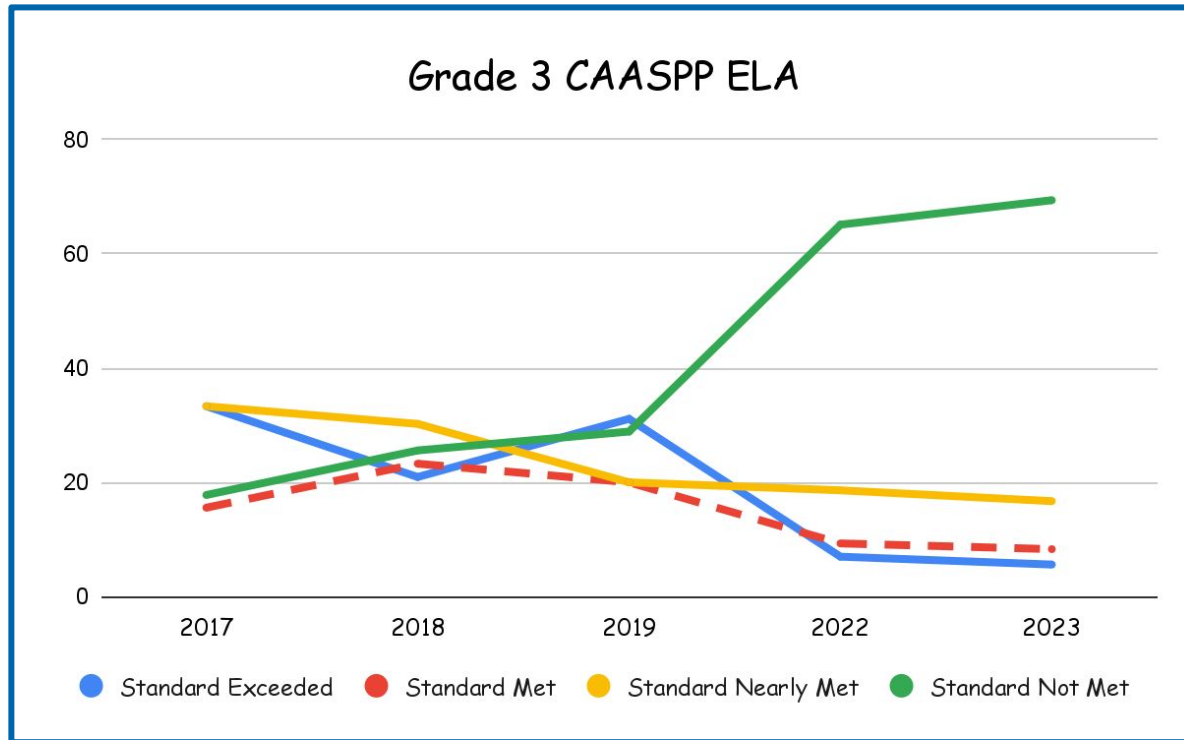
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Overall Math



What about the environment changed over time? What supports were or were not available to flex to this change?

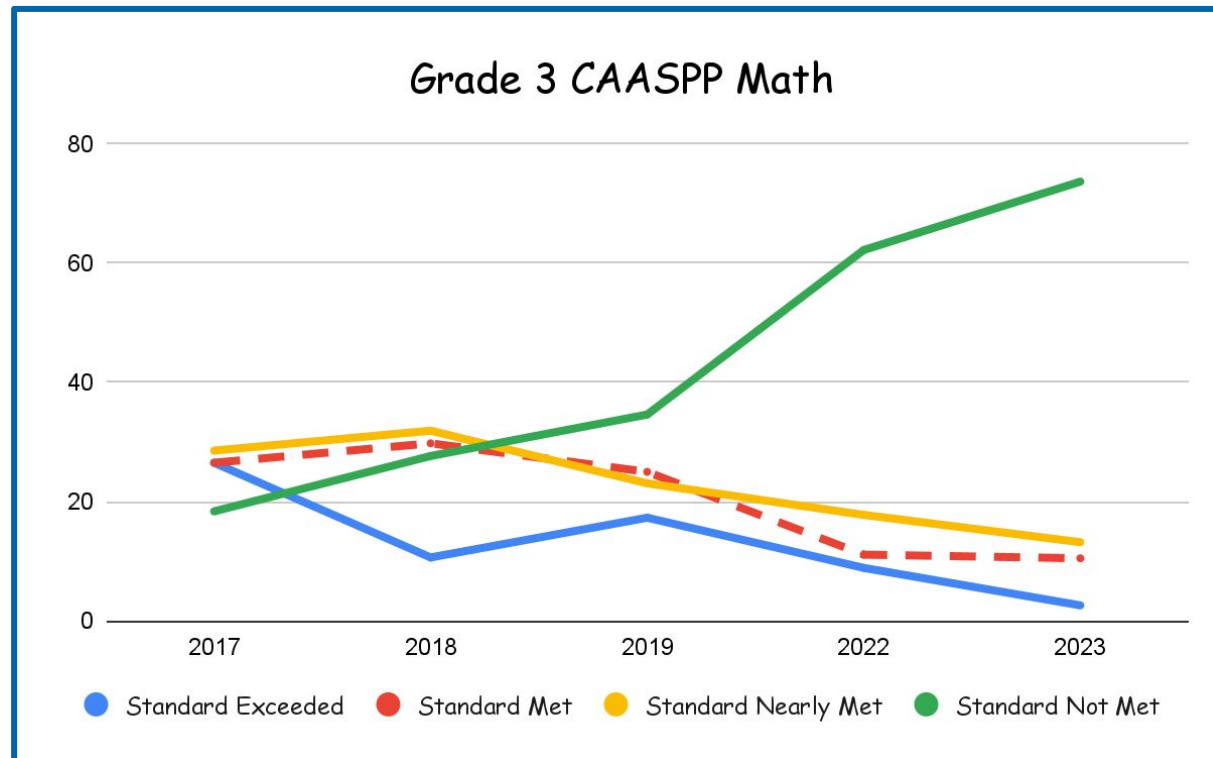
# Castro CAASPP Data Over Time: Grade 3 ELA



What about the environment changed over time? What supports were or were not available to flex to this change?

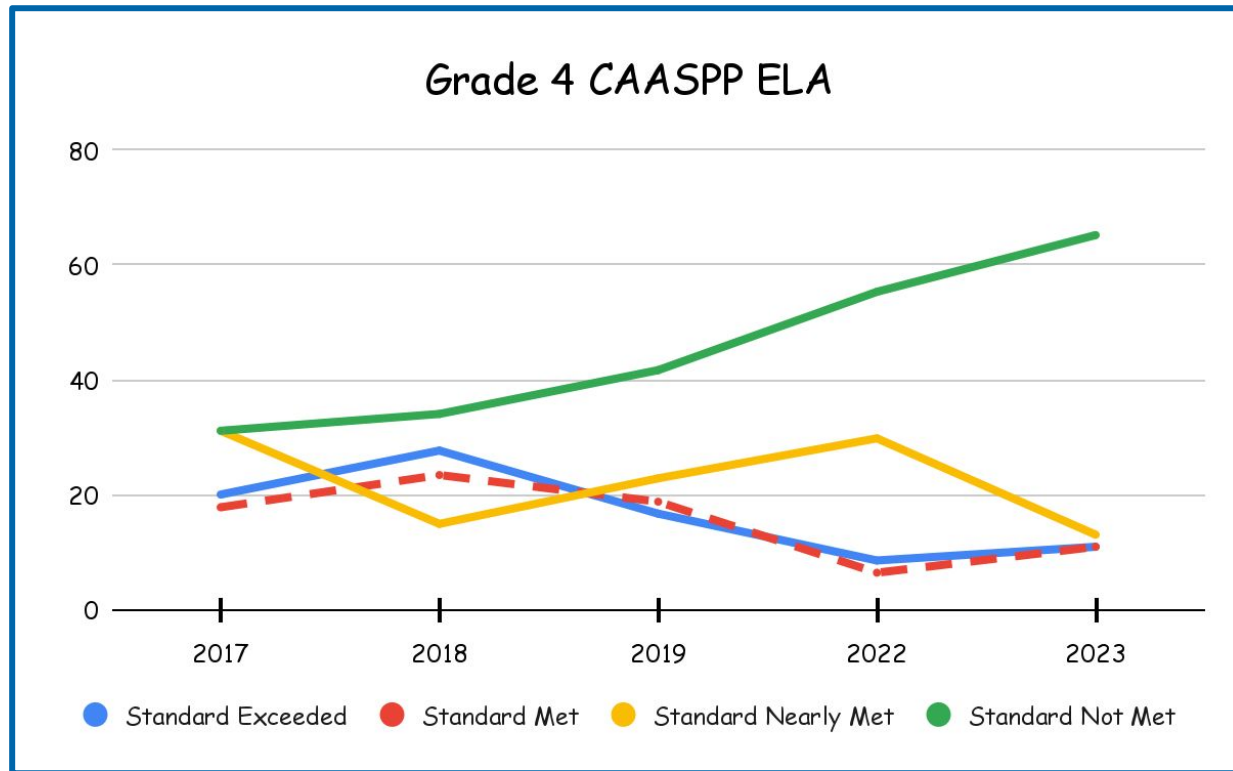


# Castro CAASPP Data Over Time: Grade 3 Math



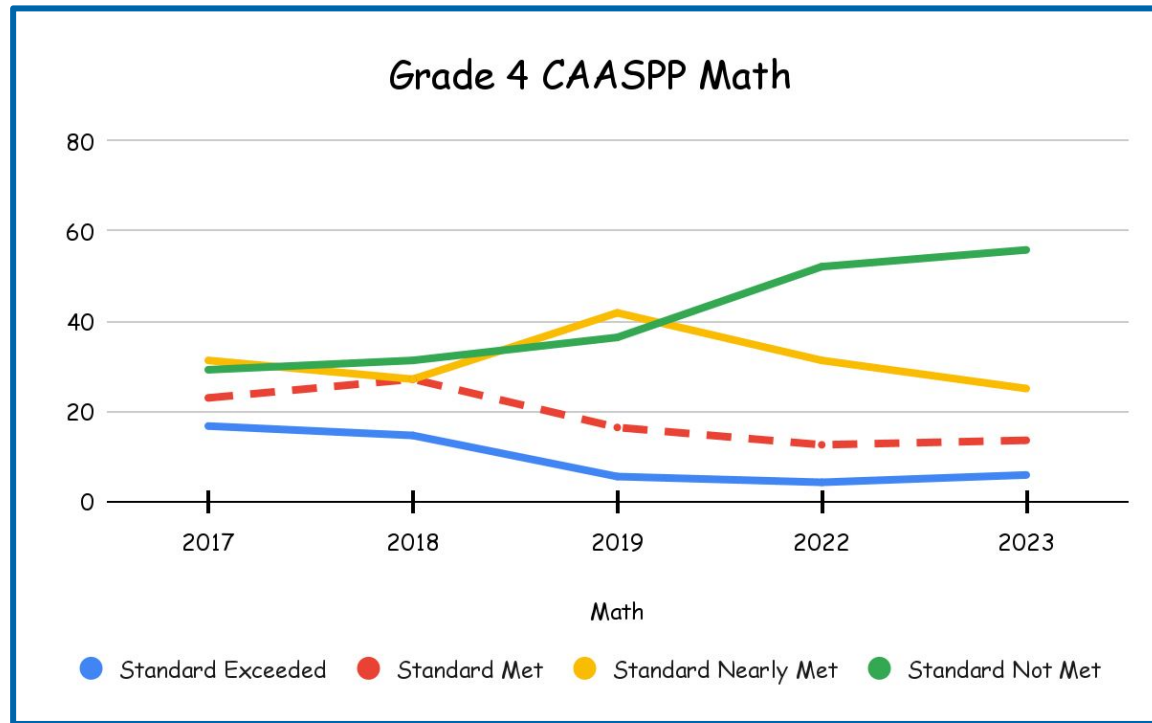
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Grade 4 ELA



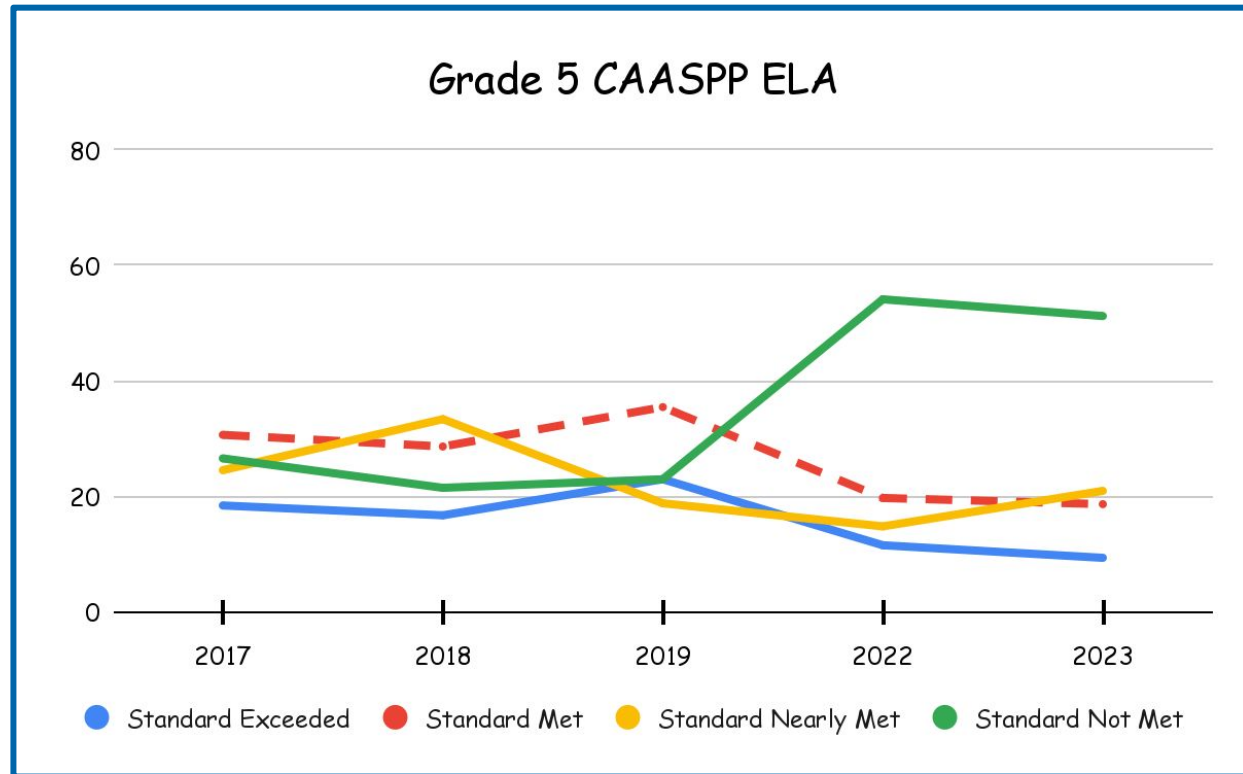
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Grade 4 Math



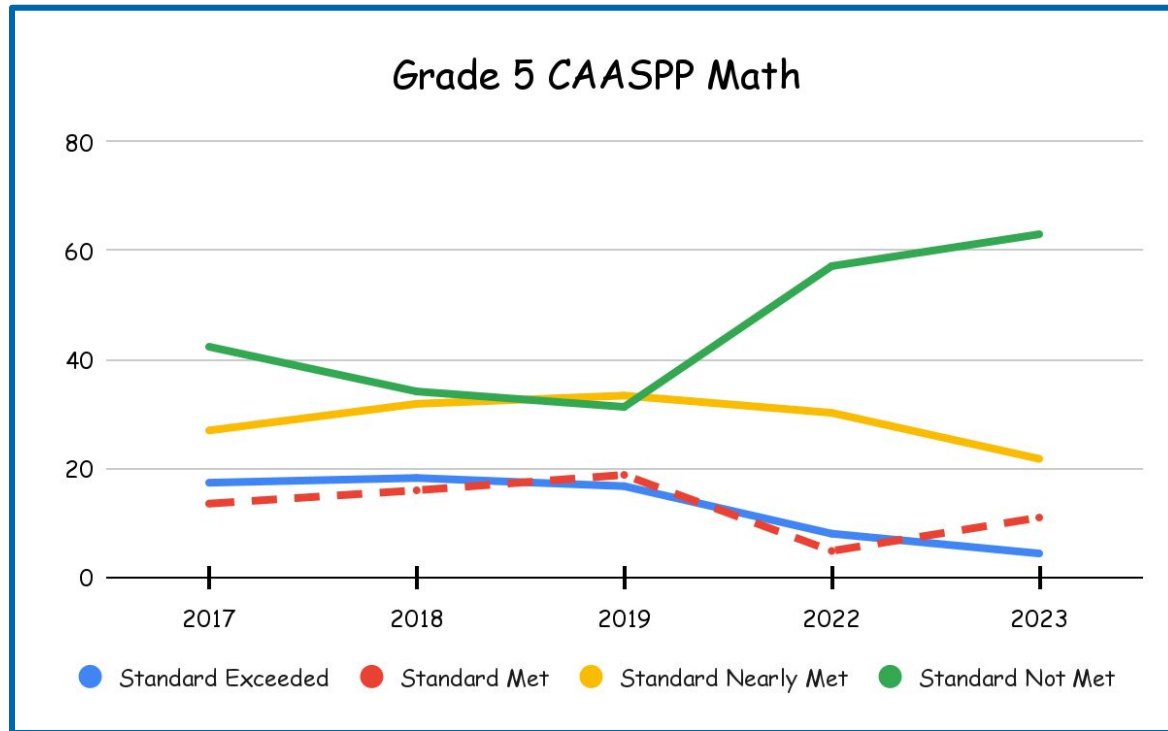
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Grade 5 ELA



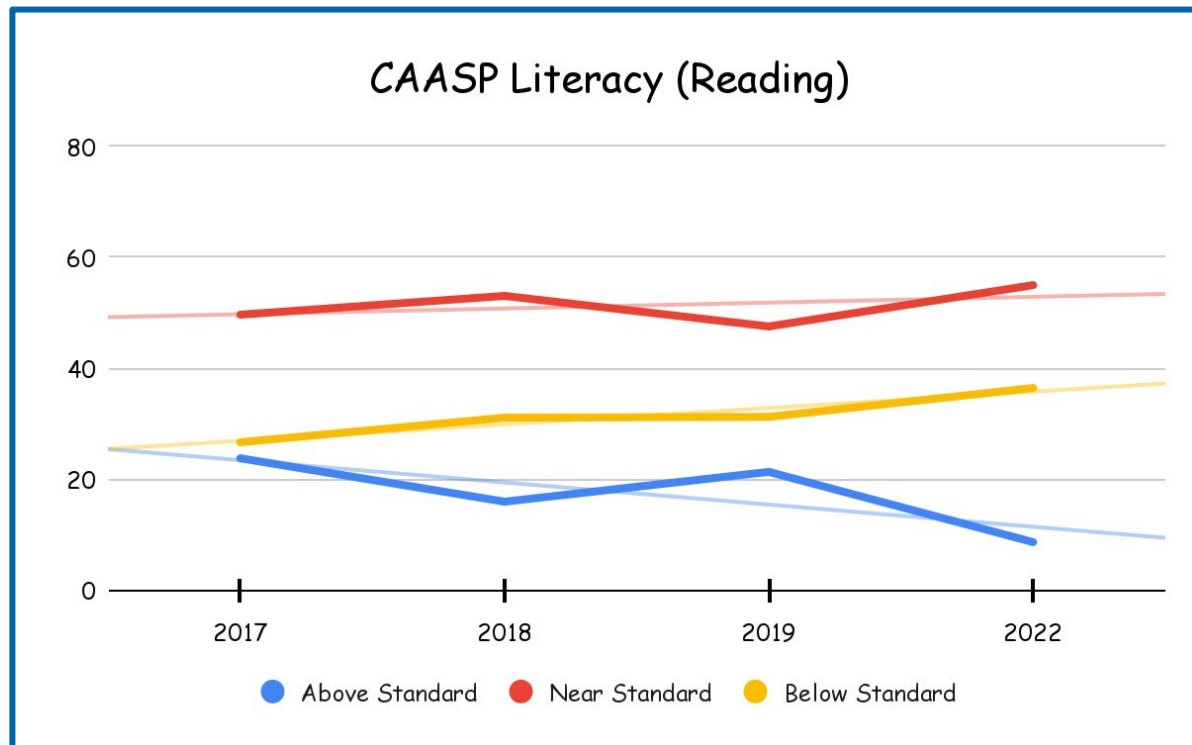
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Grade 5 Math



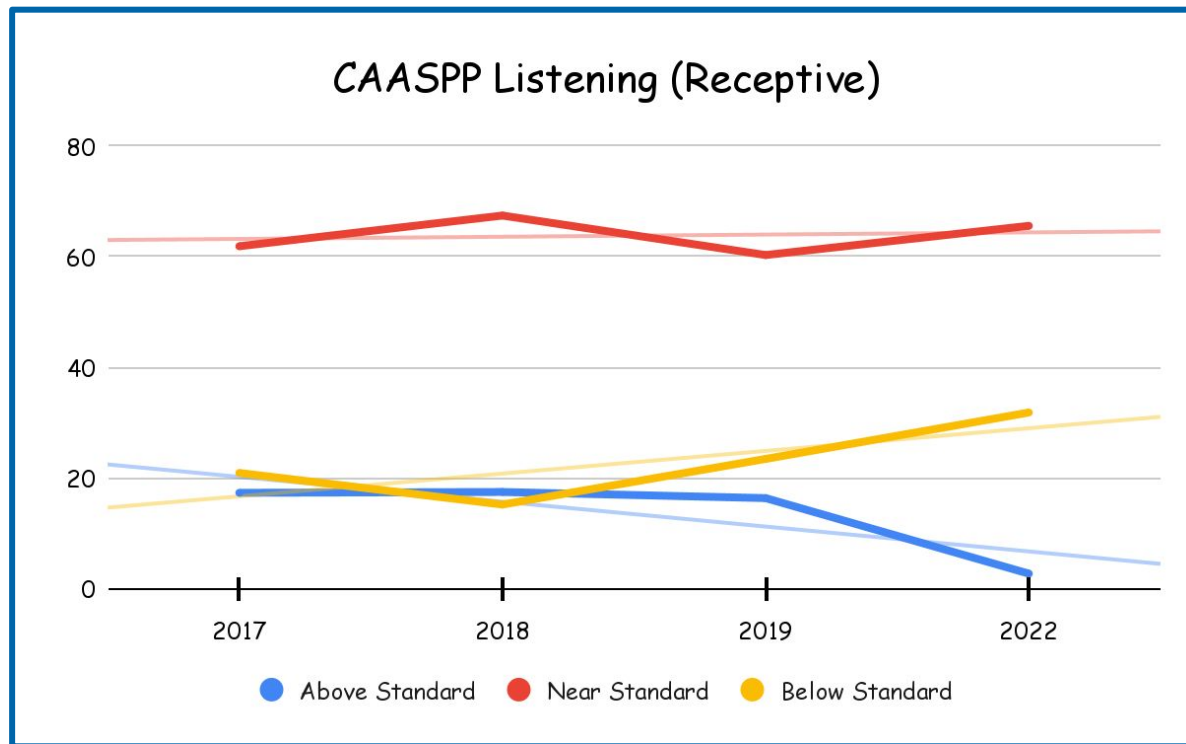
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Literacy (Reading)



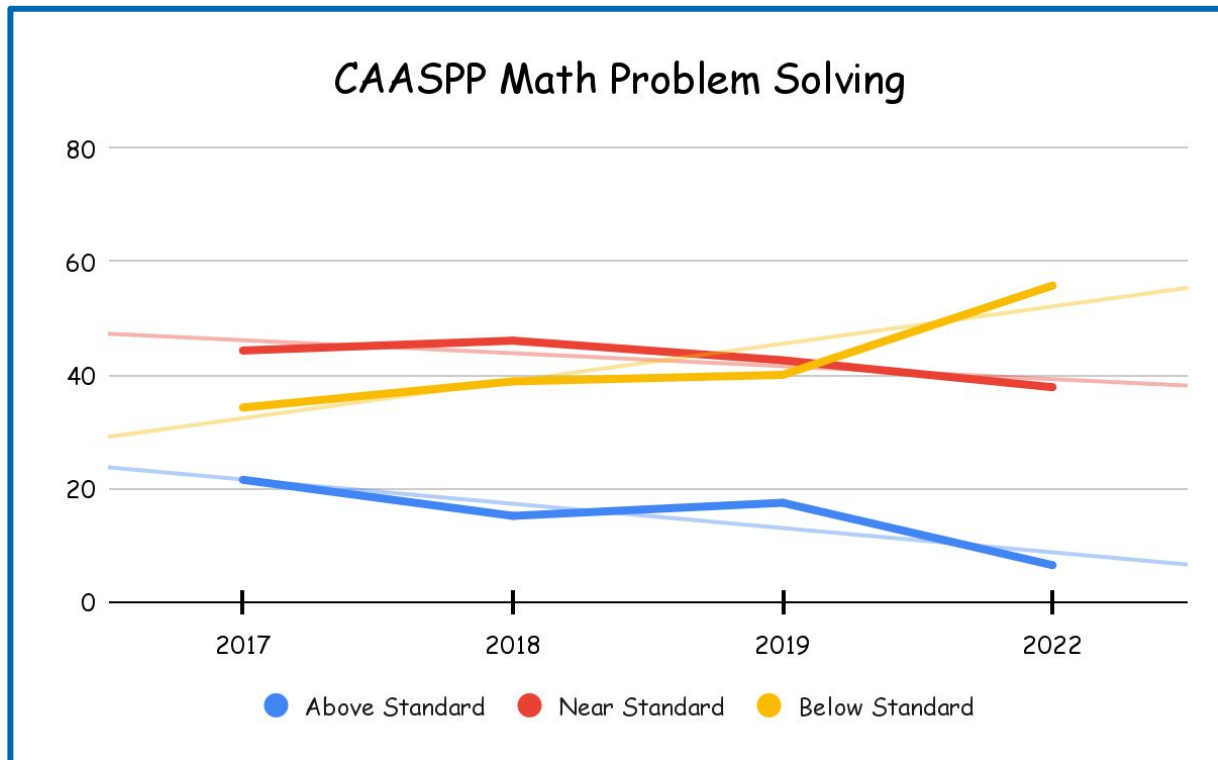
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro CAASPP Data Over Time: Receptive Language



What about the environment changed over time? What supports were or were not available to flex to this change?

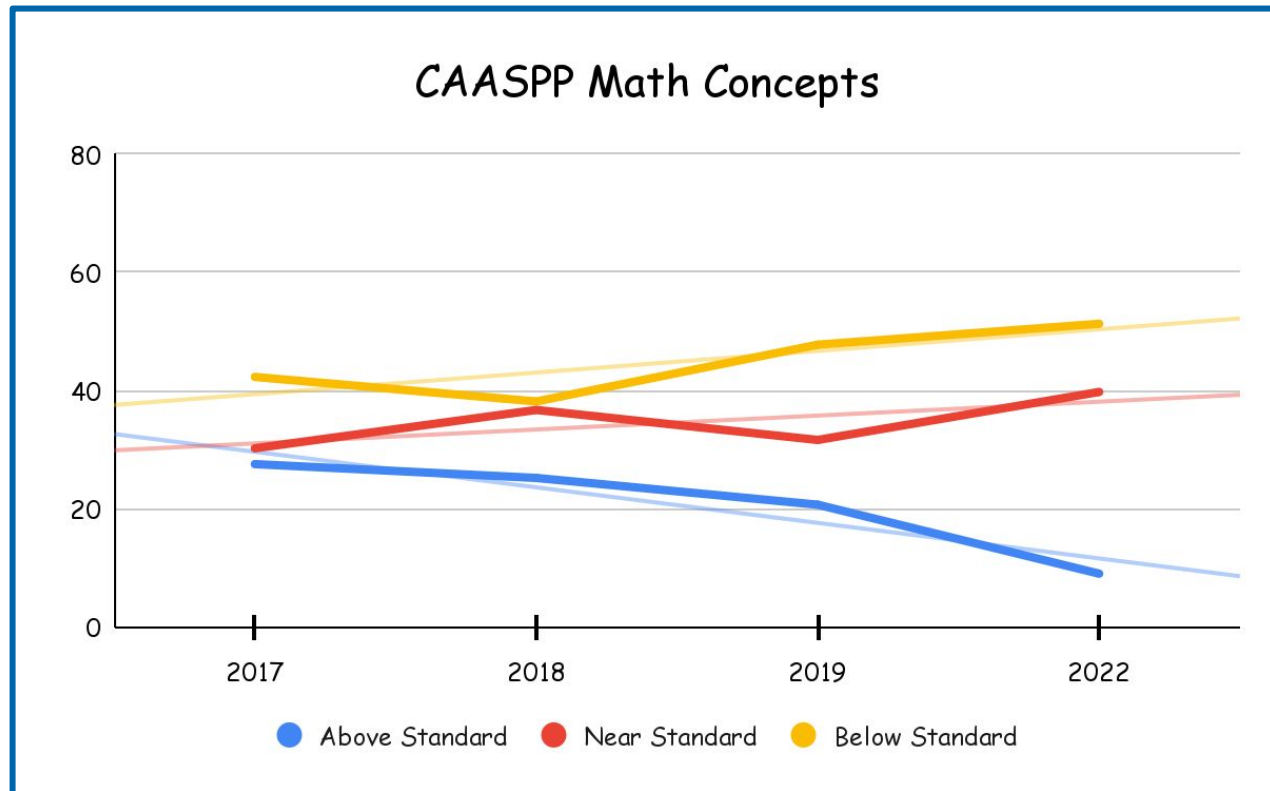
# Castro CAASPP Data Over Time: Math Problem Solving



What about the environment changed over time? What supports were or were not available to flex to this change?

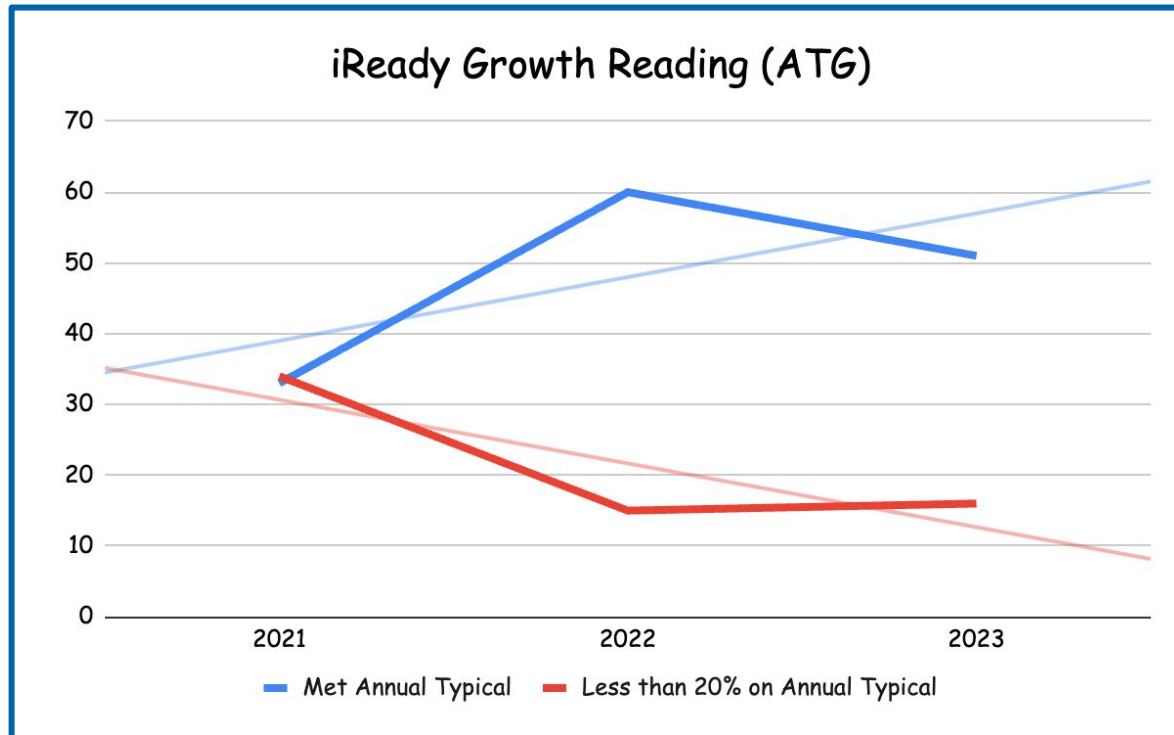


# Castro CAASPP Data Over Time: Math Concepts



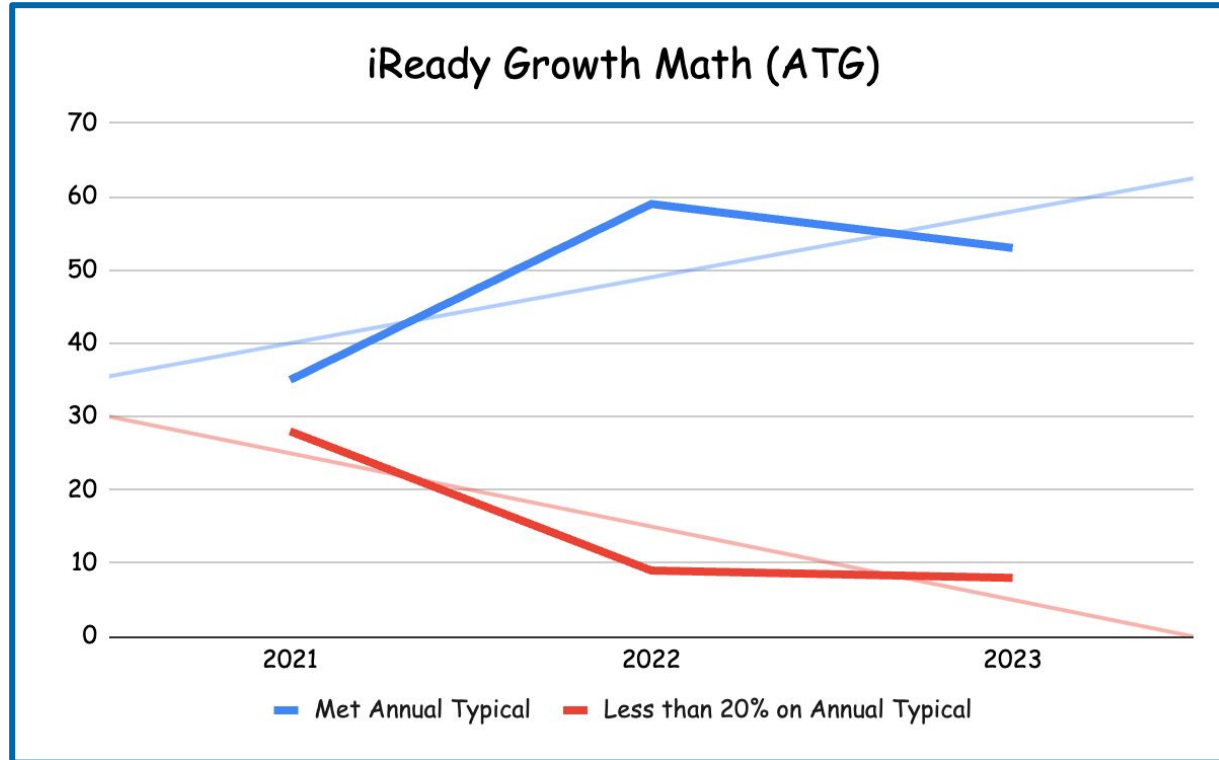
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro IReady Growth (Met ATG) Over Time: Reading



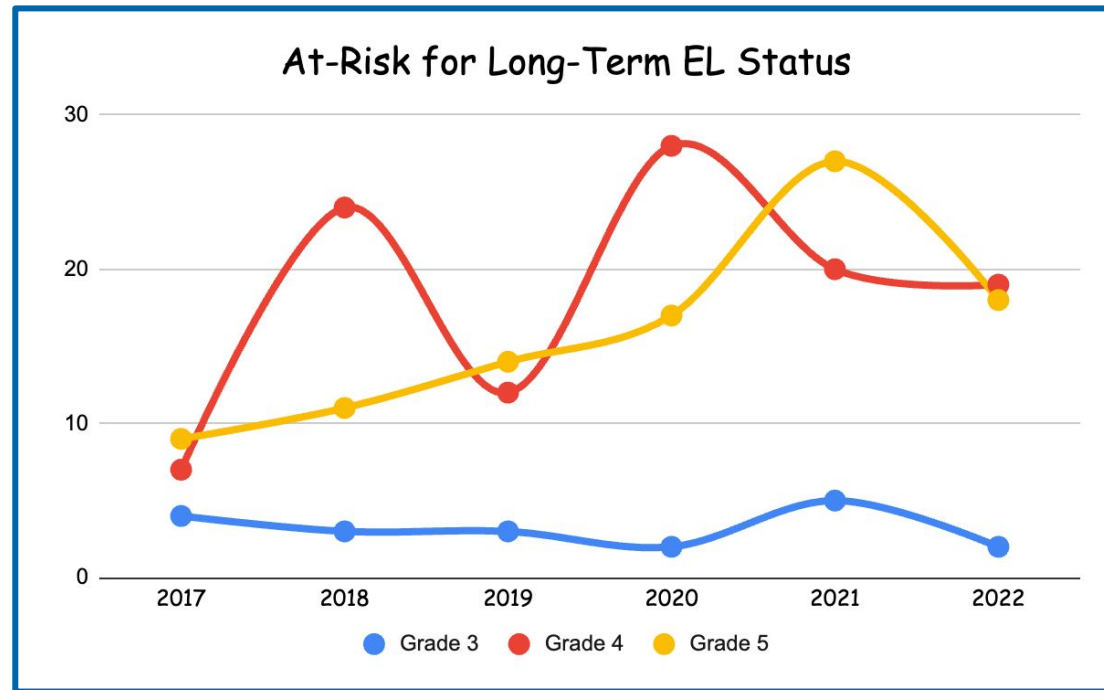
What about the environment changed over time? What supports were or were not available to flex to this change?

# Castro iReady Growth (Met ATG) Over Time: Math



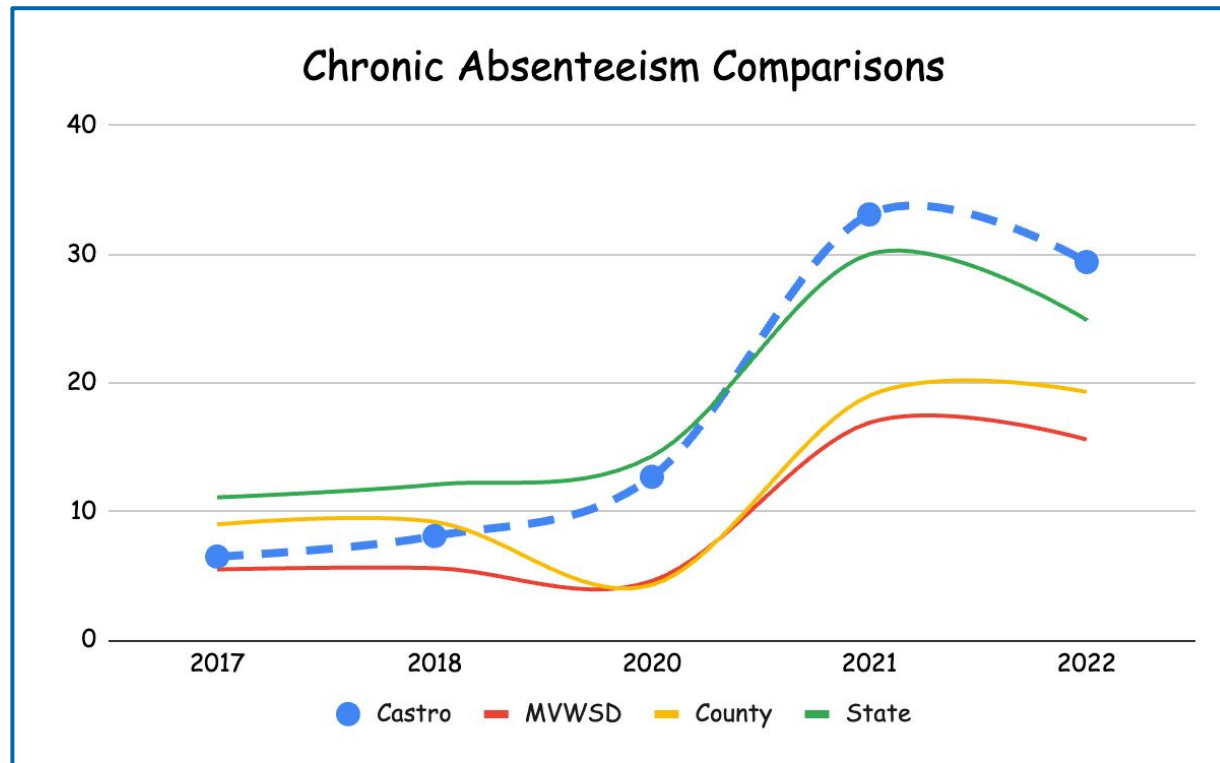
What about the environment changed over time? What supports were or were not available to flex to this change?

# At-Risk for Long-Term EL Status



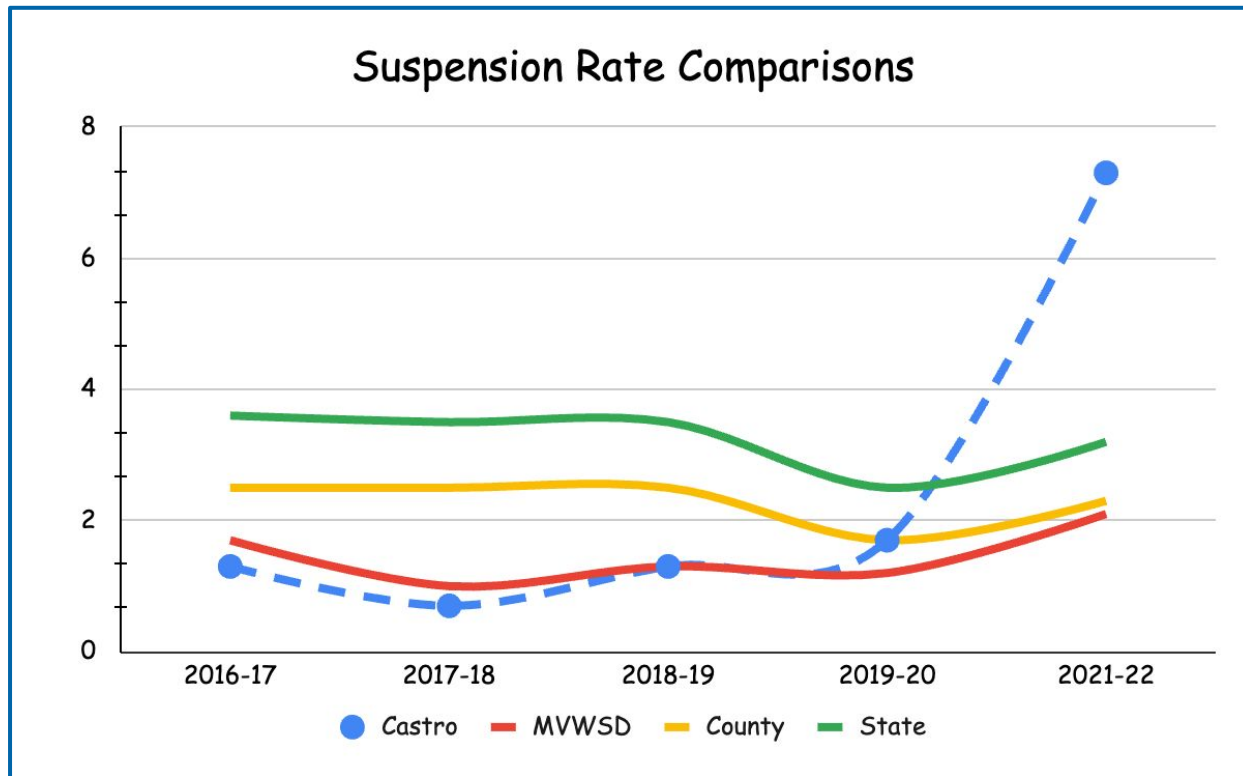
What policy, practice, or system is replicating the results we see over time?

# Chronic Absenteeism



What about the environment changed over time? What supports were or were not available to flex to this change?

# Suspension Rate Comparisons



What about the environment changed over time? What supports were or were not available to flex to this change?

# Key Takeaways from Quantitative Data using the UDC

- ‘Standard Not Met’ in ELA and Math steadily increasing over time pre-Covid. Post-Covid there has been **significant growth** of students in the ‘Standard Not Met’ category,
  - indicates that this group is the most influential in overall scores for the entire school
- Growth indicators (annual and stretch) suggest growth of students at Castro is steadily increasing, though still below district averages. Growth has yet to rebound from school closures.
- Chronic absenteeism ballooning post-Covid may exacerbate most data trends due to lack of continuity of care and instruction
- Increase in suspensions a leading indicator of overall health and wellbeing of student social-emotional health

# Guiding Questions for Qualitative Data

- How would you describe this school to someone who has never been here before, including its **strengths, challenges, and priorities**?
- What do you think Castro needs to improve performance? (eg. funding, expertise, staff capacity, etc.)?
- What has hindered improvement efforts in the past?
- What support do you receive to implement changes in your school?



# Key Takeaways from Qualitative Data

- **Strengths**

- Dedicated teachers wanting to serve at Castro, specifically
- Small class sizes
- Teamwork and collective responsibility

- **Challenges**

- Peer conflict and behavior challenges lead to instructional losses, especially during unstructured times
- Staff/leadership turnover reduces staff cohesion and increases need for PD supports for new teachers
- Finding the time and maximizing longer instructional blocks

- **Priorities**

- student achievement *through* relationships and serving their social emotional needs
- Literacy

# Key Takeaways from Qualitative Data

Factors impacting past improvement efforts include:

- School closures due to Covid-19
- Principal and staff turnover
- Applying changes for only short period of time before shifting to something else due to *perceived* lack of results (i.e. “quick fixes”)
- Tight daily schedules and findings longer instructional blocks to accelerate learning
  - outside provider schedule constraints
  - sharing facilities/personnel with Mistral
  - social-emotional and behavioral needs of students increased post-Covid and takes classroom time

# Key Takeaways from Qualitative Data

Perspectives on what Castro needs:

- **Social Supports**
  - At-Risk and SCEF staff is highly valued
  - More wraparound services and supports for families
- **Academic Rigor**
  - Emphasis on high-quality instruction with support that is consistently provided from year to year (not “quick fixes” that disappear after one year)
- **School Day Structure**
  - Increased instructional blocks
  - More supports during unstructured times of school day
- **Staffing**
  - Retention of teachers who choose schools like Castro
- **School-wide Enrichment**
  - More enrichment activities that are typically funded through a school’s PTA budget

# Exploring Castro Data (1)

## Process:

Universal Data Protocol with recent and historical data  
[Quantitative and Qualitative]

## Product:

- Findings Report with General Findings that help inform the identification of change priorities

# Constructing a Vision (2)

## **Process:**

Interviews with staff/Board of Trustees/District Leadership/DAC

## **Product:**

- Concise, coherent, bold vision statement(s) that details how the school will be different than it was before the change

# Identifying Priorities (3)

## **Process:**

Convening of Internal Team and getting feedback from Educational Roundtable Team on Re-Imagine priorities

## **Product:**

- List of 2-4 high-leverage priorities that will be the focus for the plan's designated time period.
- A clear, compelling rationale will accompany each priority that outlines why it needs urgent attention.

# Seeking Expertise and Best Practices (4)

## **Process:**

External School/District visits by members of Educational Roundtable and Internal Team

## **Product:**

- Findings and reflections Report on learnings gleaned from external site visits.
- Learnings will be organized by priority areas previously identified.

# Identifying Key Actions for each Priority Area (5)

## **Process:**

Assigning key actions for each identified priority by internal team and getting feedback from Educational Roundtable team

## **Product:**

- Comprehensive series of detailed, specific, and ambitious action steps for each priority.
- Listed action steps demonstrate appropriate approach toward realizing outcomes.
- All action steps are intentionally aligned with and provide a logical scaffolding to realize all process/progress outcomes



# Setting Progress Measures and Goals (6)

**Process:** Educational Roundtable will convene to give feedback on key actions and Process/Progress measures.

**Product:**

- Array of specific indicators that serve as incremental checkpoints to measure the school's current progress toward meeting outcomes (process and progress measures)
- Progress Measure: What progress has been made on our larger goals for school improvement (have our actions improved outcomes) – both leading and lagging

# (7) Sequencing/Timeline these Changes

**Process:** Internal team team will convene to timeline and sequence the proposed changes and shifts

**Product:** A detailed, 3-Year plan to rollout changes at Castro including progress monitoring checkpoints and reports to the Board and larger community

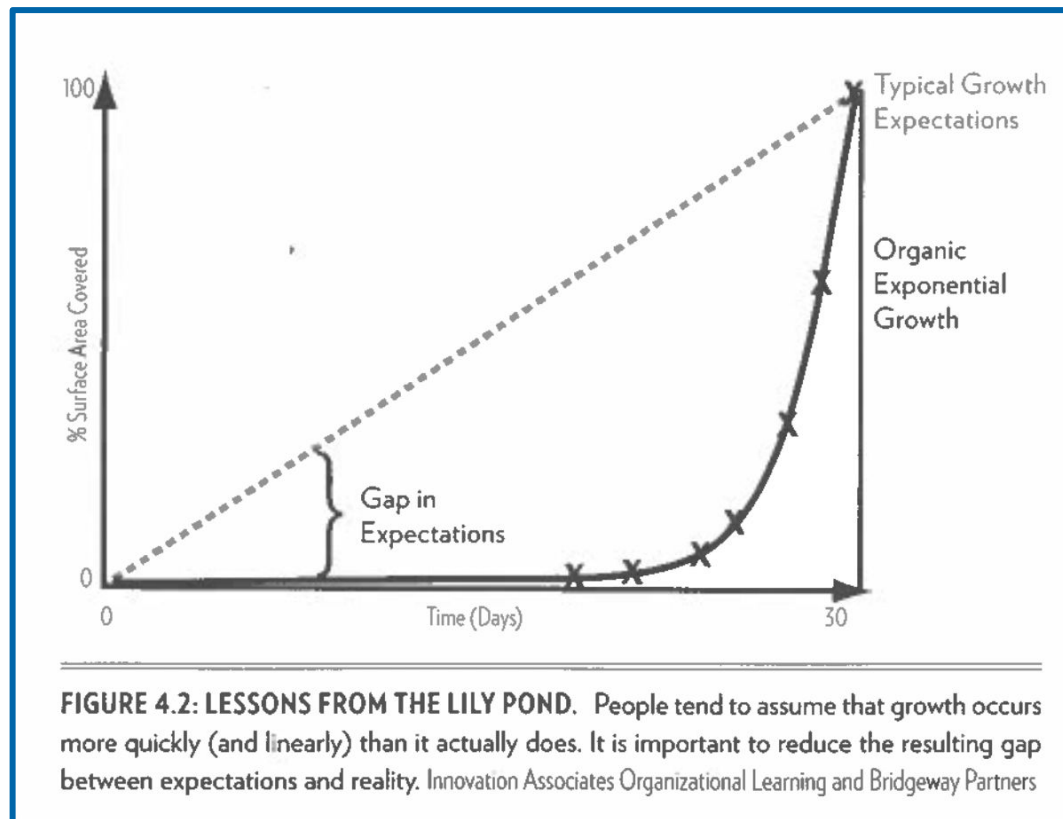


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# Looking forward

# Managing Expectations

Managing our 'Gap in Expectations' is Essential to avoid "quick fixes" and unintended consequences



# Managing Expectations

## Rollout of Changes:

- Will likely consist of 2-3 phases that are each rolled out approximately 1 year apart
  - this means it is possible that full implementation of changes put forth by the coming plan won't be fully implemented until SY25-26 or SY26-27
- Will require substantial time, human resources, and financial investment
  - any new change should be given at least 3 consecutive years of implementation before it is discontinued (unless it is causing harm)

# Persisting through Hurdles and Setbacks


## Hurdles:

- The unequal outcomes for students at Castro persist despite our best efforts to address them.
- School closures due to Covid-19 have resulted in long-term negative consequences on student's performance.
- Learning acceleration has not yet outpaced the degree of learning loss school closures inflicted

## Opportunities:

- Considering current reality and past efforts at improvement will help guide the plan (i.e learning from past setback)
- Can co-create a plan that emphasizing sustainable change and prioritizing consistent efforts

# Stages of Creating a Plan

- ❑ Exploring Castro Data 
- ❑ Co-Constructing a Vision (DEC/JAN)
- ❑ Identifying Priorities (JAN)
- ❑ Seeking Expertise and Best Practices (FEB/MAR)
- ❑ Identifying Key Actions for each Priority (MAR/APR)
- ❑ Setting Progress Measures/Goals (APR)
- ❑ Sequence/Timeline these Changes (APR)
- ❑ Sharing the Plan with the Community (MAY)

# Convening an Educational Roundtable

**Goal:** To provide feedback to the Superintendent and designee on the vision and priorities of the Re-Imagining Castro initiative.

Multiple stakeholder groups:

- Castro Teachers and Staff
- Castro Students, when appropriate
- Castro Parents
- Site Leadership at Castro
- District Leadership
- Board Members

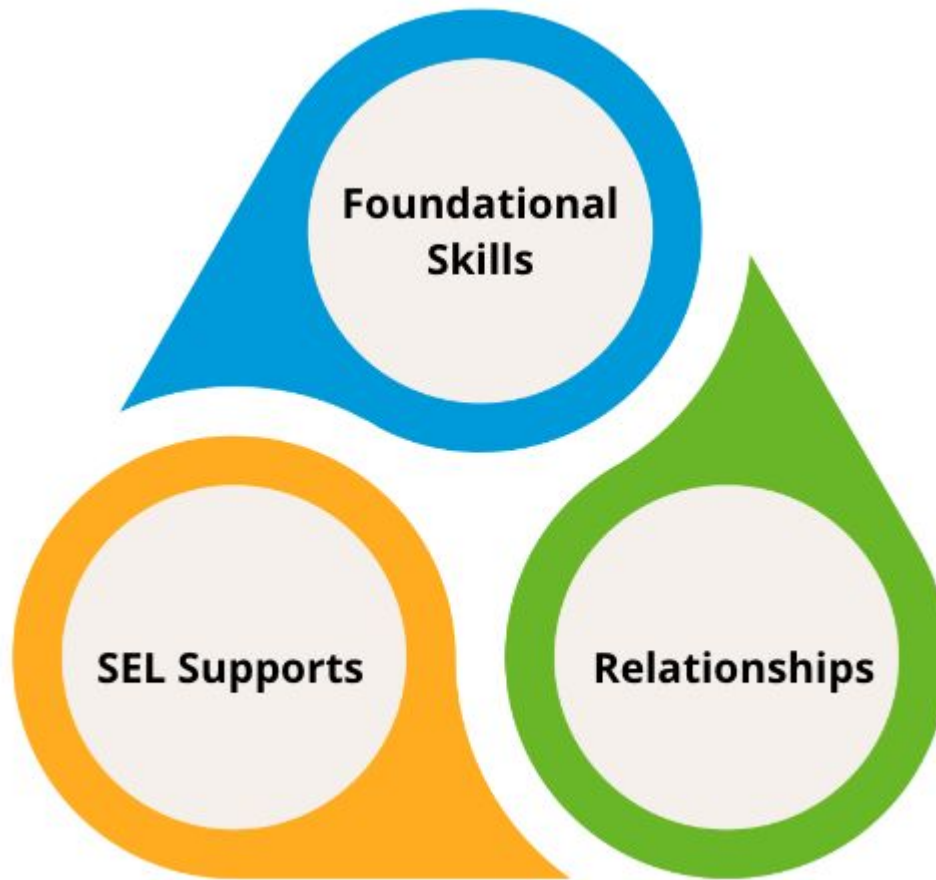




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# Next Steps

# Co-Constructing a Vision



# Co-Constructing a Vision

Based on information gathered from exploring Castro data, the following vision has started to emerge:

*Mariano Castro will be a place that prioritizes the cultivation of nourishing relationships with students and families in order to support the whole child as they attain the core foundational and the social-emotional skills needed to be successful in middle school and beyond compared to their peers at other sites.*

# Seeking Expertise and Best Practice through External School Visits

Benefits of external school visits on school improvement plans and processes:

- Best practice identification
- Innovation inspiration
- Problem-solving insights
- Parent/Community engagement models
- Infrastructure and resource management
- Continuous improvement mindset

# Seeking Expertise and Best Practice through External School Visits

Members from each stakeholder group that comprises our **Educational Roundtable** will visit the following types of programs to help inform the Re-Imagining Castro plan:

- Public, Title I Schools w/ similar demographics
- Community Schools (county and district-led)
- Magnet/Charter Schools w/ similar demographics

# External School Visit Logistics

Most sites were initially identified based on a search through the National Blue Ribbon Schools 2023 cohort. Schools that are not National Blue Ribbon schools were included because they have adopted a *Community Schools\** model and/or have demonstrated success in (1) integrated student supports, (2) enriched and expanded learning time and opportunities, (3) active family and community engagement, and (4) collaborative leadership practices.

\*Klevan, S., Daniel, J., Fehrer, K., & Maier, A. (2023). Creating the Conditions for Children to Learn: Oakland's Districtwide Community Schools Initiative. *Learning Policy Institute*.

# Next Board Update:

March 14, 2024:

- Final Re-Imagining Castro guiding vision statement
- List of 2-4 high-leverage priorities that will be the focus for each rollout based on Educational Roundtable and internal team feedback
  - A clear, compelling rationale to accompany each priority that outlines why it needs urgent attention.
- Findings and reflections Report on learnings gleaned from external site visits.

# Additional Questions for Trustees

What would you affirm or change in the emerging vision statement?

What would you affirm or change about the planning process? Does the timeline for creating, sharing, and implementing the first stage(s) of the plan fit the needs of the district?