

Mountain View Whisman Isaac Newton Graham Middle 2022-2023 School Accountability Report Card

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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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BOARD OF EDUCATION

Laura Blakely
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DISTRICT ADMINISTRATION

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Dr. Rebecca Westover
Chief Business Officer
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Chief Academic Officer
Tara Vikjord
Chief Human Relations Officer

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



BOARD OF EDUCATION

The Mountain View Whisman School District's Board of Trustees functions as the legislative body of the district and establishes the vision, goals and policies by which the school district is operated. Residents of the District are eligible to run for election to overlapping four-year terms. Trustees are elected by the registered voters of the district. The elected members of the MVWSD Board of Trustees are here to serve the community. Community members may contact trustees by either calling (650) 526-3552 or sending an email to trustees@mvwsd.org. Laura Blakely, Christopher Chiang, Devon Conley, Laura Ramirez Berman, and William Lambert are serving as trustees for the Mountain View Whisman School District.

DISTRICT ADMINISTRATION

The district is led by Superintendent Dr. Ayiné Rudolph. Community members may contact Dr. Rudolph by either calling the district office at (650) 526-3500 or sending an email to supt@mvwsd.org. The district's leadership team consists of Chief Business Officer Dr. Rebecca Westover; Chief Academic Officer Cathy Baur; and Chief Human Relations Officer Tara Vikjord.

Dr. Rudolph has been the Superintendent since 2015. He has a Doctorate in Education in Leadership, Policy and Organizations from Vanderbilt University. He also holds an Educational Specialist degree in Educational Leadership and Administration as well as a Master of Education in Secondary Education from George Washington University. He earned his Bachelor of Arts in History from Wittenberg University.

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

DISTRICT GOALS

- #1 Effective and consistent instructional practices that meet the needs of all students.
- #2 Student social emotional health.
- #3 Inclusive and welcoming culture.
- #4 Effective and engaged employees.
- #5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

The District provides a broad curriculum that includes art, music (with community support from the Mountain View Educational Foundation), physical education, and specialized programs at some schools such as Spanish-English Dual Immersion (Mistral) and parent participation (Stevenson). Students and staff have ready access to technology in a 1:1 environment to enhance and support student learning as well as to support the work of teachers, principals, and district-level staff.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

The essence of culture at Graham Middle School is defined by building strong relationships between staff, students, and community. We work together as a team to increase student agency which is defined by the following: self-efficacy, self-regulation, metacognition, and self-perseverance. We, as a staff, model these agencies for our students and promote positive behaviors with respect to student agency in all our students.

We work diligently to ensure that everyone feels, believes, and acts as part of our caring learning community. Our social emotional learning program consists of training for our students and staff to affirm, model, and reward positive behavior and to recognize and not harm anyone physically, verbally, emotionally, or academically. We provide training to staff, students and parents on what bullying is and how to identify it. Bullying of any form is not tolerated.

Our staff models high expectations and believes that all students will grow in all academic areas. We encourage our students to pursue learning in areas that interest them by providing all students access to high quality electives. We collaborate and work as a team to achieve our goals and experience success. We have an active parent community that supports our work and partners with us to ensure success for all. We are diligent in our efforts to inspire all students to take pride in their school, their work, themselves, each other, and their community. The school receives students from all elementary schools in the district, but the major feeder schools are Bubbs, Castro, Huff, and Landels. Graham Middle School students represent the diversity of the City of Mountain View; preparing them for a successful transition to high school, college, and life. The school is also a Project Cornerstone school.

ESSENTIAL ELEMENTS

I Belong
Together We Can
Pursue Knowledge
Take Pride
Do No Harm

MISSION/VISION

All members of the Graham community will collaborate to develop an innovative and inclusive environment that produces resilient, creative, and compassionate life-long learners who are ready to contribute thoughtfully in their community

COLLECTIVE COMMITMENTS

Student's learning and well-being will drive our actions
We will communicate and collaborate with the Graham community
We will be consciously inclusive and equitable
We will build culture of shared leadership

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	49.60
Male	50.40
Non-Binary	
American Indian or Alaska Native	
Asian	17.80
Black or African American	0.90
Filipino	1.80
Hispanic or Latino	43.50
Native Hawaiian or Pacific Islander	0.20
White	24.50
Two or More Races	11.20
EL Students	16.30
Foster Youth	0.50
Homeless	6.80
Military	
Socioeconomically Disadvantaged	35.60
Migrant Education	
Students with Disabilities	11.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	312
7th	280
8th	289
Total	881

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CaSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.30	85.49	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.57	3.60	1.44	12,115.80	4.41
Unknown	5.00	10.90	21.40	8.45	18,854.30	6.86
Total Teaching Positions	45.90	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.00	91.12	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.22	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.22	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.22	4.60	1.88	11,953.10	4.28
Unknown	1.00	2.22	7.80	3.19	15,831.90	5.67
Total Teaching Positions	45.00	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.60	1.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	7/17/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Building 3: Classroom 29: Pencil sharpener broken - sharp edges.
INTERIOR: Interior Surfaces	Good	Building 12: Staff Lounge: Restroom 1: Vinyl floor cracked could use a bead of caulking. Building 12: Staff Lounge: Restroom 2: Vinyl floor cracked could use a bead of caulking.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Building 5: Classroom 25: Some fluorescent light tubes out. Building 6: Classroom 33: Some fluorescent light tubes out. Building 12: Food Service: Light tube out in serving area. Building 14: Classroom 45: Electrical plug cover broken.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building 2: Girls' Restroom: Girls handryer not working. Building 15: Classroom 52: Toilet extremely stained. Building 3: Classroom 29: Facet hose counter-weight needs to be adjusted. Building 6: Classroom 33: Hot water not working in faucets. Building 8: Boys' Restroom: Lower faucet outside boys restroom not working.
SAFETY: Fire Safety, Hazardous Materials	Good	Building 2: Storage Closet 20A: Closet full and unsafe. Building 6: Classroom 32: Junk around electrical panels in 32A storage. Building 6: Classroom 33: Junk around electrical panels in 34A storage.
STRUCTURAL: Structural Damage, Roofs	Good	Building 16: Classroom 53: Three ceiling tiles stained.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building 3: Classroom 30: Bad paint on door (peeling).

SCHOOL FACILITIES

Graham Middle School sits on 16.87 acres that it shares with maintenance operations and transportation and the preschool at Graham and has 46 permanent rooms. It also has a multi-use room, library, auditorium, sports pavilion and front office space.

Cleaning Process

The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

The district provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: StudySync / Adopted: 2016	Yes	0.00%
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Eureka Math / Series: Eureka Math / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: 6th-8th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Series: History Alive! California Middle Schools Program / Adopted: 2019	Yes	0.00%
Science	Grades: 6th-8th / Course: Science / Publisher: Teacher's Curriculum Institute / Series: Bring Science Alive! Middle School Integrated Science / Adopted: 2020	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	63	57	66	64	47	46
Mathematics (Grades 3-8 and 11)	56	53	59	58	33	34
Science (Grades 5, 8, and 10)	51	47	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	888	858	96.62	3.38	57.46
Male	447	433	96.87	3.13	54.73
Female	441	425	96.37	3.63	60.24
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	157	155	98.73	1.27	88.39
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	388	369	95.10	4.90	24.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	210	96.77	3.23	80.00
Two or More Races	99	98	98.99	1.01	82.65
EL Students	147	124	84.35	15.65	3.23
Foster Youth	--	--	--	--	--
Homeless	62	57	91.94	8.06	8.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	276	93.88	6.12	24.64
Migrant Education	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	18.09

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	888	879	98.99	1.01	52.90
Male	447	442	98.88	1.12	55.66
Female	441	437	99.09	0.91	50.11
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	157	157	100.00	0.00	86.62
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	388	382	98.45	1.55	17.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	215	99.08	0.92	78.14
Two or More Races	99	98	98.99	1.01	85.71
EL Students	147	146	99.32	0.68	3.42
Foster Youth	--	--	--	--	--
Homeless	62	62	100.00	0.00	6.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	290	98.64	1.36	17.24
Migrant Education	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	12.77

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	297	290	97.64	2.36	47.24
Male	161	157	97.52	2.48	50.32
Female	136	133	97.79	2.21	43.61
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	82.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	131	95.62	4.38	14.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	76	75	98.68	1.32	70.67
Two or More Races	31	31	100.00	0.00	80.65
EL Students	34	32	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	102	95.33	4.67	15.69
Migrant Education	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	26.67

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
 - Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
 - High school dropout and graduation rates
 - Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	924	911	133	14.6
Female	462	452	70	15.5
Male	461	458	62	13.5
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	164	161	5	3.1
Black or African American	8	8	0	0.0
Filipino	19	17	2	11.8
Hispanic or Latino	406	400	98	24.5
Native Hawaiian or Pacific Islander	3	3	3	100.0
White	224	222	18	8.1
Two or More Races	100	100	7	7.0
EL Students	198	192	52	27.1
Foster Youth	4	4	1	25.0
Homeless	72	72	25	34.7
Military	--	--	--	--
Socioeconomically Disadvantaged	348	343	85	24.8
Migrant Education	0	0	0	0.0
Students with Disabilities	107	105	33	31.4

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on campus less than three times per year, are required to present a valid ID when signing in.

Graham Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: School Site Council (SSC), Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC), Graham Performing Arts Council (GPAC), Volunteering time through the PTA, Virtual assemblies and community events, parent education classes, and at school events. We also have a full-time School Community Engagement Facilitator (SCEF) who facilitates parental involvement at Graham. Our SCEF works with school parents to help with navigating the distance learning process, completing surveys, and setting meetings with teachers to discuss student engagement.

Graham also partners with Mentor Tutors to provide classroom and after-school tutors. Other community partners are the City of Mountain View, Police Athletic League (PAL), the Challenge Team, and the Community Health Awareness Council (CHAC).

Project Cornerstone staff and parent volunteers are actively engaged in bringing Project Cornerstone to Graham. We have a designated room called "The Lounge" where our school counselor hosts lunchtime events for students in a "zen" inspired environment. Students make friends, hang out, draw, and talk with a caring adult and friends while listening to calming music.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Protecting the health and safety of our staff, students and families is a priority. MVWSD has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, availability of personal protective equipment, hygiene practices, and responding to positive COVID cases.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.45	4.69	5.74	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	5.74	0.00
Female	5.19	0.00
Male	6.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.66	0.00
Black or African American	0.00	0.00
Filipino	5.26	0.00
Hispanic or Latino	9.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.23	0.00
Two or More Races	3.00	0.00
EL Students	10.61	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Military	--	--
Socioeconomically Disadvantaged	9.48	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.48	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	440.5

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	3.00
Instructional Coach	2.00

COUNSELING AND SUPPORT SERVICES

It is the goal of Graham Middle School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience academic achievement struggles, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Our school employs a full-time counselor who works with all grade level students. The Community Health Awareness Council (CHAC) provides three counseling interns to assist students with their emotional needs. Uplift also provides 3 counselors to assist students. Currently, Graham Middle School employs a School and Community Engagement Facilitator, two At-Risk Supervisors who proactively assist students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
6th	25	16	18	15	88	64	62	50	58	5	5	10
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
English	29	22	22	4	14	16	19	22	22	3		
Mathematics	27	22	25	3	14	7	17	17	14			3
Science	27	28	29	3	3		17	13	15		3	4
Social Science	27	28	30	3	3	1	17	18	16		1	4

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 19,288.00
School: From Supplemental/Restricted Sources	\$ 9,115.00
School: From Basic/Unrestricted Sources	\$ 10,173.00
District: From Basic/Unrestricted Sources	\$ 11,581.00
Percentage of Variation between School & District	-12.16 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	33.74 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 71,962.00	\$ 54,045.78
Mid-Range Teachers	\$ 105,235.00	\$ 84,515.22
Highest Teachers	\$ 129,016.00	\$ 110,866.99
Elementary School Principals	\$ 187,919.00	\$ 136,840.86
Middle School Principals	\$ 200,136.00	\$ 141,476.95
High School Principals	\$ 0.00	\$ 137,985.00
Superintendent	\$ 304,533.00	\$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 107,489.00
District	\$ 100,960.00
Percentage of Variation between School & District	6.47 %
All Similar School Districts	\$ 88,288.00
Percentage of Variation between School & State	21.75 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2022-23
Number of Professional Development Days	6	6	6

PROFESSIONAL DEVELOPMENT

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Recent topics for continuous development and learning available to staff include:

General Education

- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation League (ADL)
- In-class SEL support for teachers and students

Special Education

- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants

Classified Staff

Secretaries

- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing

Food Service

- Food Safety
- Workplace Safety

Maintenance, Operations and Transportation

- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety

Librarians

- Advanced training on the library catalog system as well as e-book management

INDIVIDUALIZED INSTRUCTION

Students with an Individualized Education Plan (IEP) receive support from an Education Specialist Teacher, Instructional Assistant, a psychologist, and/or other specialists as determined by their IEP. Support may be provided by pushing into the student's classroom or bringing the student to a specialist's classroom as determined by the IEP.

DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS

English Learners (EL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students are provided designated and integrated language instruction in learning groups defined by their English Language Proficiency Assessments for California (ELPAC) level. All teachers are trained in the Sheltered Instruction Observation Protocol and provide integrated English Language Development opportunities throughout the school day.

GIFTED AND TALENTED EDUCATION

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-2 have Chromebook carts in the classroom that they can use when they are at school. Students in grades 3-8 bring their Chromebook to and from school. Every classroom teacher has an Apple laptop and an iPad. Every classroom has a 75–86-inch TV with a wireless presentation device that teachers or students can connect to from a variety of devices. Every classroom has a 801.11 AC wireless access point to provide wireless access to the network. Students and teachers access District software through a centralized single sign on (SSO) portal. Students in grades TK-2 can use QR code badges to quickly sign in to the portal.

LIBRARY SERVICES

Graham Middle School's library, staffed by one full-time library technician is stocked with more than 30,000 books that are available for students to check out. Graham school has increased ebooks to make books accessible at home. The Library Technician also runs virtual book clubs to keep students engaged in reading. We have a web page dedicated to updating information about book recommendations for students and online reading resources our families can access. The library will be open to students from 7:30 a.m. to 3:30 p.m. with a maximum capacity of 30 students.

CURRICULUM DEVELOPMENT

All curriculum development at Graham Middle School is based on the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Graham's curriculum by continuously using assessment data, district benchmarks, and pacing guides. Graham Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program.

Student progress is monitored through ongoing assessments and is conveyed to parents every six weeks through progress reports, report cards that are sent home at the end of each trimester, and during parent/teacher conferences that are held in December. Additionally, parents can view assessment results including CAASPP and i-Ready reports through the parent portal. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

All students in Mountain View Whisman school district access social-emotional learning opportunities where they cultivate, practice, and reflect on social and emotional competencies. School counselors partner with students, families, and school staff to provide a range of SEL and school climate services including classroom management support, behavior planning, social skills instruction, and direct counseling for individual students and groups. Students have access to school-based counseling from a therapist provided by Community Health Awareness Council (CHAC). School-Linked-Services are provided through Pacific Clinics. Pacific Clinics provides prevention and early intervention services to students and families, parenting support, and student presentations on social skills/school climate-related topics.

Students at Graham Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Student behavior policies are sent home with students at the beginning of the school year as well as highlighted in the small group behavior stations held during the first week of school. Throughout the year, behavior and discipline policies are reviewed in the weekly bulletins, Welcome Week, Bear Tracks, and morning announcements.

SCHOOL LEADERSHIP

Leadership at Graham Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. At Graham, the Principal and the Assistant Principal work together to share all responsibilities. For 2022-2023 school year, our at-risk counselors and SCEF are responsible for supporting students in attendance and engagement. The Principal of the site works closely with parents and runs Principal's coffee to provide updates to community members. The Principal is responsible for communicating the site's Vision and Mission. The Principal also meets with instructional coaches weekly to plan professional development.

Teacher leadership is an essential component to the Graham culture. Teachers participate and assume leadership roles on Grade-Level Teams, Department Teams, Curriculum Committees, Leadership Team, and the School Site Council (SSC).

Non-teacher support staff also participate in leadership roles as representatives to the District English Learner Advisory Committee (DELAC), and to the School Site Council (SSC). The School Site Council is comprised of teachers, support staff, and parents/community members.

Students also play an important role in school leadership through our student government classes. Student surveys regarding student agency are also completed by all students once a quarter to collect data and feedback.

STUDENT RECOGNITION

Graham Middle School students are outstanding young people with a great variety of talents and strengths. It is Graham Middle School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community.

Graham Middle School offers the following recognition programs for its students: Student Agency Tickets, where students receive slips of paper that can be redeemed for prizes at our school store. Our GMSTV daily announcements also provide student recognition for academics, extra-curricular activities, and good choice making.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Graham Middle School offers the following activities for its students:

- Academic Recovery
- After-school Dance
- After-school sports
- AVID
- Before-school Choir
- Chess Club
- GMS TV
- Jazz band
- Lunchtime activities
- Math Club
- Robotics
- The BEAT