



Mountain View
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School District

Middle School Schedule Update

April 18, 2024



Alignment to Strategic Plan 2027

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

- Objective 1b: Ensure targeted instructional opportunities that maximize learning for all students

Board Goal: All students will be provided the opportunity to have at least one choice elective in their middle school schedule



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The Toyota Way

The Quest For Improvement

Continue the quest for improvement

We believe in the natural ability of people to change things for the better. Every improvement, regardless of size, is valuable. Encouraging both incremental and breakthrough innovative thinking, we seek to evolve with Kaizen*, never accepting the status quo.

* Kaizen (English: Continuous improvement): A philosophy that helps to ensure maximum quality, the elimination of waste, and improvements in efficiency, both in terms of equipment and work procedures. Kaizen improvements in standardised work help maximise productivity at every worksite.

<https://www.toyota-europe.com/about-us/toyota-vision-and-philosophy/the-toyota-way>

Bottom Up Leadership

Similar to the “Toyota Way” where assembly line workers can make “pause a line,” which cost Toyota millions of dollars, MVWSD has been working to implement more site-based management (SBM).

- SBM has been highlighted in educational research since the 1990s.
- It empowers teacher leaders and site-based administrators to make data driven decisions

Excerpt from “The Successful Middle School”

“Middle schools’ policies and practices significantly impact school culture, programming, instruction, improvement efforts, and family and community engagement.

Successful middle grades educators and leaders intentionally examine the policies and practices that guide teaching and learning within their schools to ensure that all students’ academic and personal needs are met.

This goal is upheld when policies and practices are student-centered, anti-racist, academically rigorous, and responsive to the realities of students and their families’ lives.”

Excerpt From

The Successful Middle School - Penny A. Bishop Ed.D. & Lisa M. Harrison Ph.D.



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Instructional Time Comparison

Neighboring Middle School Districts

Most districts around us have a 7-period schedule with one or two elective periods and more instructional minutes

	Schedule	Total Instructional Minutes	Teacher Prep Periods	Number of Electives Offered
Cupertino	7-periods	240 mins/period	250 mins per week	2 Elective periods
Los Altos	7-periods	216 mins/period	One prep period a day	2 Elective periods
Palo Alto	7-periods	220 mins/period	Two prep periods a day	2 Elective periods
Sunnyvale	6-periods with 4 days of Zero Period each week	245 mins/period	One prep period a day	1 Elective period
MVWSD	8-periods	201 - 209 mins/period (different periods have different mins)	Two prep periods a day	3 Elective periods

Neighboring Middle School Districts

- 7- periods is a return to our schedule in 2017-18
 - All the districts we compete with have 2 or less electives.
 - Los Altos, Palo Alto, Cupertino - all offer 2 electives.
 - Sunnyvale offers 1 elective
- Palo Alto, Los Altos, and Cupertino all have a combination schedule at their middle school
 - 7-period days and longer block days (80-90 minutes)
- Both Palo Alto and Los Altos have a weekly or bi-weekly advisory class at middle schools
- We want students to be competitive and well-prepared
- Many local students enroll together at MVLA high school district.
- Students who have more core instructional time than our students have a competitive advantage.

Neighboring Middle School Districts: Palo Alto

PAUSD Middle School Daily Bell Schedule (5-day week)

Monday 7 Period Day	Tuesday A-Day	Wednesday B-Day	Thursday A-Day	Friday B-Day
8:30-9:15 Period 1 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements
9:20-10:00 Period 2				
10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch
10:15-10:55 Period 3	10:15-11:40 Period 2	10:15-11:40 Period 6	10:15-11:40 Period 2	10:15-11:40 Period 6
11:00-11:40 Period 4				
11:40-12:15 Lunch <i>12:10 Clean-up Bell</i>	11:40-12:15 Lunch <i>12:10 Clean-up Bell</i>	11:40-12:15 Lunch <i>12:10 Clean-up Bell</i>	11:40-12:15 Lunch <i>12:10 Clean-up Bell</i>	11:40-12:15 Lunch <i>12:10 Clean-up Bell</i>
12:20-1:00 Period 5	12:20-1:45 Period 3	12:20-1:45 Period 7	12:20-1:45 Period 3	12:20-1:45 Period 7
1:05-1:45 Period 6				
1:50-2:30 Period 7	1:50-3:15 Period 4	1:50-2:30 PRIME (Advisory)	1:50-3:15 Period 4	
2:30-2:40 Office Hours		2:30-2:40 Office Hours		

Neighboring Middle School Districts:

Los Altos

Monday & Friday	Tuesday	Wednesday Block	Thursday Block
<i>8:25- first bell</i>	<i>8:25- first bell</i>	<i>9:12- first bell</i>	<i>8:25- first bell</i>
Period 1: 8:30-9:16 (46)	Period 1: 8:30-9:12 (42)	Period 2: 9:17-10:39 (82)	Period 1: 8:30-9:52 (82)
Period 2: 9:19-10:05 (46)	Period 2: 9:15-9:57 (42)	Brunch: 10:39-10:54 (15)	Brunch: 9:52-10:02 (10)
Period 3: 10:08-10:54 (49) + <i>Announcements</i>	Period 3: 10:00-10:42 (42)	Period 4: 10:57-12:19 (82)	Period 3: 10:05-11:27 (82)
Brunch: 10:54-11:09 (15)	Brunch: 10:42-10:57 (15)	Lunch: 12:19-12:57 (38)	Break: 11:27-11:37 (10)
Period 4: 11:12-11:58 (46)	Advisory: 11:00-11:28 (28) + <i>Announcements</i>	Period 6: 1:00-2:22 (82)	Period 5: 11:40-1:02 (82)
Period 5: 12:01-12:47 (46)	Period 4: 11:31-12:13 (42)	Advisory: 2:25-3:03 (38) + <i>Announcements</i>	Lunch: 1:02-1:38 (36)
Lunch: 12:47-1:25 (38)	Period 5: 12:16-12:58 (42)		Period 7: 1:41-3:03 (82)
Period 6: 1:28-2:14 (46)	Lunch: 12:58-1:33 (35)		<i>Note: NO formal Announcements</i>
Period 7: 2:17-3:03 (46)	Period 6: 1:36-2:18 (42)		
	Period 7: 2:21-3:03 (42)		

Neighboring Middle School Districts: Cupertino

MON, TUES, FRI

Warning Bell - 7:57

	<i>start</i>	<i>end</i>
Period 1	8:00	8:50
Period 2	8:54	9:44
Period 3	9:48	10:41
Brunch	10:41	11:01
Period 4	11:04	11:54
Period 5	11:58	12:48
Lunch	12:48	1:18
Period 6	1:21	2:11
Period 7	2:15	3:05

WED BLOCK (late start)

Warning Bell - 9:29

	<i>start</i>	<i>end</i>
Period 2	9:32	11:07
Brunch	11:07	11:27
Period 4	11:31	1:01
Lunch	1:01	1:31
Period 6	1:35	3:05

THURS BLOCK

Warning Bell - 7:57

	<i>start</i>	<i>end</i>
Period 1	8:00	9:30
Period 3	9:34	11:07
Brunch	11:07	11:27
Period 5	11:31	1:01
Lunch	1:01	1:31
Period 7	1:35	3:05

Neighboring Middle School Districts: Sunnyvale

Sunnyvale School District Master Bell Schedule 2023-2024 Middle School Edition				
<i>First Day of School: Wednesday, August 16, 2023</i>			<i>Last Day of School: Wednesday, June 6, 2024 Dismissal 11:17 CMS and 11:35 SMS</i>	
Columbia Middle School	M/T/TH/F		W	
	Period 0	7:40-8:35	FLEX	9:49-10:19
	Period 1	8:38-9:29	Period 1	10:22-11:04
	Period 2	9:32-10:23	Period 2	11:07-11:49
	Brunch	10:23-10:38	Period 3	11:52-12:34
	Period 3	10:41-11:32	Lunch	12:34-1:04
	Period 4	11:35-12:26		
	Lunch	12:26-12:56	Period 4	1:07-1:49
	Period 5	12:59-1:50		
	FLEX	1:53-2:25		
Period 6	2:28-3:19	Period 6	2:37-3:19	
Sunnyvale Middle School	M/T/TH/F		W	
	Period 1	8:25-9:16	Brunch	9:22-9:32
	Period 2	9:19-10:10	Period 1	9:36-10:17
	Brunch	10:10-10:25	Period 2	10:21-11:02
	Period 3	10:28-11:19	Period 3	11:06-11:47
	Period 4	11:22-12:13	Period 4	11:51-12:32
	Lunch	12:13-12:43	Lunch	12:32-1:06
	AST	12:47-1:22	AST	1:10-1:40
	Period 5	1:25-2:16	Period 5	1:44-2:25
	Period 6	2:19-3:10	Period 6	2:29-3:10

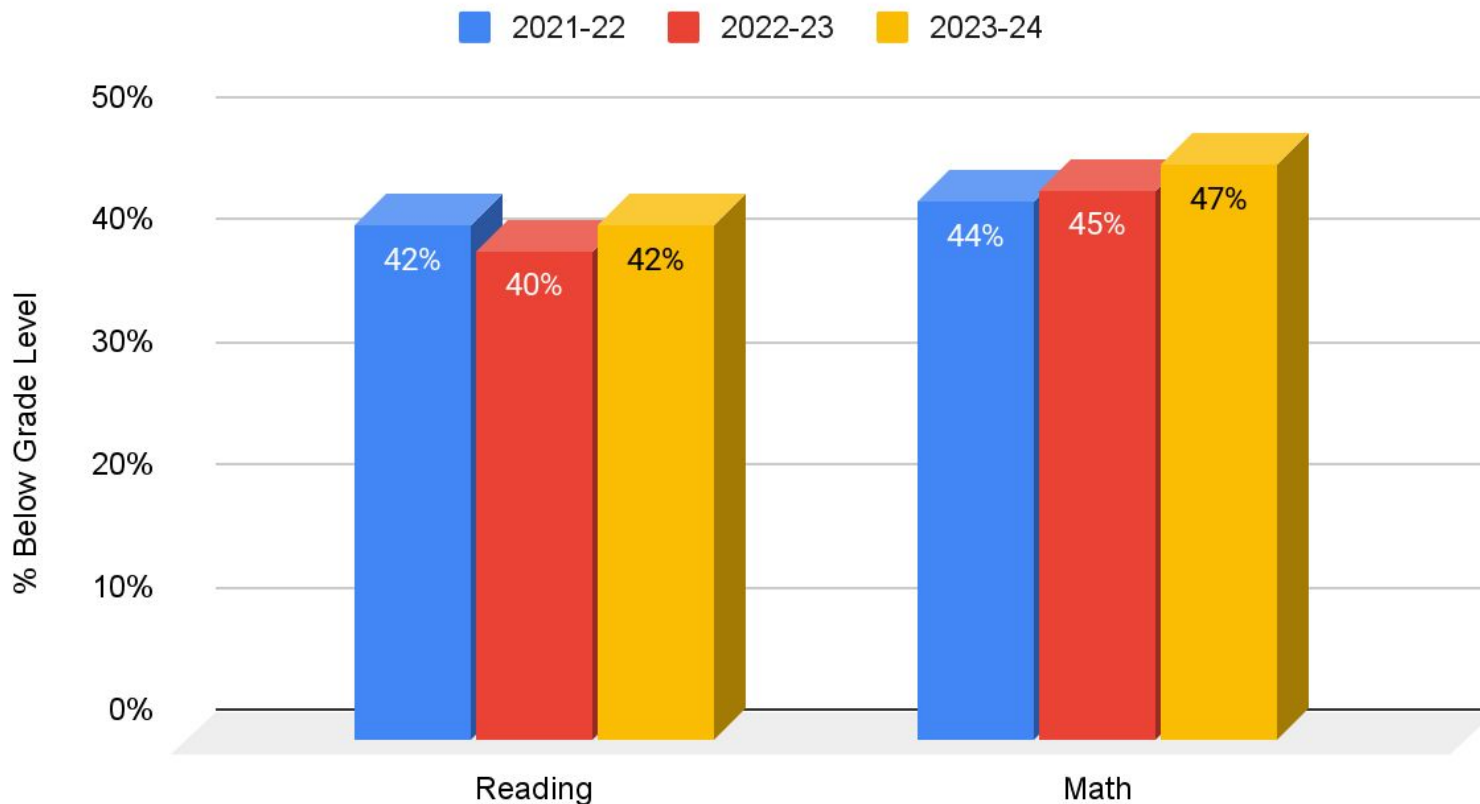


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Instructional Minutes Impact on Student Performance

i-Ready mid-year Diagnostic - 3 Year Comparative: Middle School Students Below Grade Level

i-Ready Diagnostic 2 - MVWSD Middle School Students Below Grade Level



CAASPP Comparisons: ELA - Middle Schools

ELA	Grade 6	Grade 7	Grade 8
2015 MVWSD	58% met/exc	58% met/exc	63% met/exc
2015 State	42% met/exc	44% met/exc	45% met/exc
2017 MVWSD	up 6% from 2015	up 7% from 2015	up 5% from 2015
2017 State	up 5% from 2015	up 5% from 2015	up 4% from 2015
2023 MVWSD	down 9% from 2017	down 4% from 2017	down 5% from 2017
2023 State	down 3% from 2017	down 2% from 2017	down 3% from 2017

In 2017, MVWSD middle schools were making progress at a higher rate than the state.

In 2023, MVWSD middle schools have seen higher declines than the state

2015=Baseline data

2017 = last year of 7 period schedule

2023 = 8 period schedule

CAASPP Comparisons: ELA - Elementary Schools

ELA	Grade 3	Grade 4	Grade 5
2015 MVWSD	57%	59%	64%
2015 State	38%	40%	44%
2017 MVWSD	up 9%	up 7%	up 4%
2017 State	up 6%	up 4%	up 3%
2023 MVWSD	down 2%	up 3%	up 3%
2023 State	down 1%	down 1%	no change

The same is not true for elementary sites.

2015=Baseline data
 2017 = last year of 7 period schedule
 2023 = 8 period schedule

CAASPP Comparisons: Math - Middle Schools

Math	Grade 6	Grade 7	Grade 8
2015 MVWSD	50% met/exc	51% met/exc	49% met/exc
2015 State	33% met/exc	34% met/exc	33% met/exc
2017 MVWSD	up 9% from 2015	up 10% from 2015	up 14% from 2015
2017 State	up 3% from 2015	up 3% from 2015	up 3% from 2015
2023 MVWSD	down 10% from 2017	down 8% from 2017	down 7% from 2017
2023 State	down 3% from 2017	down 4% from 2017	down 6% from 2017

In 2017, MVWSD middle schools were making progress at a higher rate than the state.

In 2023, MVWSD middle schools have seen higher declines than the state

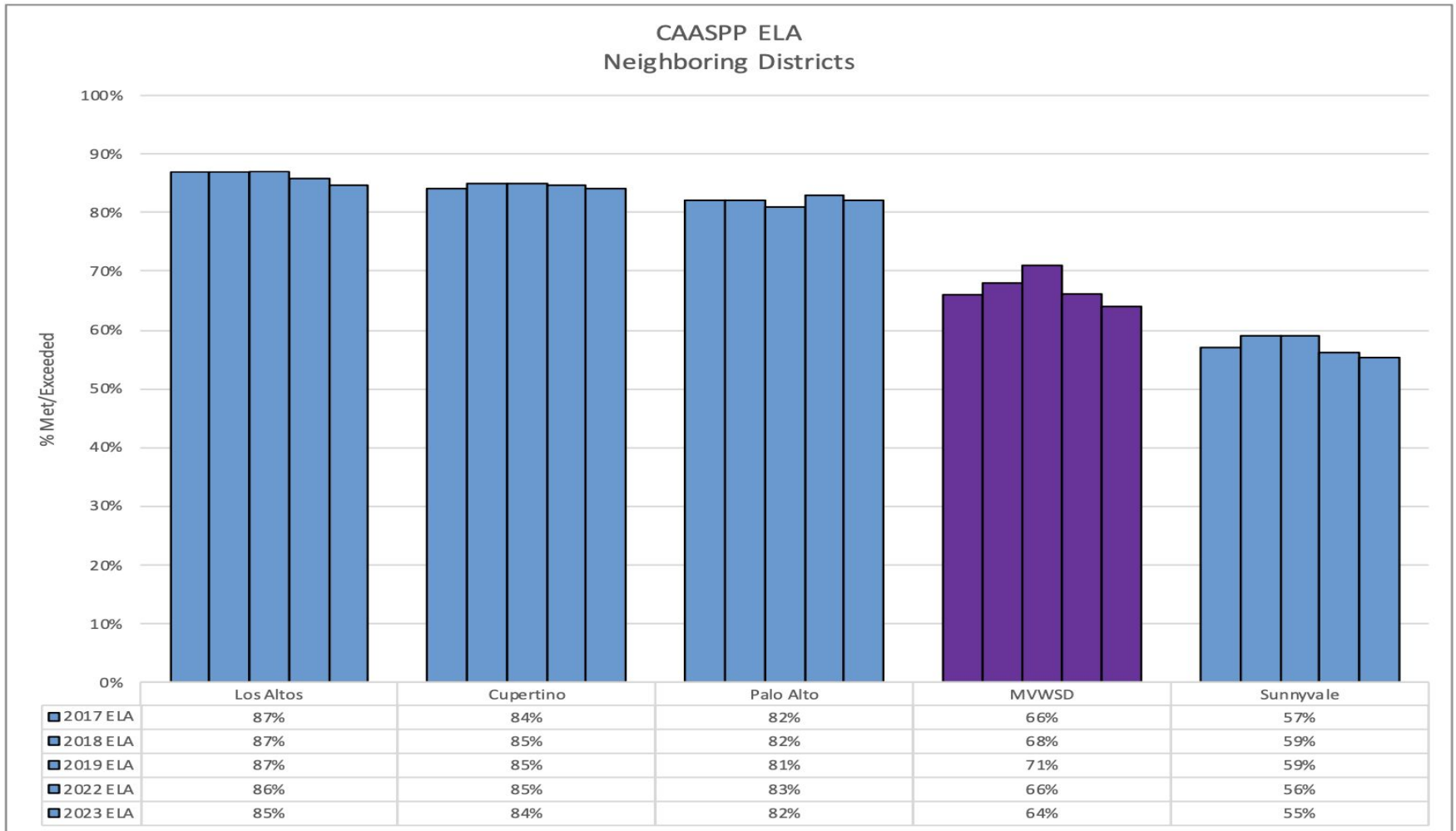
CAASPP Comparisons: Math - Elementary Schools

Math	Grade 3	Grade 4	Grade 5
2015 MVWSD	60%	55%	57%
2015 State	40%	35%	30%
2017 MVWSD	up 9%	up 6%	up 2%
2017 State	up 7%	up 5%	up 4%
2023 MVWSD	down 5%	up 4%	up 1%
2023 State	down 2%	up 1%	down 1%

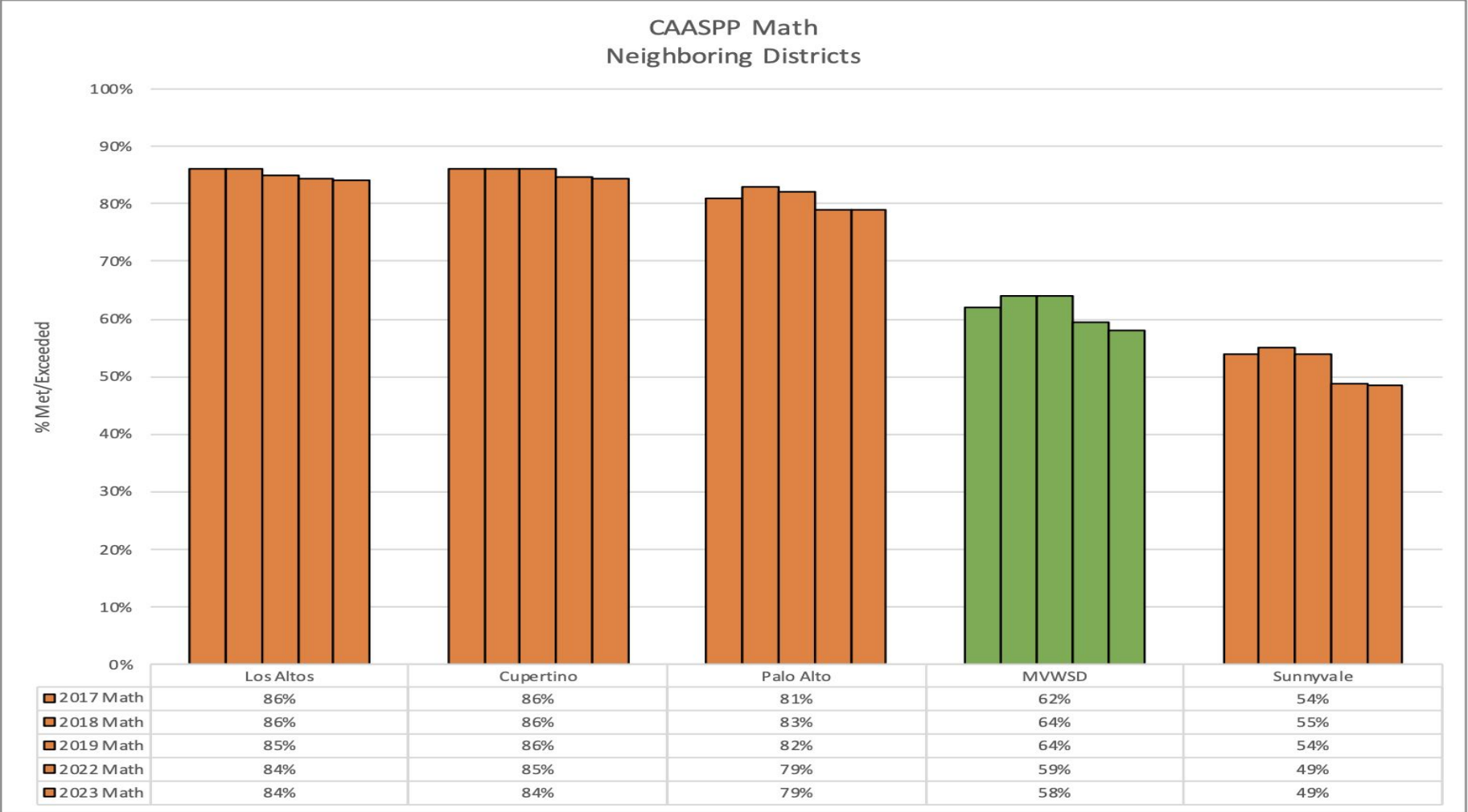
The same is not true for elementary sites.

2015=Baseline data
 2017 = last year of 7 period schedule
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CAASPP - ELA: Neighboring School Districts



CAASPP - Math: Neighboring School Districts





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LCAP Data

Key takeaways from LCAP survey results

Parents:

Very or Completely satisfied with the academic support

2017: 75%

2023: 66%

Very or completely satisfied with the non-academic support

2017: 72%

2023: 60%

Students get along with each other and respect their differences

2020: - 84%

2023: 76%

Key takeaways from LCAP, con't...

Students

Students get along with each other and respect their differences

2020: 59%

2023: 49%

Students are treated fairly at my school

2020: 64%

2023: 55%

School rules are fair

2020: 71%

2023: 61%

Encourages a healthy lifestyle

2020: 67%

2023: 61%

Students at my school are treated with respect

2020: 79%

2023: 54%

Clear and fair consequences for breaking rules at my school

2017: 85%

2023: 63%



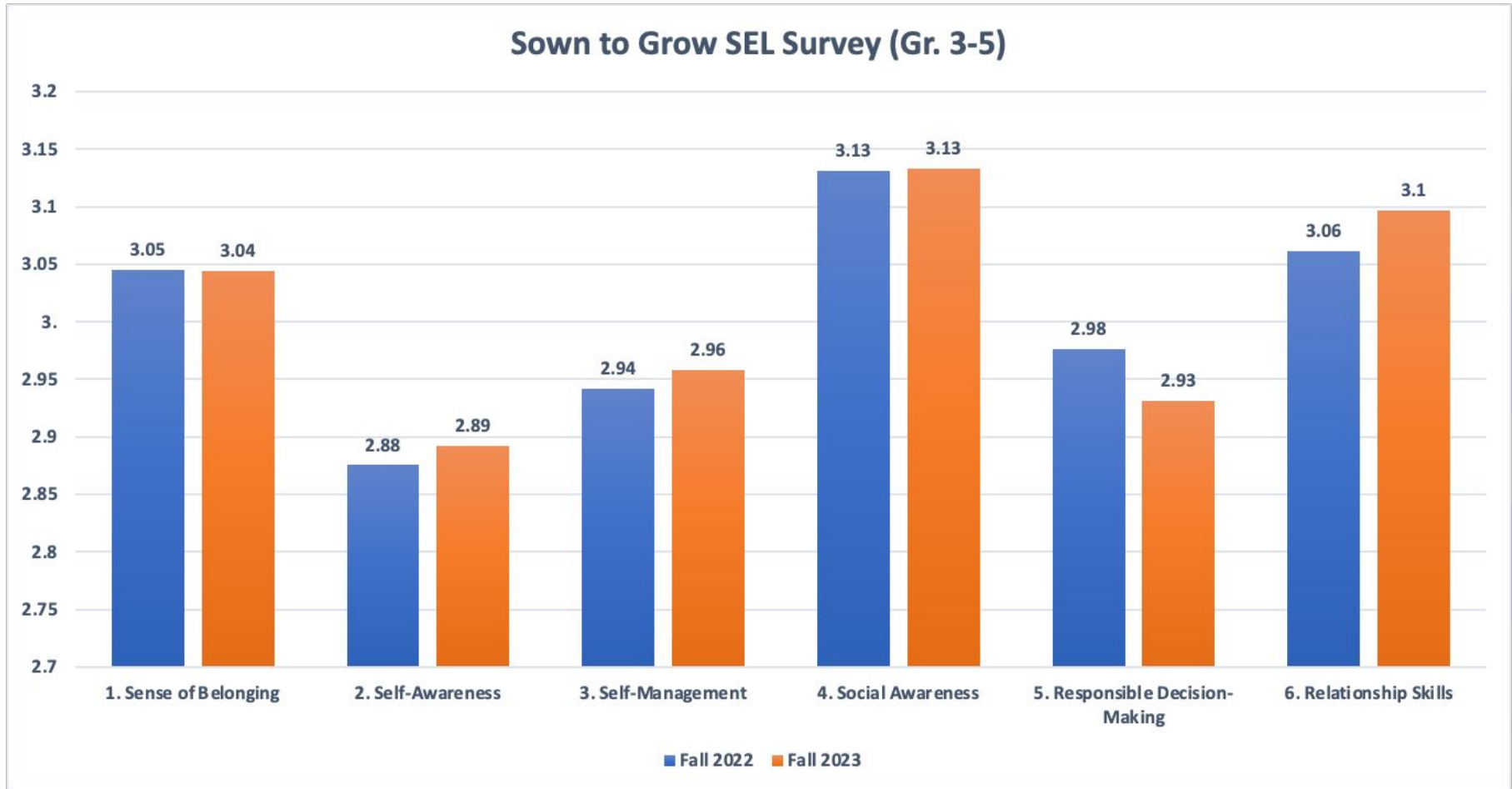
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Other Data Points...

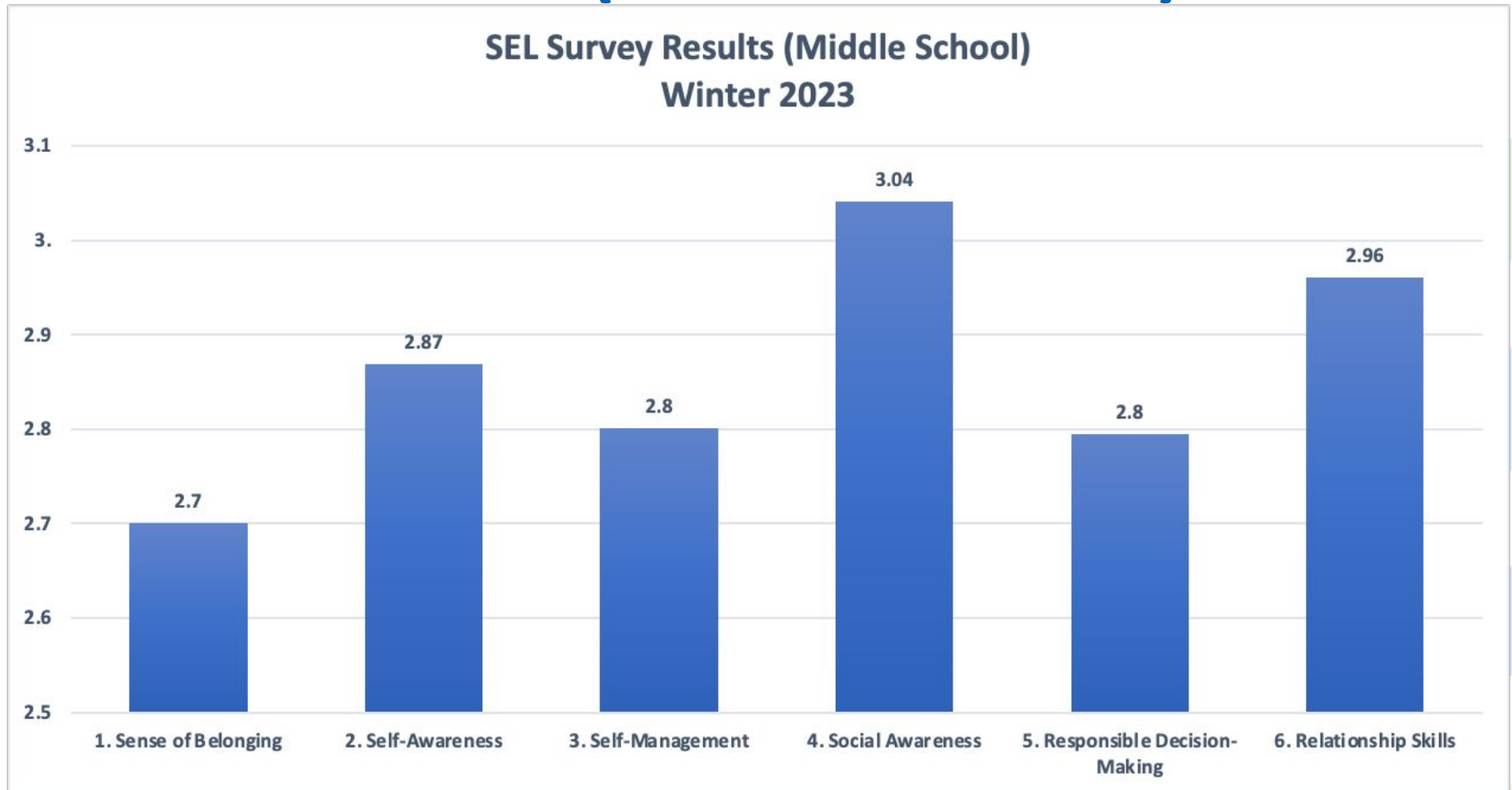
Social Emotional Learning - LCAP Survey Results

- 11-12% of middle school parents reported students' social emotional needs were not met
- “Expand implementation of competency-based SEL to middle schools” is an LCAP action item

Social Emotional Learning Survey- Sown To Grow (Gr. 3-5)



Social Emotional Learning Survey- Sown To Grow (Middle School)



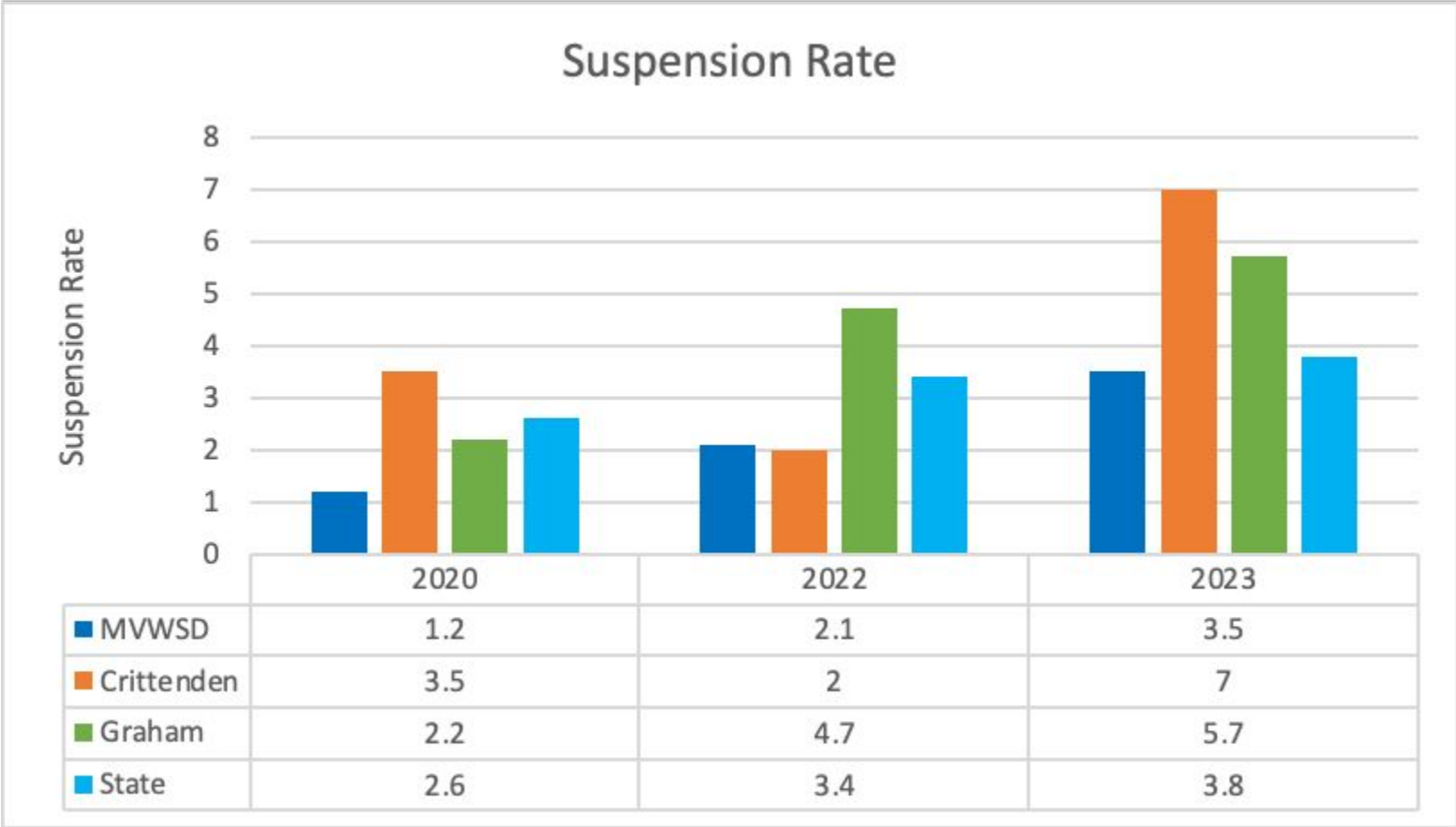
Sown to Grow SEL Survey responses: 1 = Never, 2 = Sometimes, 3 = Most of the Time, 4 = Always

Social Emotional Learning - Sown To Grow

Middle School students report a low sense of belonging on the Sown to Grow SEL Survey:

- i. Crittenden - 7% of Students report Low Sense of Belonging: 40 (94% completion rate)
- ii. Graham - 12% of students report Low Sense of Belonging: 89 (85% completion rate)
 - 1. 34% of SED students reported low belonging
 - 2. 7% of non-SED students reported low belonging

Discipline Data



Attendance Data: Chronic Absenteeism

	2020-2021	2021-2022	2022-2023
Crittenden	4.20%	17.80%	15.50%
Graham	2.60%	14.50%	14.60%

- Students are considered Chronically Absent when they have missed 10% of their enrolled school days.
- Students who are chronically absent in the middle grades are at very high risk of being off track for graduation and eventually dropping out of school.
- Building relationships and creating a sense of belonging is likely to encourage students to come to class.

Differentiated Assistance

Differentiated Assistance has been around since 2017, however since the pandemic MVWSD has been identified for Differentiated Assistance by the state for:

- Students with Disabilities (SWD) and Homeless Students
 - not meeting academic standards
 - being chronically absent
 - suspensions
- Additional Targeted Support and Assistance for Suspension for Homeless Students (Graham)

In Summary, Data Tells Us

- At our middle schools:
 - Pre-pandemic students were making more progress than the state but post-pandemic, we see higher declines than the state
 - 42% of students are below grade level in ELA
 - 47% are below grade level in math
 - Larger declines for middle schools as compared to elementary schools on state assessments
 - Larger gaps academically post-pandemic and the district has now been identified for Differentiated Assistance for Mck V and Students with Disabilities

In Summary, con't...

- At our middle schools:
 - Suspension rates increased over the years
 - LCAP survey results show that 11-12% of parents report their child's Social-Emotional needs are not met
 - Chronic absenteeism is high
 - Students reported sense of belonging is low



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External Influences on MVWSD

Financial Impact

Teachers' proposal of 7-period schedule is an opportunity for the district to be very cost effective

- In a time of inflation, MVWSD staff have made \$3.7 million cuts outside of the classroom in order to give teachers raise
 - Don't know what will happen with \$3 million parcel tax renewal (potentially on November ballot)
 - May lose Google preschool lease revenue this year (\$3 million)
 - MVWSD receives less than half of its revenue from Shoreline compared to if the special tax district didn't exist (MVWSD gets only \$5.7 of the \$15.8 million)

Financial Impact

- District just completed a tentative agreement for 5%-5%-4% raises in the next 3 years.
- Raises are a necessity in order to keep staff that has a direct impact on student outcomes.
- **Cannot both give these raises and maintain an 8 period schedule under current conditions**

Financial Impact

8 period requires:

27 teachers at CR and 40 at GR = 67 total

7 period requires

24 at CR and 35 at GR= 59 total*

7-period day allows a cost savings of \$1.2 million or 8 fewer teachers* due to fewer periods

**No staff will be cut. Adjustment will be made through staff attrition*



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Feedback collected thus far...

Stakeholder Input

- Multiple opportunities for input from stakeholder groups
 - Staff Meetings for teachers
 - Online Google Form for parents, teachers, staff
 - In-person, after school meeting for teachers, staff
 - Principal Coffees, PTA Meetings for parents
 - District Advisory Council (DAC)
 - District English Learner Advisory Council
 - Superintendent Town Hall for all stakeholders
 - Superintendent interview with students from both middle schools
 - Site admin led student input at middle schools

Input Received - Teachers/Staff

As with anything new, some people appreciate the change while others shared some concerns

Positives	Concerns
<ul style="list-style-type: none">● Many teachers appreciate the increase in instructional minutes without extending the school day● Many teachers appreciate the focus on SEL and the longer blocks for projects, hands-on experiential lessons● Teachers appreciate the consistency of instructional minutes● Many teachers appreciate not having a 3rd elective	<ul style="list-style-type: none">● Teachers are concerned about losing a prep and having to give up their prep period for subbing● Teachers are concerned that they may not have enough time to prep for Advisory

Input Received - Parents

Just like teachers and staff, some parents understand the need for a new schedule to address student needs and learning gaps while some others shared concern over losing a choice elective

Positives	Concerns
<ul style="list-style-type: none">● Some parents appreciate the increase in instructional minutes● Some parents appreciate the focus on SEL● Some parents like the longer blocks for projects, hands-on experiential lessons and stated it will help prepare for high school● Some parents appreciate not having a 3rd elective and using the minutes to add to meeting student needs	<ul style="list-style-type: none">● Some parents are not pleased about losing a 3rd elective● Some parents are worried losing an elective would lead to larger class sizes for 'high demand' electives● Some parents felt blocks were too long for middle school students

Input Received - Students

Students are wondering about how the new schedule would impact their school day and beyond.

Positives	Concerns
<ul style="list-style-type: none">• Some students like the dedicated social-emotional learning time• Some students like Advisory and wonder if it would be dedicated time to collaborate on homework	<ul style="list-style-type: none">• Students wondered if it will be difficult to adapt to a new schedule• Some students were concerned about losing their 'top' choice elective and having only 2 electives• Some students were concerned about what they would do in the the longer 85 minute block



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Solutions...

Why A New Schedule?

- Teachers requested a change in the schedule to
 - Increase core instructional minutes
 - Consistency in instructional minutes in all classes
 - Provide opportunities for social emotional learning
 - consistent weekly time
 - higher need surfacing post pandemic
 - Increase impact for students needing ELD/ Instructional Support through a co-taught model
- Over the past couple years, through EERB, middle school teachers have requested an Advisory class due to increased SEL needs
- MVWSD is committed to providing all students including students who need ELD and Instructional Support at least one choice elective

Solution 1 - 7-period schedule will help address multiple needs

- Core Instructional minutes
 - More than 3 weeks of additional instructional time compared to previous schedule
- Consistent Instructional Minutes
 - All classes have the same instructional minutes
- Elective for every student
 - Many students will have two electives
 - All students get a choice elective
- Social-Emotional Needs
 - Dedicated weekly SEL time

How does the 7-period schedule meet our needs?

- Currently our elementary schools already have about 50-60 minute core instructional blocks for ELA and math.
- 7 periods would mirror high school schedule & Los Altos middle schools
 - Longer blocks at middle school will be a natural progression for students
- Added benefit of being able to provide much needed enrichment for our high performing students as well as reinforce concepts for students in needs
 - Currently, cascading schedule has short, 40-minute periods twice a week that is not enough time to complete a full lesson (most lessons are 45-60 minutes)

Solution 2: Electives

- For advanced / native speakers who currently have advanced Spanish plus two other electives, MVWSD will bring back a core subject in Spanish
 - this class disappeared after MVWSD moved to the 8 period day
 - 40 out of the 50 rising 6th graders from Mistral are zoned for Graham, staff recommends that the other 10 be allowed to transfer to Graham

Solution 2: Elective Offerings

- Elective offerings can be enhanced in the new schedule
 - Students are more likely to get their choice elective
 - Students can have the option to choose multiple electives each year. They can choose year-long electives or by-trimester electives
 - Trimester-long electives
 - increase the number of sections for each elective and hence, the probability of students getting their top choice elective increases.
 - offer more variety - More choice and voice

Solution 3 - Social Emotional Learning to address discipline / feeling of connectedness

Social Emotional learning is important, especially after the pandemic

- From CDE: “SEL is an essential part of a well-rounded, quality education in all youth-serving settings.”
- Ed Code requires us to provide a variety of health-related instruction, including SEL
- Middle School counselors will partner with teachers to support and implement social emotional learning

Social Emotional Learning

Examples of lessons may include:

- Schoolwide prevention activities including suicide prevention, bullying prevention, or mental health literacy.
- Social skills lessons or Conflict resolution scenarios
- Expanded digital safety activities
- Wellness activities such as nutrition education.
- Cooperative group activities and community-building activities
- Empathy building activities
- Mindfulness activities
- Listening skills
- Small group Executive Functioning activities such as academic goal setting, progress monitoring of goal, or checking on assignments that need completing and planning how to tackle assignments or projects.

Solution 4: ELD and Instructional Support

- Students with ELD and/or Instructional Support need their dedicated time
 - Co- taught classes for ELD and Instructional Support
- Dedicated ELD and Instructional Support for students with either needs
- 320 students will have at least one choice elective
- Others will have two choice electives

Solution 5 - Loss of planning period due to absences

- In consultation with MVEA Leadership, MVWSD will
 - Look at a rotation schedule that does not involve teachers losing their whole planning period
 - Staff both middle schools with permanent substitute teacher(s) for the year to help
 - MVWSD will also incentivize substitute teachers to work in the middle schools
 - Address substitute teachers' concerns of lack of sub plans



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Scheduling Considerations

Scheduling Considerations

There are some legitimate concerns from staff members

- Some presumed that either
 - advisory would count as an additional class; or
 - hoped to reduce the number of classes being taught

At the heart of this concern

- number of teachers' absences and the possibility of losing the only planning period due to need to sub
- the amount of time required to plan SEL lessons

Considerations continued...

Fiscal

- If the schedule remains, staff will need to:
 - Reopen negotiations with teachers, as our TA is no longer viable. The one-year impact has a compounding effect on the multi-year projections
 - Find cuts in other areas
 - Middle school schedule helped staff to avert cut to the Newcomer, Literacy, Special Education or Instructional Coaching teams
 - Other solution is to return to increased class sizes / combinations in elementary

Considerations, con't...

Students need electives in order to remain interested in middle school.

While offering student choice can be a first step toward establishing greater student autonomy, increasing students' input into what and how they learn means more than offering options. It means inviting students to ask, pursue, and answer questions of personal and social significance as part of the curriculum.

Fortunately, there are many ways to design for student input and involvement. Goal-setting, passion projects, genius hours, and “hands-joined” activities—ones that teachers and students develop together—can serve as powerful entry points into involving students in decisions about their learning. Negotiated curriculum, youth-adult partnership, personalized learning, and youth participatory action research also offer well-established frameworks for engaging students meaningfully in their learning and in the world around them.

Considerations, con't...

Site Based Management is a complex approach to developing and empowering leaders. While central office staff can work to improve the external communication, we should be mindful that bottom up leadership does not yield the same tools as top down management.

“Pulling the lever,” is and will always be a risk for staff. Our collective and initial reaction can run the risk of limiting future SBM opportunities.



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Direction and Next Steps

Next Steps

As conveyed to the Superintendent, various members of the Board have now expressed the desire to provide direction.

Staff is curious as to what other information is needed or what answers does the Board need in order to make an informed decision?