



Mountain View
Whisman
School District

Middle School Schedule Update

May 2, 2024

Draft



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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Background

Origins of Middle School Schedule Proposal

2018-19 school year:

Inception of the 8-period schedule

2021-22 school year

The middle school teachers advocated a change of schedule to their site administrators with the addition of advisory.

2021-22 school year

Schedule changes included aligning early release days (Thursday) for both elementary and middle schools; removal of the double blocked math course

2022-23 school year

Advisory was again requested this time by both middle staff and administrators.

Sep-Oct 2023

Topic came in EERB, MVEA raised concerns about the impact of the 8-period schedule on student achievement.

Nov 2023:

MS staff brought up 7-period plus advisory at calendar committee

January 2024

Scheduling committee formed. 5 teachers (MVEA selected), 2 principals and 2 District Office admin

Feb/March 2024:

After reviewing several options, the committee narrowed its focus to three different 7-period options, including a once a week 37-minute advisory period.

March 2024:

Superintendent brought the committee's 7-period recommendations to the Board on March 14, 2024.

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2017: 7-Period Schedule

- Students who were English Learners and had instructional support had no choice elective.
- Board of Trustees provided direction to revise the schedule to ensure all students received at least one choice elective

Monday, Tuesday, Friday (A Days)			
Period	Start	End	Minutes
1	7:50 AM	8:43 AM	0:53
2	8:47 AM	9:35 AM	0:48
Break	9:35 AM	9:50 AM	0:15
3	9:54 AM	10:42 AM	0:48
4	10:46 AM	11:34 AM	0:48
5	11:38 AM	12:26 PM	0:48
Lunch	12:26 PM	1:06 PM	0:40
6	1:10 PM	1:58 PM	0:48
7	2:02 PM	2:50 PM	0:48
Passing Period			0:04

Wednesday (B Day) (Late Start)			
Period	Start	End	Minutes
2	9:25 AM	10:59 AM	1:34
Break	10:59 AM	11:14 AM	0:15
4	11:18 AM	12:42 PM	1:24
Lunch	12:42 PM	1:22 PM	0:40
6	1:26 PM	2:50 PM	1:24
Passing Period			0:04

Thursday (C Day)			
Period	Start	End	Minutes
1	7:50 AM	9:26 AM	1:36
Break	9:26 AM	9:41 AM	0:15
3	9:45 AM	11:09 AM	1:24
Mini Break	11:09 AM	11:14 AM	0:05
5	11:18 AM	12:42 PM	1:24
Lunch	12:42 PM	1:22 PM	0:40
7	1:26 PM	2:50 PM	1:24
Passing Period			0:04

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Why A New Schedule now?

- Teachers requested a change in the schedule to initially to add advisory but the new schedule options also addressed
 - 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

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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

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Final look at Student Performance

The California Dashboard reports how Districts, schools and student groups are performing across state and local measures

The Dashboard was first released in 2017, was suspended in 2020 and 2021 due to the pandemic and was reinstated in 2022

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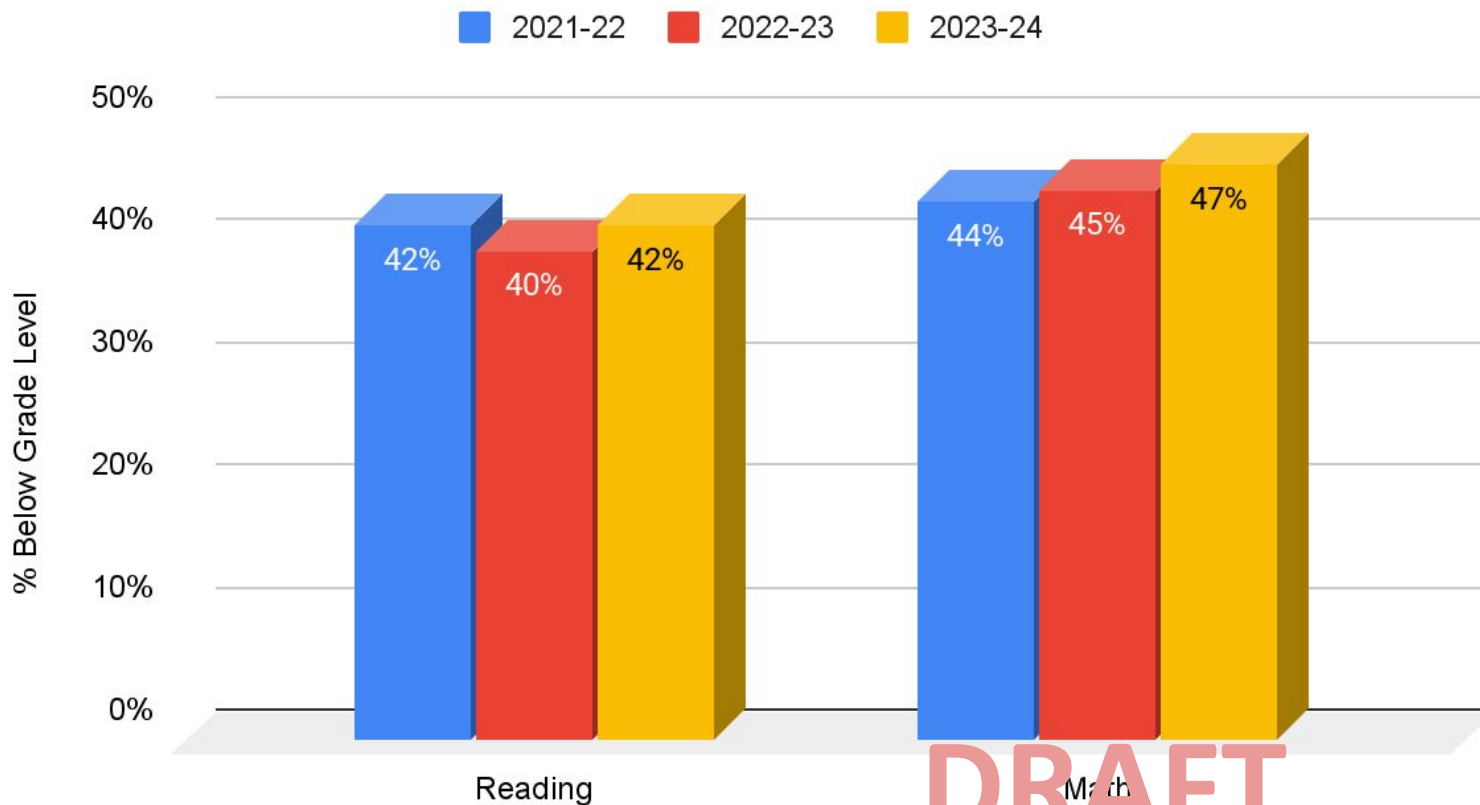
Student Demographics

	Crittenden			Graham		
	2018	2023	Change	2018	2023	Change
Asian	64	70	+ 9%	125	161	+ 28%
Hispanic/Latino	364	238	- 35%	357	400	+ 12%
White	162	133	- 18%	292	222	- 24%
Socio- Economically Disadvantaged	359	168	- 53%	331	343	+ 4%
English Learners	112	90	- 20%	152	192	+ 26%
Students with Disabilities	106	84	- 21%	101	105	+ 4 %
Homeless	14	28	+ 100%	16	72	+ 300%

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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



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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

Overall Ratings from California Dashboard

Ratings range from Red (lowest performance) to Blue (highest performance)

	Crittenden		Graham	
	Color/Rating		Color/Rating	
	2018	2023	2018	2023
ELA	Green/High	Green/High	Green/High	Green/High
Math	Blue/Very High	Green/High	Green/High	Green/High
Chronic Absenteeism Rate	Green/Low	Yellow/Medium	Green/Low	Orange/High
Suspension Rate	Green/Low	Orange/High	Green/Low	Orange/High

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CA Dashboard Subgroup Ratings

	Crittenden		Graham	
	2018 ELA	2023 ELA	2018 ELA	2023 ELA
Asian	Blue/Very High	Green/High	Green/High	Blue/Very/High
Hispanic Latino	Orange/Low	Orange/Low	Orange/Low	Red/Very Low
White	Blue/Very High	Blue/Very High	Green/High	Blue/Very/High
Socio-Economically Disadvantaged	Orange/Low	Orange/Low	Orange/Low	Orange/Low
English Learners	Orange/Low	Red/Very Low	Orange/Low	Red/Very Low
Students with Disabilities	Red/Very Low	Yellow/Medium	Red/Very Low	Orange/Low
Homeless	<30 students	<30 students Declined 48.3	< 11 students	55 students Declined 33.5

CA Dashboard Subgroup Ratings, con't...

	Crittenden		Graham	
	2018 Math	2023 Math	2018 Math	2023 Math
Asian	Blue/Very High	Green/High	Green/High	Green/High
Hispanic Latino	Orange/Low	Orange/Low	Orange/Low	Red/Very Low
White	Blue/Very High	Blue/Very High	Blue/Very High	Blue/Very High
Socio-Economically Disadvantaged	Orange/Low	Orange/Low	Orange/Low	Red/Very Low
English Learners	Orange/Low	Red/Very Low	Orange/Low	Red/Very Low
Students with Disabilities	Red/Very Low	Yellow/Medium	Red/Very Low	Orange/Low
Homeless	< 30 students	<30 students Increase 8 pts	< 11 students	55 students Declined 23 pts

CA Dashboard Subgroup Ratings, con't...

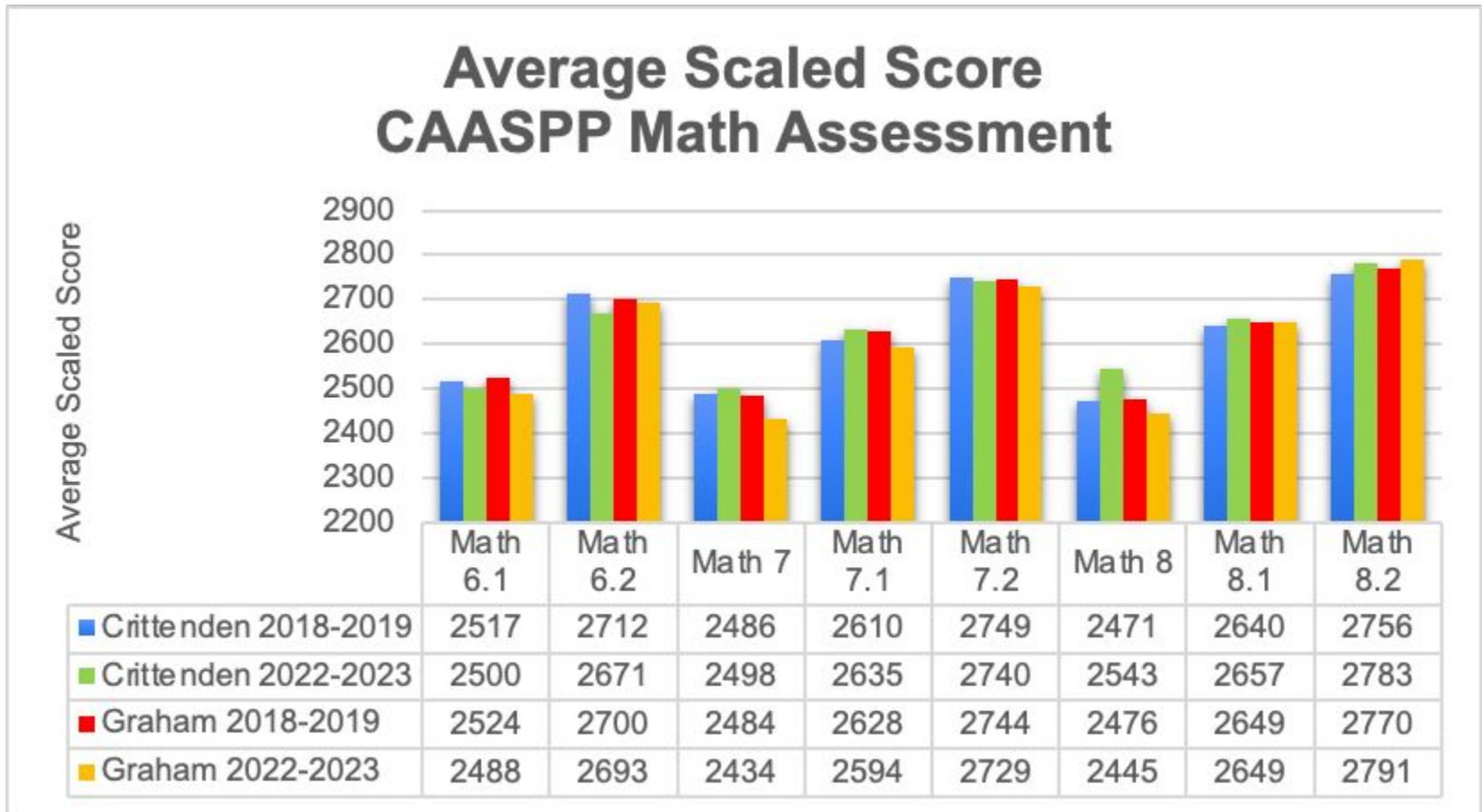
*Due to Differentiated Assistance Chronic Absenteeism was a District focus in 2022-23

	Crittenden		Graham	
	2018 Chronic Absenteeism	2023 Chronic Absenteeism	2018 Chronic Absenteeism	2023 Chronic Absenteeism
Asian	Yellow/Medium	Yellow/Medium	Green/Low	Green/Low
Hispanic Latino	Orange/High	Yellow/Medium	Green/Low	Orange/High
White	Green/Low	Red/Very High	Green/Low	Orange/High
Socio-Economically Disadvantaged	Yellow/Medium	Yellow Medium	Green/Low	Yellow//Medium
English Learners	Orange/High	Orange/High	Orange/High	Yellow/Medium
Students with Disabilities	Green/Low	Orange/High	Yellow/Medium	Red/Very High
Homeless	<30 students 28.6% Chrn. Abs.	<30 students 35.7% Chrn. Abs.	<30 students 25% Chrn. Abs.	Orange/High

CA Dashboard Subgroup Ratings, con't...

	Crittenden		Graham	
	2018 Suspension Rate	2023 Suspension Rate	2018 Suspension Rate	2023 Suspension Rate
Asian	Green/Low	Blue/Very Low	Blue/Very Low	Orange/High
Hispanic Latino	Orange/High	Red/Very High	Yellow/Medium	Orange/High
White	Blue/Very Low	Orange/High	Blue/Very Low	Orange/High
Socio-Economically Disadvantaged	Green/Low	Red/Very High	Yellow/Medium	Orange/High
English Learners	Orange/High	Orange/High	Orange/High	Yellow/Medium
Students with Disabilities	Yellow/Medium	Orange/High	Green/Low	Green/Low
Homeless	<30 students 0% suspended at least once	30 students 10% suspended at least once	<30 students 0% suspended at least once	Red/Very High

CAASPP Math - Average Scaled Score



Achievement Level for Standard Met

Grade 6: 2552-2609

Grade 7: 2567-2634

Grade 8: 2586-2652

Plan for Advisory Periods

- Lessons are designed with content from
 - #BetterTogether*
 - Digital Citizenship
 - Social Emotional skills (SEL) development
 - School- based topics or needs
- At least one lesson/activity from each category per month presented in advisory
- Content provided to teachers in the form of presentation slides, recommended materials, and parent follow-up info
- Teachers/counselors deliver lessons/activities
- Scope and sequence of topics are scheduled according to student experiences throughout the school year.

** Better Together is a MVWSD-created culture and climate program based on district data*
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Advisory

Tentative Fall topics scope and sequence:

August

Week 1: #BetterTogether - Building a supportive classroom & school community

Week 2: SEL - Understanding personal power

Week 3: H&W - Suicide Prevention Month Campaign

September

Week 4: Digital Citizenship (topic is grade level dependant)

Week 5: Site - SEL Survey & Academic Progress Report Check-In

Week 6: #BetterTogether - Hispanic Heritage Month

Week 7: SEL - Social Identities

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Advisory

Tentative Fall topics scope and sequence:

October

Week 8: #BetterTogether - Exploring Family & Home Communities
+Suicide Prev wrap up

Week 9: District Staff Development day - non-student day

Week 10: Site - End of Trimester personal goal reflection

Week 11: Digital Citizenship (topic is grade level dependant)

Week 12: SEL - Intersectionality

November

Week 13: Site - Revisit Day: classroom norms, school norms, Academic Goal setting, Digital portfolio reboot

Week 14: #BetterTogether Cultural Diversity in communities

Week 15: Digital Citizenship (topic is grade level dependant)

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Budget Implications

During the 2018-2019 school year

- MVWSD underwent budget reductions of close to \$3.6 million.
 - At the January 24, 2019 meeting the Superintendent publicly informed the community that prior to the start of the year, he eliminated several non-school related positions for 2018-19 school year that resulted in \$1,088,890 savings
 - At the time, implementing the 8-period middle school schedule was estimated to cost only \$390,000. Today the cost is \$1.2 million.
 - Additional cuts were required (\$2.6 million) in 2019 that came from personnel

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Staffing Allocations

	# of Teachers for Core (ELA, Math, Science, Social Studies, PE)	# Teachers for Electives
Crittenden - 7 period day	4 teachers per core subject (3 for PE + additional ELA and newcomer teachers)	5 - Some taught by elective only teachers, some periods taught by core teachers who also teach an elective
Crittenden - 8 period day	4 teachers per core subject (3 for PE + additional ELA and newcomer teachers)	8 - Some taught by elective only teachers, some periods taught by core teachers who also teach an elective
Graham - 7 period day	5.5 teachers per core subject (4 for PE + additional ELA and newcomer teachers))	9 - Some taught by elective only teachers, some periods taught by core teachers who also teach an elective
Graham - 8 period day	5.5 teachers per core subject (4 for PE + additional ELA and newcomer teachers))	14 - Some taught by elective only teachers, some periods taught by core teachers who also teach an elective

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Example of Under- Enrolled Electives

Example 1 - Coding: Currently at Graham, there are 2 sections of coding.

- One section has 13 students enrolled and the other has 14 students.
 - These two courses could be combined to a section of 27.

Example 2 - Orchestra: Currently at Crittenden, there are 2 sections of orchestra.

- One section has 21 students. The other has 22.
 - These two courses could be combined to be a section of 43 which helps to develop a full concert orchestra

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Financial Impact at Second Interim

Approving TA without 7-period schedule

	2024-2025 (Year 1)	2025-2026 (Year 2)	2026-2027 (Year 3)
Beginning Balance, July 1	\$47,517,243	\$40,112,689	\$30,471,886
Total Revenues	\$112,751,917	\$118,031,472	\$119,294,901
Total Expenditures	\$120,156,471	\$127,672,275	\$129,961,167
Net Increase/(Decrease)	(\$7,404,554)	(\$9,640,803)	(\$10,666,266)
Ending Balance, June 30	\$40,112,689	\$30,471,886	\$19,805,620
Reserve Level	28.87%	20.87%	14.95%

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In Year 3, the reserve dips below
Board-directed 17% reserve level



Options to Accommodate the Raise and 8-Periods and Maintain 17% Reserve

If the schedule remains, the following are solutions

- The Board could amend the 17% rule
- In the long term, cuts needed in other areas
 - Revert back to shared Instructional Coaches including elementary sites (not including New Teacher Project or Early Literacy) (\$1.18 million savings)
 - Eliminate At Risk Intervention Supervisor (\$1,047,745 savings)
 - Eliminate School and Community Engagement Facilitators (SCEF) (\$1.1 million savings)
 - STEAM teachers
 - Would also need to plan to purchase curriculum for all elementary teachers which would necessitate a curriculum purchase of approximately \$1,500,000 (\$700,000 savings year 1)
 - Eliminate newcomer teachers on special assignment (\$300,000 savings)

Supporting Teachers: Professional Development

- We recognize that teachers may need additional support as they plan for longer instructional blocks
- MVWSD to provide opportunities to learn new strategies and collaborate with fellow teachers every six weeks
 - Instructional Coaches and Teacher Leader(s) will be trained over summer in various instructional methodologies (PBL, Cooperative Learning, etc)
 - They, in turn, hold teacher learning community professional development sessions every six weeks
 - Organized by department
 - Optional for teachers to join
 - Learn together, plan, and prepare for upcoming lessons with teachers from both middle schools

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Supporting Teachers: Professional Development

- Example Structure of the PD Session:
 - Building background theoretical knowledge (10 mins)
 - Modeling and practicing instructional strategy (30 mins)
 - Planning and preparing for their upcoming lessons (20 mins)
- Possible Teacher Learning Community PD Dates:
 - August PD Day
 - September 5
 - October 31
 - January 9
 - February 27
 - April 24

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Time in school: A conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration by Matthew A. Kraft, Sarah Novicoff

Research from 2024 suggests...

Overall, the empirical evidence we review establishes a clear positive causal effect of increasing total time and instructional time on student achievement. Estimates are overwhelmingly positive and significant. Quantifying the magnitude of these effects is more challenging because studies differ considerably in the amount of time added and the baseline levels of time.

(pg 30, supplemental Board materials)

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Research findings, continued

At a minimum, districts should fiercely avoid reducing time in school. There is a compelling body of evidence across multiple states documenting the negative effects of four-day school weeks that decrease total time. There are also low-cost opportunities to adjust school calendars in ways that keep total time constant but might reduce the challenges of converting total time into active learning time.

(pg 34, supplemental Board materials)

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Research findings, continued

Time operates similarly to another key resource in education: money. Time, like money, is necessary for supporting student academic success. Evidence demonstrates that schools can leverage additional time to improve students' academic success. But when time is used ineffectively or in ways unaligned with academic goals, it will produce little benefits for students.

(pg 36, supplemental Board materials)

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Lessons Learned About Input Process

Staff Input collect prior to April 18 Board Meeting

- Crittenden Middle School Staff meeting March 21 *
- Graham Middle School Staff meeting March 19 *

** See Supplemental Board meeting materials for copies of staff meeting notes and input*

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Savings was not a driver of 7-periods

Teachers' proposal of 7-period schedule is an opportunity for the district to be 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
- Districts across the state are making cuts due to the end of COVID funds
- MVWSD was strategic by not using COVID funds for ongoing expenses.

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“Decoupling” Teacher raises and schedule

This spring, under the direction of the Superintendent, staff reduced expenditures by approximately \$3.7 million.

- This was a response to a changing fiscal climate and to maintain sound fiscal practices
- Reductions avert future layoffs and allows for increase in salaries
 - \$1.2 million of this total could be saved by the shift in the schedule.

MVEA president and a Graham union representative met with the Superintendent (separately and prior to the teachers’ vote on April 25)

- Both were informed that the Tentative Agreement would move forward regardless of whether the Board of Trustees voted on the schedule at the May 2nd meeting.

Staff Input (April 25)

- Middle School staff survey
 - Gathered via Google Form- April 25, 2024

Move forward with 7-period schedule?

	In Favor	No Preference	Not in Favor
Crittenden	54%	23%	23%
Graham	11%	19%	70%

	In Favor/No Preference	Not in Favor
Crittenden	77%	23%
Graham	30%	70%
Totals	55%	45%

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Parent/Community Input (March/April)

- 117 responses received on the Parent input form (March/April) *
- 10 emails to publiccomments@ email *
- Two school parent coffees (Graham - March 29, Crittenden - March 22)
- Townhall (April 1 - 250 participants)
- Meetings with MVEF (March 12) and PTA leadership (March 13)

* See Supplemental Board meeting materials for copies of parent comments and input

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Parent/Student Input (April 26-May 1)

- ThoughtExchange for all middle school parents, staff and students
- Data to come

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Site-Based Approach Around an Issue Algorithm

8-period schedule: 2017

Understand their perspective

Asked about elective offerings In Sept-Oct 2017 via thoughtexchange. (427 Staff and parents. 1335 students participated)



Discussion with the Board (Informal)

Nov 2017



7-period schedule: 2024

Understand their perspective

Concern is raised by staff about advisory/schedule as early as 2021. Informal conversations January- February 2024



Explore all Possible Options

Several schedule options were explored to solve the concerns.



Discussion with the Board (Informal)

January- February 2024



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8-period schedule: 2017

Gain an Understanding of Where BOT is (public meeting)

Presented 4 schedule options at the Board of Trustees meeting Nov. 17, 2017



Listen for emotional reactions from all Stakeholders (informal)

Task Force met to review survey data. Presentations during staff meetings. Parent meetings



Explore all Possible Options

Refined 4 schedule options



7-period schedule: 2024

Gain an Understanding of Where BOT is (public meeting)

Presented 3 schedule options March 14, 2024 Board of Trustees meeting



Listen for emotional reactions from all Stakeholders (informal)

Town Hall on April 1, 2024; Comments submitted on Google form



~~Explore all Possible Options~~



8-period schedule: 2017

Determine consensus of all groups (when all voices are heard and the will of the group is evident)

Staff surveys (31 staff members responded from Graham; 17 responded from Crittenden). Committee met in December to do a final review and make recommendation



Create public campaign explaining current strategy (Board meeting)

Recommendation for 8-period cascading schedule made at Jan. 4, 2018 Board meeting



Reach out to all constituents. Information meetings with stakeholders groups.

Staff and small group parent meetings



7-period schedule: 2024

Determine consensus of all groups (when all voices are heard and the will of the group is evident)

Consensus was difficult due to step order

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Create public campaign explaining current strategy (Board meeting)

Recommendation made at April 18, 2024 Board meeting



Reach out to all constituents. Information meetings with stakeholders groups.

March 25- April 4. Two school coffees, staff meetings, townhall, meetings with MVEF and PTA presidents



8-period schedule: 2017

Craft Message (4 Brains)
5 (good v evil)
10 (what is fair)
15 (see both sides)
20 (Synthesize thoughts)



Develop Narrative and Pull Information to Support Position



Use Experts to solidify approach and communication

7-period schedule: 2024

Craft Message (4 Brains)
5 (good v evil)
10 (what is fair)
15 (see both sides)
20 (Synthesize thoughts)

March 29- April 18



Develop Narrative and Pull Information to Support Position

March 29- April 18



Use Experts to solidify approach and communication

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8-period schedule: 2017

Share input of decision with all people (Board and stakeholder meetings)

January 2018



Small groups, share impact

Convened work groups at each middle school to begin implementation of new schedule. Worked with math departments to determine which students will get an additional period of mathematics. Determined electives and staffing needs. Worked with MVEA



Revisit goal from the Start (did we accomplish what we set out to do when we found consensus)



7-period schedule: 2024

Share input of decision with all people (Board and stakeholder meetings)

May 2, 2024
Board of Trustees meeting



Small groups, share impact

To come|



Revisit goal from the Start (did we accomplish what we set out to do when we found consensus)

April 22- May

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Recommendation

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In summary Response to major concerns...

Concern

- Loss of prep period due to subbing
- Impact of teaching longer periods
- Salary increase tied to vote for schedule
- Laying off teachers and losing electives
- Lack of plan for SEL and advisory

Solution

- Hire long term subs at middle schools
- Year-long Professional development plan/support
- Board to vote on Tentative Agreement separately
- Combining low enrolled electives
- District initiatives embedded into advisory and tentative schedule developed

We acknowledge that there are strong emotions around a potential schedule change

- Input process was not effective
- Need was not clearly defined for the community
- Benefits were not clear for parents and students
- A potential loss of an elective is hard

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Recommendation

- Based on student performance data, research and ancillary evidence, and in alignment with our Strategic Plan 2027, staff recommends to return the Middle School schedule back to the 2017-18 schedule (7 periods).

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Next Steps

If vote is for 7-period schedule

- Finalize budget, professional development schedule and advisory schedule
- Begin the scheduling process
- Inform teachers of their new placements
 - required by June 1
- Middle school principals will set up in-person meetings prior to discuss the impact of the change of the schedule
- Inform rising 6th graders of new core elective in Spanish, with option to transfer to Graham

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If vote is for 8-period schedule

- Finalize budget
 - Staff will need authorization to go below reserve level
 - Start budget reduction process. If layoffs are required then they will either need to occur prior to the start, but no later than during the 2024-25 school year
- Begin the scheduling process and inform teachers of their new placements
 - required by June 1
- Inform rising 6th graders of new core elective in Spanish, with option to transfer to Graham

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