

**2023-2024 Narrative Responses for California Dashboard Local Indicators
Prepared for the meeting of the Board of Trustees
May 30, 2024**

Optional Narrative

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

Priority 1 - Basic Services

During the 2023-24 school year, the Mountain View Whisman School District had 273 Full Time Equivalent Teachers (FTE) and 263 had Clear Teaching Credentials. Six teachers were considered Out of Field/Ineffective. All of the Out of Field/Ineffective teachers had waivers or authorizing permits on file while in their assignment. The District had 1 intern teacher and 3 teachers with incomplete credentials. All four teachers were in teacher preparation programs and were provided supervision through their program. They also had authorizing permits on file while in their assignment.

The District held a public hearing during the regularly scheduled meeting of the Board of Trustees on September 7, 2023. The Board of Trustees certified that all students had access to standards-aligned instructional materials.

Mountain View Whisman School District conducted an inspection of District facilities using the Facilities Inspection Tool in the summer 2023. The results indicated that 11,460 facilities were in good repair, 90 were deficient, and 0 were in extreme deficient repair. The majority of the items found to be in deficient repair included blocked electrical panels in closets, carpet stains, damaged floors, and ceiling tiles. To remedy these, the District created and completed work orders for the deficient items.

Priority 2 - Implementation of Academic Standards

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Professional development on the Common Core Standards in English Language Arts and mathematics began in 2013-14. The District adopted math (Eureka Math) in 2014-15 and ELA/ELD (Benchmark Advance/Adelante and StudySync) in 2015-16. Professional Development on the materials/standards was provided. In 2014-15, the District implemented an instructional coaching model. The District has instructional coaches at each elementary school and two middle schools share a 1.0 Social Studies, 1.0 ELA, and 1.0 science coach and 1.0 math coach. All teachers have weekly collaboration time. In fall 2019, the District implemented a revised RTI/STEAM plan. All Elementary sites have dedicated STEAM teachers. Each elementary school's STEAM teacher focuses on hands-on K-5 science during RTI time, while the classroom teacher provides small-group support and enrichment. The District adopted new middle school History Social Science materials in May 2019, and in May 2020 adopted new elementary History Social Science materials as well as new Science materials for grades TK-8. Professional development was provided. In 2021-22 the District focused on providing professional development on differentiation and equity practices. In 2022-23 the District implemented the initial phases of its MTSS plan, and in 2023-24 will adopt new ELA/early literacy curricula for elementary grades - Amplify Core Knowledge Language Arts.

Priority 3 - Parent Engagement

Building Relationships

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MVWSD is in the full Implementation phase in three of the four areas of building relationships. Results from the District's LCAP/Climate survey indicate that 87% (+1% from 2023) of parent respondents agreed or strongly agreed that the District is successful in creating welcoming environments for all families in the community and 90% (+1% from 2023) agreed or strongly agreed that the District is successful in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Additionally, 80% (+2% from 2023) of

parents agreed or strongly agreed that the District is supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MVWSD is in the Initial implementation phase in one area of building relationships although a gain was made based on the results of the District's LCAP/Climate survey. Results indicate that 79% (+4% from 2023) of parents agreed or strongly agreed that the District is working to develop the capacity of staff (admin, teachers, classified) to build trusting relationships with families.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways. This is a focus in the District's Strategic Plan 2027 in Goal Area 3 and in the District's Local Control Accountability Plan Goal 3 - Inclusive and Welcoming Culture. Effective communication builds understanding and trust and will allow the District to work together with parents to support student's wellbeing and development. The district is working to streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences and tone.

MVWSD also employs School and Community Engagement Facilitators at all school sites. The facilitator acts as a liaison between students, staff, and parents to remove barriers to improve student learning and achievement. Their responsibilities include serving as a resource for connecting students and parents to district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. Additional staffing has been added to our elementary schools (Castro and Mistral) with high percentages of underrepresented families to provide more support.

Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MVWSD is in the full implementation phase in one area of Building Partnerships for student outcomes and three areas are in the initial phase. Results from the District's LCAP/Climate survey indicate that 73% (+1 from 2023) of parents agreed or strongly agreed that the District is providing families with information and resources to support student learning and development in the home and 72% (+5% from 2023) of parents agreed or strongly agreed that the District is providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. Additionally, 78% percent (+2% from 2023) agreed or strongly agreed that the District is implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. While teachers are always available to meet with parents, the District does provide dedicated time, through minimum days in December, for all parents to meet with teachers to review student progress. The District also continues to use an online assessment and instruction platform - i-Ready. All students in the District take i-Ready diagnostic assessments in English Language Arts and mathematics three times per year. Results are sent home to parents so they can see students' progress and growth toward meeting grade level standards. The i-Ready instructional program is used in the classroom and can also be used at home to help students fill academic gaps or extend their learning. The District is also working on developing flexible learning opportunities for students. A 24/7 dashboard will give access to standards aligned reading and math instructional materials to students and families from home. This webpage is a one-stop shop for parents to visit to access resources for their students. The math 24/7 dashboard will be launched in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MVWSD moved from the beginning to the initial implementation phase in one area of Building Partnerships for student outcomes. Sixty-one percent (+2% from 2023) of families agreed or strongly agreed that the District is supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Again, the District has a focus on cultivating and maintaining an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders in its Strategic Plan (Goal 3). MVWSD is working directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University. Parent University is a series of learning sessions and conversations that empower adults to support students to thrive. Attendance at Parent University sessions increased during the 2023-24 school year by more than 40% over the previous year due in large part to a redesign based on community feedback that was implemented in 2022-23. Additional school-based sessions were added at every school and a seminar for Spanish-speaking families was added.

Seeking input for Decision Making

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MVWSD is at the full implementation phase for three areas regarding input for decision making. Based on survey results, the District made good progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. In spring 2023, 74% of parents agreed or strongly agreed with this statement which is an increase of 4 percentage points from spring 2022. Additionally, 69% (+6 from 2022) of parents agreed or strongly agreed that they district is building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making and 66% (+6 from 2022) of parents agreed or strongly agreed that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MVWSD is at the initial implementation phase in 1 area regarding input for decision making. Results from the District's LCAP/Climate survey indicate that 68% (+3 from 2022) of parents agreed or strongly agreed that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from underrepresented groups in the school community.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All school sites have School Site Councils and English Learner Advisory Committees, which play critical roles in developing school site plans. MVWSD has a District Advisory Committee and a District English Learner Advisory Committee. All committees are involved in the development of the Local Control Accountability Plan (LCAP). Additionally, when the District is seeking input on issues, these groups are consulted and their input collected and used in the decision making processes.

In order to provide families with opportunities to share input on policies and programs, MVWSD uses survey tools. The Climate/LCAP survey is given each year in February and results are used to develop the LCAP and school site plans. The District made several changes to the survey distribution protocol for parents in spring 2023 which resulted in an increase in the response rates from parents from 31% to 34%.

Another related project is an effort to improve how information is shared with/input is solicited from families, especially those who are traditionally underrepresented. This work will continue in 2024-25.

The District has updated its Parent University series structure in 2022-23. Reflecting the needs of traditionally underrepresented groups, more school-site specific sessions were offered as well as a Spanish-language seminar series. The District continued to refine and improve this approach in 2023-24 and it resulted in a 40% increase in attendance.

Priority 6 - Climate Survey

Summary of Climate Survey Results

In spring 2024, MVWSD administered a Local Control Accountability (LCAP)/Climate Survey to all students in grades 4-8. The survey provided measures of perceptions of school safety and connectedness. 2015 students responded to the spring 2024 survey. This year the District made some changes to the survey logistics in order to increase participation both overall and by families from the variety of groups within our community.

In 2024, students received a unique link for the survey - one link per student. Students took the survey during the school day. This allowed the District to support sites with knowing which students still needed to complete the survey.

Responses were confidential. This also eliminated more demographic questions that were able to pre-populate with District data instead of asking students to self report.

MVWSD has been partnering with Hanover Research to conduct the survey each year since 2016. With only minor changes to the survey each year Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023 and 2024) and highlights statistically significant and meaningful differences across years.

The LCAP survey shows 77% (+3 from 2023) of students overall, 75% of English Language Learners, and 77% of Socio-Economically Disadvantaged students agree or strongly agree that adults at school care about their success. Seventy-eight percent overall (+3 from 2023) 76% of English Language Learners, and 80% of Socio-Economically Disadvantaged students indicated that they trust their teachers and 73% overall, 67% of English Language Learners, and 65% of Socio-Economically Disadvantaged students are comfortable asking teachers questions. Ninety-two percent of students overall, 85% of English Language Learners, and 92% of Socio-Economically Disadvantaged state that they have friends at school and 83% of students overall, 73% of English Language Learners, and 76% of Socio-Economically Disadvantaged students agreed or strongly agreed that students from different cultural backgrounds become friends.

2024 survey results also indicated that only 64% (+3 from 2023) of students overall, 66% of English Language Learners, and 63% of Socio-Economically Disadvantaged students agreed or strongly agreed that they feel safe at school, only 56% overall (+5 from 2023), 66% of English Language Learners, and 63% of Socio-Economically Disadvantaged students agreed or strongly agreed that students respect teachers and staff and 66% overall (+3 from 2023), 66% of English Language Learners, and 69% of Socio-Economically Disadvantaged agreed or strongly agreed that there are clear and fair consequences for breaking rules at school.

2024 survey results indicate that students, specifically in middle school, continue to have concerns around safety, behavior and the school environment in general. School cleanliness continues to be one of the lowest rated areas on the survey by students. Several items in the District's LCAP are already designed to support school environments including having counselors at the middle schools, At Risk Supervisors and School and Community Engagement Facilitators. The District will make some changes to continue to address these concerns in 2024-25.

MVWSD LCAP Goal 2 is to develop and implement programs and processes to support students' social-emotional health and behavior. Action 1 in this goal is to continue to have At-Risk Supervisors for all District schools. At-Risk Supervisors work directly with students and parents to provide support and interventions as needed. In 2024-25 an additional At Risk Supervisor will be added to Graham

Middle School. Action 9 is to implement a plan of action for competency-based Social Emotional Learning including beginning work to find a curriculum. The District has School and Community Engagement Facilitators (SCEF - LCAP goal 3, action1) to act as a liaison between students, staff, and parents to remove barriers to improve student learning and achievement. They play an important role in supporting student and family connectedness to our schools. New for 2024-25, the District will be hiring counselors for all school sites (Action 9). The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons.

Priority 7 - Broad Course of Study

The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The District uses the following tools to track the extent to which all students have access to, and are enrolled in, a broad course of study.

Elementary School: Daily class schedules teacher-created and in Powerschool that show student enrollment in core subjects, English Language Development, and special education. The District also reviews art and music schedules and agreements with the Community School of Music and Art, physical education schedules and agreements with Rhythm and Moves, Response to Instruction for intervention or enrichment schedules and staffing, and Puberty Talk program schedules and agreements.

Middle School: Daily class schedules in Powerschool which show student enrollment in core subjects, English Language Development, Special Education, electives, physical education and Response to Instruction, the middle school elective catalogs, and the Teen Talk program schedules and agreements. In the 2023-24 school year all students were offered a broad course of study.

A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study

In the Mountain View Whisman School District, all students have access to, and are enrolled in, a broad course of study.

Elementary Schools: In reviewing school and grade level data for the 2023-24 school year all elementary students had access to a broad course of study as outlined by California Education Code.

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Middle Schools: In reviewing student schedules and associated data for the 2022-23 school year, all middle school students had access to a broad course of study as outlined by California Education Code.

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

Elementary School

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

Middle School

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

Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

MVWSD has done the following in order to better provide students access to a broad course of study:

Overall

The District will open in August 2024 with regular schedules.

Middle Schools

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

- Response to Instruction periods
- Co-taught classes
- Math courses that start all students on a pathway to Algebra 1 or Geometry in 8th grade
- Choice electives for all students
- Addition of Python based Coding courses through Techsmart which will allow students who complete the series to be eligible to take the

PCEP Industry Certification test and become a Python Certified Entry Level Programmer