

**2024-2025 Narrative Responses for California Dashboard Local Indicators
Prepared for the meeting of the Board of Trustees
May 29, 2025**

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 2024-25 school year, the Mountain View Whisman School District had 278 Full Time Equivalent Teachers (FTE) and 269 had Clear Teaching Credentials. Zero teachers were considered Out of Field/Ineffective. The District had 0 intern teachers and 9 teachers with incomplete credentials. Eight of the teachers had Emergency Crosscultural, Language, and Academic Development Certificates (CLAD) and needed EL Authorization and one had a Short Term Staff Permit. Eight of the nine had authorizing permits at the beginning of their assignment.

The District held a public hearing during the regularly scheduled meeting of the Board of Trustees on September 5, 2024. 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 2024. The results indicated that 18,192 facilities were in good repair, 89 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 - (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. In 2023-24, the District adopted new ELA/early literacy curricula for elementary grades, Amplify Core Knowledge Language Arts and will pursue a new math adoption in 2025-26.

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 all four areas of building relationships. Results from the District's LCAP/Climate survey indicate that 86% (-1 Percentage Point (PP) from 2024) of parent respondents agreed or strongly agreed that the District is successful in creating welcoming environments for all families in the community and 88% (-2PP from 2024) 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% (+0 PP from 2024) 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.

While MVWSD is in the full implementation phase of building relationships, parent perception of the District's capacity of staff (admin, teachers, classified) to build trusting relationships with families decreased by 5 percentage points from 2024.

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 was added to our elementary schools (Castro and Mistral) with high percentages of underrepresented families to provide more support in 2024-25.

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 72% (-1 PP from 2024) 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 71% (-1 PP from 2024) 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, 75% (-3 PP from 2024) 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 October 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 District also offers Parent University which is a series of learning sessions and conversations that are designed to help parents support children's learning. In 2024-25 there six District wide sessions in English and Spanish which included the following:

District Orientation
Science of Reading Part 1 and Part 2
Parenting in the Digital Age
Assessing and Understanding Assessment Scores
Preparing for Middle School
Preparing for High School

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 is in the initial implementation phase in one area of Building Partnerships for student outcomes. Sixty-two percent (+1 PP from 2024) 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 through Parent University. Additionally, each school does at least 2 school-based Parent University sessions each year.

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. In spring 2024, 75% of parents (+1 Percentage Point (PP) from 2024) agreed or strongly agreed that the District is 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. . Additionally, 69% (+0 PP from 2024) of parents agreed or strongly agreed that the district is building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making, and 68% (+2 PP from 2024) 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 70% (+2 PP from 2024) 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. In spring 2024 the District added student advisory committees at each middle school. 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 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 continues to refine this approach. Site specific offerings in 2024-25 included but were not limited to:

- Supporting Early Literacy
- Math Festival (math night)
- Mindfulness and Calming
- Neurodiversity
- Positive Parenting
- Managing Your Child's Emotions
- Summer engagement at home
- Navigating PowerSchool
- Vaping Prevention
- Developing Family Engagement and Partnerships
- Academics - School accountability and standards
- Latino Literacy Family Project

**Priority 6 - Climate Survey
Summary of Climate Survey Results**

In spring 2025, 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. 1,522 students responded to the spring 2025 survey which is a decrease from 2,015 in 2024. The District continued with the changes made in 2024 to the survey logistics in hopes of increasing participation both overall and by families from the variety of groups within our community.

In 2025, 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 although sites that took the survey on the last day before February break were not able to do make-ups. 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, 2024, and 2025) and highlights statistically significant and meaningful differences across years.

The LCAP survey shows 85% of students overall (+2 PP from 2024), 84% of English Language Learners (+11 from 2024), and 80% of Socio-Economically Disadvantaged students (+4 for 2024) agreed or strongly agreed that students from different cultural backgrounds become friends. Seventy-nine percent (+2 PP from 2025), 83% of English Language Learners (+8 from 2024), and 78% of Socio-Economically Disadvantaged students (+4 from 2024) agree or strongly agree that adults at school care about their success. Eighty percent overall, 79% of English Language Learners, and 77% of Socio-Economically Disadvantaged students indicated that they have at least one trusted adult at their site and 57% overall (+5 from 2024), 58% of English Language Learners (+4 from 2024), and 58% of Socio-Economically Disadvantaged students (+3 from 2024) get along with each other and respect their differences. Ninety-two percent of students overall (+0 PP from 2025), 92% of English Language Learners (+7 PP from 2025), and 89% of Socio-Economically Disadvantaged students (-1 PP from 2024) state that they have friends at school.

2024 survey results also indicated that 69% (+5 from 2024) of students overall, 68% of English Language Learners (+2), and 65% of Socio-Economically Disadvantaged students (+2) agreed or strongly agreed that they feel safe at school, 60% overall (+4 from 2024), 61% of English Language Learners (-3 from 2024), and 63% of Socio-Economically Disadvantaged students (+6 from 2024) agreed or strongly agreed that students are treated fairly. Seventy-one percent overall (+5 PP from 2024), 71% of English Language Learners (+5 PP), and 69% of Socio-Economically Disadvantaged students (+0 PP) agreed or strongly agreed that there are clear and fair consequences for breaking rules at school.

When disaggregating results by grade level students in grade seven generally have lower perceptions than students in grades 4, 5, 6 and 8. For example, only 49% of 7th grade students agreed or strongly agreed that students are treated fairly while 69% of 4th graders and 56% of eighth graders agreed or strongly agreed.

2025 survey results indicate that students 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. Only 35% of students overall (+2 from 2024), 36% of English Language Learners and 42% of Socio-Economically Disadvantaged students agree or strongly agree that their school is clean. 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. Additionally, to improve and maintain the cleanliness, safety, and functionality of all school sites by implementing bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along with a rotating sample of classrooms to ensure every room is inspected at least twice per year. These inspections will help proactively identify areas needing attention (Goal 6, Action 1).

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 2025-26 an additional At Risk Supervisor will continue at Graham Middle School. Action 9 is to implement a new social emotional learning curriculum. The District has School and Community Engagement Facilitators (SCEF - LCAP goal 3, action 1) 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. The District will continue to have counselors for all school sites (Action 10). The counselors will continue to play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons. Additionally, the District will add a Mental Health Specialist, contract for a Mental Health Specialist services and look to partner with universities to have counseling and mental health interns in order to expand access to supports for students.

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 2024-25 school year all elementary students had access to a broad course of study as outlined by California Education Code.

Middle Schools: In reviewing student schedules and associated data for the 2024-25 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 begin in August 2025 with schedules that offer a broad course of study at elementary and middle schools.

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

Staff will work to add an additional World Languages offering in the 2026-27 school year.