



Mountain View  
Whisman  
School District

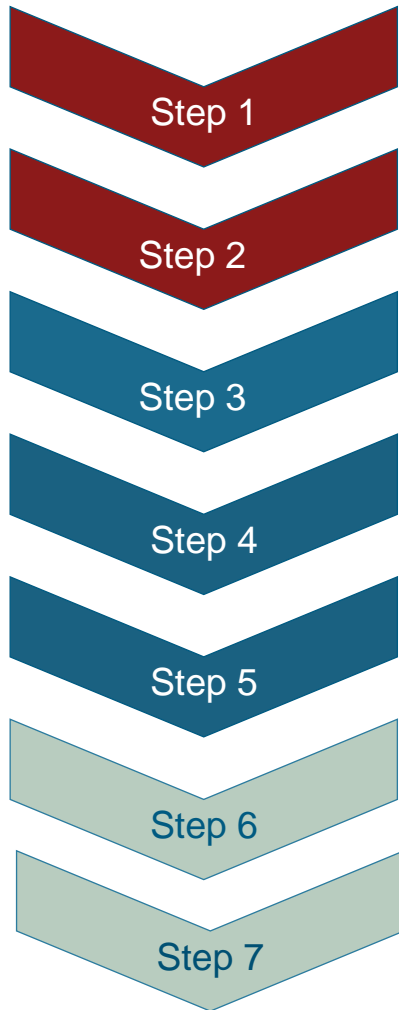
# *Strategic Planning Presentation*

Board of Education Meeting

October 1, 2020



# Project Overview



- Environmental Scan
- Organizational Assessment

- Analyze Implications

- Define Desired Future: Vision, Mission, Priority Outcomes

- Develop Strategic Themes, Objectives and Measures

- Define Strategic Initiatives

- Create Action Plans

- Develop Monitoring and Review Process

Phase 1: Analysis  
September

Phase 2:  
Strategy Development  
October-November

Phase 3: Action  
Planning  
November-January

# Mountain View Whisman School District Strategic Planning Process



# Progress to date

Collected and analyzed data on past district performance

Conducted community survey with 1134 respondents

Facilitated input session with PTA Leaders

Conducted interviews with all board members

Facilitated Strategy Session with 60 district stakeholders \*

\* Including parents, board members, teachers, classified staff, school administrators and district leaders

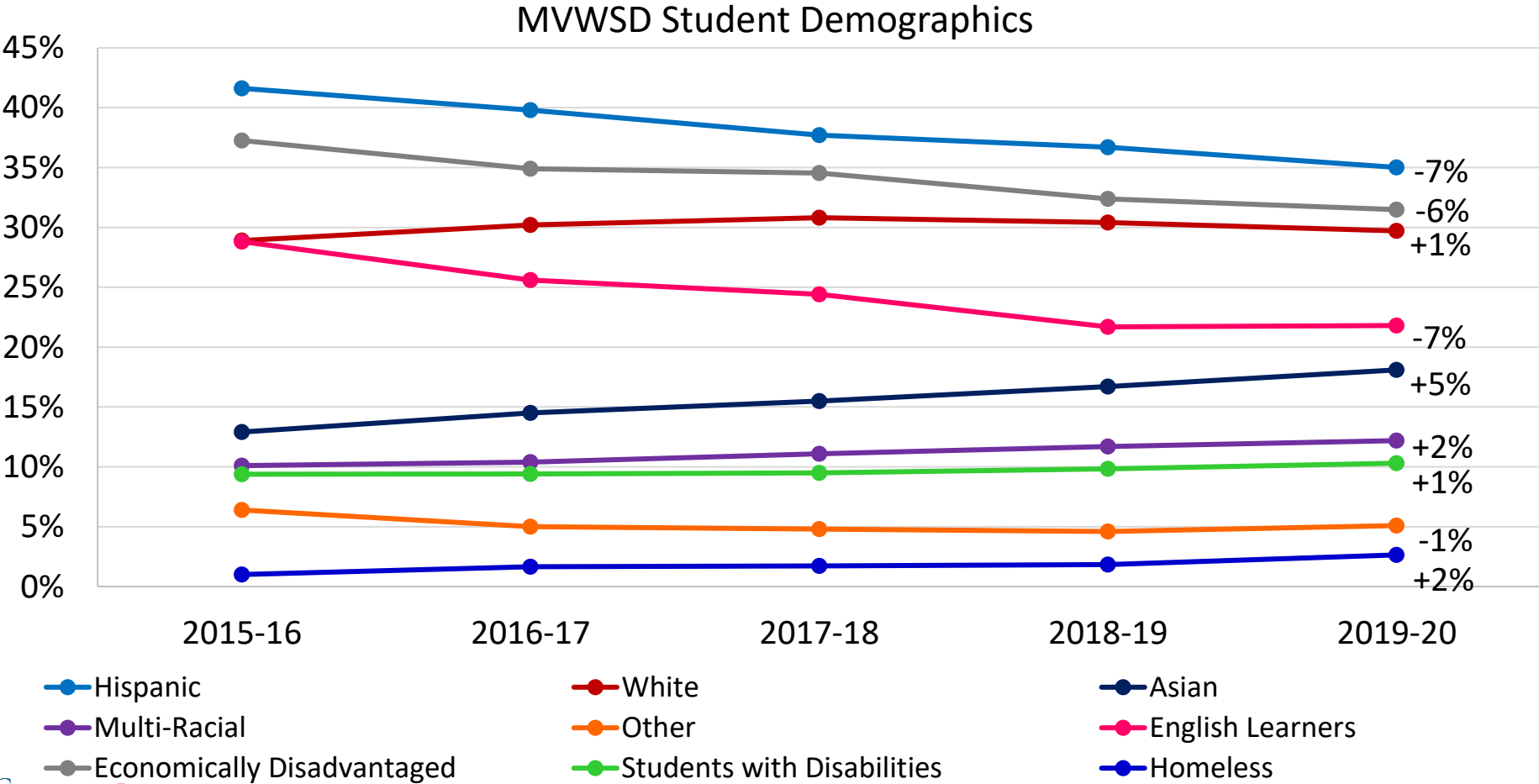


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# *Analysis Phase Findings*



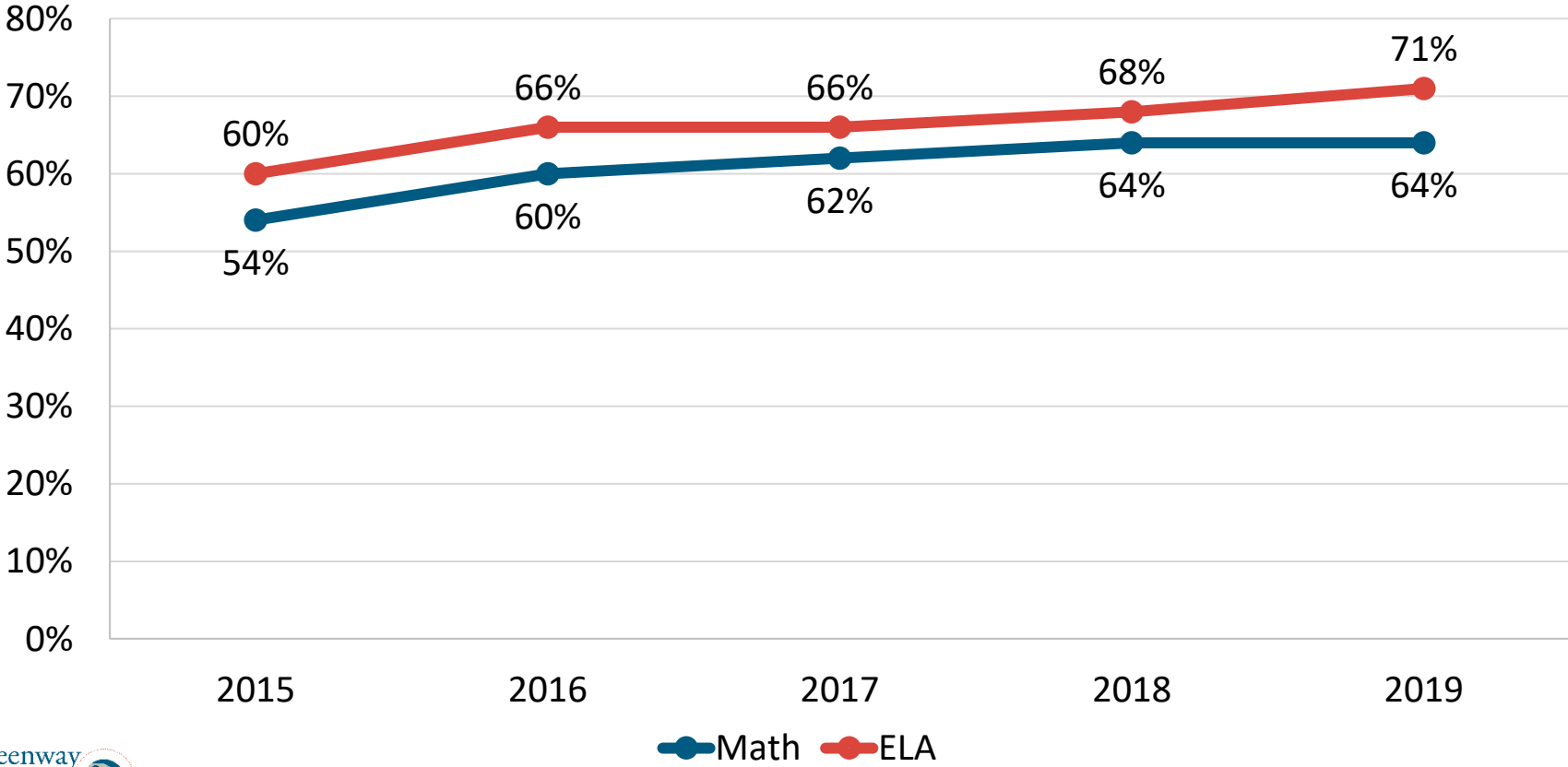
# The percentage of Hispanic, economically disadvantaged and English learner students have declined, while the percentage of Asian students have increased



Other includes Filipino, African American, Pacific Islander and Not Reported

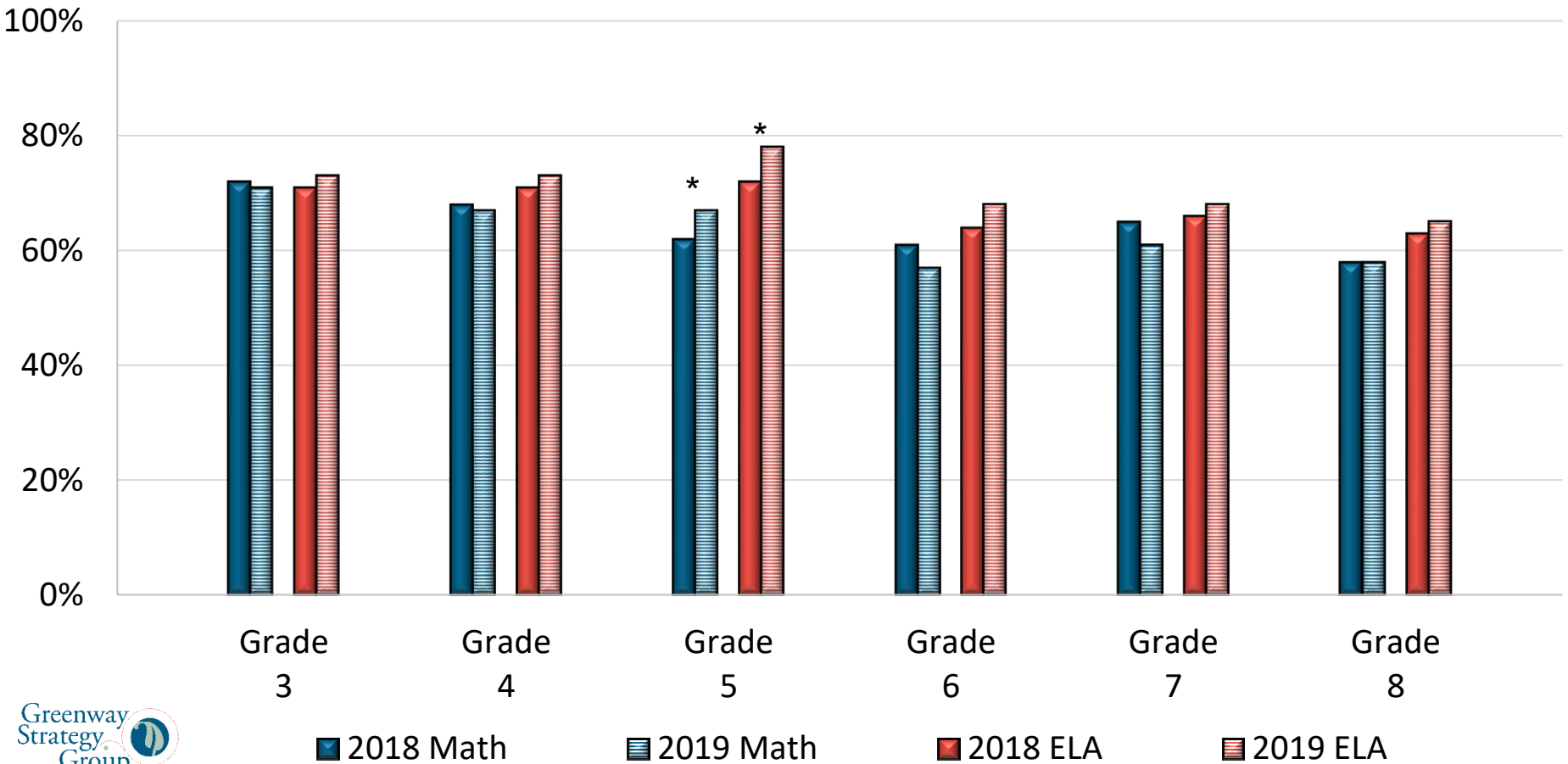
# Over the past five years, the percentage of students meeting and exceeding standards has increased by 10 points in both ELA and Math

MVWSD 5-Year Trends in ELA and Math  
% Meeting or Exceeding Standards



**Over the past two years, Grade 5 has seen increases of 5 points in the percentage of students meeting or exceeding standards in both Math and ELA; performance results are slightly lower in middle school grades**

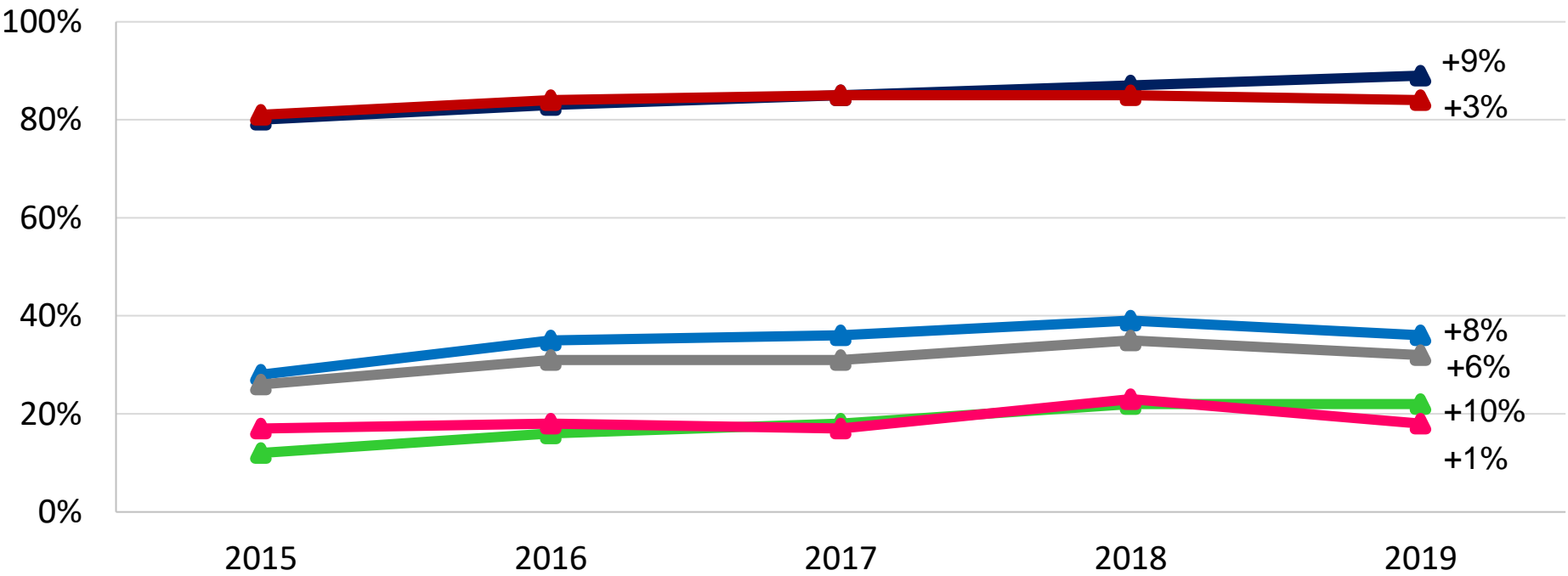
ELA and Math by Grade  
% Meeting or Exceeding Standards





# Five year trends in Math show gains for all student groups, with the greatest gains for students who are Asian, Hispanic, and economically disadvantaged and students with disabilities, however significant gaps remain

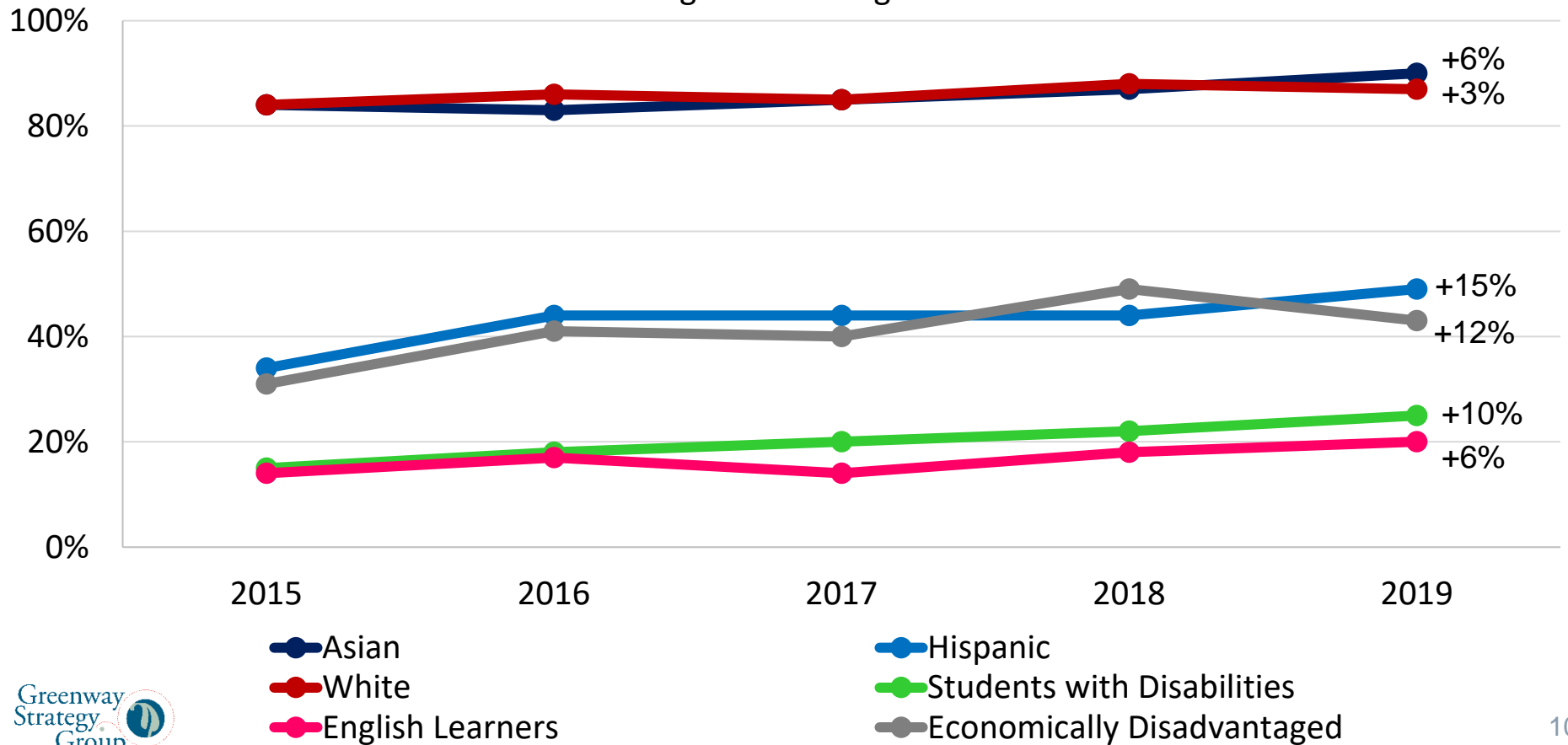
Math by Subgroups  
% Meeting or Exceeding Standards



- ◆ Asian
- ◆ White
- ◆ Hispanic
- ◆ Students with Disabilities
- ◆ English Learners
- ◆ Economically Disadvantaged

**Five year trends in ELA show greatest gains for Hispanic students, those who are economically disadvantaged and students with disabilities, although significant gaps remain the gap is closing more in ELA than in Math**

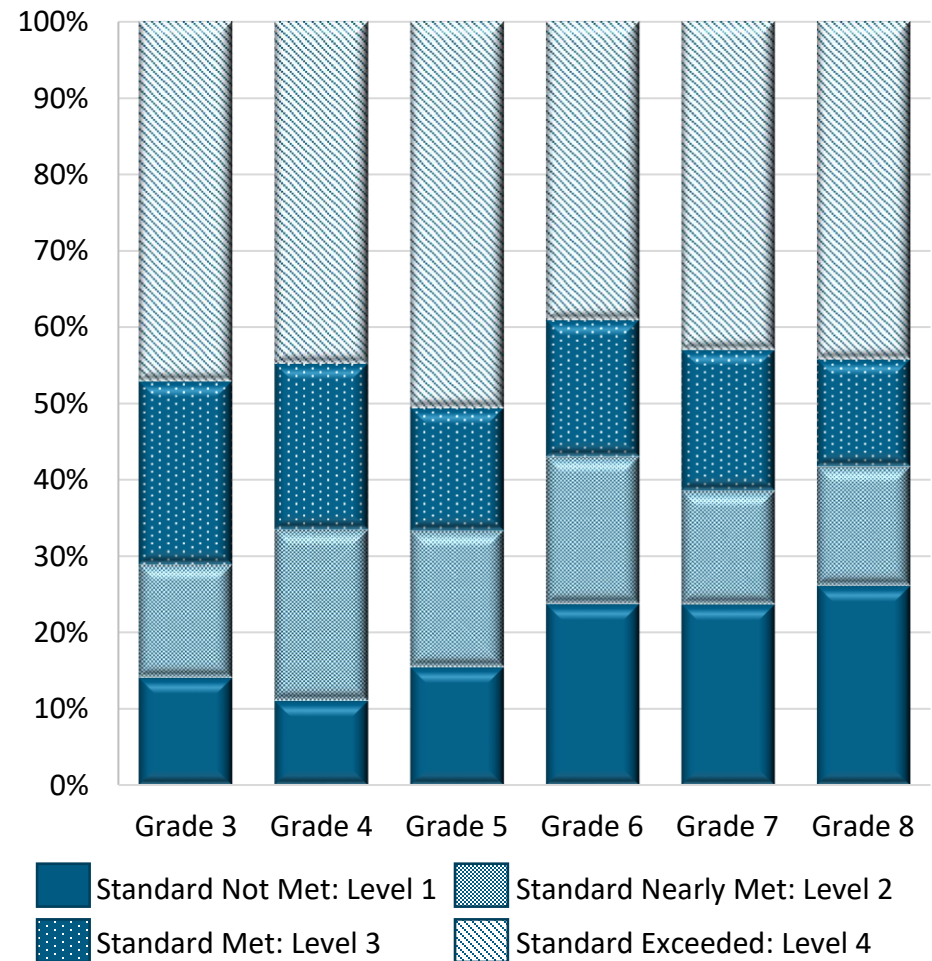
ELA by Subgroups  
% Meeting or Exceeding Standards



# In Math, MVWSD has higher percentages not meeting standards in the middle school grades; while in ELA there are fewer students exceeding standards in the middle grades

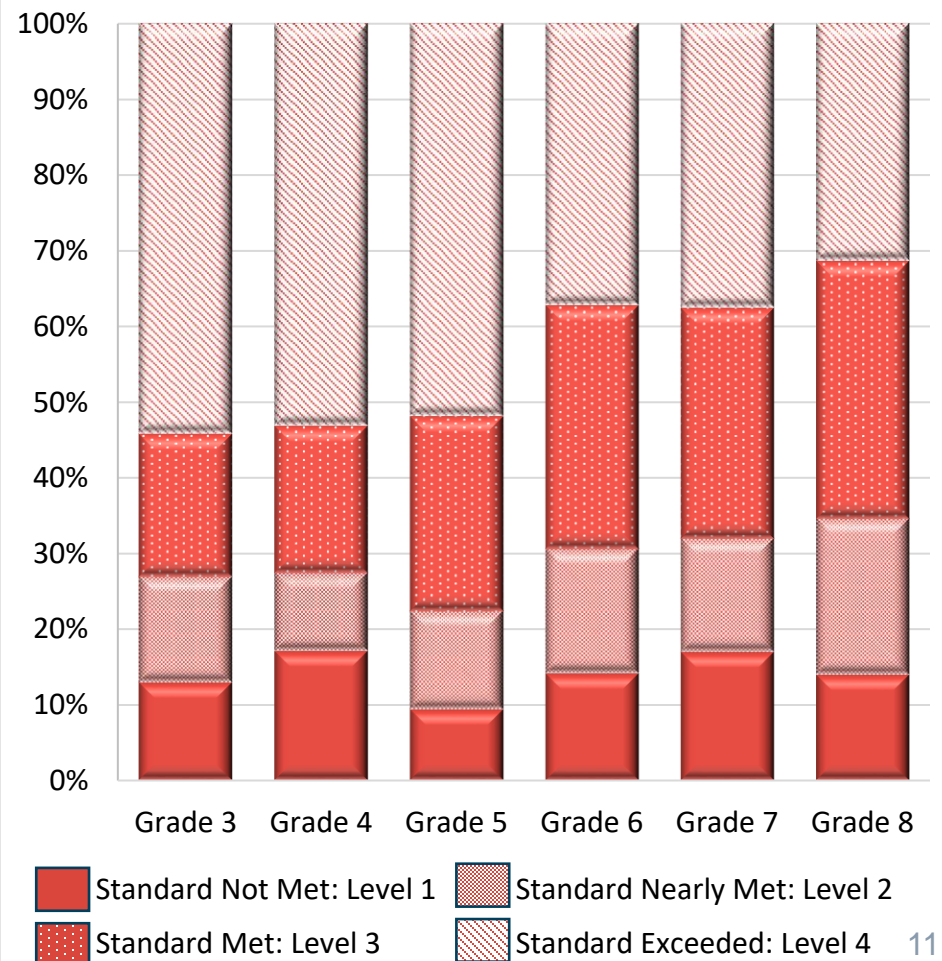
## Math

MVWSD Student Performance Levels by Grade  
2018-19



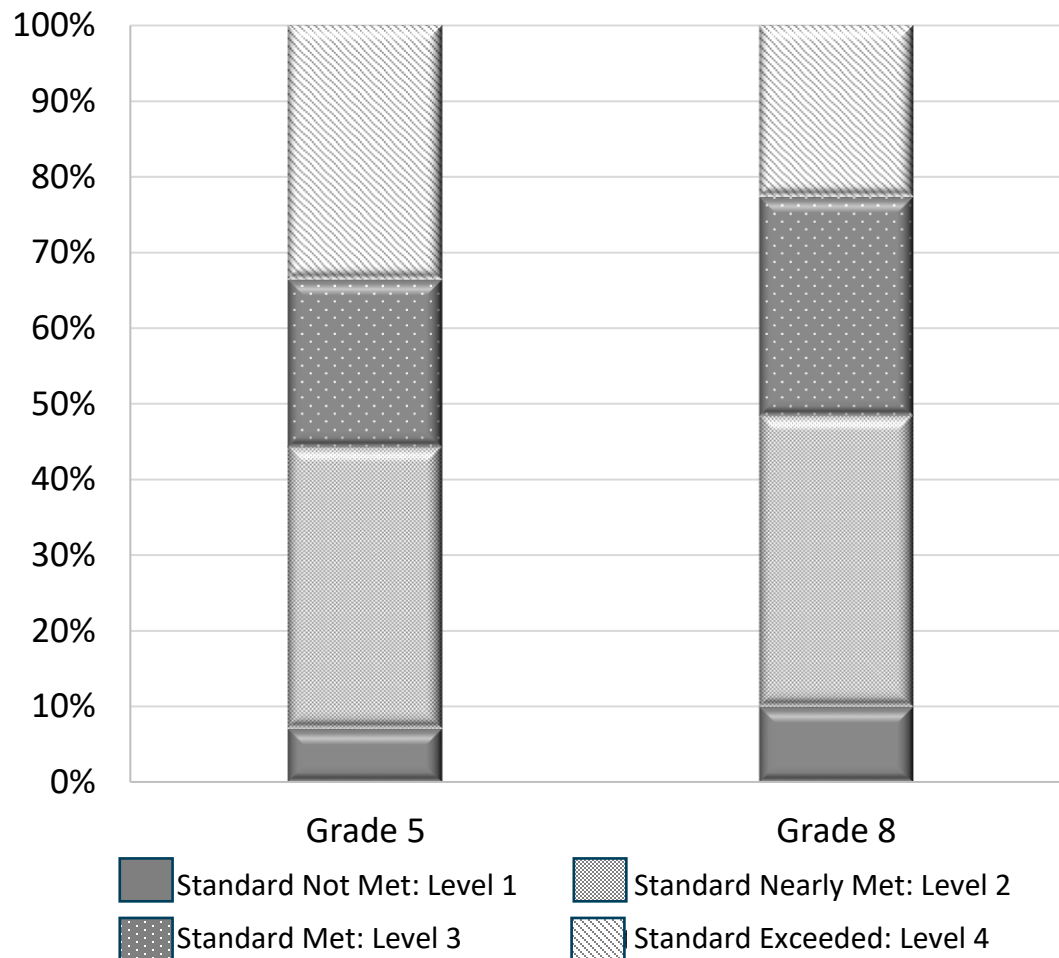
## ELA

MVWSD Student Performance Levels by Grade  
2018-19



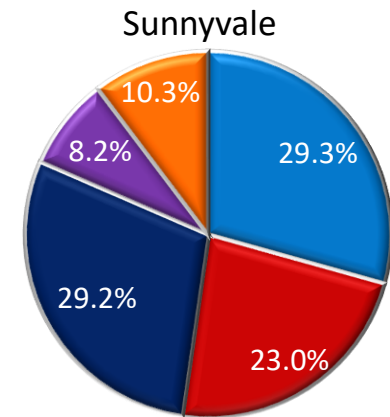
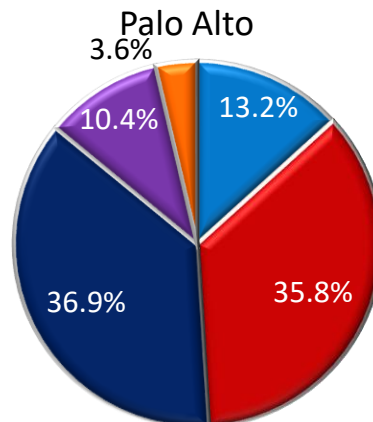
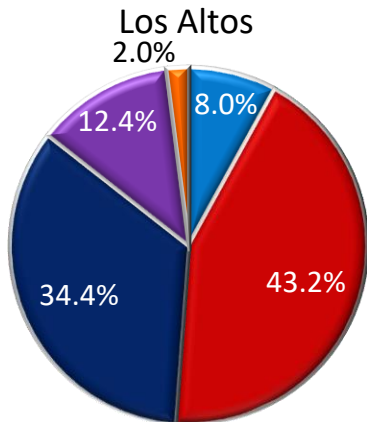
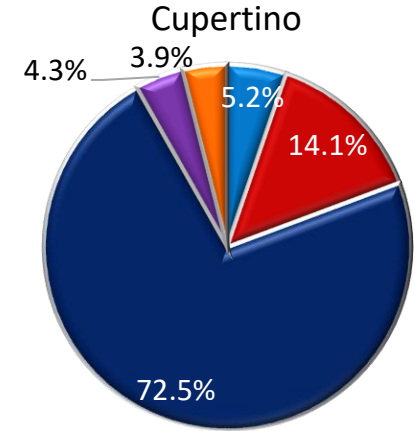
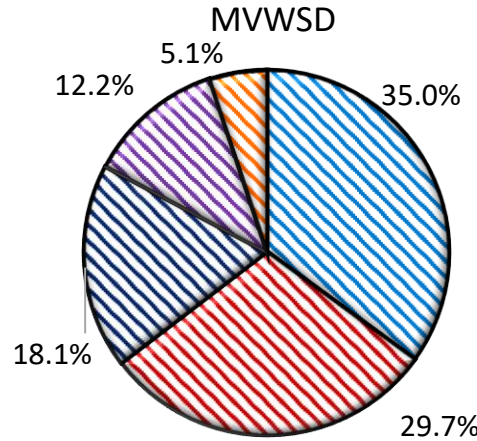
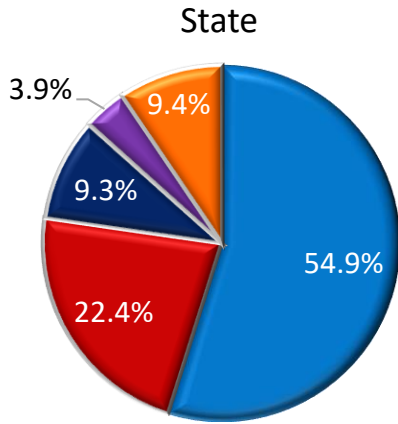
# The Science test was first given in 2019. Grade 8 shows lower percentages exceeding than Grade 5, although the percentage meeting or exceeding is about the same

Science  
MVWSD Student Performance Levels by Grade  
2018-19



# MVWSD has a smaller percentage of Hispanic students than the state, but more than neighboring districts

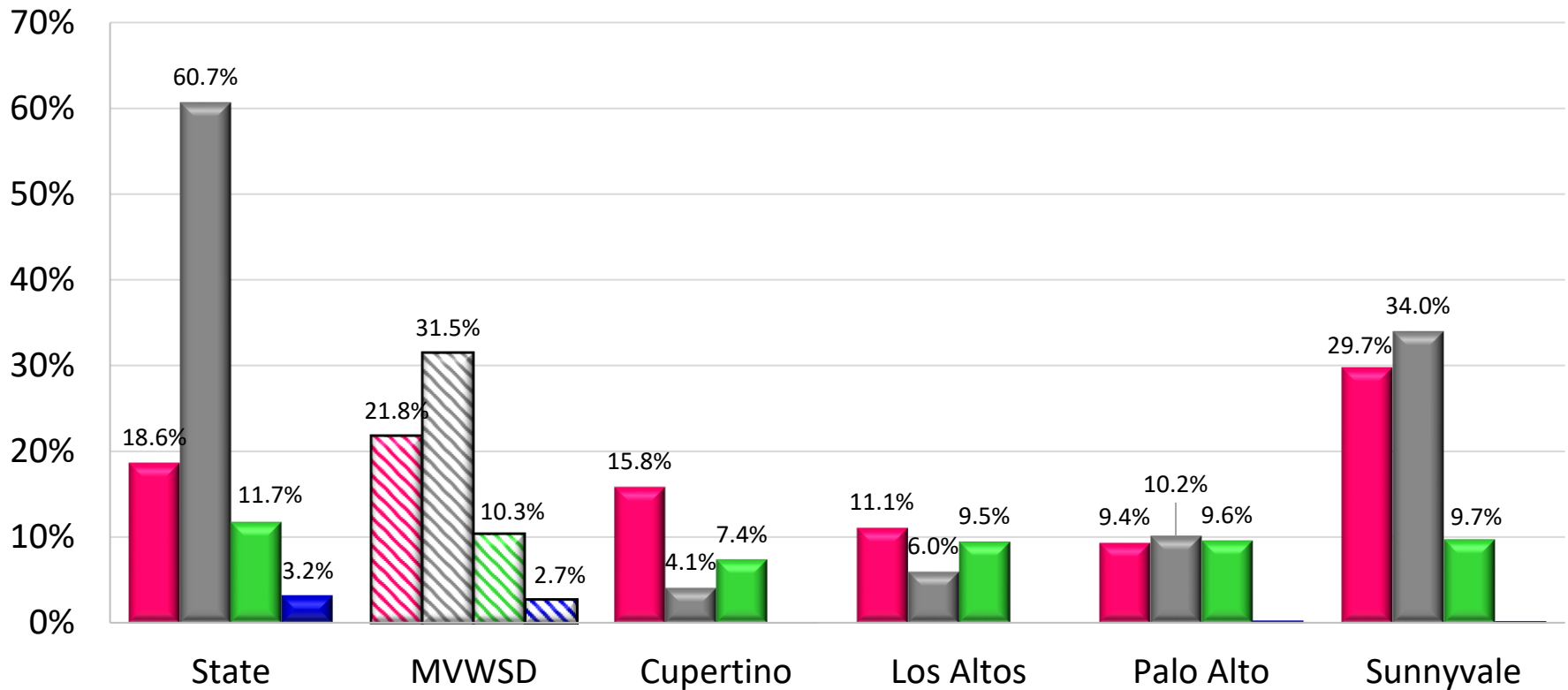
Race/Ethnicity of State and Neighboring Districts  
2019-20





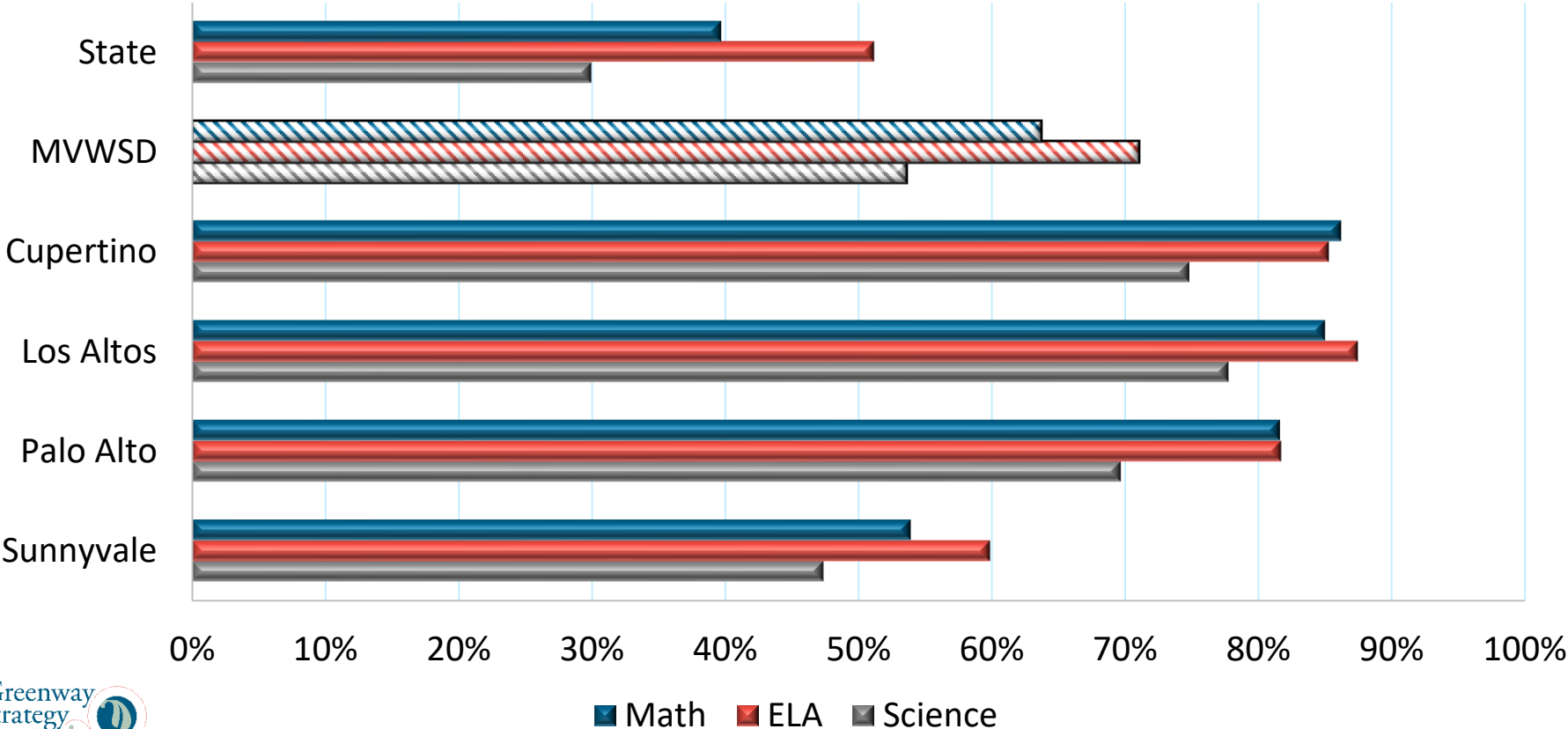
# MVWSD has fewer economically disadvantaged students than the state, but more than most neighboring districts; MVWSD has more English learners than the state and most neighboring districts

Student Program Categories of State and Neighboring Districts  
2019-20



# When comparing to the state and neighboring districts, MVWSD outperforms the state and Sunnyvale in all subjects

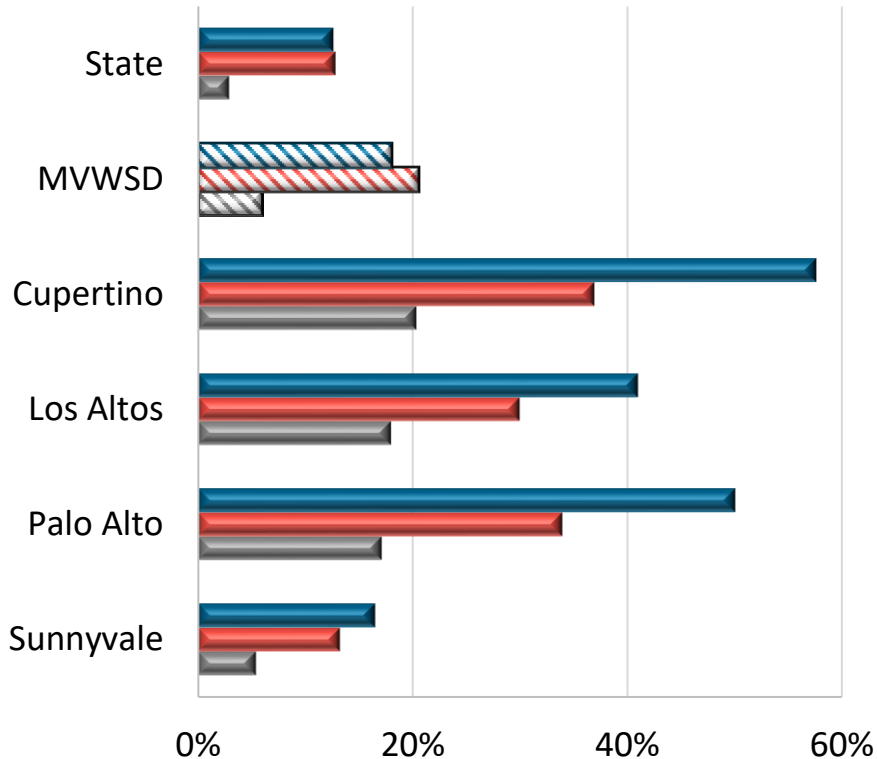
Math, ELA, and Science - State, MVWSD, and Neighboring Districts  
% Meeting or Exceeding Standards  
2018-19



**When comparing only students within subgroups, MVWSD outperforms the state and Sunnyvale but is still below neighboring districts; however these two populations of students may also have greater prevalence of economic disadvantage in MVWSD than other districts**

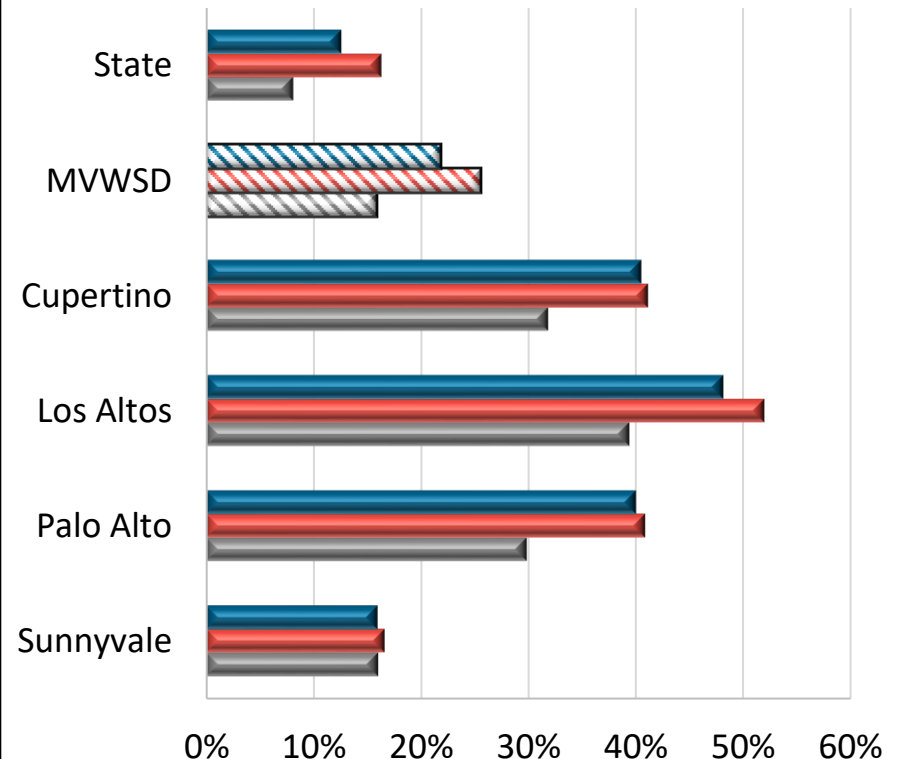
**English Learners**

% Meeting or Exceeding Standards for State and Neighboring Districts



**Students with Disabilities**

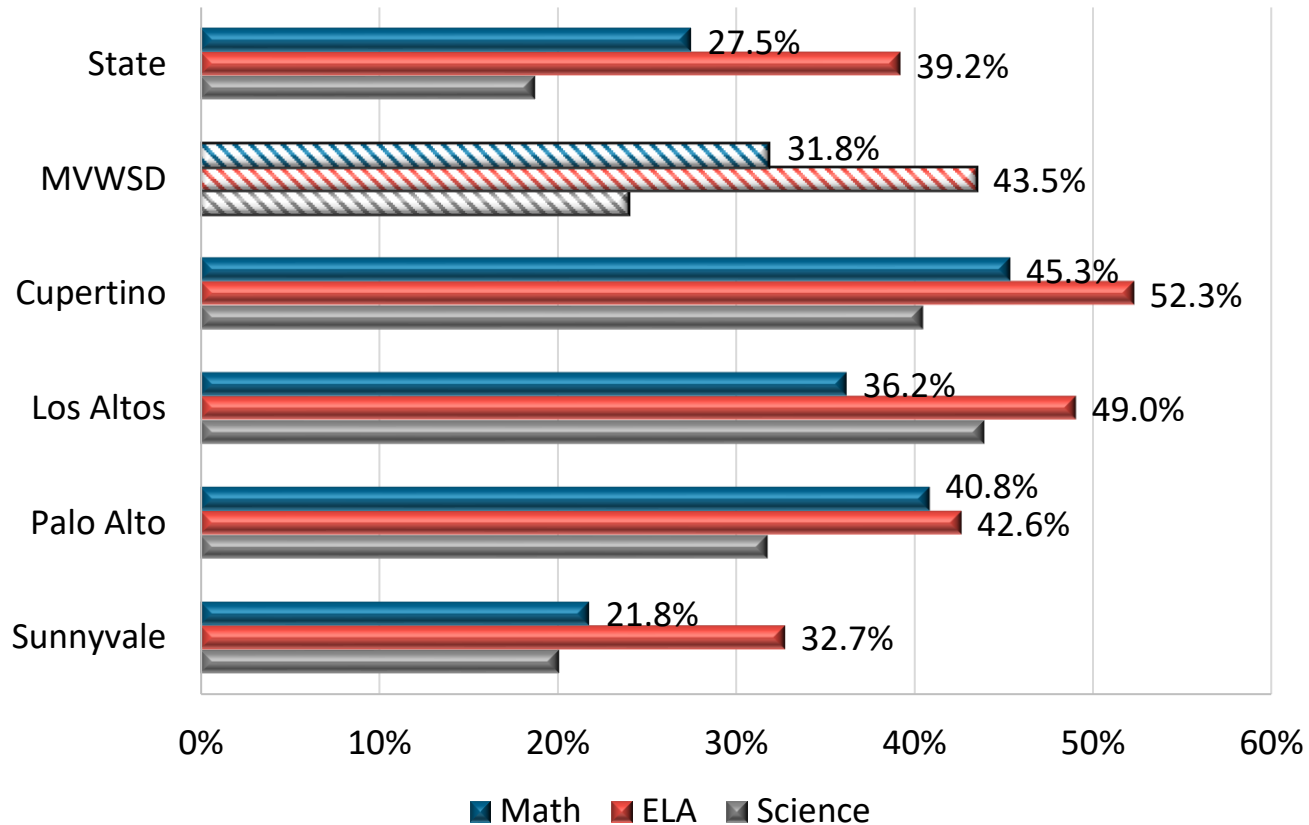
% Meeting or Exceeding Standards for State and Neighboring Districts





# When comparing strictly among students who are economically disadvantaged, MVWSD outperforms the state and Sunnyvale in all subjects; and is much closer in performance to other neighboring districts in ELA and Math

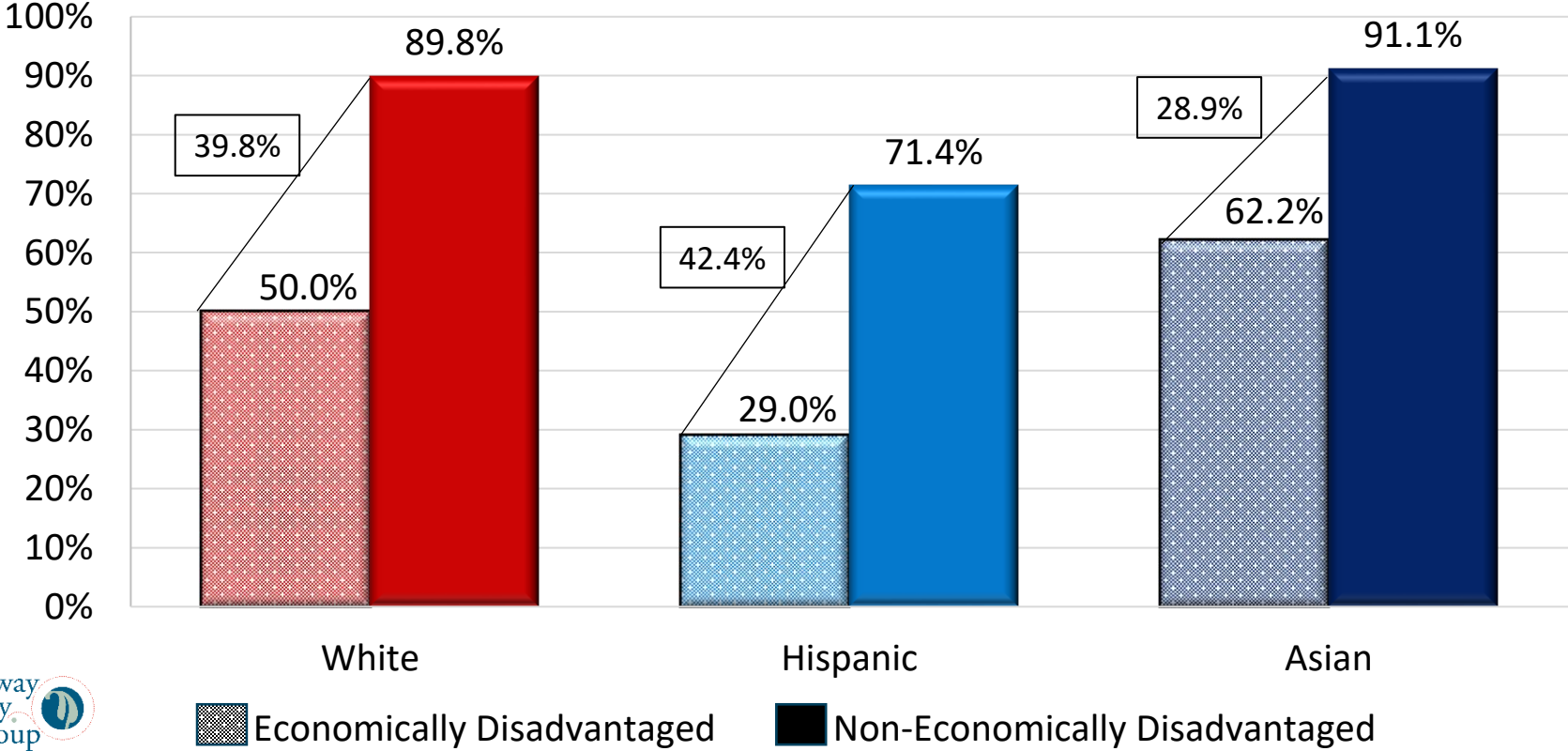
Students who are Economically Disadvantaged  
 % Meeting or Exceeding Standards for  
 State and Neighboring Districts



# In Math, White and Hispanic students show about the same gap in achievement based on economic status, but Hispanic students perform at lower levels regardless of economic status

## MVWSD Math

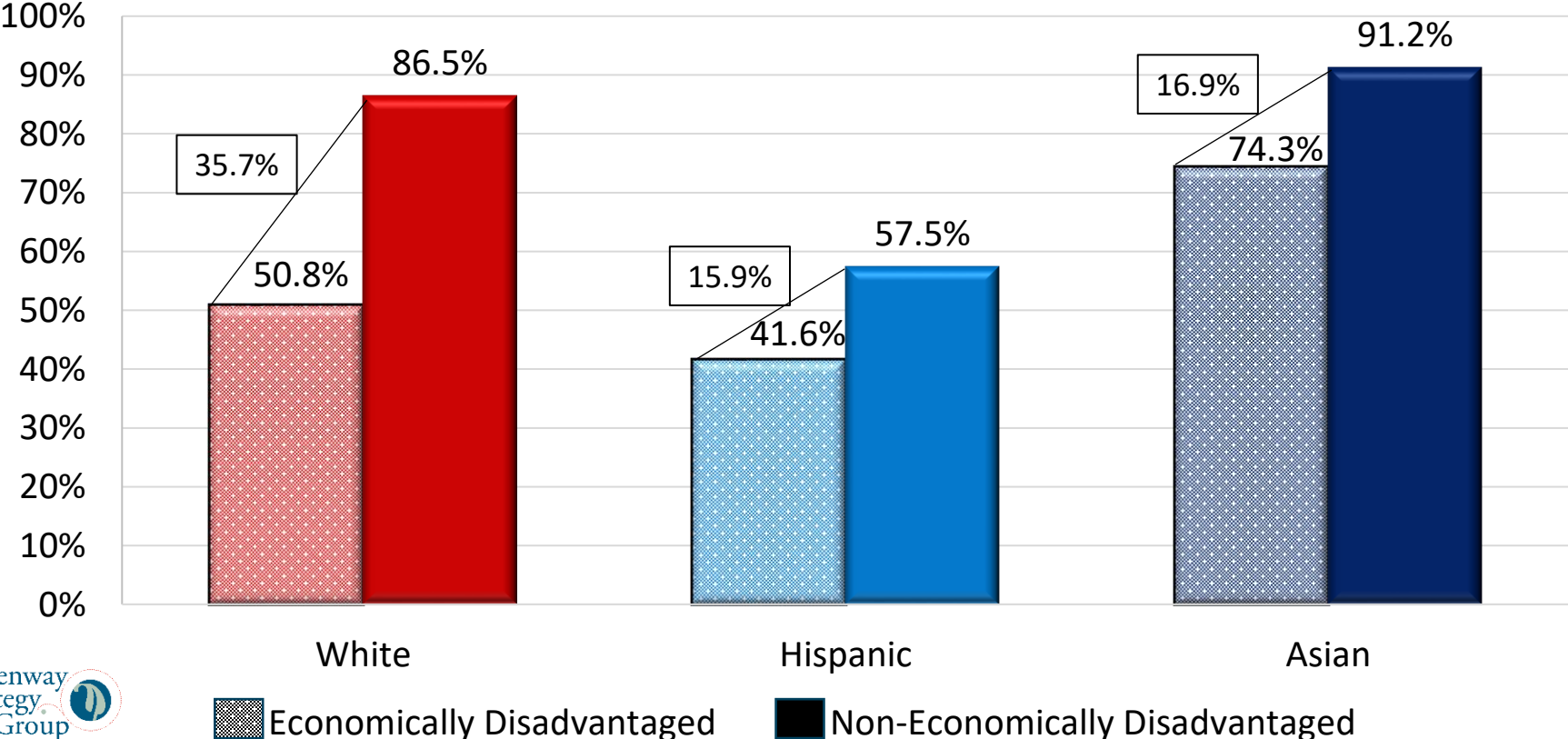
Students who are Economically Disadvantaged or Non-Economically Disadvantaged  
% Meeting or Exceeding Standards by Race/Ethnicity  
2018-19



# *In ELA, non-economically disadvantaged Hispanic students perform at considerably lower levels than White and Asian students, and there is not a large gap among Hispanic students based on economic status*

## MVWSD ELA

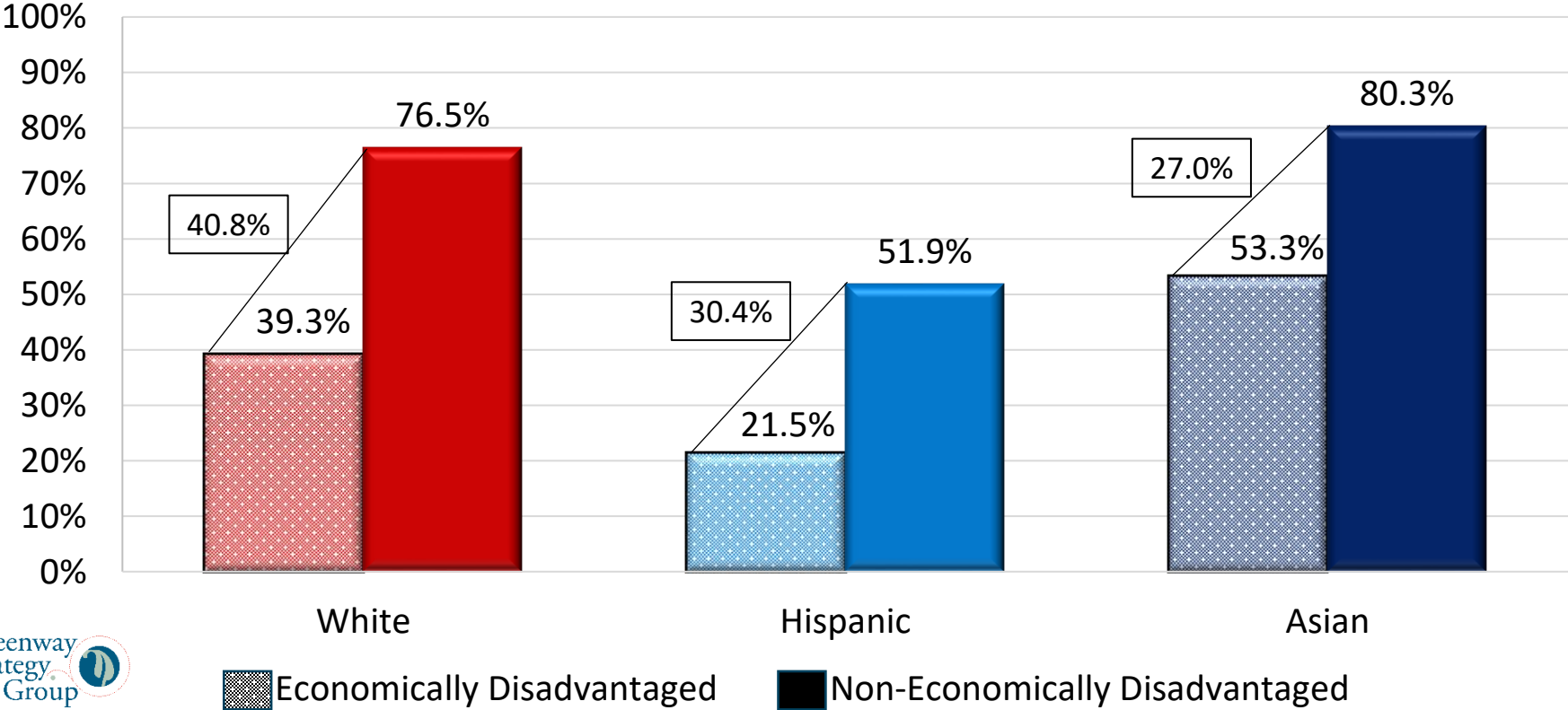
Students who are Economically Disadvantaged or Non-Economically Disadvantaged  
% Meeting or Exceeding Standards by Race/Ethnicity  
2018-19



# *In Science there is a large gap and lower performance for Hispanic students regardless of economic status*

## Science

Students who are Economically Disadvantaged or Non-Economically Disadvantaged  
% Meeting or Exceeding Standards by Race/Ethnicity  
2018-19



# Several LCAP Survey items show over 10% improvement in % agree or strongly agree

Student Support	Parents		Teachers/Staff	
	2019	Change since 2016	2019	Change since 2016
ELL students receive the resources and support they need.	85%	11%		
Underperforming students receive the resources and support they need.	64%	13%		
Special education students receive the resources and support they need.	68%	26%		
High-performing students receive the resources and support they need.	56%	14%		
Students receive the social-emotional support they need.			73%	10%
Students at my school have access to non-academic counseling and guidance.			84%	10%

Items in red remain under 75%

Student Preparation	Parents		Teachers/Staff	
	2019	Change since 2016	2019	Change since 2016
My child is on track for college and/or career success.	79%	16%		
Students are on track for college and/or career success.			57%	16%

# Several LCAP Survey items show over 10% improvement in % agree or strongly agree

Teacher Support	Teachers/Staff	
	2019	Change since 2016
I am provided with the necessary instruction materials.	83%	18%
I am aware of the district's mission and goals.	90%	23%
My school uses student performance data for planning.	89%	15%
My school provides adequate support to teachers.	79%	14%
Please indicate your level of satisfaction with the professional development currently provided to you.	48%	11%
I have the support and training to effectively use technology in instruction.	79%	20%
The facilities at my school are up-to-date.	86%	40%
Teachers, administrators, and other staff enforce school rules fairly and consistently.	76%	12%

Items in red remain under 75%

Instructional Practices	Teachers/Staff	
	2019	Change since 2016
Grading at my school is fair.	86%	16%
Students have access to a broad range of subjects.	90%	13%
Students have access to a wide range of enrichment activities at school.	84%	14%
Students regularly engage in blended learning.	75%	19%

# While the majority of LCAP items show high, positive ratings there are several with less than 75% agree or strongly agree in 2019

Student Support	Parents	Teachers /Staff
I understand what types of academic supports are available to my child.	72%	
I understand what types of non-academic supports are available to my child.	64%	
The non-academic support my child receives.	71%	
There are high expectations for all students at my child's school.	64%	
Underperforming students receive the resources and support they need.	64%	
Special education students receive the resources and support they need.	68%	
High-performing student receive the resources and support they need.	56%	
My student receives the resources and support they need.	70%	
Students receive the social-emotional support they need.		73%
The At Risk Supervisor positively impacts my school's climate.		74%

Student Preparation for the Future	Parents	Teachers/ Staff
My child is on track for high school success.	72%	
Students are on track for high school success.		58%
Students are on track for college and/or career success.		57%

# While the majority of LCAP items show high, positive ratings there are several with less than 75% agree or strongly agree in 2019

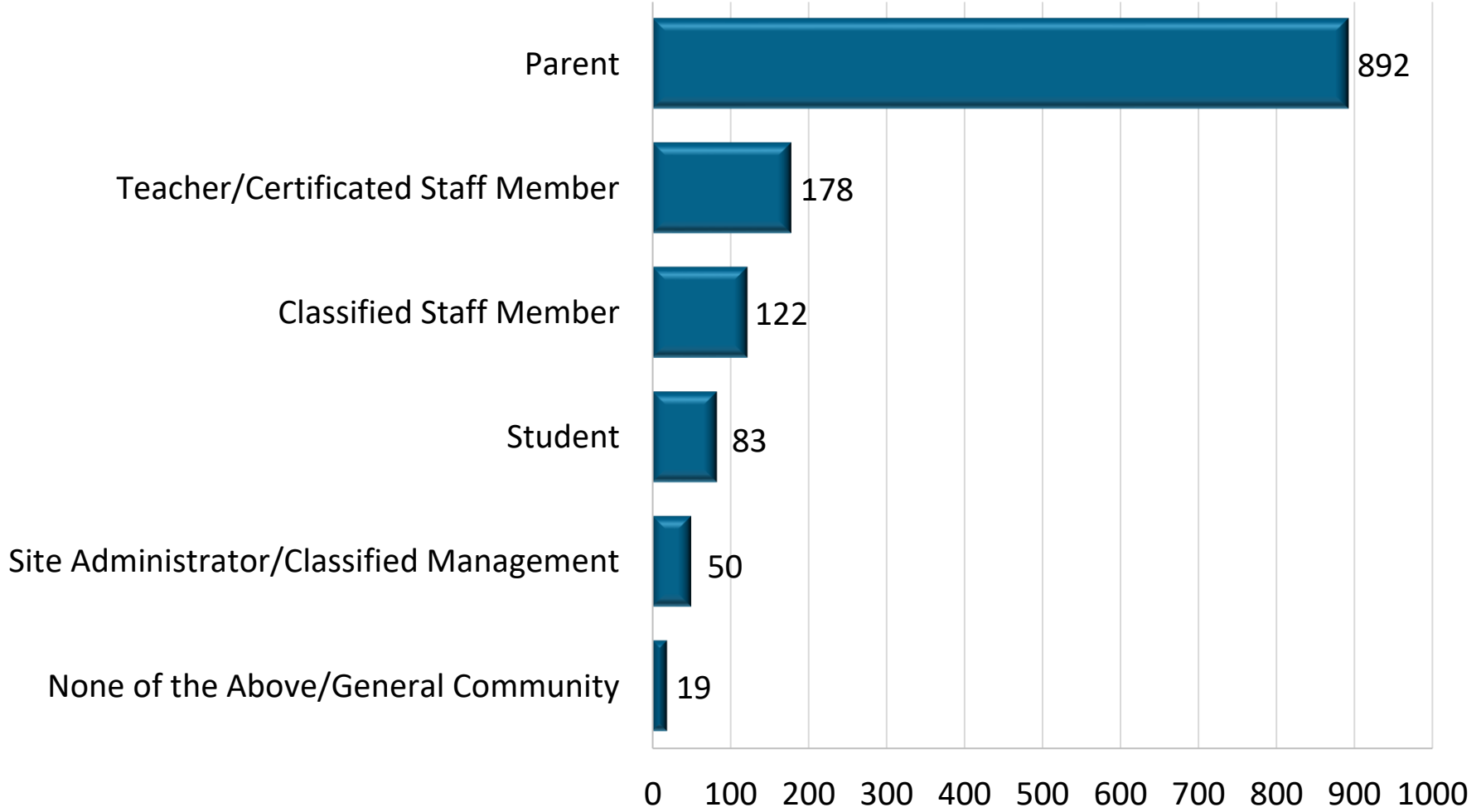
Teacher Support	Teachers/ Staff
Please indicate your level of satisfaction with the professional development currently provided to you.	48%

Engagement	Parents	Teachers/ Staff
Community Engagement Facilitators have encouraged my involvement in school events.	58%	
I feel like I have a say in the decision-making process at my child's school.	57%	
Community Engagement Facilitators have reached out to me.	54%	
I feel like I have a say in the decision-making process at my school.		56%
I feel like I have a say in the decision-making process at the district level.		23%

Facilities	Students
My school is clean.	69%



# There were 1134 respondents to the strategic planning survey, who are in the following roles

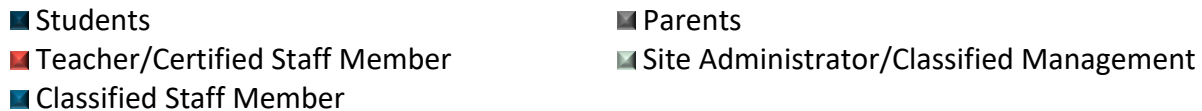
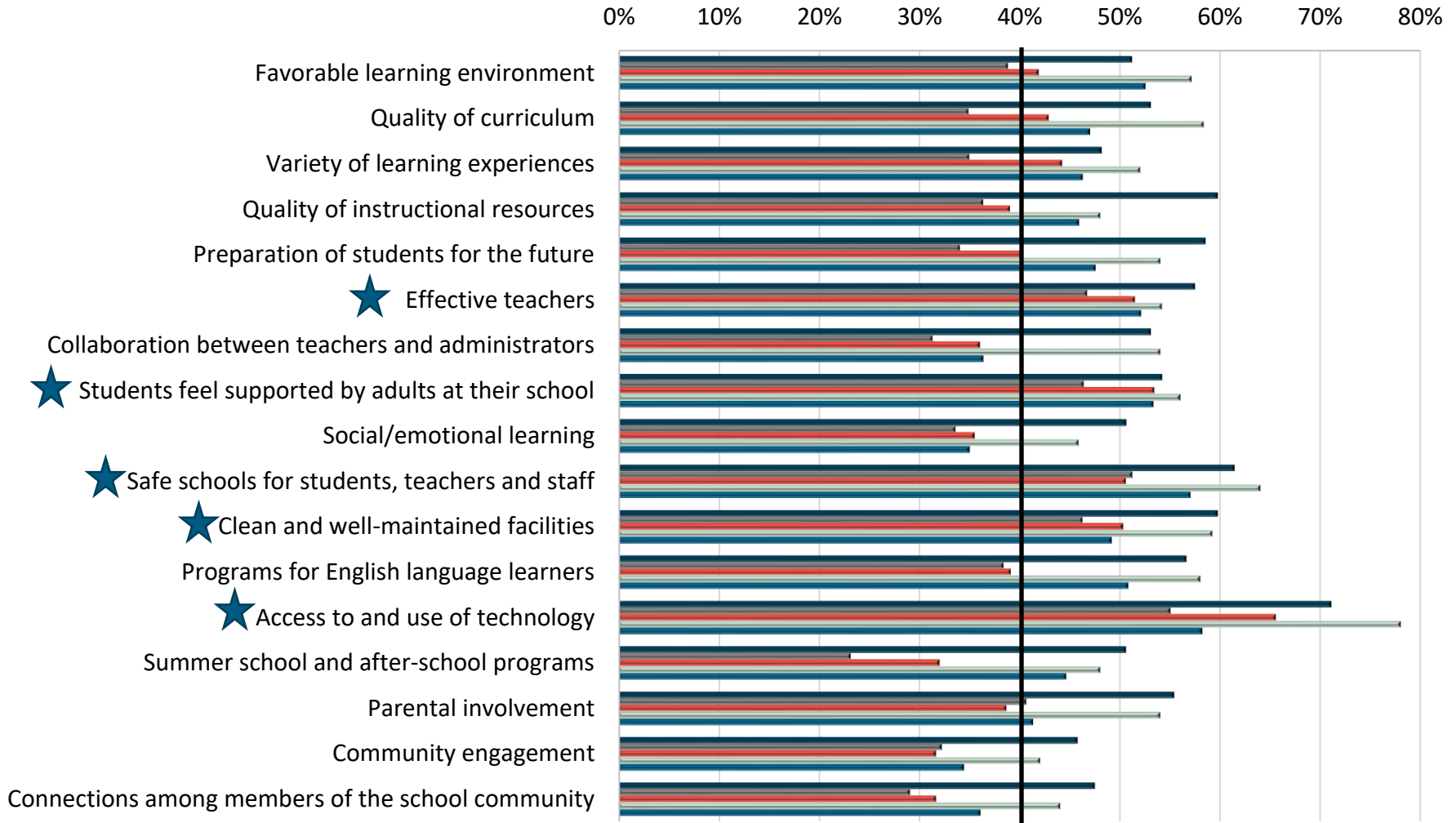


\* Respondents could select multiple roles so the chart numbers reflect some duplication

# Assets

## % Strongly Agree

★ Over 40% of all respondent roles strongly agree

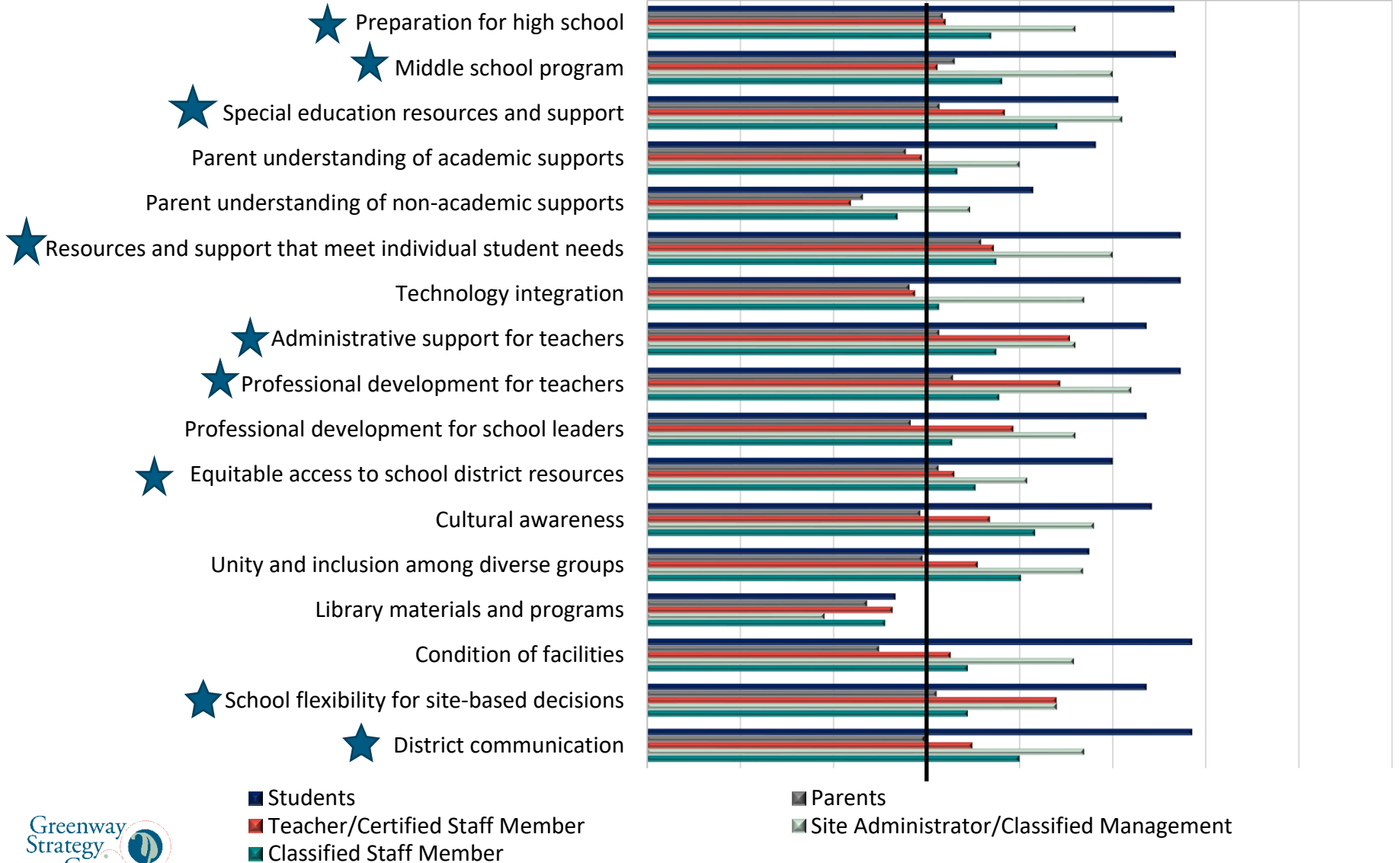


# Opportunities

% strongly agree

★ Over 30% of all respondent roles strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80%



## Student Success Goal Areas

### Goal Area 1: Academic Excellence

#### Student Outcomes:

- Increase students performing at highest levels in ELA, Math and Science
- Each student exhibits at least one year of growth in ELA, Math and Science
- Increase students exhibiting strong writing skills
- Increase students exhibiting relevant, self-directed learning
- Increase students prepared for high school

#### Strategic Themes:

- Curriculum enhancements and implementation

### Goal Area 2: Achievement Gaps

#### Student Outcomes:

- Reduce gaps in achievement for students who are economically disadvantaged
- Reduce gaps in achievement for students who are Latinx
- Reduce gaps in achievement for students with disabilities
- Increase language proficiency for ESL students

#### Strategic Themes:

- Targeted approaches for instructional strategies and academic support

### Goal Area 3: Inclusive and Supportive Culture

#### Student Outcomes:

- Enhance students' social-emotional and executive functioning skills
- Increase student engagement
- Reduce disparities in discipline
- Increase family engagement

#### Strategic Themes:

- Support for families in fostering student success
- Consistent approaches to positive student behavior and social emotional learning

### Supporting Goal Areas

#### Goal Area 4: Human Capital

#### Strategic Themes:

- Quality teachers, staff and administrators
- Collaboration

#### Goal Area 5: Resource Stewardship

#### Strategic Themes:

- Manage increase in student enrollment

**Strategic Themes Addressed in Multiple Goal Areas**

- Student ownership of learning
- Equitable access to opportunities and resources
- Cultural awareness

# Progress To-date



# Strategic Planning Process Next Steps



\* Board of Education, Site Site Councils, District Advisory Council, District English Language Learners Advisory Council