Mountain View Whisman
Crittenden Middle
2022–2023 School Accountability Report Card

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BOARD OF EDUCATION
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DISTRICT ADMINISTRATION
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Dr. Rebecca Westover
Chief Business Officer
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Chief Academic Officer
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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.
- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

BOARD OF EDUCATION

The Mountain View Whisman School District's Board of Trustees functions as the legislative body of the district and establishes the vision, goals and policies by which the school district is operated. Residents of the District are eligible to run for election to overlapping four-year terms. Trustees are elected by the registered voters of the district. The elected members of the MVWSD Board of Trustees are here to serve the community. Community members may contact trustees by either calling (650) 526-3552 or sending an email to trustees@mvwsd.org. Laura Blakely, Christopher Chiang, Devon Conley, Laura Ramirez Berman, and William Lambert are serving as trustees for the Mountain View Whisman School District.

DISTRICT ADMINISTRATION

The district is led by Superintendent Dr. Ayindé Rudolph. Community members may contact Dr. Rudolph by either calling the district office at (650) 526- 3500 or sending an email to supt@mvwsd.org. The district's leadership team consists of Chief Business Officer Dr. Rebecca Westover; Chief Academic Officer Cathy Baur; and Chief Human Relations Officer Tara Vikjord.

Dr. Rudolph has been the Superintendent since 2015. He has a Doctorate in Education in Leadership, Policy and Organizations from Vanderbilt University. He also holds an Educational Specialist degree in Educational Leadership and Administration as well as a Master of Education in Secondary Education from George Washington University. He earned his Bachelor of Arts in History from Wittenberg University.

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

The District provides a broad curriculum that includes art, music (with community support from the Mountain View Educational Foundation), physical education, and specialized programs at some schools such as Spanish-English Dual Immersion (Mistral) and parent participation (Stevenson). Students and staff have ready access to technology in a 1:1 environment to enhance and support student learning as well as to support the work of teachers, principals, and district-level staff.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

Our school is a learning community that follows the motto of, "What can you do today to help others feel valued, cared for, safe and included?"
Our mission is to empower every student by:
- fostering meaningful, positive relationships
- engaging in rigorous, deeper learning
- nurturing a growth mindset for life-long inquiry.

MISSION STATEMENT

We empower every student by fostering meaningful, positive relationships; engaging in rigorous, deeper learning; and nurturing a growth mindset for life-long inquiry.

PANTHER PILLARS

The vision for our learning community is embodied by four "Panther Pillars": Positive People, Actively Engaged, Working Together, and Striving for Excellence (P.A.W.S.)
- Positive People
All members of our community meet each task with confidence and determination. We are polite, courteous, and keep each other safe.
- Actively Engaged
All members of our community are focused on the goal in front of us, giving each task our full attention.
- Working Together
All members of our community work to cultivate supportive relationships with everyone, encouraging them to meet their full potential.
- Striving for Excellence
All members of our community do what we say we will, and see each of our commitments through to the end. We help each other make and meet goals that benefit everyone.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	49.70
Male	50.30
Non-Binary	
American Indian or Alaska Native	0.40
Asian	13.00
Black or African American	2.60
Filipino	5.00
Hispanic or Latino	41.30
Native Hawaiian or Pacific Islander	1.10
White	23.80
Two or More Races	12.50
EL Students	12.70
Foster Youth	
Homeless	3.70
Military	
Socioeconomically Disadvantaged	28.10
Migrant Education	
Students with Disabilities	14.30

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
6th	180
7th	177
8th	180
Total	537

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.50	88.50	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.56	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	3.90	10.91	21.40	8.45	18,854.30	6.86
Total Teaching Positions	35.60	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	89.20	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.03	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	2.50	7.77	7.80	3.19	15,831.90	5.67
Total Teaching Positions	32.90	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	11/25/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building 100: Office Restrooms: Office restroom paint around sink peeling. Building 100: Classroom 104: Vinyl Baseboard missing. Words carved in wall. Building 400: Broadcast Studio: Hole in sheetrock from door handle.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Building 600: Multi-use Room Storage: Storage overfilled with student activity materials, unsafe.
ELECTRICAL: Electrical	Good	Building 100: Classroom 105: A row of lights out on ceiling. Building 100: Classroom 107: A row of lights out on ceiling. Building 300: Girls' Restroom: Cover missing from light fixture. Building 900: Girls' Locker Room: Ceiling light row out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building 200: Classroom 218: Drinking fountain not working. Building 200: Classroom 206: Drinking fountain no pressure. Building 400: Innovation Center Electrical Closet: Water bottle filler that faces football field is out. Building 600: Classroom 602: Classroom water fountain not working. Building 700: Music Office 700: Drinking fountain handle missing. Building 900: Girls Locker Room: Touchless sink faucet out.
SAFETY: Fire Safety, Hazardous Materials	Good	Building 600: Multi-use Room: Storage: Materials stacked on top of water heater. Building 200: Classroom 210: Chemistry class: Acid storage not locked.
STRUCTURAL: Structural Damage, Roofs	Good	Building 700: Classroom 701: Hole in exterior stucco. Building 200: Classroom 209: Water stains on ceiling.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building 100: Classroom 02: Door deadbolt lock missing, hole in door.

SCHOOL FACILITIES

Crittenden Middle School sits on 18.27 acres that it shares with maintenance operations and transportation and has 41 permanent rooms. It also has a multi-use room, library, sports center, innovation center, and front office space.

Cleaning Process

The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

The district provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: StudySync / Adopted: 2016	Yes	0.00%
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Eureka Math / Series: Eureka Math / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: 6th-8th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Series: History Alive! California Middle Schools Program / Adopted: 2019	Yes	0.00%
Science	Grades: 6th-8th / Course: Science / Publisher: Teacher's Curriculum Institute / Series: Bring Science Alive! Middle School Integrated Science / Adopted: 2020	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	64	63	66	64	47	46
Mathematics (Grades 3-8 and 11)	50	51	59	58	33	34
Science (Grades 5, 8, and 10)	55	56	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	541	523	96.67	3.33	63.10
Male	270	263	97.41	2.59	61.22
Female	271	260	95.94	4.06	65.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	69	67	97.10	2.90	83.58
Black or African American	14	14	100.00	0.00	71.43
Filipino	28	28	100.00	0.00	67.86
Hispanic or Latino	229	220	96.07	3.93	41.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	125	120	96.00	4.00	79.17
Two or More Races	68	66	97.06	2.94	84.85
EL Students	70	59	84.29	15.71	6.78
Foster Youth	0	0	0	0	0
Homeless	21	15	71.43	28.57	26.67
Military	26	26	100.00	0.00	69.23
Socioeconomically Disadvantaged	129	119	92.25	7.75	37.82
Migrant Education	0	0	0	0	0
Students with Disabilities	77	75	97.40	2.60	30.67

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	541	532	98.34	1.66	51.13
Male	270	265	98.15	1.85	53.58
Female	271	267	98.52	1.48	48.69
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	69	68	98.55	1.45	76.47
Black or African American	--	--	--	--	--
Filipino	28	28	100.00	0.00	46.43
Hispanic or Latino	229	226	98.69	1.31	27.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	125	122	97.60	2.40	71.31
Two or More Races	68	66	97.06	2.94	71.21
EL Students	70	70	100.00	0.00	4.29
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	9.52
Military	26	25	96.15	3.85	64.00
Socioeconomically Disadvantaged	129	128	99.22	0.78	28.13
Migrant Education	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	21.62

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	185	181	97.84	2.16	55.25
Male	87	85	97.70	2.30	47.06
Female	98	96	97.96	2.04	62.50
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	34.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	68.29
Two or More Races	32	30	93.75	6.25	70.00
EL Students	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	2.33	14.29
Migrant Education	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	8.00

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	95	95	95	95	95

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	571	563	87	15.5
Female	282	279	41	14.7
Male	289	284	46	16.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	73	70	3	4.3
Black or African American	15	14	0	0.0
Filipino	29	29	2	6.9
Hispanic or Latino	242	238	46	19.3
Native Hawaiian or Pacific Islander	6	6	2	33.3
White	133	133	27	20.3
Two or More Races	70	70	6	8.6
EL Students	91	90	19	21.1
Foster Youth	0	0	0	0.0
Homeless	30	28	10	35.7
Military	--	--	--	--
Socioeconomically Disadvantaged	171	168	41	24.4
Migrant Education	0	0	0	0.0
Students with Disabilities	86	84	21	25.0

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on campus less than three times per year, are required to present a valid ID when signing in.

Crittenden Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Mountain View Education Foundation (MVEF), and volunteering in classrooms, at school events and chaperoning on field trips and dances. The school also has partnerships with the City of Mountain View for its after-school program, the Challenge Team, and the P.A.L. program.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Protecting the health and safety of our staff, students and families is a priority. MVWSD has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, availability of personal protective equipment, hygiene practices, and responding to positive COVID cases.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates					
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.32	1.98	7.01	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	7.01	0.00
Female	5.32	0.00
Male	8.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	0.00
Filipino	3.45	0.00
Hispanic or Latino	12.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.76	0.00
Two or More Races	1.43	0.00
EL Students	8.79	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Military	--	--
Socioeconomically Disadvantaged	13.45	0.00
Migrant Education	0.00	0.00
Students with Disabilities	9.30	0.00

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils per Academic Counselor	
Academic Counselor(s)	537

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.964
Psychologist	1.00
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	3.00
Instructional Coach	2.00

COUNSELING AND SUPPORT SERVICES
It is the goal of Crittenden Middle School to assist students in their personal, academic and social-emotional growth and development. The school gives special attention to students who experience academic achievement struggles, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides two counseling interns to assist students with their emotional needs. Currently, Crittenden Middle School employs a school Counselor, School and Community Engagement Facilitator and an At-Risk Intervention Supervisor. They proactively assist students and families with academic, social and emotional challenges.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
6th	22	15	16	21	61	60	26	31	29	6		2
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
English	26	24	18	6	8	18	11	11	7	1		
Mathematics	29	18	25	4	17	5	10	9	9	2		1
Science	25	29	29	5		2	11	12	6			4
Social Science	27	29	29	4		1	11	11	9	1	1	2

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:
- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 21,353.00
School: From Supplemental/Restricted Sources	$ 9,653.00
School: From Basic/Unrestricted Sources	$ 11,700.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	1.03 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	53.81 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information	District	State
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	$ 98,364.00
District	$ 100,960.00
Percentage of Variation between School & District	-2.57 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	11.41 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	6	6	6

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

INDIVIDUALIZED INSTRUCTION
Students with an Individualized Education Plan (IEP) receive support from an Education Specialist Teacher, Instructional Assistant, a psychologist, and/or other specialists as determined by their IEP. Support may be provided by pushing into the student's classroom or bringing the student to a specialist's classroom as determined by the IEP.

DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS
English Learners (EL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students are provided designated and integrated language instruction in learning groups defined by their English Language Proficiency Assessments for California (ELPAC) level. All teachers are trained in the Sheltered Instruction Observation Protocol and provide integrated English Language Development opportunities throughout the school day.

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-2 have Chromebook carts in the classroom that they can use when they are at school. Students in grades 3-8 bring their Chromebook to and from school. Every classroom teacher has an Apple laptop and an iPad. Every classroom has a 75–86-inch TV with a wireless presentation device that teachers or students can connect to from a variety of devices. Every classroom has a 801.11 AC wireless access point to provide wireless access to the network. Students and teachers access District software through a centralized single sign on (SSO) portal. Students in grades TK-2 can use QR code badges to quickly sign in to the portal.

LIBRARY SERVICES

Crittenden Middle School's library is staffed by a full-time library technician. The school's library also contains a collection of textbooks that can be checked out by students. The library is open before and after school, and at lunch for students who wish to study, complete homework, or check out books for additional research or extracurricular reading.

CURRICULUM DEVELOPMENT

All curriculum development at Crittenden Middle School is based on the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Crittenden's curriculum by continuously using assessment data, district benchmarks, and pacing guides. Crittenden Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program.

Student progress is monitored through ongoing assessments and is conveyed to parents every six weeks through progress reports, report cards that are sent home at the end of each trimester, and during parent/teacher conferences that are held in December. Additionally, parents can view assessment results including CAASPP and i-Ready reports through the parent portal. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

All students in Mountain View Whisman school district access social-emotional learning opportunities where they cultivate, practice, and reflect on social and emotional competencies. School counselors partner with students, families, and school staff to provide a range of SEL and school climate services including classroom management support, behavior planning, social skills instruction, and direct counseling for individual students and groups. Students have access to school-based counseling from a therapist provided by Community Health Awareness Council (CHAC). School-Linked-Services are provided through Pacific Clinics. Pacific Clinics provides prevention and early intervention services to students and families, parenting support, and student presentations on social skills/school climate-related topics.

Students at Crittenden Middle School are guided by specific rules and expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the following:
- School Handbook in English & Spanish
- Weekly newsletter in English & Spanish
- Back-To-School Night
- Sixth Grade Orientation
- Summer welcome letter with important dates & activities
- Email from Administration & Teachers
- Auto Dialer messages
- School website
- Welcome Week
- Panther Days each Trimester
- Fifth grade student visits
- School wide Morning Videojournalism Announcements
- Where Everyone Belongs Program (WEB) for incoming 6th graders

We also create a positive climate for learning with field trips, social media posts, school dances, gratitude assemblies, clubs, rallies and "PAW-sitive" tickets with incentives.

SCHOOL LEADERSHIP

Leadership at Crittenden Middle School is a responsibility shared among District and Site Administration, Staff, Students, and Parents. The school offers the following leadership opportunities for staff, or staff/parents*:
- Grade-level Leads
- Department Chairs
- School Site Council (SSC)*
- English Language Advisory Council (ELAC)*
- Parent Teacher Association (PTA)*

The School Site Council is made up of staff and parents that serve as the governing body.
The SSC and the entire staff have involvement in the School Site Plan that sets the goals and focus for Crittenden Middle School.

STUDENT RECOGNITION

Crittenden students are outstanding young people with a great variety of talents and strengths. It is Crittenden's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. In addition to student recognition at assemblies and during morning announcements, Crittenden offers the following recognition programs for its students:
- Attendance Awards
- Extracurricular Activity Awards
- Reclassification Awards for English Learners
- Honor Roll and Trimester Awards
- Most Improved (GPA, Citizenship, Attendance)
- Panther Paws Awards
- 8th grade Awards

EXTRACURRICULAR ACTIVITIES
Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Crittenden offers the following activities for its students, either during the day or after school:
- After-school sports
- Beyond the Bell, after school program
- Choir
- Band
- Orchestra
- Performing Arts
- Robotics
- Student Council/ASB
- Panther Bots Club
- WEB and Leadership

Crittenden Middle School also offers the following lunchtime clubs:
Anime Club, Art Club, Black Student Union Club, Book Club, Chess Club, Coding Club, Debate Club, Drama Club, Gaming Club, Gymnastics Club, LatinX Student Union Club, Pride Club, Writing Club, Yearbook Club.