

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	3	1.15%
Total Teacher Misassignments	4	1.54%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	213

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

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 0.5 Social Studies, 0.5 math, and 1.0 science coach. The District was unable to hire an ELA coach for middle school. 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 summer 2020, the District focused on supporting teachers with distance learning through professional development. Adopted curriculum was accessible to students online and all students were provided with a chromebook for distance learning and a hotspot if needed. Instructional materials and supplies were distributed regularly to students.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress 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.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Relationships

MVWSD is either in the Initial or full Implementation phase in all areas of building relationships. The District's Strategic Plan Goal Area 3 is focused on cultivating and maintaining an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders. MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways. Effective communication builds

understanding and trust and will allow the District to work together with parents to support student’s wellbeing and development.

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.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.		2			
2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			3		
3. Rate the LEA’s progress in 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.			3		
4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
4. Rate the LEA's 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.		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking input for Decision Making

MVWSD is at the beginning implementation stages in all areas regarding input for decision making. Results from the Districts LCAP/Climate survey only 65% of respondents 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.

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 Language 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 regularly 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 January and results are used to develop the LCAP and school site plans. While survey participation has been good overall, there are still lower response rates for underrepresented families. The District will be working with the sites' School and Community Engagement Facilitators on a plan to increase survey responses rates in 2021-22 .

The District is in the beginning phase of developing opportunities for families, teachers, principals and district administrators to work together to plan, design, implement and evaluate family engagement activities. While some work is done through District and site committees, this is an area that needs improvement to ensure we are improving engagement, especially for underrepresented families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Summary of Climate Survey Results

In 2020-21, 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. Below are the survey highlights. On the LCAP survey 86% of our students agree or strongly agree that adults at school care about their success. 95% indicated that they trust their teachers and 75% are comfortable asking teachers questions. 92% of students state that they have friends at school. 93% of students feel safe on campus. 90% of students agree or strongly agree that there are clear and fair consequences for breaking rules at school. Areas of improvement from students perspective include focusing more on developing student's character (6%5) and providing challenging classes (68%). It is important to note that students were still in distance learning when this survey was given, although results are similar to those of previous years.

MVWSD LCAP Goal 2 is to develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior. Action 1 in this goal is to have At-Risk Supervisors for District schools with significant populations of target students. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. Action 8 is to develop a plan of action for competency-based Social Emotional Learning. In the 2021-22 school year the District will go through the process of understanding the social emotional needs of students and developing a plan of action.

Also, 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. Their responsibilities include serving as a resource for students and parents and connecting them to district and community agencies, resources, parent education, and other events and activities that are linked to positive student outcomes.

The District will reconvene a Health and Wellness committee (Goal 2, Action 3) to review policies and programs that support overall student wellness. The District is also continuing its partnership with Santa Clara County Behavioral Health Services.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using 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. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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. MVWSD was able to continue to offer art, music, physical education, response to instruction and Puberty Talk during distance learning. The programs were delivered virtually. Students were provided art supplies and musical instruments for use at home.

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.

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 2020-21 school year all elementary students had access to a broad course of study as outlined by Education Code with some exceptions due to the pandemic:

Internet access was unstable for some students

Access to hands-on science instruction was inconsistent

Physical Education, art and music was done virtually for the majority of the school year

Middle Schools: In reviewing student schedules and associated data for the 2020-21 school year all middle school students had access to a broad course of study as outlined by Education Code with some exceptions due to the pandemic:

Internet access was unstable for some students

Foreign Language (Spanish) was not offered at Graham Middle School as a teacher was unable to be hired.

All students were placed in an elective wheel instead of being able to choose electives

Physical Education was done asynchronously

Response to Instruction periods were not part of the schedule, instead core teachers provided small group instruction.

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

Elementary School

The district spent most of 2020-21 in distance learning which required adjustments to the daily schedule including:

Internet access was unstable for some students

Music, art and physical education were taught virtually

When schools reopened in hybrid music and art continued to be virtual due to COVID restrictions. Physical education was taught outside for in person students and had to be made asynchronous for students still in distance learning

Middle School

The district spent most of 2020-21 in distance learning which required adjustments to the daily schedule including:

Internet access was unstable for some students

Physical Education classes were delivered asynchronously

All students were placed in an elective wheel instead of being able to choose electives

Response to Instruction periods were not part of the schedule, instead core teachers provided small group instruction.

The District was unable to hire a foreign language teacher (Spanish) teacher at Graham Middle School

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 is planning to open in August 2021 with regular schedules with students in person learning five days per week. This will mitigate many of the issues encountered in 2020-21.

Physical education, art and music classes are planned although COVID restrictions will dictate how instruction is delivered (outside, virtual etc.)

Middle Schools

The middle schools will return to the 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

The addition of a Spanish teacher at Graham middle school

Choice electives for all students