**Mountain View Whisman School District**

# Learning Recovery Plan

April, 24th 2021

# Alignment to Strategic Plan 2027

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

Mountain View Whisman School District

# Funding Sources

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- **In Person Instruction Grant RS 7422 Spend by 8/31/2022**

- **Expanded Learning Grant RS 7425 & 7426 Spend by 8/31/2022**

- **Esser 2 RS 3212 Spend by 9/30/2023**

- **Esser 3**

| Resource | Resource 3215 | Resource 3220 | Resource 7420 |
|---|---|---|---|
| Resource Name | Learning Loss Mitigation Paid from Governor's Emergency Education Relief (GEER) | Learning Loss Mitigation Paid from Coronavirus Relief (CR) Fund | Learning Loss Mitigation Paid from General Fund |
| Spending Timeline | March 13, 2020 to September 30, 2022 | March 1, 2020 to May 31, 2021 | March 1, 2020 to June 30, 2021 |
| I/C Rate | District Approved Rate | No | District Approved Rate |
| tionment Schedules | | https://www.cde.ca.gov/fg/cr/documents/llmfallocationfy20.xlsx | |
| Distribution | Allocated based on 2019-20 SPED Count-Ages 3 to 22 | Sec A-Allocated on 19-20 SpEd<br>Sec B-Allocated on Supple/Concen:<br>Sec C-LCFF entitlement | Allocated based on LEA proportion of statewide LCFF entitlement in 19/20 |
| Allowable Uses | | | |
| 1 | SB 820 clarifies that funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs so long as the funds meet one of the four | | |
| 2 | Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year. | | |
| 3 | Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning | | |
| 4 | Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. | | |
| 5 | Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch | | |
| 6 | Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs. | | |
| 7 | | Expenditures not accounted for in the budget most recently approved as of March 27, 2020, unless | |

Mountain View Whisman School District

| Resource 7388 | Resource 7422 | Resource 7425/7426 |
|---|---|---|
| Senate Bill 117 | In-Person Instruction Grant | Expanded Learning Opportunities Grant |
| **No Timeline to Spend** | **July 1, 2020 to August 31, 2022** | **July 1, 2020 to August 31, 2022** |
| District Approved Rate | District Approved Rate | No |
| https://www.cde.ca.gov/fg/fo/r14/covid19learesponse19result.asp | https://www.cde.ca.gov/fg/fo/r14/ipielo20result.asp | |
| On the basis of 2019–20 First Principal Apportionment | Allocated based on LEA proportion of statewide LCFF entitlement in 20/21 | Allocated based on LEA proportion of statewide LCFF entitlement in 20/21 + $1,000 per homeless pupil |
| Maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning | Any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services and social and mental health support services provided in conjunction with in-person instruction | Extending instructional learning time beyond 20-21 minimum daily, as well as annual minimums for |
| | | Accelerating progress to close learning gaps |
| | | Integrated pupil supports such as the provision of health, counseling, access to school meal programs, |
| | | Community learning hubs that provide pupils with access to technology, high-speed internet, and other |
| | | Supports for credit deficient pupils to complete graduation or promotion requirements and to |
| | | Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark |
| | | Training for school staff on strategies, including trauma-informed practices, to engage pupils and |

Mountain View Whisman School District

| Resource 3210 | Resource 3212 | Resource TBD |
|---|---|---|
| Elementary & Secondary School Emergency Relief (ESSER) I | Elementary & Secondary School Emergency Relief (ESSER) II | Elementary & Secondary School Emergency Relief (ESSER) III |
| **March 13, 2020 to September 30, 2022** | **March 13, 2020 to September 30, 2023** | **March 13, 2020 to September 30, 2024** |
| District Approved Rate https://www.cde.ca.gov/fg/cr/documents/caresact20ent1.xlsx | District Approved Rate https://www.cde.ca.gov/fg/fo/r14/esserfii20result.asp | TBD https://www.sscal.com/publications/fiscal-reports/congress-approves-19-trillion-american-rescue-plan |
| Allocated based on 19/20 Title 1 | Allocated based on 20/21 Title 1 | Allocated based on 20/21 Title 1 |
| | | |
| Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing | | |
| Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies | | |
| Providing principals and others school leaders with the resources necessary to address the needs of their | | |
| Staff training and professional development on sanitation and minimizing the spread of infectious disease | | |
| Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students) | | |
| Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs | | |
| Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA | | |
| Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between | | |
| Mental health services and supports | | |
| Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing | | |
| Discretionary funds for school principals to address the needs of their individual schools | | |
| | School facility repair and imrovements to enable operation of schools to reduce risk of virus transmission | |
| | Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in | |
| | | Developing strategies and implementing policies in |

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7

# Key Research

# Targeted Tutoring

Targeted intensive tutoring, often referred to as high-dosage tutoring, consists of having the same tutor to work over an extended period of time (e.g., all year, every school day) on academic skills, such as math or reading. In the most effective versions, an individual tutor works with one or two students at a time, using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school and targeted to the student's academic needs.

Source:      https://edtrust.org/resource/targeted-intensive-tutoring/

| Features | More Effective | | | Less Effective |
|---|---|---|---|---|
| Tutors | Certified teachers | Paraprofessionals | Trained volunteers | Peers |
| Student: Tutor Ratio | 1-2: 1 | | | 3-4:1 |
| Curriculum | Skill-building curriculum | | | Homework help |
| Training and Supervision | Pre-service & ongoing training & supervision | Pre-service training & a single additional supplemental training | Pre-service training only | No training |
| Location | During the school day complementing the regular class | During the school day substituting for the regular class | | After school/ out of school |
| How often & How Long | All year, every school day for an hour | | | Partial year |
| Target Population | Younger students | | | Older students |

Mountain View Whisman School District

# Expanded Learning Time (ELT)

Research shows expanded learning time (ELT) is one approach to helping historically underserved students catch up to meet high standards. ELT encompasses programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include after school, summer, and in-school programs.
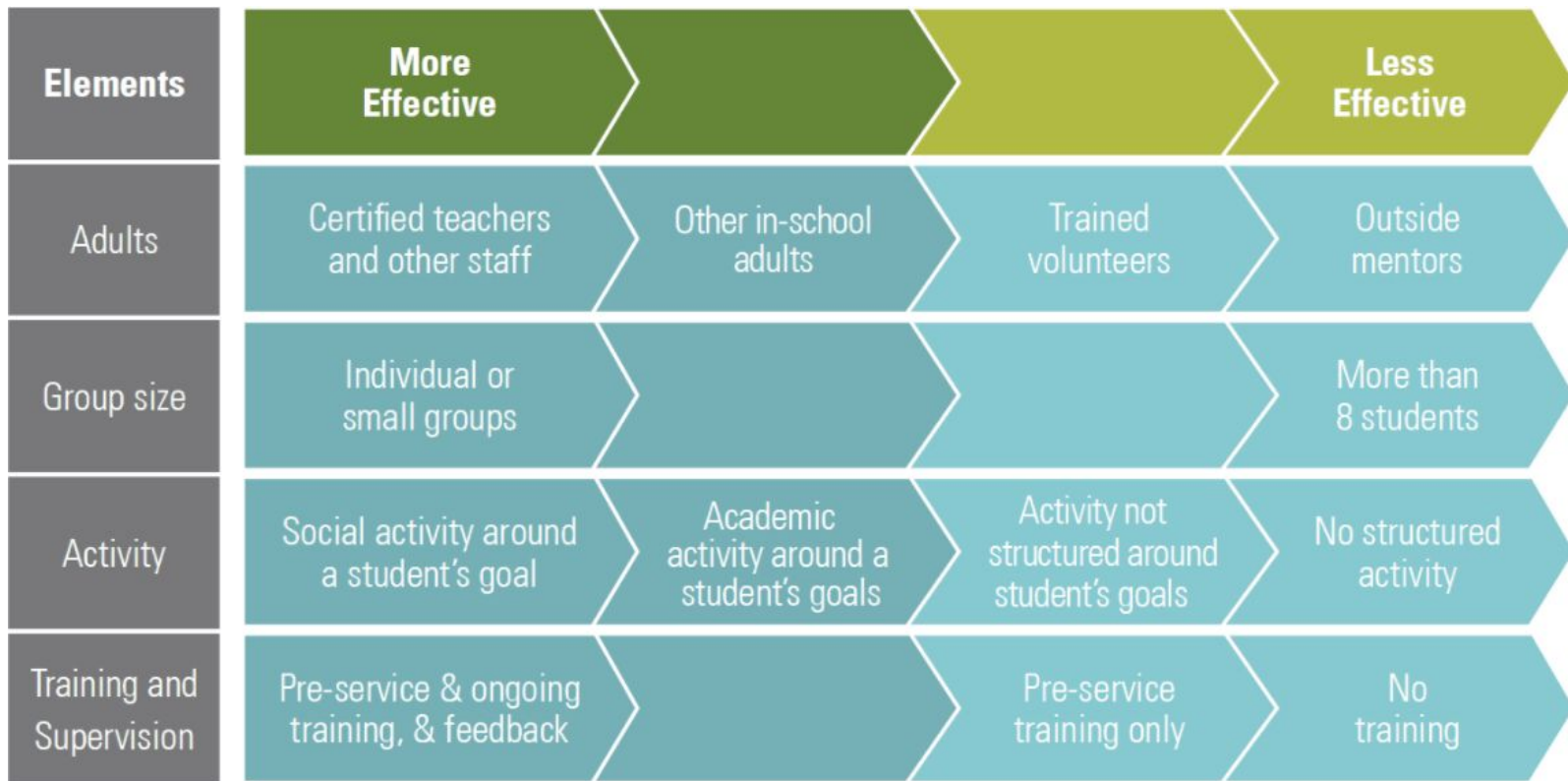
Source: https://edtrust.org/resource/targeted-intensive-tutoring/

Mountain View Whisman School District

| Features | More Effective | | | Less Effective |
|---|---|---|---|---|
| Curriculum | Aligned, individualized, & high-quality curriculum | Clear program goals but not aligned to curriculum | | No clear program goals |
| Training and Coaching | Pre-service & ongoing training, & coaching | Pre-service training only | | No training |
| When and Where | During the regular school year | Mandatory summer programs | | After school or weekends |
| Attendance | Mandatory during the school day | Mandatory other times | Voluntary with incentives | Voluntary with no incentives |
| Total Annual Hours | Significant time (45-100 hours) | Too little time (less than 44 hours) | | Too much time (more than 100 hours of reading) |
| Class Sizes | 10-15 students | 15-20 students | | 20+ students |
| Teachers | Certified teachers | | | Non-certified instructors |

Mountain View Whisman School District

# Strong Relationships

Building and maintaining strong "developmental relationships" that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years. Without these trusting relationships and connections, educators cannot catch students up.

Strong relationships between adults and students must include: expressing care, challenging growth, providing support, sharing power, and expanding possibilities (see related chart for explanations). Importantly, these relationship-building actions must be done with an equity lens, one that supports positive racial, cultural, and ethnic identity development.

Source: https://edtrust.org/resource/the-importance-of-strong-relationships/

| Elements | More Effective | | | Less Effective |
|---|---|---|---|---|
| Adults | Certified teachers and other staff | Other in-school adults | Trained volunteers | Outside mentors |
| Group size | Individual or small groups | | | More than 8 students |
| Activity | Social activity around a student's goal | Academic activity around a student's goals | Activity not structured around student's goals | No structured activity |
| Training and Supervision | Pre-service & ongoing training, & feedback | | Pre-service training only | No training |

Mountain View Whisman School District

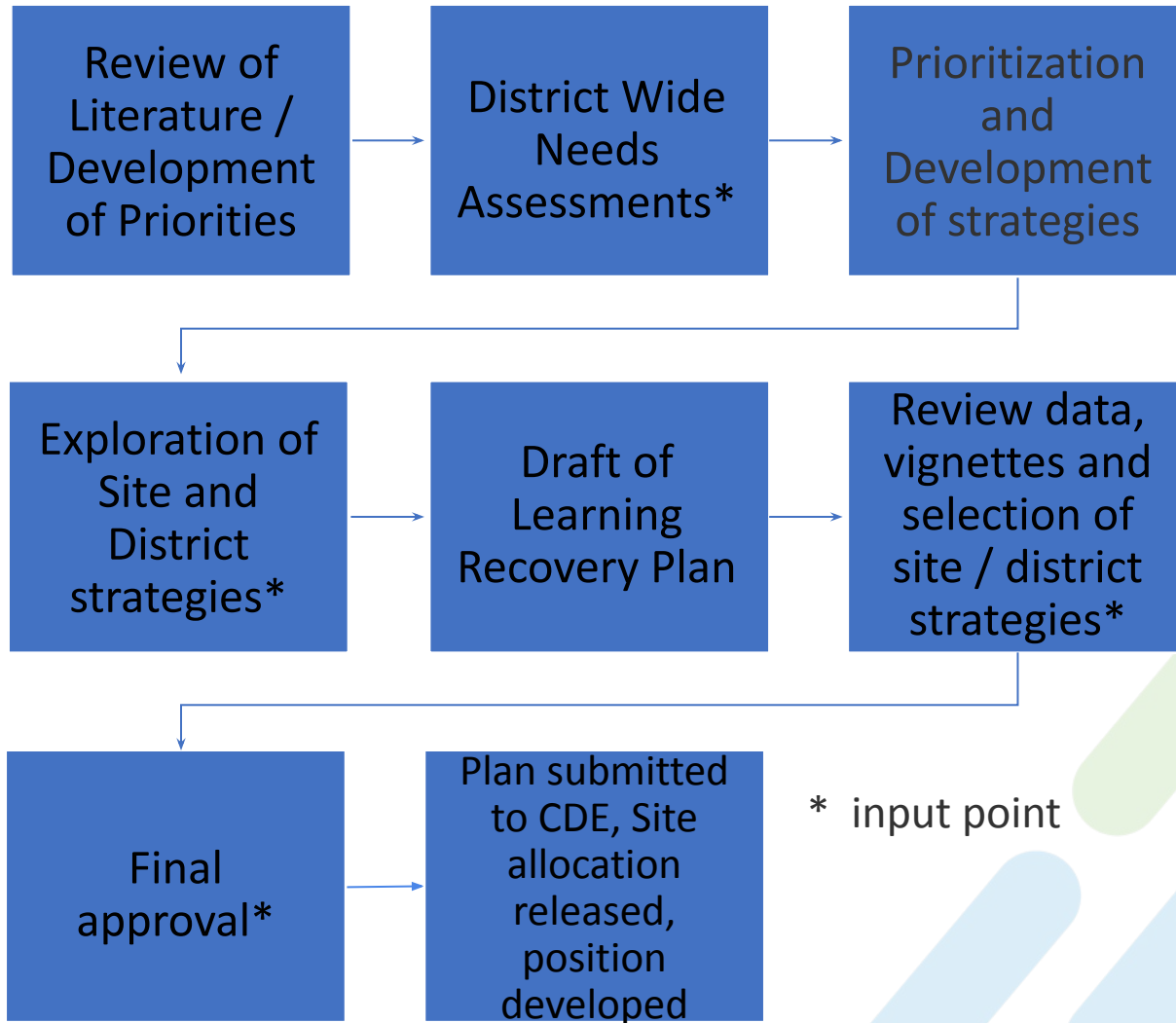# Areas of Focus to address Learning Recovery needs

# Buckets

- Digital Divide
  - MVWSD Connect
- Social Emotional Supports
  - Funds for Activities
- Targeted Tutoring
  - Tutors
- Extended Learning
  - Funding for extended learning
- Professional Development
  - Coaches

# Engagement Process

# Learning Recovery Process

| | | |
|---|---|---|
| Review of Literature / Development of Priorities | District Wide Needs Assessments* | Prioritization and Development of strategies |
| Exploration of Site and District strategies* | Draft of Learning Recovery Plan | Review data, vignettes and selection of site / district strategies* |
| Final approval* | Plan submitted to CDE, Site allocation released, position developed | * input point |

# Considerations

# Key considerations

- There will be district wide approaches that compliment individual site approaches
  - Needs, not wants, will drive actions
  - Not all needs will be addressed using these funds, others will have to be captured through individual site plans
- Funding is limited
- Long term strategies vs short term needs
- Chance for opportunity hoarding
- We will not please everyone

# Next Steps and Board Guidance

# Next Steps

- Needs assessments will be completed - April 30th
- Trustees review needs assessment      - May 6th
- Meet with various stakeholders             - May 1 - 20th
- Final plan presented to Trustees          - May 20th
- Final plan submitted                              - June 1

# **Questions for Trustees**

- Are there " blindspots?" that should be added
  - areas of focus that we are missing from the aforementioned list (slide 13)