

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Mountain View Whisman School District developed the “MVWSD Learning Recovery Plan” with the input of various stakeholders across our community. Throughout April and May 2021, our sites and district office conducted multiple needs assessment meetings and surveys with various groups of parents and staff. Stakeholders were engaged at Principals’ Coffees (4/19, 4/22, 4/26, 4/30) , School Site Council Meetings (4/25, 5/4, 5/5), Parent Teacher Association Meetings, Staff Meetings (4/7, 4/9, week of 4/20, 4/28), Student surveys (4/27), and special community meetings dedicated to this specific topic (4/21, 4/23, 4/26) and were asked to determine the needs that had arisen after a year of impacts of the of the COVID-19 pandemic on public education. District and site leaders used the “5-Whys” protocol to define these needs as clearly and accurately as possible.

A description of how students will be identified and the needs of students will be assessed.

To develop the Learning Recovery Plan, principals reviewed the most current student interim assessment data and various stakeholders participated in needs assessment meetings conducted across the district. These meetings were preceded by the collection of interim assessment data from the i-Ready and Literably platforms. At the meetings themselves, qualitative data was collected from stakeholders, especially the observations of teachers, parents, and the students themselves.

The implementation of the Learning Recovery Plan will be monitored closely by regular assessment of these needs beginning in Summer 2021 and continuing throughout 2021-22 and beyond. We plan to use our existing district-wide interim assessments as well as additional assessments that will be designed and built over the summer, such as an assessment of internet connectivity rates. To collect information

continuously, our staff will be asked for qualitative feedback during staff meetings and via surveys. They will participate in data-analysis protocols after each round of interim assessments.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

At the MVWSD Board of Trustees meeting on May 20, 2021, the superintendent and board members publicly discussed the structure and approach to utilizing the additional financial resources and voted to approve the plan as outlined in the other sections of this document.

As soon as opportunities for supplemental instruction and support is available, parents and guardians will be informed through district and site newsletters, site events, Principals' Coffees, Cafecitos (for our Spanish-speaking population), parent-teacher conferences, board meetings, website updates, and parent engagement sessions. Throughout the school year, families of students receiving intervention after school and/or during school breaks will be informed through standard site-based communication channels, including individualized email, phone, and in-person outreach by our School and Community Engagement Facilitators and At-Risk Intervention Supervisors.

A description of the LEA's plan to provide supplemental instruction and support.

Digital Divide

To address the digital divide, the district will invest in Citizens Broadband Radio Service (CBRS) equipment to extend the range of the District's network as much as 3/4 of a mile from the school site. This MVWSDConnect initiative will impact the majority of students who live within the district boundaries and better allow students who do not currently have a reliable internet connection at home to be able to access online learning tools without persistent issues. In addition, the district will continue to distribute and support wireless hotspots to families who do not live within range of the CBRS network and support unhoused students with rechargeable battery solutions to power their devices.

MVWSD will also address the instructional technology needs of students with IEPs. The COVID-19 pandemic exposed specific shortcomings of legacy tools and one way these gaps will be closed is through the purchase of specialized technology.

To assist families to take advantage of new and existing connectivity, MVWSD also plans to continue investing in parent engagement and parent education efforts around utilizing educational hardware and software in the home to support and monitor their children's learning.

Professional Development

To address the professional development needs of staff as we return after a year of disrupted learning, MVWSD will engage in a variety of efforts. Each elementary school site will be assigned a full-time instructional coach, while our two middle schools will share one instructional coach per subject area. Coaches will focus their work on the instructional strategies that teachers and staff need to improve differentiation and small group instruction for targeted groups. Also, site leaders and instructional coaches will collaborate to improve communication and training with after school support providers such as our in-house Beyond-the-Bell after school program. Keeping all staff on the same page and building a common context should lead to improved coordination of services, especially for students with intensive academic needs.

Individual sites will be provided instructional coaches to provide training on differentiated instruction and may also receive a portion of the funds toward funding other training that addresses site-specific needs related to unfinished learning.

Social Emotional Learning Needs

To address the social emotional needs of our students, MVWSD plans to continue our partnerships with local health agencies who provide counseling to students and general social emotional support for the student body, conduct a Social Emotional Learning assessment with all stakeholder groups, and provide professional development opportunities for staff. The assessment effort could lead to further initiatives to target specific needs through teacher and parent training, additional staffing for counselors and other SEL positions (especially for groups with intensive needs), expansion of before and after school opportunities for students, and improved support for our families through our School and Community Engagement Facilitators and At-Risk Intervention Supervisors. Individual sites may also receive a portion of the funds to address site-specific needs related to social emotional learning.

Targeted Tutoring

A district targeted tutoring strategy for students who are below grade level academically will be a key element in the Learning Recovery Plan. MVWSD will hire an Educational Services Coordinator for Extended Learning and Targeted Tutoring Services to coordinate and support site implementation of tutoring. The district will also explore the extension of the hours of existing instructional aides and/or hire requisite additional aides to meet the various demands of tutoring programs across the district. We will also continue existing partnerships with community volunteer organizations whose missions are aligned to district tutoring efforts. This multi-faceted approach will be able to serve all students who need targeted help, especially those who are in need of intensive intervention.

To support these initiatives, MVWSD will determine whether a new student data warehouse is needed to improve the disaggregation of student data so that individual areas of need can be pinpointed by teachers and administrators. Instructional Coaches will also be enlisted to support teachers in managing and assigning aides to students effectively and efficiently.

MVWSD also intends to work with our partners in local government and non-profit organizations to expand our reach by identifying opportunities to place tutoring service locations across Mountain View. This will maximize the reach of our initiative as many students and families would prefer after school tutoring locations closer to their homes, especially if staying at the school site after normal school hours is not possible or preferred.

Extended Learning

The Coordinator will work with site leaders to investigate ways to extend learning throughout the school day, school year, and summer months. After school, lunch time, and break time programs available to all students and personalized to students' individual needs will be explored and implemented. Additional funds will be set aside to extend teacher and instructional aide hours beyond the regular school day. This additional time could be used for not only targeted academic tutoring, but also to address specific ongoing intensive needs such as a more robust English Learner Newcomer Program. Individual sites may also receive a portion of the funds to address site-specific needs related to tutoring and extended learning.

Since Mountain View Whisman School District only enrolls students up to 8th grade, our plan does not include supports for credit deficient students to complete graduation or grade promotion requirements nor provisions to increase or improve students' college eligibility.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$2,222,388	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$350,000	
Integrated student supports to address other barriers to learning	\$266,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$300,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$45,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$30,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$3,213,388	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Extended Learning Opportunities grant is being used to support instruction alongside the In Person Instruction funds. ESSER II funds were utilized for safety and clearing equipment and additional personnel hours to prepare school reopening, such as desk shields, air purifiers, teaching carts, additional hours for noon duty, safety signage, electrostatic sprayers, and learning support pods for specific students. These expenditures were prerequisites which will allow ELO funds to be used in 2021-22 to support students and teachers directly as outlined above. ESSER III funds, which can be used after the timeline for ELO expenditures has ended, will be used to continue successful efforts that were started with ELO monies, as determined by a data-driven analysis of such efforts. These funds will be expended in 2022-23 and 2023-24.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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