

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Whisman School District	Cathy Baur - Chief Academic Officer Rebecca Westover - Chief Business Officer	cbaur@mvwsd.org - 650-236-3545 rwestover@mvwsd.org - 650-526-3550

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

In Spring 2021, MVWSD completed a robust community engagement and feedback process to inform the “MVWSD Learning Recovery Plan”, and by extension all other COVID funds. The only funds that were not included in the LCAP for the 2021-2022 year were the Educator Effectiveness Block Grant, Extended Learning Opportunity Grant, and ESSER 2 funds.

First, all school sites and the District determined what the needs are for learning recovery by asking our community partners. In April 2021, each school site held a series of meetings with community partners from all constituency groups. Interpretation was provided, as were additional outreach and support for families who needed accommodations to be able to attend. Some sites utilized surveys for students. These feedback sessions were not solutions-oriented, but intended to accurately ascertain needs (not wants). Principals took parents and staff members through the process using the 5-Whys protocol. The District also used a similar process with its District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), and district level parent groups such as the Mountain View Educational Foundation and the PTA Presidents' group. The Board of Trustees publicly reviewed the results of this needs assessment and tentative Learning Recovery actions on May 6th. All of the Learning Recovery Plan feedback session dates are here: <http://mvw.sd/QS8HB>. This feedback was used to inform draft strategies for learning recovery and provided feedback for the spending of other COVID funds.

During the month of May 2021, more community partner feedback was gathered on proposed site and District strategies for learning recovery. The plan was refined and proposed to the Board of Trustees for approval on May 20. Over the course of summer and at the beginning of the school year, informal community feedback was solicited at events such as the bi-monthly Superintendent Check-In meetings and principal's coffees that are open to all community partners. In August 2021, staff presented the District's Learning Recovery Plan to the Board of Trustees. The plan was approved. Community check-in meetings continue every other week during the 2021-22 school year. During these meetings the Superintendent provides important updates and then community partners have the opportunity to ask questions and provide feedback to the District on any topic.

Based on community and Board of Trustees feedback the Educator Block Grant is being used to fund the Districts' BTSA program for new

teachers. The Extended Learning Opportunity Grant is being used to fund after school tutoring to close the learning loss due to COVID. MVWSD Connect (CBRS), a program to bring increased internet access at home to students, is being funded through Extended Learning Opportunity Grant and ESSER 2 funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Mountain View Whisman School District did not receive concentration grant add-on funding due to our student population.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Mountain View Whisman School District developed the “MVWSD Learning Recovery Plan” with the input of various stakeholders across our community as discussed above. One time federal funds that contributed to the 21-22 MVWSD Learning Recovery Plan include ESSER 2, ESSER 3, In Person Instruction Grant, and Extended Learning Opportunities Grant.

Throughout April and May 2021, our sites and District Office conducted multiple needs assessment meetings and surveys with various groups of parents and staff. Community partners 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 distance learning and other impacts from the COVID-19 pandemic. District and site leaders used the “5-Whys” protocol to define these needs as clearly and accurately as possible. Additionally, the superintendent and principals held regular public meetings where parents and staff had the opportunity to ask questions and continue to provide feedback to the school sites and District.

For the 2021-2022 year ESSER 2 funds were used for after school tutoring programs including Hey Tutor and Sylvan Learning, increasing noon duty support for school sites, and CBRS. ESSER 3 funds were used for additional teacher hours to supervise tutoring, training and time for classified employees assisting with tutoring, snacks for students during after school tutoring, a tutor coordinator, and backup generators for internet support.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district has used funds in a variety of ways to address learning gaps and ensure a safe return to in person learning. Highlights of some of the spending include the purchase of HEPA air filters for all rooms in the District, HVAC servicing and filters, desk shields, sneeze guards,

signage to encourage social distancing, additional metal tables for outdoor eating, additional hours for noon duty supervisors to supervise students, videos to explain the safe to return to school plan, daily screening software (OK to Reopen), rapid COVID tests that could not be purchased through the State due to supply chain issues, hotspot service for internet access, backup generators for internet, and the purchase of equipment to provide internet access to students at home (Citizens Broadband Radio Service CBRS). School sites have also been allocated additional funds per student to address returning to school, social emotional, and academic needs that can be tailored to meet the unique needs of their student populations. Additionally funds were used to purchase specialized masks for students participating in choral and instrumental music classes. To help address academic needs the district contracted with multiple tutoring companies to provide after school virtual and in person tutoring with snacks in addition to hiring a coordinator to manage the programs. The District also plans to continue to provide coaches for teachers at every site to address both academic and social needs of students and staff.

Successes of the plans include having a safe return to in person learning for the 2021-22 school year. Due to the layered system of COVID mitigation strategies the District has experienced limited school transmission. The after school tutoring program is serving 2,992 students each day.

The District has faced challenges with supply chain issues as well as staffing shortages. Some of the materials such as tables for students to eat outside took many months to receive or were canceled after the order was placed during the summer. Staff shortages have impacted the District and the district's contractors which has necessitated the adjustment of tutoring contracts as well as hours from some staff.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Funding has supported increased hours for noon duties to support returning to in person instruction, funding for CBRS, monetary allocations for every school site to spend on social emotional learning and learning recovery, specialized masks for music classes, bell covers for musical instruments to prevent the spread of COVID-19, desk shields, COVID rapid test kits, picnic tables for outside eating, servicing of HVAC systems, and carts for COVID testing. To help address academic needs the district contracted with multiple tutoring companies to provide after school virtual and in person tutoring with snacks in addition to hiring a coordinator to manage the programs.

Funding from the Extended Learning Opportunities Grant (ELOG) is working directly in tandem with the District's Local Control Accountability plan in the 2021-22 school year. Data from District assessments indicate that students, specifically English Learners, Hispanic-Latino, Socio-economically Disadvantaged students and Students with Disabilities do not perform at the same academic levels as their peers. The funding from ELOG is being used to provide all students with virtual or in-person tutoring sessions both during and after school. Students at lower academic proficiency levels receive more sessions than students that are on grade level. This grant will enhance actions being implemented in the 2021-22 LCAP to address these gaps including, but not limited to the following:

- 1.1 Instructional Coaches
- 1.5 Response to Instruction
- 1.18 MTSS

Additionally, ESSER III funding has been earmarked to continue programs that are outlined in the LCAP in 2021-22 and are currently being funded through other resources. These items include continuing with CBRS (5.3) and the Coordinator of Expanded Learning (1.22) as well as offsetting the costs for our Instructional Coaches (1.1). These items will be necessary as we continue to have cycles of COVID-19 surges in the coming years as well as the need to address gaps in learning that are a direct result of over one year of distance learning.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
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