



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.

Livermore Valley Joint Unified School District engaged in a multi-pronged approach to engage stakeholders, including parents, teachers, pupils, Livermore Education Association (LEA), California School Employees Association (CSEA), Service Employees International Union (SEIU), Classified Management/Confidential (CM/C), and Livermore Management Association (LMA) through a range of strategic actions. Each of these employee groups contributes, through their dedication and work, to the success of the students in our District. A Task Force was created to review the data collected from our stakeholders to allocate the funds into specific areas, in alignment with the guidelines.

School and Community Engagement: Advisory Committee members, understanding their role as representatives of a larger stakeholder group (School Site Councils; English Learner Advisory Committees; various employee groups; and high school students in leadership positions, selected by peers and representing the student body), were encouraged to communicate with others as we moved through the process. In addition, site administrators and others in leadership positions in our District, shared input, thoughts, and desires for our students, as communicated by stakeholders, including representatives from School Site Councils, English Learner Advisory Committees, Parent

Teacher Associations (PTA), Parent Teacher Organizations (PTO), and pre-kinder parents. District leaders gathered input through meetings of our District Advisory Committees (District English Learner Advisory Committee (DELAC) and Local Control and Accountability Plan (LCAP) Advisory Committee) and our Migrant Education Parent Advisory Committee.

All District parents/guardians were given the opportunity to respond to a ThoughtExchange survey to provide feedback and input as the Plan was being developed. Parents/guardians were encouraged to provide suggestions for how schools could ensure that all students are supported academically, physically, and social emotionally. Parents' responses guided the areas of focus, suggested needed supports for students, especially those with the greatest needs. After answering open-ended questions, parents were given the opportunity to see what colleagues/parents also shared and rated the shared ideas on a 1-5 star scale, thus prioritizing the ideas. Parents considered what is working, what they would like to see continued, and what needs were not yet being met. They also provided suggestions for potential meaningful parent engagement and education opportunities.

In addition, District staff regularly interacts with parents/guardians and community members and organizations through a variety of channels such as monthly Parent Communication and Information Council (PCIC), a convening of parent representatives from each District school; the monthly Faculty Communication Council (FCC), a gathering of teacher representatives from each District school; monthly Livermore Cultural Arts Council (LCAC), an active community group representing the many arts organizations in our community; monthly Innovation Tri-Valley Education and Workforce Development Committee and quarterly Tri-Valley Educational Collaborative, two organizations designed to collaborate with business and industry to best prepare our students for college and career. Our Board approved Advisory Committees, District English Learner Advisory and Local Control and Accountability Plan, met monthly beginning in January, 2021 to develop an understanding of the Local Control Funding Formula (LCFF), including the short-and long-term impact on our District and provide input regarding the Local Control and Accountability Plan (LCAP). We incorporated opportunities for input on priorities for the Extended Learning Opportunity Grant within our LCAP Listening Campaign, so all stakeholders were able to provide input for both.

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

Our District will administer and analyze local assessments and California Assessment of Student Performance and Progress (CAASPP) data to understand the academic needs of our students. We will also utilize attendance data to target specific support to absent or disengaged students. Additional assessments, such as the California Healthy Kids Survey (CHKS) and Panorama Survey will assist us in identifying social and emotional needs.

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

Information regarding opportunities for supplemental instruction and support will be posted on our District and school websites as well as social media sites. We will also communicate with families of students who have been identified to receive intervention in a variety of ways including in their primary language via email, telephone, in-person, and via Blackboard messenger.

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

Our plan to provide supplemental instruction and support is multi-faceted. The funds will be spent in accordance with feedback received from our multiple stakeholder groups, as gleaned from our extensive Listening Campaign. A robust summer school program will be offered to

students with a demonstrated need at each level with targeted instruction in English Language Arts (ELA), Math, English Language Development (ELD), and credit recovery. Additionally, we will provide before- and after-school opportunities for students at all levels to address academic, as well as mental and physical health needs including systemic tutorial support in ELA, Math, and ELD, as well as counseling. We will also hire additional classified and certificated staff (for one year unless additional funding becomes available) to provide intensive interventions and academic support during the regular school day, and increasing FTE at the secondary level to allow additional periods of intervention and support during the school day.

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	\$1,710,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,250,000	
Integrated student supports to address other barriers to learning	\$1,710,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 419,345	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 419,344	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$ 734,750	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,269,750	
Total Funds to implement the Strategies	8,513,189	

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

These funds will be used in partnership with the Federal Elementary and Secondary School Emergency Relief (ESSER) funds to assist in providing a safe learning environment. ESSER funds have and will continue to provide PPE, air filtration devices, technology tools, infrastructure to support technology and child nutrition needs, Internet access, software, transportation, health care, staffing, and other necessary items to navigate the effects of the pandemic. This will allow us to utilize ELO Grant funds to provide direct services and intensional, comprehensive, and targeted supports to students.