



Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

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| Name of Local Educational Agency or Equivalent: | Lompoc Unified School District |
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Hapgood Elementary School
2. Fillmore Elementary School
3. Clarence Ruth Elementary School
4. La Honda Elementary School
5. La Cañada Elementary School
6. Miguelito Elementary School
7. Los Berros Elementary School
8. Lompoc Valley Middle School
9. Crestview Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Lompoc Unified School District offers students expansive opportunities to participate in expanded learning. Our number one priority is providing a safe space for students. These opportunities take place on LUSD properties. Students are explicitly taught how to work with one another and with the adults in their learning environment in order to be kind, caring, and contributing members of the school and Lompoc community. Focus is placed on Social Emotional Learning and positive behavior intervention systems and supports. Students in these expanded learning opportunities learn by doing (eg., winter intercession, existing ASES programs, after-school tutoring programs, spring intercession, the summer learning program, and the summer learning program expanded day.) Through programs such as Alexander's Great Adventures, Elevo and Explore Ecology, students learn positive character traits and choice making and are followed up through real-world scenarios.

Alexander's Great Adventures is an oral comprehension program focusing on core values. Elevo, (formerly Sports for Learning); Coaches come to work with students on Positive Behavior and Social-Emotional Learning while introducing or advancing the student's knowledge of team play. Explore Ecology collaborates with school sites to teach students how to respect their environment and utilize the garden space at their schools to harvest fruit and vegetable for consumption. Students and staff reinforce and follow the PBIS standards students learn during the regular school day.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students who attend an expanded learning program in Lompoc Unified School District are continuously engaged in learning through the supplemental programs and support being offered. During ASES, students are supported through tutoring either on a 1:1 or small group basis, determined by need and school. Tutoring is provided by site teachers and/or paraeducators. In addition, the ASES programs provide homework help during tutoring hours to ensure all students in the ELOP have access to robust academic support. In addition, students have access to pads and/or Chromebooks and can log into Clever to use Lexia, Reading Plus, IXL, Joy School English, or any other supported program. The academic liaisons at each school site support all expanded learning programs through regularly meeting with sites, program and club directors, and the district coordinator. In addition, students 4-6th grade have access to Paper Tutoring, where they are paired with a tutor through an online platform. Students may utilize this program for any subject area. Parents and staff also have access to the program. This is available in English and Spanish.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Through the Expanded Learning Programs in Lompoc Unified School District, students experience skill-building through a wide array of activities. The summer learning program is infused with math, science, and literacy, engaging students in hands-on, inquiry-based projects. Students who wish to participate are given an opportunity to visit an outdoor science camp and our local aquarium run by high school students. Vandenberg Space Force Base offers a

program called "Star Base" where the staff comes to the school site during expanded learning hours to work on STEAM activities in small groups. During this time period, students are also building soft skills as they are given opportunities to interview firefighters, police officers, forest rangers, educators, and marine docents. LUSD also provides opportunities for middle school, grades 7-8, during the summer months which helps youth with soft skills such as self-confidence, decision making, self-awareness, and healthy habits. The underlying theme is reading and writing while youth embark on a journey of self-discovery. Lompoc Unified School District works closely with the Lompoc YMCA to offer middle school students a program called Horizons to keep our most at-risk students off the streets after school hours while teaching them math, science and job skills. Lompoc Unified School District will also be purchasing Nepris for our Expanded Learning Programs. Nepris is a skill-building program for grades K-12 that introduced our young students to CTE and career awareness. The program brings guest speakers to the classroom virtually at the request of students who are interested in a certain career field.

The LUSD EL(P) provides youth with skill building throughout the year (winter STEM, spring arts, ASES overall academic support, social emotional learning and physical fitness along with healthy eating and nutrition.)

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In Lompoc, youth have the opportunity to participate in programs such as Youth Leadership Lompoc Valley and FUTURE. Through the expanded learning program, our youth are getting a head start on finding their voice so they may become part of such productive and pro-active groups who are involved in our local community. Through the ELOP, Lompoc Unified School District will provide students with opportunities to participate in student-led art shows and fairs, speech competitions and prepare them to communicate how they see their role in society. In addition, during the after-school programs, students have a voice in choosing weekly activities, planning future field trips, and designing a schedule infused with arts and sports.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

ELOP snacks and meals shall conform to nutrition standards and AR 5030 for after school programs. The YMCA and Boys and Girls Club coordinate with LUSD Child Nutrition Services to ensure students are receiving the proper nutrition during expanded learning. In addition, the YMCA teaches students about healthy habits as part of the after school curriculum.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Lompoc Unified School District's ELO-P, students will be taught the fundamentals of AVID (Advancement Via Individual Determination.) Through AVID, all students, regardless of their background, are exposed to academic strategies that lead to success. Through AVID, all students are exposed to a college-going environment and treated as young scholars. Students are recognized as individuals, for their unique strengths and abilities. Students are included and invited to support their peers. Students are challenged to be their best and supported socially, emotionally, and academically so they may achieve the goals they set. The ELO-P is designed through a strong partnership of special educators, general educators, support staff (including speech and language, school psychologists, behaviorists, and paraprofessionals.) With this in mind, students with disabilities have the same access and opportunity as their typically developing peers. Students will participate in career exposure through Nepris, a skill-building, and CTE preparedness platform. In addition, all students enrolled are treated fairly and have access to the same programming. The ASES and ELO-P seek to serve first the most SED students, ensuring they have access to programs in small groups after school.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Lompoc Unified School District hires and retains quality teaching staff in addition to partnering with community organizations who have the same vision; doing what is best for kids. LUSD is committed to providing professional development to its own ELO-P staff (eg., teacher liaisons, positive behavior support instructors, paraprofessionals, bilingual liaisons, and teachers) but also to the staff from United Boys and Girls Club and the Lompoc YMCA. LUSD is dedicated to maintaining quality, consistent staff through relationship building, relevant professional development, consistent meetings between the sites and the partner site leads, principals, and the district program coordinator. LUSD will provide professional development to the community partners and paraeducators through experts in the field of education, Better Lessons, Nepris, Paper Tutoring, Alegria Learning, and Linda Mood Bell. Teachers and Paraeducators also receive ongoing training PBIS training from The Hannigan Ed-Equity Group. LUSD intends to hire elementary teachers and paraprofessionals to support the ELO-Program.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Lompoc Unified School District's ELO-P has a clear vision, mission, and purpose.
Our vision is to work closely with our community partners in order to ensure Lompoc's most underserved youth have equal access to quality after-school programming, academic support, college awareness, and the mentorship needed to become successful, thriving adults in society. In addition, we strive to provide meals and a safe place to learn and thrive during school holidays and breaks through robust intercession programming.
Our mission is to provide high-quality extended learning for all students that need academic or social-emotional learning opportunities outside of the regular school day.
Our purpose is to always do what is best for kids.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Lompoc Unified School District has the following collaborative partnerships:

- * United Boys and Girls Club
- * Lompoc Valley YMCA
- * Hunnyfly Yoga Studio
- * Children's Creative Project
- * Elevo Learning (previously Sports for Learning)
- * Lompoc Library
- * Explore Ecology
- * Lompoc and Cabrillo High School
- * Nepris Career Readiness
- * Hannigan Ed- Equity Group
- * Paper Tutoring

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Lompoc Unified School District and its collaborative partners strive to maintain and improve quality programs for students.

LUSD's CQI Plan includes feedback from stakeholders through:

- * Parent surveys
- * Student surveys
- * Teacher surveys
- * CHKS (CA Healthy Kids Survey)
- * Community feedback

The CQI plan is a tool to improve our programming and my adjust as enrollment grows.

11—Program Management

Describe the plan for program management.

These grant allocations provide essential funds for the expansion of programs crucial in keeping Lompoc's underrepresented student population competitive in school and the society at large.

These funds directly relate to the vision, mission and purpose through operations, expansion, enrichment and skill building.

Students who are enrolled in Lompoc Unified School District's Expanded Learning Opportunity Program will have opportunities to explore, inquire and be exposed to content they may not otherwise see.

They will be provided with but not limited to, instruction and exposure to:

Literacy

STEM

Art (visual and performing)

Civic Engagement

Academic support and enrichment

Physical activity and exposure to team sports with an emphasis on social-emotional learning.

Guest speakers Field trips

At a minimum, an additional 30 days of programming with quality staff.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Lompoc Unified School District currently facilitates ASES at 5 school sites. Through ELO-P, LUSD has expanded its capacity for students in the summer learning program and winter intercession. In doing so, we have created an environment where students from all schools have access to these programs at zero cost. Lompoc's SED population is over 60% and therefore requires our expanded learning programs to provide for more students, especially during the intercessions. Through ELO-P, LUSD will be able to expand services to two additional sites and one middle school through tutoring services. Throughout the pandemic, LUSD has strived to accommodate students who could not be home alone all day for virtual instruction through its ASES program, regardless of the student's home site. LUSD feels a strong commitment to the long-term education of all students and is determined to provide quality programming throughout the year, regardless of a school site. Through one, single comprehensive plan, Lompoc Unified School District will be able to provide more robust, zero cost, after-school programs district-wide. In doing so, our community partners will be appropriately staffed and ready for our intercessions and summer learning programs. One, single comprehensive plan will allow students from all sites to engage in supplemental learning programs that enhance the instructional day through reading, writing, practicable math application, social-emotional well-being, and physical fitness. All students in Lompoc Unified will be guaranteed healthy snacks and meals after the school day ends if we are allowed a single, streamlined plan where we can serve all students through careful, well-thought-out planning.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Through our community partner, The Lompoc Valley YMCA, our students in TK and K have been served through ASES and/or paid child care at 7 sites. Through ELO-P, we will continue to provide these services at no cost to families to ensure we are capturing students who need the most support. Through the Boys and Girls Club ASES Program, we currently serve kindergarten students. Through the YMCA ASES Program, we currently serve TK and K students. With our community partners, we have started to recruit for additional staffing to support the 10:1 ratio. In addition, Lompoc Unified School District intends to add paraprofessionals to support the reduced ratio.

The curriculum for ASES (TK-K) will remain aligned with the current ASES programming. As we transition into a UPK district, we intend to align our ELOP/ASES TK curriculum with The CA Pre-School Curriculum Framework. The Kindergarten curriculum is McGraw Hill Wonders and is developmentally appropriate for the kindergarten age group.

In addition, both age groups will be supported with Second Step for Social-Emotional Learning and school preparedness.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample Schedule

7:30-8:00 AM Student drop off: ASES staff supervision
8:00 – 8:30 AM School Provided Breakfast
8:30 – 9:00 AM Preschool Starts: Circle Time
9:00 - 9:30 AM Reading Instruction and Rotations
9:30 – 9:45 AM Small Group SEL Time
9:45 – 10:05 AM Morning Recess
10:10 - 10:40 AM Math Instruction and Rotations
10:40 – 11:00 AM Calendar
11:00 - 11:10 AM Phonemic Awareness
11:15 - 12:00 PM Lunch
12:00 – 12:15 PM After lunch, the children clean up, go to the bathroom
12:15 – 12:45 PM Quiet Time
12:45 – 1:15 PM Sensory Rotations
1:20 – 1:40 PM Recess
1:45 - 2:00 PM Science/Social Studies/Arts Rotation
2:05 PM Cleanup/Pack Up
2:15 PM Dismissal/Transition to Extended Day (ASES staff pickup)
2:15 - 2:35 PM Afternoon Snack
2:35 - 2:55 PM Outside Play (Elevo)
3:00 - 3:30 PM Phonics Centers
3:30 – 4:00 PM Music/Dance Circle Time, which consists of stories, music, creative movement, or flannel board stories
4:00 – 4:30 PM Math Centers
4:30 – 5:00 PM Outdoor Play
5:00 - 6:00 PM Free Choice/Cleanup
6:00 PM Pickup

School in session : 8-2:15 (regular school day)

ASES/ELOP : 7:30-8:00 AM; 2:15- 6:00 PM

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.