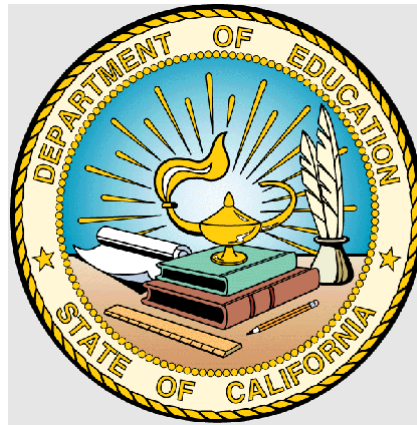


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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)

Name of Local Educational Agency or Equivalent:	Live Oak School District
Contact Name:	Dr. Daisy Morales
Contact Email:	dmorales@losd.ca
Contact Phone:	831-475-6333

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. Green Acres Elementary
2. Del Mar Elementary
3. Live Oak Elementary
4. Shoreline Middle 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.

The Extended Learning Opportunity Programs (ELOP) will be located at our three elementary schools, TK-5, as well as our middle school for our 6th graders allowing for students to have easy access to the program without a need for traveling. The program will be designated after-school classrooms, in shared classrooms, or other locations on the school as well as at various community agencies. Occasionally, students will need to walk to community locations, such as the public library, parks, and any other school district locations to carry out an activity with their leaders. In such instances, students will travel as a group and will be accompanied by program leaders to ensure the students follow safety procedures during their walk. The field trip process will be used to notify parents of the activity. Our program strives to create a safe, supportive, and caring environment that provides for the developmental, socio-emotional, and physical needs of the students by having program staff participate in needed training.

Safety and care is the primary goal of the ELOP. In efforts to create and maintain safety procedures that are aligned with the instructional day, such as staff training and practice drills with students and staff, daily check-ins and monthly meetings with school administration will be held. Program staff will also participate in training to successfully implement these procedures with students. They will also participate in social-emotional strategies and activities.

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.

The daily schedule will include enrichment lessons, daily PE activities, 30 minutes of unscheduled outside play, a protein based supper component and homework support. Walking Field trips (swimming pool) as well as enrichment specialists delivering [Tae Kwon Do, dance, jump rope dance, art (Makerspace)] will be scheduled and offered to students at each site throughout the year. Students will also be given the opportunity to participate in Science, Technology, Engineering, and Math (STEAM) projects to engage in hands-on learning. Our program partners with outside agencies who can bring new resources. The goal is to expose and engage students with long-term goals in various fields and careers.

Program staff makes it a priority to maintain weekly communication with school administrators in efforts to identify the material students learn during the school day or need to expand for the summer, this information is then utilized to plan for structured activities and homework time. An Empower Hour and a Homework Club in which students are able to receive one-on-one support is also available for those who have higher academic needs or simply require more time to complete their school work or close the learning gap.

The focus will also continue with teaching students about growth mindset utilizing a strengths-based lens; rather than focusing on their deficits, students are constantly being praised for the things they are doing right. This approach, Positive Behaviors Intervention Supports (PBIS), has created great relationships between students and program staff resulting in a more engaged learning environment. Students are more willing to try new things and challenge themselves to venture out of their comfort zone when learning is fun and engaging.

3—Skill Building

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

The educational enrichment component includes special skill building activities designed to increase a student’s skill-base for success, interest in school, social competency, and/or physical fitness. Skill building will take place within stable classroom groupings with grade spans that allow afterschool staff to plan extended lessons and provide opportunities for students to build on previous skills. These skill building activities will take place in the following areas within the context of group clubs:

- * Critical thinking and problem solving
- * Social Emotional Learning
- * Gross and fine motor skill development
- * Health and wellness practices

Activities and options will be offered through weekly scheduling, special events, and “club” venues on a rotating basis.

Every day our program will look to provide an hour of academic support and enrichment. Aides will help students with weekly homework assigned by the regular school day. If students do not have homework our staff assigns academic enrichment activities such as: reading, math worksheets, science lessons, art activities, and other age appropriate academic activities. The program staff will regularly communicate with the school-day teachers and staff to understand what is taking place during the school day so that we can best support and reinforce academic standards/lessons during the ELOP. During this time, students will have access to 1 to 1 devices where students can log into their school day online curriculum. Having daily access to their online learning platform adds to our daily academic skill building that our program provides.

On-going communication with school and district administration and staff takes place throughout the year to learn how to best support students. The director and coordinator meets with staff to help identify extra support for students. This information is used to create a customized skill building plan for youth who need extra support during the ELOP hours. The strong communication between the school-day and ELOP is critical in creating intentional skill building opportunities for our students.

4—Youth Voice and Leadership

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

Our program will incorporate feedback obtained from students through surveys provided at the end of every semester. Program staff also has on-going check-ins with students after activities are completed to learn about ways to improve or replace techniques that were not as successful. Data collected from student assessments are shared with our program staff. Moreover, our coordinator will meet with the site administrator each month to share youth feedback and strategize in partnership on ways to incorporate youth voice and possible changes to the program. Our team encourages ongoing and daily feedback. However, a more intentional approach where we establish student clubs to solicit student input. Students are constantly encouraged to take leadership roles, such as volunteering as a tutor during homework time, leading an activity alongside program staff, mentoring another student, etc.

Our goal this year district-wide is to elevate the student's voices. Part of this program will include various spaces where students can learn to increase their social capital and encourage them to strengthen their leadership by trying new things, particularly to give back to their community and volunteer. We will work with community agencies and partners to leverage outside resources, activities, and programs that expose our youth to new opportunities. As we develop our programs, we want to ensure that we are honoring the voice and choice of our students.

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 programing.

Our program incorporates healthy nutritional practices and provides daily physical activities that promote a better quality of life. Students currently participate in our after school supper program, which includes a protein component. Students can choose 3-5 components that are offered. After the school site supervisors gauge the popularity of food items and communicate frequently with the Nutrition Director about food options for students based on student request.

4th/5th graders participate in afterschool Nourishing Generations and learn about healthy choices, recipes, prepare meals for themselves, and learn about many types of nutrient-filled fresh produce that is locally grown.

More specific participation by students, in developing healthy choices and behaviors, will take place during our yearly cycle of clubs format. Life Lab Instructors will access vegetables grown in the site life labs to add to hands-on experiences in the area of nutrition.

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.

Our program creates an environment that promotes diversity and cultural humility, allowing for students to celebrate their cultural and unique backgrounds through planned activities that inform every program participant of Holidays celebrated around the world. Also, in order to decrease language barriers and make the program accessible to students and families who are English learners, at least one of our program staff members must meet bilingual requirements.

We continue to increase the number of staff members that are multilingual to provide added support to students. This increases our ability to effectively communicate with our parents. Furthermore, special accommodations are also implemented for students who may have limitations that can create barriers towards successful participation in programs.

We are intentional about hiring individuals who grew up in the community and understand the culture of its residents. Specifically, we provide regular professional development to staff where a strong focus is on cultural competency and understanding how to communicate with students and parents more effectively. As stated above, due to the population that we serve we intentionally hire bilingual, bicultural staff who can best serve our students and parents.

7—Quality Staff

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

LOSD hires staff through an interview process; credentials and relevant experience are verified and references are checked. The proper staff is hired to meet the qualifications of a program. Program staff will be recruited through a resume screening, interviewing and selection process. Academic, active play, and special engagement attributes together with relevant previous experience are all considered in maintaining a balanced and capable staffing pattern. Selected applicants are subject to fingerprinting, health screening and job requirements as conditions for continuing employment.

Program staff are given on-the-job time for preparing activities, special events, and “clubs.” In addition, a minimum of two staff development days are held each summer. First Aid certification and recertification, all-staff training on safety, engagement strategies, activity approaches, child discipline, and re-clarification of the program’s mission are typical training topics for all staff.

The Director of Extended Learning is in charge of the program. The Before and After School Program Coordinator oversees and leads the program on a daily basis. The coordinator spends the first half of the day working with the regular school day staff, researching and developing best program practices, and focusing on a customized approach to help support our Expanded Learning Opportunity Program students. These positions are critical to ensuring a smooth transition from regular school day to after school to summer. The director and coordinator meet with teachers, aides, and site admin to help support the program. We believe that investing in high quality staffing positions is a major asset to the success of the program.

LOSD may partner with outside agencies to help provide a bridge to the community in order to provide access to additional programs to the families.

8—Clear Vision, Mission, and Purpose

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

The program is modeled after the three goals of the Local Control and Accountability Plan (LCAP) and our whole-child framework embedded in a community schools model. The program values and encourages the professional development of our staff and students with the purpose of creating a safe and caring environment that will develop the whole-child.

Our program aims to identify and address the needs of the community, students, parents and school by providing them with an opportunity to express their needs and concerns in a school environment where students are well known, well served, and empowered by the understanding that they will achieve their unique potential.

The program is committed to a process of continuous improvement through dialogue, research-based program improvement efforts and program adaptations. The goal is to ensure the program is available to all students/families that need it.

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.

Our program strives to leverage outside resources and opportunities to bring to our ELOP. We are fortunate to have the University of California Santa Cruz, California School University Monterey Bay, in our neighborhood, and we partner with various departments. In addition, LOSD participates in the State of California Supportive Inclusive Practices program. Our goal is to continue and strengthen our collaborative partnerships with the local universities, colleges, health centers, and county office of education.

We are also looking into partnering with a vendor that will help connect the district with community agencies. They would help to bridge the district work with the community agencies that are able to provide students with the program of their choice. We partner with various agencies throughout the year to provide support and opportunities for our students and families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our program strives to follow a continuous cycle of improvement in order to offer the highest quality programs for students and families. Our Continuous Quality Improvement Process, used by our ASES program, will include gathering information and assessing our program. We will provide program assessments to students, parents, and the regular school day staff. The goal of these assessments is to provide data on how individuals view the ELOP and ways that we can improve. These assessments will be administered by the teacher leaders and other staff 2-4 times per program year and over the summer. That data will be used to inform our practices, and create annual program goals that will hold us accountable and strive towards continuous quality.

Our program will investigate the use of Results Based Accountability (RBA) as our method for data driven Quality Improvement. This yearly assessment on the program will examine goals and identify ways to gather data that measures our effectiveness. Our goal is to use data to inform our practice.

Parents will fill out surveys in August of each year to help establish baseline data points on the program. They will be surveyed again in the spring to inform our continued planning program. We will also administer student surveys throughout the year. Specifically, we will survey them in the spring. The Program Coordinator and Program Staff will administer the student assessments. The information collected will inform our team and how students are progressing in our specific goals.

Another way the district will continue to improve the program is to focus on the professional development for our staff. Our coordinator and aides are trained regularly throughout the year on the whole-child framework to provide holistic services to students. We want to ensure we hire qualified people and train them well.

11—Program Management

Describe the plan for program management.

Our program values our staff and their professional development. We aim to hire individuals who have a genuine interest in working in education or the child development field. The funding is used in a way that matches our vision, mission, and goals. As a result, the program needs strong leaders that have the time and resources to implement the program goals and ensure that our core values are thriving.

Our vision is to invest in our staff so that they can use their unique talents and strengths to be their best for the students that we serve. Moreover, our staff is using that knowledge to create an environment where young people can thrive.

We aim to use our funding to provide meaningful experiences for young people to find, use, and develop their voice and strengths. The program funding will be budgeted in a way that provides the necessary resources for our students to create, lead, and implement the type of ELOP that they want. Moreover, our program collaborates with local partners to help with the academic enrichment of our students. Our focus on academics, social-emotional learning, and physical activity are the strong values of our program. We will continue to partner with various organizations, high school students, and community volunteers to assist our students during homework tutoring time.

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.

Elementary Schools

We currently have an ASES Program at each school site that serves a minimum of 60 students per site. Our student application contains all program guidelines and regulations as defined by the ASES Grant. Daily components are: 60 minutes of physical activity, 60 minutes of homework support, 60 minutes of daily enrichment lessons, and daily supper program. Staff to student ratio of 1 to 20 as well as all attendance policies are also followed and supported by ASES Lead, Site Supervisor and ASES Attendance office staff.

Current ASES - 3 classrooms per site (4 classrooms at Live Oak)

ASES 1st-2nd = 20 students

ASES 2nd-3rd = 20 students

ASES 4th-5th = 20 students

Addition of the following using ELOP

TK-K = 20 students

1st = 20 students

2nd = 20 students

3rd = 20 students

4rd = 20 students

5th = 20 students

Potentially adding 100 students to the after school program

The program will run side-by-side with the ASES program. We will be working on providing the services that parents need.

Middle School

New, this year we will offer an after school program to 6th graders. We will begin with opening a program for 20 students and growing it as needed.

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?

Each TK classroom will have a fully-qualified TK teacher and a full time aide when there are more than 10 students so that the pupil to staff member will remain at 10:1. The maximum number of students per classroom is 24. If that number is reached, there will be a teacher and two aides.

Our current TK Teachers have ECE coursework and have been trained in S.E.E.D.S. curriculum that addresses development needs of individual students and provides multiple opportunities for small and large group interactions. TK Teachers currently use a TK report card to inform parents of developmental and academic progress.

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.

Typical Daily Schedule:

7:30 am Before-school Care

8:30 - 2:00 pm TK

2:00 pm - 5:30 pm Afterschool/ELOP Program (supper/snack, homework support, daily physical education, daily enrichment)

Typical SUMMER Schedule 30 days:

7:30am - 8:30 am before summer school care

8:30 - 12:30 pm Summer School

12:30 - 5:00 pm Summer Extension program (lunch, unscheduled outdoor play, reading activities, Science/STEAM activities, snack, indoor enrichment, physical education)

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.