

Norwalk-La Mirada Unified School District EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by the:
Alternative Programs & Support Department

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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Norwalk-La Mirada 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).

Dolland Elementary School	Benton Middle School
Dulles Elementary School	Corvallis Middle School
Eastwood Elementary School	Hutchinson Middle School
Edmondson Elementary School	Los Alisos Middle School
Escalona Elementary School	Waite Middle School
Foster Road Elementary School	
Gardenhill Elementary School	
Glazier Elementary School	
Johnston Elementary School	
La Pluma Elementary School	
Lampton Elementary School	
Moffitt Elementary School	
Morrison Elementary School	
New River Elementary School	
Nuffer Elementary School	
Sanchez 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.

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Dolland Elementary School
2. Dulles Elementary School
3. Eastwood Elementary School
4. Edmondson Elementary School
5. Escalona Elementary School
6. Foster Road Elementary School
7. Gardenhill Elementary School
8. Glazier Elementary School
9. Johnston Elementary School
10. La Pluma Elementary School
11. Lampton Elementary School
12. Moffitt Elementary School
13. Morrison Elementary School
14. New River Elementary School
15. Nuffer Elementary School
16. Sanchez Elementary School
17. Benton Middle School
18. Corvallis Middle School
19. Hutchinson Middle School
20. Los Alisos Middle School
21. Waite Middle School

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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/qualstandcqj.asp>.

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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 school site 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 NLMUSD Expanded Learning Opportunity Program (ELO-P), also known as the Expanded Learning Program (ELP), promotes a safe and supportive environment for students to engage in before school, after school, summer and intersession learning programs to further develop the academic, social, emotional, physical needs and interests of students. The NLMUSD ELO-P will develop a single, comprehensive program that braids ASES funding, together with other program funding supported through the Supplemental Education Programs division of the Alternative Education Programs department.

NLMUSD elementary and middle school students will have access to Expanded Learning Opportunity programming throughout the school year and summer. During the regular school day, daily ELO-P services will be offered at all district elementary and middle school sites with extended enrichment and learning opportunities being offered after school at all sites, and before school at a few designated elementary sites. Intersession ELO-P programming will consist of a nine-hour program held at two Learning Hubs, operating on district campuses in the cities of Norwalk and La Mirada. District transportation will be offered for students to and from their home school campuses to one of the Learning Hubs, if necessary. The ELO-P Summer Session will be offered throughout the month of June at each students' respective school site. The ELO-P Summer Session will consist of a nine-hour program day

Students will benefit from the safe and supportive learning and enrichment environment provided to them by the staff at each site that students are familiar with and with whom they interact during the course of the regular school year. NLMUSD staff will facilitate the learning and enrichment activities for students to meet the unique needs of the students at each school site. All NLMUSD ELO-P services operate on district-run facilities at the homeschool of the targeted student population. Access includes the use of the cafeteria, multi-purpose rooms, restrooms, computer lab, library, classrooms and outdoor fields and playground equipment. All use of facilities are an in-kind match.

To maintain the utmost safe and supportive ELO-P programming and learning space for students, reasonable and necessary maintenance, upgrades, refurbishing, sustainable improvements and replacement of facility items and classroom furnishings and indoor/outdoor equipment dedicated to Expanded Learning Programs will be ongoing considerations as the program expands and grows at all elementary and middle school sites throughout the district. Portions of the funding for the program will be utilized to ensure the physical facilities in which students will be participating in, are kept in good repair and updated as necessary to support student access to a safe and clean learning environment.

NLMUSD Expanded Learning Program staff review, revise and incorporate several measures to ensure safety procedures are aligned with district safety policies and/or protocols and instructional day staff trainings and emergency procedure drills, conducted for the benefit of both students and staff alike.

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1—Safe and Supportive Environment (continued)

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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

ELO-P ensures that the following safety trainings and measures are in place for the ELO-P staff and recur frequently throughout the school year, if necessary. District-wide safety trainings are arranged annually.

- First Aid/CPR certification for all staff
- School Safety procedures
- Classroom Management
- Social Emotional Learning (SEL)
- Mandated Reporter training for all ELO-P staff, who are initially fingerprinted, cleared by the Department of Justice and trained on mandated reporting, as required by law.
- Safety Training and monthly drills including: Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, shelter in place, Evacuation, and Fire.

All ELO-P sites have District Emergency handbooks, Safety Plans and School Site Evacuation maps. ELO-P Site Leads work with their site principal to arrange practices to align with instructional day drills and coordinate important safety logistics with Expanded Learning staff and students.

Per district safety procedures, all ELO-P staff wear district-issued identification badges. The identification shows the staff by photo, name, and position. Staff are provided with program attire bearing the district logo. Two-way radios that are connected to the main office are provided to all program staff.

Afterschool programs will post a schedule indicating where students are located during the program day, identifying them by their groups or grade level name.

ELO-P Staff is trained to provide a safe and welcoming classroom for their students. It is the program expectation that all ELO-P Site Leads will establish classroom routines, classroom agreements, consequences, and a daily check-in process. To enhance the Social-Emotional learning occurring in the classroom and throughout the district, ELO-P sites will utilize the after school version of the Second Step Curriculum, in alignment with instructional day program for elementary, and the Every Monday Matters curriculum for middle school.

Parents are informed of ELO-P expectations through various means of communication including: registration information provided, through email, at the annual Parent Orientation. Parents are kept informed through daily check-ins, monthly newsletters, and phone calls as needed.

District-wide programs incorporate the Playworks curriculum for Physical Education and provide physical activities daily for structured play. Students will have the opportunity to engage in Free Play twice a week. Due to high student interest, soccer, flag football, basketball, dance and cheer are offered as seasonal sports culminating in district-wide tournaments.

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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.

Each elementary and middle school site in the NLMUSD has taken care to develop an educational program and implementation plan that is researched-based, incorporates best practices and designed to meet the unique needs of their respective students. At the core of all instructional and enrichment learning activities are the Project Based Learning curriculum components and experiential, hands-on, thematic based lessons and learning activities collaboratively planned by the Expanded Learning staff. In addition, students will have the opportunity to engage in academic enrichment activities based in ELA and Mathematics, which are embedded within all instructional planning, that are not generally offered during the school year in a fun and interactive way. Additionally, school sites will be providing inquiry-based learning activities, related to STEAM, to promote science and the arts, as well as physical activities in the context of guided play.

Our goal is to provide student engagement through traditional activities to minimize the time students spend on electronic devices and to support the development of inter-personal skills and socio-emotional learning. All programmed learning activities will be regularly updated to ensure instructional practices retain relevance, rigor and compliance with all district expectations.

ELO-P instructional and enrichment programming is designed to supplement, not replicate or duplicate, the regular day school day instructional program. Leads collaborate with principals and school site staff to design their programs to support daytime academics. The Expanded Learning program offers homework support, small group tutoring, and core academic enrichment activities in math, literacy, and science. Students receive academic assistance aligned with school-site objectives based on grade-level Common Core State Standards (CCSS) and test scores. Lessons include enrichment activities to support student linguistic skills in the area of Language Arts.

Homework time is provided daily for sixty minutes, which includes support with work that was started during the day, or given as homework, as well as allocating time for reading. Other learning components of the program include physical activities, problem-solving games, sports, art activities, and other healthy activities that are designed to help students explore their interests and sense of curiosity.

Students will be provided with access to regularly updated technology devices, equipment, software, and other peripheral components. These items will be used in conjunction with STEAM-related curricular projects and intended to be used to stimulate student interest and engagement in the learning process. Items will include, but not limited to, laptops, Ipads, cameras, video-recording equipment, robotics equipment, E-Gaming equipment, 3D printers, Audio-visual 7 sound recording equipment, etc.

ELO-P Site Programs utilize iReady, Epic, and Reading A to Z, online learning programs, which allows students to work on individual levels. Students work at their own pace on activities that target academic goals.

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2—Active and Engaged Learning (continued)

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.

ELO-P enrichment activities provide students with challenging opportunities to develop their learning skills. Activities are designed to complement the regular academic program and to extend the level of sophistication of projects and expression. Enrichment activities include Project-Based Learning (PBL) around STEAM themes, Learning Above and Beyond Clubs (LAB's), Prevention Programs, and Service Learning.

Learning Above and Beyond (LAB's) are a time for students to explore a special interest in a structured and educational setting. Tutors prepare 8-week units based on student interest. Popular LAB's include art, music, Knex engineering, photography, and video production, in addition to other interest areas students may indicate.

Developing positive learning skills complements the learning activities designed and presented to students. At the heart of all instruction lies the determination to better prepare students to become independent thinkers, creative problem-solvers, invested entities in their own learning, collaborative partners in creating new knowledge and understanding, and most importantly, confident 21st century learners who have the learning and thinking tools and skills to persevere and succeed in learning. For this reason, the Project Based learning process that the ELO-P staff is anchored in the idea that all PBL units will follow a gradual release of responsibility model:

- (I Do) begins with one week of tutor-led lessons and activities
- (We Do) followed by two weeks of student and tutor lessons and activities,
- (You Do) then, two to three weeks of student-driven projects, where tutors guide and support them.

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3—Skill Building

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

Students will be provided with opportunities for skill building through academic enrichment activities as well as tutoring in the school site and supplemental programming. School sites will be offering enrichment programming related to science, arts, etc. Students will be provided the opportunity to participate in project-based learning and various hands-on activities. The culmination of these activities aims to improve student success and academic achievement.

Additionally, students will receive continued academic and socio-emotional support through activities facilitated through the supplemental program offerings at each school site and at the learning hubs.

4—Youth Voice and Leadership

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

Through guided play and socio-emotional learning activities, students will be provided the opportunity to engage in voice and leadership skill-building. Student groups will not exceed 20:1 student-to-teacher ratios in grades 1st-5th and 10:1 in TK-K allowing for more direct interaction with teachers and support staff.

Staff will implement age and grade-appropriate activities to support student learning across school sites and at the hub locations.

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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.

The NLMUSD Nutrition Services department in the NLMUSD will provide healthy and nutrition breakfast, lunch, and snack to the students participating in the program. Students will be provided a variety of outdoor activities to engage in cooperation and team work. Aspects of the NLMUSD Second Step curriculum and the district Mental Health and Wellness program will be incorporated into the school and supplemental program offerings.

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.

Program offerings at each school site will be facilitated by diverse and experienced staff members with the goal of incorporating elements of the NLMUSD socio-emotional learning embedded throughout the program activities. Outreach and enrollment efforts for program participation are focused on the most at-risk student populations, including students with disabilities, throughout NLMUSD to ensure students and families are aware of what is being offered as well as aware of the opportunity to participate and receive support through the programs.

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7—Quality Staff

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

Staff from each school site and the district will be facilitating the Expanded Learning Opportunity programs representing both certificated and classified groups. The NLMUSD anticipates contracting with outside agencies to provide additional supplemental program coverage at a number of district sites, contingent on staffing. All educational and support staff engaging with students will participate in the NLMUSD screening and background check process. In addition to existing site staff, the NLMUSD ASES staff will oversee the program implementation at the elementary sites in Norwalk and at one of the program learning hubs. The NLMUSD SACC staff will support the program at our La Mirada sites. Both the ASES and SACC programs will continue to work to fill staffing vacancies to increase support for students.

8—Clear Vision, Mission, and Purpose

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

The NLMUSD Expanded Learning Opportunity Program plan was developed on the premise that all students, particularly Unduplicated Pupils, are provided the opportunity to participate in academic and enrichment activities that are engaging, supportive, and that will contribute to the student's overall growth as an individual.

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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.

During the 2021-2022 school year, the NLMUSD received the GEAR UP grant in partnership with Cal State University, Long Beach. The GEAR UP staff will provide supplemental programming at three of the district middle school sites: Corvallis, Los Alisos, and Waite. This partnership promotes increasing college-going rates and persistence with students through academic and tutoring support as well as enrichment activities.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The NLMUSD will ensure continuous quality and improvement are taking place by establishing short cycles of progress monitoring for students participating in the Expanded Learning Opportunity Programs as well as the supplemental program offerings. The goal of all program offerings is to provide support in both academic and enrichment activities to promote growth and exposure in multiple areas. This process is built on a foundation of shared values, trust, and a commitment to student improvement.

To monitor academic needs, iReady data will be reviewed in grades K-8 as well as other internal assessments such as the Developmental Reading Assessment (DRA) and the Kindergarten progress monitoring tool. Data from Panorama will also be utilized to identify shifts in the socio-emotional needs of students.

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11—Program Management

Describe the plan for program management.

Overall Expanded Learning Opportunity programming will be coordinated through the NLMUSD Alternative Programs and Support Department. At each school site, administration and lead teachers will oversee programming and work to support site staff in ensuring success. A master schedule of school and supplemental programming dates/times for each school site will be developed and shared with district staff. School sites will work directly on outreach to the Unduplicated Pupils enrolled in their respective school.

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.

The NLMUSD ASES program will provide supplemental program support for each of the elementary sites in Norwalk. Additionally, the ASES program will be available at each of the aforementioned elementary sites each morning prior to the school programming schedule to allow working parents the opportunity to bring students to the school site. During the course of the regular school year, the ASES program staff work closely with site staff to align support for students across the program and to support signature practices.

The ASES program staff will be operating one of the NLMUSD learning hubs on non-school days in Norwalk and district staff and community agencies will provide support in La Mirada.

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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?

Staff will work to support students in these grade levels with the reduced staffing ratio of 10:1 (from 20:1 across other grade levels). Site staff and staffing within the supplemental programs will provide programming to students in these grade levels and outreach for recruitment will be conducted through each individual site. Staffing to support students at these grade levels will include certificated and classified members. Activities and projects for students in these grade levels will be age-appropriate and aligned to reinforce relevant academic skills.

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.

TK-5 Schedule (T-Fr)
7:00 - 8:00 am: ASES
8:00-11:30 am: Site programming
 - Academic enrichment
 - Nutrition
 - Physical fitness
 - Enrichment (science, art, etc)
11:30 am - 4:00 pm: ASES
Monday: 7:30 am - 4:30 pm: Hub: ASES/SACC

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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 school sites, 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.

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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

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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.