

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

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

California Department of Education

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# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name:** Live Oak Elementary 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. Del Mar Elementary
2. Green Acres Elementary
3. Live Oak Elementary
4. Shoreline Middle School
- 5.
- 6.
- 7.
- 8.

### 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

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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])

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### **1—Safe and Supportive Environment**

School sites will have a program that begins immediately at the end of the school day at each of our four school sites. TK-6th grade students will have easy access and there will be no need for transportation. Classrooms and other spaces utilized: multi-use room/gym, music room, library, general ed classrooms and art room will be shared with regular school day teachers. Classrooms are set up for student use, including appropriate desk and chair size for safety and fair access. In the instances of off-campus activities: beach, library, museum- all locations over 1.5 miles, arrangements will be made for students to be transported by our school district transportation department. In addition, off campus activities we increase the teacher to student ratio of 1:8. Collaboration and communication with school day teachers, principal and student support team to provide consistency in behavior and support services (using PBIS methodology).

### **2—Active and Engaged Learning**

We connect with school administrators to identify the material students learn during the school day. This information is utilized to plan for activities and support students’ academic needs. Students are provided with age and skill level learning and practice tools.

When additional support is needed, we have teacher led groups. We are focusing on growing this practice.

Our schedule follows the ASES program model: academic support that includes reading, math and teacher assigned work, social emotional learning component (KidPower, Sami’s Circuit, Second Step) that focuses on building connections with students. The day also includes physical education and a meal.

TK, K, and 1st grade students have a modified schedule that includes a rest time, age appropriate games, reading circles and recess time.

We offer enrichment activities: Art, Baile Folklorico, Community Explorers (visits to local areas), Life Lab, Pottery, Sports (Basketball, Tennis), Student Leadership, Tae Kwon Do, to name a few, including staff talents such as crocheting, sewing and theatre arts.

### **3—Skill Building**

We focus on teaching students about growth mindset utilizing a strength based lens. Providing feedback and praise using the positive behavior interventions and supports (PBIS model). The PBIS model is instrumental in building positive relationships between students, leaders and site supervisors. We encourage talking through conflict and take the time to listen to help build confidence and a happy and supported space to be after school. We build on the motto when a child feels safe and happy in their environment their interest in school will blossom. On-going communication with school and district administration and staff takes place throughout the year to learn best how to support students in building their confidence and feelings of safety. The daily schedule includes a physical education component that helps build gross motor, fine motor, and teamwork. We encourage trying new activities in offering Art, Dance, Music, Pottery, Tae Kwon Do, and Theatre

### **4—Youth Voice and Leadership**

Our program will incorporate feedback obtained from surveys from families, and program leaders. Leaders will have on-going check-ins with students after activities to learn about ways to improve or replace techniques. Data using the ASQ, CQI and a staff survey are shared with program staff to collaborate and help facilitate student leadership.

We are growing our student leadership program. Students will choose one of the goals from the LEA LCAP goals: welcoming and safe environment, or building community, [building improvement on test scores]. Working with site staff they will develop goals and a presence at their site to use their voice to help achieve their agreed upon goals.

In addition our student leaders will take a more intentional approach in helping to organize camp activities such as meals, movies, and sport activities.

### **5—Healthy Choices and Behaviors**

Our program incorporates healthy nutritional practices and provides daily activities that promote a healthy lifestyle. With our stellar District Food Services program, students are served their supper meal buffet style, being able to choose 3-5 components that are offered. Our afterschool program, 3-4.75 hours, serves 1 supper and 1 snack. Our 9 hour program camps serve an early lunch, supper and snack. Each school site has a robust Life Lab program that is brought to our students in afterschool. Talking about dirt, plants and bugs our students look forward to their

time in the Life Lab and have their own box for growing vegetables. District community resources for free meals and food distribution are provided to all families.

## **6—Diversity, Access, and Equity**

We have a diverse population at our school sites during the school day and in afterschool. Over 60% of our students in after school are from homes where Spanish is their primary language. All of our notices, documents, and one-to-one communication is offered in the language needed to effectively communicate with the student and the family. If needed, we provide accommodations for school work and reading material that will support the child in their primary language. We have staff at each site who can communicate in the language the student/family needs and offer peer to peer support for assistance in activities. Our program creates an environment that promotes diversity and cultural humility allowing for students to celebrate their cultural backgrounds through activities that inform every program participant of celebrations around the world. One of our school sites is a dual immersion and we support by providing printed materials, books and classroom labels in English and Spanish.

## **7—Quality Staff**

Our Human Resources Department handles the aspects of job descriptions and hiring requirements. In conducting interviews we have a set of comprehensive questions that highlight the strengths and knowledge of the interviewee. We look at presence, posture, and a desire to work with students; program components are taught in training. Selected applicants are subject to fingerprinting, health screening and in some positions, a skill test. On the job training is on-going. We are flexible in scheduling, attracting college students who are enrolled in a local college or university. We provide Professional Development and Coaching throughout the year and opportunities for topics to be discussed at bi-weekly meetings.

The Director oversees the program, the All-Sites Supervisor provides training, observations and ensures program compliance at the sites is met. Each site has a Site Supervisor. We believe that investing in high quality staffing is a major asset to the success of the program.

## **8—Clear Vision, Mission, and Purpose**

We align with LCAP goals:

1. Welcoming environment: Providing equal opportunity and a place where voices are heard and safety and inclusion take priority.
2. Academic achievement: In After school we meet the child where they are at in their progress. We stay connected with day teachers, respect the work of the day class and provide onsite tutoring support if needed.
3. Social emotional and physical wellness: If a child feels safe and comfortable among peers and school community this will open their mind to learning. We utilize District support staff: school psychologists, counselors, health advisors and SPED as needed. We utilize the a few SEL programs: KidPower, Sami's Circuit,

and Second Step to provide an engaging social emotional component that provides engaging movement and conversation starters to open up for further conversation.

## **9—Collaborative Partnerships**

Our program strives to leverage outside resources and opportunities to bring to our students in ELOP. We live in the beautiful Bay Area with opportunities for visits to State Parks, Museums, and Libraries that highlight the ocean and our natural resources. We live in a vibrant community that brings their programs to us: Fire Department, Animal Shelter, Non-Profit Bike Programs and other local businesses. In our spirit of extending the school day we take advantage of the opportunity to tap into these partners and introduce students to their community. We will continue to build these relationships and expand with our student leadership groups.

## **10—Continuous Quality Improvement**

Our frontline staff is crucial to building a robust program. At the end of last year we took their survey answers and provided at the beginning of the school year, a two day Professional Development with community speakers and Positive Behavior Coaching. With this training, as needed, we will continue to revisit the tips and training we learned to further our support. We keep our Professional Development and PBIS coaches close and subscribe to their monthly newsletter to help us continually improve.

We seek out what other programs and professionals are doing and talk about how this may look and be received in our program.

Our family survey is also utilized as a tool to give us a measurement of how we are doing and to help us grow in a positive way.

We have a motto: we can try and if it doesn't work, coach ourselves to do better and improve.

## **11—Program Management**

Our goal is to develop a sustainable community-known program that rises to the top in providing academic support and enriching experiences, where families feel heard, students feel safe and Leaders can grow. We have a three-tiered supervisory structure that supports on site staff with training and guidance. The off-site (office team) manage and document numbers from required paperwork (attendance and fiscal) and guide staying on track of program compliance components.

## **General Information:**

We are funded by the ASES, and the ELO-P and have developed them into a single, comprehensive program. In coordinating these funding streams to move towards a single program, the most stringent requirements have been adopted.

We have been able to increase the number of students we serve from 212 students (ASES) to over 500. Following the ASES policies which allows us to add continuity and

require more consistent attendance has given the program structure and follow through due to the support and enrichment activities students receive while attending our program.

We have a waitlist for all grades.

### **Transitional Kindergarten and Kindergarten**

We have TK and Kindergarten enrolled at all school sites with a 1:10 ratio. Our Leaders come to us with the desire to work in a specific grade group and when we interview we learn about their experience and the best fit for our students and program. We set up observation days in the school day class so Leaders can observe how the school day teachers organize their day for TK and K students. We have lobbied the school day sites to utilize the TK and K classrooms; the space is familiar to our students and size appropriate. The structure of the after school schedule is similar to preschool, with a balance of intentional free play, reading, rest time, snack and a 20-30 minute activity. Similar to the school day as well, students in TK, K (and 1st grade) are kept separate from the 2nd-5th grade students.

### **Program Schedule**

7:30-8:30 Before school program

8:30-2pm TK and Kinder

8:30-2:30 1st-3rd graders

8:30-2:45 4th-6th graders

Restructured day is an early bell of 1:10

The additional 30 days, intersession and summer are 8am-5pm.

8:00 Before school program

8:30-12pm Classroom time

12-12:30 Lunch

12:30-5pm Camp activities

**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.

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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.