



EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

May 2025

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



Livermore Valley Joint Unified School District Expanded Learning Opportunities Program (ELO Program) Plan

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

Local Educational Agency (LEA) Name: Livermore Valley Joint 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. Junction K-8 School
2. Marylin Elementary School
3. Jackson Elementary School (Hubs)
4. Leo Croce Elementary School (Hubs)
5. Joe Michell K-8 School (Hubs)
6. East Ave. Middle School
7. Livermore High School
8. Granada High School

Governing Board Approval Date:

Review/Revision Date: May 6, 2025

Review/Revision Date:

Livermore Valley Joint Unified School District Expanded Learning Opportunities Program (ELO Program) Plan

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

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Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

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Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The LVJUSD ELO Program will offer elementary and secondary students the opportunity to participate in a safe and nurturing environment that is supportive of their needs, which include their developmental, social-emotional, and physical activity needs. The ELO Program will offer extended learning opportunities during the after-school time on the designated school sites previously mentioned where a high proportion of our unduplicated students attend school. If students attend schools where the ELO Program is not offered, they will have the opportunity to access the program at an assigned site where it is held. Families will be presented with the opportunity to have students transported to designated school sites through public transportation or transportation facilitated through the District via leased or purchased vehicles to enable students to participate in the ELO Program. Additionally, to help remove unintentional barriers, LVJUSD will work closely with pre-approved community partners that offer after-school programs at other LVJUSD school sites to ensure our targeted unduplicated population has the option to participate in extended school care.

The ELO Program will work closely with school and district leaders and use school-aligned student health and safety processes and procedures that all staff will be trained in, and the program participants will adhere to. Site-specific comprehensive health and safety plans are developed, taking into account the after-school programs. Therefore, both the school day and after-school programs will be in alignment with established practices and procedures. All staff will be trained in campus safety through fire, evacuation, and shelter-in-place drills, as well as first aid, CPR, and food safety to ensure the safety and security of all students. They will also receive training on mandatory reporting practices. Furthermore, all staff will be trained in reporting any behavioral and physical incidences that require parental acknowledgment. Records of such incidences will be maintained in designated secured places only accessible to selected staff members. In addition, to guarantee student confidentiality regarding their health record, student health, and medication information will be kept in a safeguarded area that is only accessible to designated staff. These designated staff members understand the delicate nature of the information, which will not be shared with others unless deemed necessary.

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Classroom and open spaces used exclusively by the program may require modifications to the areas, such as integrating additional counter and cabinet spaces, the removal of trees that attract pests and create maintenance challenges, and the disposal of outdated and unsafe playground structures. Additionally, to ensure student and staff safety, the program may also invest in the purchase of appropriate lighting and safety cameras.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social-emotional learning.

In addition to providing students with a physically safe environment, the ELO Program staff will work with school and district personnel to establish the use of the Positive Behavioral Interventions and Supports (PBIS) system and restorative practices, which will be utilized at each school site. They will continue to facilitate these systems during the extended day by positively reinforcing each school's values and modeling and reinforcing the positive expected behaviors that are part of the regular school day and opportunities to learn from negative behaviors. The expanded learning program may also offer students the opportunity to participate in tailored lessons that utilize the [Choose Love curriculum](#), where students learn about courage, gratitude, forgiveness, and compassion in action. Staff working with our younger students may use the [Kimochois social-emotional curriculum](#). Lessons from these curricular options will assist students in learning how to recognize and self-regulate their emotions to avoid possible conflicts with others, as well as be mindful and empathetic toward each other. Staff will receive training and support to facilitate these lessons successfully.

Furthermore, the program staff will create a welcoming and nurturing environment where trusting relationships are built and maintained. The program's 10 to 1 and 20 to 1 ratio will facilitate the building of such relationships. Program staff will receive professional development on cultural competency and responsiveness, youth development, and the integration of enrichment and academics that fosters academic success. This type of capacity building for staff will permit them to develop engaging and supportive strategies using holistic approaches where students' diverse assets are used to their fullest potential to help them further flourish as children. Staff will also make efforts to learn about students' cultural and language backgrounds to better understand their specific needs. This kind of cultural awareness will not only foment connections between program participants and staff but also permit them to fully comprehend their cultural diversity and work collaboratively with them to further grow a student-centered program.

To further develop trusting and meaningful relationships with families, all communication that is shared with parents/guardians is delivered in both the Spanish and English languages. Moreover, to help bridge any communication gaps, the program will recruit staff who are bilingual in Spanish and English. Both parents/guardians and students will be able to easily relate and speak with staff, which will help to create a positive and favorable climate for families. Moreover, periodic parent/guardian meetings will facilitate open and honest conversations with our families to help improve our program, which will create a collaborative environment where we keep the shared responsibility of helping our students further develop as a priority.

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2—Active and Engaged Learning

Explain 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 LVJUSD ELO Program will provide students with plenty of options to experience active and engaging learning opportunities that supplement their school-day learning. Leading ELO Program staff, including certificated staff, will have frequent and direct interaction with school-day staff and the school leadership teams to understand how to assist in supporting the academic and socio-emotional learning needs of participating students. Consistent communication through email or in-person between school day staff and ELO Program staff will help with the development of program activities that will build on and complement the school day curricula. While using the [Quality Standards for Expanded Learning in California](#) as guidance, the ELO Program staff will identify how to best support students in an after-school environment while simultaneously captivating their learning through high-interest and relevant collaborative activities, which promote critical thinking, group discussions, and project-based/experiential learning.

Additionally, as part of the [Continuous Quality Improvement \(CQI\) cycle](#), staff will further explore the interests of students (through surveys, focus groups, and interviews of students, parents/guardians, and other community partners) to enthrall their learning and curiosity. Based on their feedback, the program staff will make appropriate adjustments to provide experiences and an environment that students look forward to returning to. The intent of the ELO Program is not to duplicate the instructional day, but rather to motivate, engage, and foment student interests and learning through appealing activities that capture their interests and augment what is being learned during the school day.

Program staff will facilitate activities that promote higher-level thinking using different levels of questioning, planning, and executing creative hands-on learning experiences that can help raise awareness by collaborative means. Moreover, the program intends to fill opportunity gaps by offering students opportunities for real-life experiences where they can take local trips to explore, learn, and engage their interests. As a program, we will also invite speakers and educational partners to speak and interact with students, enabling them to engage with the community at large, make connections, and further immerse themselves in their learning. Staff will create relevant and engaging student-centered activities that promote collaborative discussions and interactions where students will have more opportunities to practice their speaking and listening skills.

In order to foster developmentally appropriate and engaging activities that promote learning, students will be grouped according to their age/grade-level spans. For the younger grades, the ELO Program will ensure organized daily activities using monthly themes such as the environment, nutrition, or superheroes, which will be age-appropriate and meet students' learning needs. For secondary grades, more academic activities will be infused into the program activities to encourage academic skill-building, which includes tutoring opportunities. The use of technology will be intentional and embedded in the different activities with which students interact.

In order for planned lessons to be successfully executed, supplies and equipment will be readily available and accessible in a secured and organized space such as sheds, cabinets, and classroom space. Time will be allocated during the week to allow staff to collaborate and create lessons/activities according to the pre-selected themes or established goals. Such intentional coordination and planning by staff will assist them in considering different ways to engage students with various tools and methods that meet their learning needs.

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3—Skill Building

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

As an expanded learning program offered to students after school at the elementary and secondary levels, there are a plethora of opportunities to help students fortify various skills that will promote their social-emotional well-being and academic success. The ELO Program staff is dedicated to assisting students in creating foundational skills, including academic skills that will support and encourage further personal and educational growth. In addition to making use of the Positive Behavioral Interventions and Supports (PBIS) system and integrating the [Choose Love curriculum](#) and [Kimochois social-emotional curriculum](#) to reinforce positive behaviors and help students self-regulate their emotions, staff will also utilize check-in circles and restorative circles. Their use will (1) offer students a safe space to collectively verbalize their needs, (2) promote open communication and dialogue, and (3) encourage empathy and build an appreciation for it. Staff's continuous use of circles will help students build interpersonal, conflict resolution, and emotional literacy skills.

The ELO Program will also make use of a mentorship program where older students in the program will be partnered with younger students to help guide and support them. These students will have opportunities throughout the year to collaborate and work together through various activities, such as in the reading buddies program and in sports teams. The interactions with peers will provide the context for social learning and problem-solving, including the experience of social exchanges, cooperation, turn-taking, and empathy. All of these social interactions are not only modeled for the younger students, but their importance is also reinforced to the older students.

The ELO-Program daily schedule will allow for adequate allocation of time to meet the needs of students and facilitate the program requirements that include offering snacks or meals, and structured physical movement time. As part of the after-school program, the ELO Program is committed to promoting a healthy lifestyle that includes at least one hour of daily physical activity. Therefore, ELO Program staff will work together to provide structured physical activities to students on a daily basis. As guidance, staff will use a research-based physical activity curriculum for after-school programs like those found in the SPARK physical education/physical activity curriculum.

For younger students, staff will focus on outdoor readiness activities that will not only stimulate teamwork and aerobic fitness, but also strengthen cooperative skills, listening skills, and decision-making skills. For the older students, staff will promote core playground games that not only enhance hand-eye coordination and agility, but also fortify strategic thinking skills, verbal communication skills, and conflict resolution skills. The use of various playground games, as well as traditional team sports games, will foster teamwork while helping to keep students active and fit. To leverage resources, the ELO Program intends to collaborate with community partners, such as the Livermore Area and Recreation and Park District (LARPD), to offer students other physical activity opportunities by having them come to the school campuses.

An established schedule will promote a routine that will allow students time to not only engage in expanded learning activities, but also permit time for homework assistance or tutoring during the after-school program. Secondary students will be offered the opportunity for tutoring sessions to assist in their academic growth. At the elementary levels, ELO Program staff will offer students at least 40 to 60 minutes per day of homework to help them practice their learning and develop their academic skills further. This assistance will encourage students and allow opportunities for them to improve upon their academic performance. Parents/guardians greatly appreciate this component of the program as many of the students to whom we offer services are

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English Learners/Emerging Bilingual students whose parents may not have the English proficiency levels to assist them at home. As program staff interacts with students during homework assistance time, they will further get to know students and gain an understanding of each student's capacities and current learning, which will allow staff to adjust their thematic activities based on the needs of students.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

A successful after-school extended learning program incorporates the needs of its community partners, including those it directly serves, the students. Therefore, it is imperative that our program incorporates youth voice and leadership as it will assist in enhancing it while meeting the needs of our students. ELO Program staff will focus on the development of youth voice and leadership and provide students with needed support and intentional opportunities to ongoing access to authentic leadership roles and play meaningful roles in the design and implementation of the ELO Program. They will make use of a focused curriculum that will help to build [youth leadership competencies](#) and will support and promote this initiative.

The ELO Program will utilize the [Continuous Quality Improvement Cycle](#) to elicit feedback from students and parents/guardians on surveys about the program's enrichment activities, processes and procedures, and even food items served in the program. This will allow staff to gather quantitative data essential to making any necessary changes. In addition, staff will ask students to voluntarily participate in focus groups to gather qualitative data so they can further expand on survey results and increase shared ownership in the design of the program and the activities offered.

To further promote youth voice and leadership, the ELO Program will encourage and support the establishment of a student leadership council. Designated representatives from differing grade levels will plan and assist in the development of group activities. As student representatives, they will provide information and feedback to staff that is reflective of the students they represent. Furthermore, this platform will permit students to share concerns, viewpoints, ideas, and interests that can be used to improve the program.

During monthly meetings, students will have the opportunity to propose plans for daily or monthly activities and advocate for any needed changes. This group will also exercise their leadership skills by being responsible for the design and execution of community service projects that are of interest to the bigger group. To be inclusive, the ELO Program staff will help to recognize the leadership potential in all students and encourage students who may not see leadership potential in themselves to participate in the leadership council by explicitly inviting them. By offering students authentic and meaningful leadership roles, they will establish and strengthen their leadership skills while also exercising youth voice in the program.

5—Healthy Choices and Behaviors

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Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The LVJUSD is committed to promoting nutrition education, physical activity, and other school-based activities that advance student wellness. The ELO Program will provide nutrition education and physical activity opportunities to foster lifelong habits of healthy eating and a physically active lifestyle. The program will strive to create links between health education and meals, such as breakfast, lunch, or snacks, that are provided to all students while in the program so they can apply healthy eating knowledge at home.

The daily healthy food items that will be provided to students through Revolution Food, the LVJUSD Child Nutrition Services Department, or via other vendors will adhere to the nutritional policies consistent with the State and Federal guidelines. This includes receiving items from at least two food groups that meet the nutrition needs of our students and will keep them energized for learning. Upon arriving at the program during the school year, students will be served a substantial snack to get them through the afternoon before being picked up by parents/guardians. Nourishing students with a hearty snack immediately after school allows them to be ready to have dinner with their families once they arrive home from the ELO Program. Meals, such as breakfast and lunch, will also be served to all students during intersession days. To ensure meals and snacks are provided to students, the program will not only partner with our Revolution Foods and Child Nutrition Services Department or an approved outside vendor but will also ensure it acquires the needed equipment, such as storage equipment, refrigeration, and cookware, that will be exclusive for the program's use, to adhere to food guidelines and safety protocols.

As aforementioned, students in the ELO Program will be able to participate in developmentally appropriate physical activities for at least 60 minutes per day. Students will have options to participate in moderate to vigorous physical activities and will be encouraged to fully embrace regular physical activity as a personal behavior at home. Whenever possible, ELO Program staff will incorporate physical activities when planning an enrichment curriculum and consider creative ways to include collaborative efforts with community partners, such as KidStrong Agility Gym, Livermore Area Recreation & Park District, to further educate students on physical activity, healthy eating, and self-management skills. In doing so, they will help students better understand the connection between healthy food and eating habits and how these impact the mind and body.

To further reinforce healthy choices and behaviors, the ELO Program will collaborate with the Livermore Area Recreation and Park District (LARPD) to create opportunities where students in the program can participate in team sports or practice for such sports (such as swim team or soccer), free of charge. Moreover, we hope to also partner with the Alameda County Transportation Commission to promote their Safe Routes to School Program, where they teach students how to be safe while biking, riding, rolling, and walking to and from school. It is their mission to not only teach children the basics of walking and biking safely as they travel through our community by offering special events, but also increase student awareness of staying healthy by increasing their physical activity.

Furthermore, the ELO Program plans to partner with other community organizations, such as Wishbone Sports. This program inspires and enables students to see themselves as an athlete create a foundation for a passion for sports and proper nutrition. In schools and communities in the Bay area, Wishbone Sports provides kids with early, positive experiences with sports and physical

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activity that inspire them to get active now and for life.

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. Include how the ELO-P **will provide access** for students with disabilities.

The LVJUSD Board of Education's commitment to equity through Board Policy includes the following:

- Eradicating systemic biases and prejudices, including those that are implicit and unintentional that affect student achievement
- Eliminate disparities in educational outcomes for students
- Proactively identify practices, policies, and other systemic barriers that negatively influence student learning, perpetuate opportunity gaps, and impede equitable access to opportunities for all students
- Make equity-focused policy, planning, and resource development decisions based on data disaggregated by race, ethnicity, socioeconomic and cultural backgrounds.
- Adopt curriculum and instructional materials that accurately reflect the diversity among student groups

In alignment with our Board's equity commitment, LVJUSD is committed to supporting the ELO Program and its dedication to providing a safe and welcoming environment for students and families where diversity and multilingualism are considered assets. Our explicit affirmation of embracing diversity and equity and providing access will be reflected in the ELO Program's policies and procedures, as well as the interactions staff have with students and families. Our assertion of inclusivity is reflected in the ELO Program's policies, procedures, and professional development opportunities to staff and fostered by staff members as they interact with students and families.

The ELO Program is designed to serve and prioritize the enrollment of traditionally underserved and underrepresented students, which include socioeconomically disadvantaged students, foster youth, and English Learner/Emerging Bilingual students. Therefore, staff training is critical to the creation of an inclusive environment where we welcome diverse students and celebrate differences. Staff will participate in culturally and linguistically relevant pedagogy professional development so we can successfully create a culturally sensitive and equitable program. This may include topics such as cultural competence, promoting an understanding of cultural sensitivity, self-awareness, and anti-bias, appropriate communication, cultural literacy, dynamics of differences, neurodiversity, discrimination, and allyship development. These professional growth opportunities would increase staff awareness, knowledge, and skills so they can better serve our diverse student population and their families equitably and inclusively.

Furthermore, staff will be guided on ways to assist further our English Learner/Emerging Bilingual student population and our students with special needs to support and encourage their learning while in the program. Staff will collaborate with school-day teaching staff and site administrators so they can enhance the program's support system and meet the needs of all students, including those who have Individual Education Programs (IEPs) and 504 Plans. They will learn about different ways to accommodate student needs and modify components of the program whenever necessary, so all students are included and supported.

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The ELO Program aims to offer diverse experiences, maintain equitable opportunities, and provide access to all students, which will be further achieved through the program's curricula, lessons, and activities. The program's enrichment activities, which also incorporate English Language Arts (ELA), Math, and Science, will reflect the rich and diverse group of students being served. Staff will explore different ways to incorporate and embrace the differing and varied cultures our students represent through engaging learning opportunities. The ELO Program will collaborate with various community partners to ensure they integrate cultural diversity into the schedule of activities they offer. For example, when offering cooking classes, we may request that the food items being prepared include foods from around the world or those found within our diverse community.

Another example could be when topics are chosen for a public speaking class, including those that impact our differing student groups. The ELO program will also collaborate with school sites on special occasions to observe and highlight cultural events. For example, participating in the Day of the Dead events or a kermés and other similar cultural or multicultural events where families have the opportunity to share food and dance that reflects their cultural heritage.

As mentioned, students will have the opportunity to develop agency, which will enable them to have a voice in the development of programming and activities within the ELO Program. They will be part of an environment where they feel comfortable speaking up and being considered when voicing their opinions and making choices. The ELO Program staff will create safe spaces, such as restorative circles, where students are encouraged not only to share their experiences but also to validate and appreciate their experiences.

Moreover, outreach material and communications will be made available in Spanish and English to meet the needs of our Spanish-speaking bilingual families, which account for most of the ELO-Program families. Additionally, all parent meetings will be held in these two languages so they fully engage with the program and staff. Moreover, the ELO Program intends to hire bilingual staff to ensure that emerging bilingual students receive the academic support they need and their parents feel comfortable. Additionally, they provide students with a sense of comfort and help them feel part of the community as they can effectively communicate with their parents/guardians about their students' successes and any possible concerns.

7—Quality Staff

Staff Engagement

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

The LVJUSD ELO Program will hire quality staff with the experience, interest, and knowledge to engage school-age children to ensure we offer families a superior program ready to meet their needs. Not only will we develop intentional strategies to create and foster a culture of excellence that permeates through their interactions with students, families, and each other, which will be reflected in the success of the ELO Program, but we will also create ample opportunities for students to engage with our quality staff.

Students will have abundant opportunities to interact and engage with quality staff throughout the differing program offerings. ELO Program staff will facilitate daily activities that

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enhance student learning and help build foundational knowledge. They will have indoor and outdoor activities that are intentional and planned using lesson plan templates. Students will also interact in academic learning opportunities and physical play, which will help to reinforce what is being learned during the school day. For example, staff will create lessons integrating science, art, and language arts while students are indoors and facilitating outdoor games that promote agility and hand-eye coordination. To support positive behavior, staff will utilize the systems that are part of PBIS used in their respective schools. The ELO Program will foment age-appropriate social-emotional and academic growth possibilities by offering students copious opportunities to engage with quality staff and the lessons and activities they develop and facilitate.

Furthermore, students will also experience staff from community partners who will be experts in the experiences they offer students. For example, community partner staff who will facilitate water polo sessions for students will guide students through this experience and will be knowledgeable of the rules of the game and how to remain safe while in the pool. Another example is community partner staff who lead public speaking learning sessions, who will be the experts in the room as they inform students how to best present material and project their voice. The plentiful opportunities that students will have to engage with quality staff will offer them unique experiences where they witness LVJUSD staff and community partner staff as a community that cares for their well-being and their education at the academic and recreational levels.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

As an organization, we are committed to recruiting, hiring, and retaining a qualified and diverse staff that reflects the community of the students that are being served. Furthermore, per LVJUSD's policies on recruiting and selecting qualified staff and adhering to the minimum standards for a qualified instructional assistant, LVJUSD will employ the most highly skilled and appropriate person available for each open ELO Program position. Thus, the screening process for the selection of ELO Program staff includes a pre-employment assessment that solidifies their working knowledge of English language and math skills, which are needed to support students participating in the program successfully. All hired staff will be first aid and CPR certified 30 days after their hire date.

ELO Program applicants will also undergo an interview process that asks about their skills, knowledge, and abilities to perform the essential duties and functions of the position they are applying for. Therefore, a combination of education, training, and job experience will be considered when selecting the best candidate. For educators working with students for attendance recovery purposes, LVJUSD will ensure they are certificated staff when working with students from grades TK-12.

Furthermore, LVJUSD ensures that prospective staff abide by the state- and local-mandated health screening and fingerprinting clearance requirements. This includes tuberculosis screening, where applicants must show they are free from active tuberculosis. Applicants must also demonstrate, through a criminal background check, that they have not been convicted of a felony or any sex offense and are cleared to work with students. Thus, all applicants must demonstrate they are fit to work with ELO Program students before being

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offered employment.

Additionally, the ELO Program will ensure that community partner staff are of sound quality. Before committing to a partnership with community partners, the ELO Program will verify the quality of their staff using data such as their track record or effectiveness via previous participant feedback. They will also need to abide by the clearance mandates that LVJUSD requires.

The ELO Program will support the state-required staffing ratios to maintain a safe learning environment. Therefore, ELO Program staff who work with TK and Kindergarten students will have a ratio of ten students to one employee. Staff who work with students in grades one through six will maintain a 20 to one student-to-staff ratio. To ensure the program is consistently within the mandated staffing ratios, the enrollment of students based on grade levels will often be reviewed by the site leads. The site leads will communicate with the program manager of any new families interested in gaining access to the program. This consistent communication will permit the program manager to plan for any needed staff job postings to hire more personnel. The constant monitoring of possible enrollments will ensure families are given the opportunity for their students to participate in the program in a timely manner.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The LVJUSD ELO Program will ensure the sustainability of quality staff and cultivate a culture of continuous improvement by providing various opportunities for continued professional growth for staff. There will be at least three to four designated non-school days that will be exclusively for staff development.

District management will promote professional development by first understanding staff needs and the areas in which they need support. This will be done by assessing their needs via a survey, during staff meetings, and by evaluating the overall program using [The Quality Standards for Expanded Learning in California](#). Based on staff needs, professional development topics could include topics such as:

- Youth Development
 - Behavior guidance
 - Social-emotional learning and character development
 - Restorative circles and Restorative justice
- Academics and Enrichment
 - Delivering quality programming with specific outcomes
 - Supporting academic school-day learning
 - Using theme-webs for curriculum planning
- Equity and Inclusion
 - Creating culturally sensitive and equitable programs
 - Cultural competence
- Mental Health Wellness
 - Understanding mental health and wellness for youth and adults

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- Cultivating community partnerships
 - Empowering youth to take action
- Cultivating Social-Emotional Learning Skills
 - Employing the Choose Love Curriculum
 - Supporting self-awareness and self-management
 - Supporting growth mindset and self-efficacy

By providing ELO Program staff with continuous professional development opportunities, we will help to develop and retain high-caliber staff to work with our students.

In addition to providing staff with extended opportunities to grow professionally during designated days to serve our students and families better, they will also have time to collaborate and work together to develop implementation plans to utilize and apply what is being learned through professional development. Each day, before students arrive in the program, staff will have between 30 and 45 minutes of collaboration time. Staff will also have monthly site 1-hour meetings to expand planning and collaboration opportunities. They will also be provided with times to meet with staff from other school sites at least once per month to ensure they are able to collaborate with similar grade-level staff.

Moreover, school site leads, and district managers will have additional training to improve the management of their teams and programs. Such training may be obtained through the Alameda County Office of Education (ACOE), the California Department of Education (CDE), and other after-school training organizations such as the California School-Age Consortium (CalSAC) or the California After-School Network (CAN). They will be trained to fully understand program requirements and expectations as well as information that affects any day-to-day operations of the program. They will know how to successfully lead staff to facilitate activities that engage students in active and meaningful ways that align with the program's goals and vision.

8—Clear Vision, Mission, and Purpose

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

VISION

The LVJUSD ELO Program will encourage and guide students toward a successful path where they are capable of becoming critical thinkers and problem-solvers with the aspiration to constructively impact their community and explore the world.

Our program goals include:

- **Affecting** the well-being and development of children and youth by providing an emotionally and physically safe environment during out-of-school hours.
- **Impacting** the academic development and achievement of students by offering monitored practice time while assisting with homework; target tutoring to address gaps in students' skill development; and experiential, hands-on application of State Standards that are in alignment with the instructional day.
- **Connecting** young people to one another, caring adults, to the neighborhood, and to the greater community, by providing leadership opportunities, input on program design and implementation, decision-making, and service-learning.
- **Creating** an environment that propels children and youth toward participating fully in the American dream by reflecting on the past, exploring the present, and inventing the future.

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MISSION

The LVJUSD ELO Program will broaden and enrich the lives of students by instilling educational values that encourage the development of academic, social, emotional, and physical capacities through hands-on and engaging learning experiences.

PURPOSE

The purpose of our program is to extend student learning beyond the school day and beyond the classroom in a safe and welcoming environment. The ELO Program complements, supports, and enhances daily classroom instruction. While the program is structured, it provides staff and students with inviting options. Our program encourages creativity, imagination, and flexibility. It focuses on developing and designing engaging educational activities that make learning fun. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, and quiet as well as active play.

After-school activities are designed to

- foster emotional, intellectual, social, and physical development;
- teach responsibility, critical thinking, and problem-solving skills;
- develop self-esteem and social skills;
- encourage good health and safety practices;
- develop new interests, and
- explore the community and the world in which students live.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The LVJUSD ELO Program will continue to maintain a collaborative and open relationship with all of its educational partners, including students, families, and school-day staff. The Continuous Improvement Cycle (CQI), which involves surveying parents/guardians and students, is an essential component of the development and evolution of the ELO Program and its guiding plan. It facilitates opportunities for them to offer feedback in areas of improvement it is working on, as well as domains that may not have been previously considered. In addition to the surveys used in the CQI Cycle, LVJUSD has also sent a needs assessment to all ELO Program families to audit the program's quality, gauge their needs, and understand their satisfaction with the services offered through the ELO Program. By understanding family/guardian and student needs and their realities, the ELO Program is able to serve them better.

Student leadership groups at each of the ELO Program sites will also assist in guiding the program and the decisions that directly impact them. Leadership students will gather information and feedback from their peers as part of their responsibilities. They will collect data on topics such as lessons they would like to engage in and the snack options available to them while in the program. The leadership students will then share the collected data with program assistants and program leads to express the views of their peers and provide a collective voice to make any needed program modifications. By offering students the opportunity to contribute to a process that facilitates program changes, they gain a sense of empowerment and ownership of the program, thus creating an environment they are eager to participate in.

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Monthly newsletters will be sent to parents/guardians throughout the year not only to help communicate essential news that assists with programmatic particulars but also to offer an avenue for tracking the progress of specific initiatives or shifts promoted by staff. They provide a channel for transparency of programmatic changes impacting families they may have previously communicated. The monthly communication via newsletters also will foster a gateway for not only clear communication but also for connection. As parents/guardians notice the implementation of program adjustments based on their comments to staff and survey responses, they have a sense of inclusiveness, making them more inclined to feel a sense of community.

School-site ELO Program staff will be attentive to family needs as they interact with them on a daily basis. They will consider their verbal comments and nonverbal exchanges when making program decisions that can impact them. Through observations and informal conversations with parents/guardians and students, staff will informally gather valuable information helpful in making immediate changes, which can be reflected in parent and staff handbooks and the program plan. The shifts in program processes and policies will be reviewed through multiple lenses and viewpoints before being solidified, including those of the parents/guardians and students. Doing so will promote a successful program where families are fully engaged and involved in its development.

Community-Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community-Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The engagement of community-based organizations and other non-LEA partners has been instrumental in developing the ELO Program plan. The LVJUSD ELO Program prides itself on creating and fostering collaborative efforts with different community partners. Our organization understands the positive impacts the expertise and services of community-based and other non-LEA entities have on our students. By leveraging resources, the ELO Program has been able to meet the varying needs of students and families in the community.

Collaborative efforts began by initiating the ELO Program's interest in partnering with various community-based organizations. The intent of the ELO Program and the student population that was to be served were fully explained to help them understand the program's mission and vision. Based on the alignment of the services differing community-based organizations could offer and the goals established by both the ELO Program and the community-based organizations, agreements on plans to move efforts forward in offering students various experiences and opportunities were solidified.

The LVJUSD ELO Program looks forward to continued collaborative efforts with various community-based partners, such as the Livermore Public Library, which assists with school and students' literacy goals. The Livermore Area Recreational and Park District (LARPDP) has offered students unmatched and enhanced art and recreational learning opportunities. The LVJUSD culinary program at the continuation high school has also been an incredible partner in helping to demonstrate to ELO Program students healthy meal preparation that can be done at home with minimal supervision. The Tri-Valley Regional Occupational Program (TVROP) has also been

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instrumental in offering their students volunteer time, allowing them space and time to tutor ELO Program students. The Nike Community Program, where Nike employees volunteer to provide students with positive experiences with sports and physical activity, has also been significant in the services offered to students. Such collaborative partnerships will continue to foment positive experiences for our students and create impactful memories for all involved.

Moreover, the LVJUSD ELO Program has worked with and collaborated with the local Head Start Program (Community Association for Preschool Education or CAPE) if families with Transitional Kindergarten or Kindergarten students wish to continue their services with CAPE as an after-school option. This direct communication of program needs and available supports has permitted families to decide what best fits their students' needs without sacrificing a sense of stability or consistency in the lives of our youngest students with a shift in after-school care.

ELO Program staff has also had opportunities throughout the school year to collaborate and communicate with school-day teachers to support students in the after-school program better. ELO Program staff have presented and spoken during school-day staff meetings to offer them a clearer understanding of the overall program and its goals. Furthermore, after-school staff have also collaborated with school-day teachers to best support students in academic, behavioral, or social-emotional support. To further assist the school's and teachers' efforts in offering students multi-tiered systems of support (MTSS) who attend the ELO Program, they work together with parents to provide academic interventions to students who need them. The collective actions of teachers and ELO Program staff are especially significant for students who need more support, especially those participating in the special education program. Establishing collaborative efforts and communication channels between school-day teachers and the after-school staff is not only essential to the design of the program plan but crucial for students' success.

Moreover, ELO Program administrators, support staff, and frontline personnel have continued their partnerships with the Alameda County Office of Education and the California After-school Network for technical assistance for professional development opportunities, as well as communities of practice. The LVJUSD ELO Program management team has also engaged in professional learning opportunities offered by the California Department of Education. The continuous participation in the professional development of various ELO Program personnel at all levels has assisted in solidifying and implementing the program plan with fidelity.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, engage in reflection, and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The ELO Program has and will continue to establish program goals and action steps to guide continuous improvement. It will engage in the data-driven [Continuous Quality Improvement \(CQI\)](#) cycles and use the California Quality Standards for Expanded Learning as a framework that steers program leads and community partners in the decision-making process as we assess the program and determine its needs. The ELO Program will use the [California After School Program](#)

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[Quality Self-Assessment Tool](#) as one of its assessment tools, which aligns with the after-school standards and allows for the comprehensive evaluation of the after-school program.

The determined survey and focus group questions that will assist in discovering areas for improvement will include questions that consider the point-of-service quality standards and the programmatic quality standards found in [The Quality Standards for Expanded Learning in California](#). The questions will consist of topics such as safe and supportive environments that offer access and equity, youth development skills that include social-emotional and leadership skills, active and engaged learning, as well as quality staff, collaborative partnerships, and program management.

Through the use of quantitative and qualitative data gathered from surveys offered at least three times throughout the school year (using open-ended and close-ended questions) and focus groups, the ELO Program will have a deeper understanding of the areas of strengths and needs. It will utilize differing data points gathered from answers from staff, parents, students, and educational and community partners to establish programmatic goals and timelines to achieve those goals and make needed adjustments to improve the program. The comprehensive CQI cycle will assure families and the community of the intentions to plan for the continued advancement of the ELO Program. Moreover, it will permit the effective and efficient implementation of the actionable plan for continued improvements. Throughout this process, the needs of families and students will help further understand the gaps that require attention and remedies.

Bimonthly meetings among management leaders will assist in the facilitation of improvement plans, including both long-term and short-term planning using focused goals that align with broad goals established by LVJUSD and its [Local Control and Accountability Plan \(LCAP\)](#). Additionally, bimonthly staff meetings will provide opportunities for open dialogue with staff members and ensure their full participation and engagement to achieve the intended goals for improvement. They will partake in conversations to creatively plan actionable steps for improvement and establish timelines to attain determined goals. Their inclusion in the continuous improvement cycle is vital to their deep understanding of their crucial roles in advancing the program, where they openly discuss future work for program design. Doing so will give them a sense of ownership in decision-making, yielding positive growth for the ELO Program and its students.

Students will also be heavily involved in the assessment and improvement of the ELO Program, including its activities and services that will facilitate improvement of the program. Through the aforementioned leadership group, students will also have the opportunity to participate and contribute to the decision-making process. Incorporating student voices will create an inclusive environment where students are invested in the CQI cycle and its outcomes and empower students to engage actively in change in other ways. By utilizing the CQI cycle and its data, the ELO Program will ensure the goals it establishes are met each year.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

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The LVJUSD will manage and staff the ELO Program and fund all associated costs to offer expanded learning opportunities to students including the attendance recovery program. Since the ELO Program will operate out of LVJUSD schools, school sites will share space needed to accommodate the required student-to-teacher ratios in addition to using space exclusively for the program. Thus, the ELO Program will maintain all enrollment, attendance, and financial records needed to meet the Federal, State, and District mandates that govern it. LVJUSD will be responsible for monitoring the ELO Program's budget and ensuring all supplies and equipment are ordered and delivered in a timely manner to support the program.

To ensure all families and students are aware of the ELO Program, its services, and expectations, LVJUSD will take charge of promoting the program to targeted families that fall under the Unduplicated Pupil Percentage (UPP) to ensure they are offered the opportunity and access to participate. Parent/guardian orientations and follow-up parent meetings will be held throughout the school year to ensure they are well informed about the ELO Program, any updates, policies, procedures, practices, and expectations. LVJUSD will also distribute a parent/guardian [ELO Program digital handbook](#) they can refer back to throughout the year.

LVJUSD staff will utilize the [Management of ELO-P - Policies and Procedures - Program Manual](#) to ensure all program requirements are adhered to. This includes gathering and maintaining any supporting evidence cited in the manual for up to five years. The manual details documentation and record-keeping practices as well as enrollment and attendance tracking procedures.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The established budget for the ELO Program adheres to the State requirements in that all of the expenditures associated with the ELO-P budget are for before/after school program needs, which include staffing, corresponding staff benefits, books, supplies, services and other operating expenses, capital expenses, and indirect cost.

The ELO-P budget varies every fiscal year. However, it generally remains the same and aligns with the intent and goals established by the State of California. The budget also works under the premise that all unduplicated students in grades TK-12 do not pay for the services and opportunities offered with ELO-P funds. If no major funding shifts affect the ELO Program, then the annual ELO-P budget aligns with the following plan:

1000: Certificated Salaries	5%
2000: Classified Salaries	37%
3000: Employee Benefits	13%
4000: Books and Supplies	14%

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5000: Services & Other Operating Expenses (e.g. contractors, consultants, recreational activities, trips)	24%
6000: Capital Outlay	2%
7000: Indirect Costs	5%

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The Assistant Superintendent of Educational Services and the Director of Assessment and Accountability will govern the proper implementation of the requirements described above. An outside agency will conduct bi-annual independent audits of the program and provide feedback on any necessary adjustments. Additionally, the use of the [LVJUSD Management of ELO-P - Policies and Procedures - Program Manual](#) and this ELO Program plan, along with [ELO-P/ASES staff](#) and [ELO-P/ASES Parent/Guardian Handbooks](#), will facilitate the adherence to all State mandates and regulations.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?

- ☒ Yes
- ☐ No

Do you have a 21st CCLC Grant?

- ☐ Yes
- ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

LVJUSD is dedicated to creating a seamless expanded learning opportunity program where the After School Education and Safety (ASES) Program and ELO Program funds are concurrently used to offer services to families at school sites where the need is the greatest. Both funding streams will pay for personnel to meet staffing needs, supplies, meals and snacks, professional development, and experiential learning opportunities to assist in creating learning foundations essential to student learning during the school day. Given that the ASES program requirements are more stringent, LVJUSD will guarantee these are mirrored as the ELO Program is in operation.

To ensure the ASES Program and the ELO Program requirements are met, LVJUSD will use California State's established provisions for both programs as guides to meet all the regulatory requirements. Thus, the programs' management will use the [CA Federal Program Monitoring tool for Expanded Learning Programs](#) to assist in meeting all compliance areas. For example, the ELO Program will design a cohesive attendance policy that adheres to the ASES and ELO Program regulations while meeting families' needs. Additionally, the comprehensive plan will expand services to students in Transitional Kindergarten, Kindergarten, and 6th grade, which is not a requisite in the ASES Program grant requirements, and extend its services to include intersession days to support the provisions established by the ELO Program. Such actions will permit a comprehensive and universal program comprising the ASES and ELO Programs.

Students will participate in the ASES and ELO Programs as an integrated group, provided with the same services and opportunities. Students will not know any difference between those enrolled in the ASES or ELO Programs. The LVJUSD team will be responsible for ensuring students are appropriately categorized in either of the two programs using the internal student information system for audit purposes. Doing so will enable both ASES and ELO Programs to function seamlessly as a whole while allowing LVJUSD to maintain accurate auditable records for both programs.

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As aforementioned, the ELO Program will engage in data-driven Continuous Quality Improvement (CQI) cycles to coordinate with the ASES Program requirements. Both will use the California Quality Standards for Expanded Learning as a framework that guides program staff and educational and community partners in the decision-making process as the program is assessed to determine family and student needs. The program will use the California After-School Program Quality Self-Assessment Tool, which aligns with the after-school standards and allows for the comprehensive evaluation of both the ASES and ELO Programs. Using the CQI cycle will satisfy both programs' conditions while continuing to build a solid, comprehensive, extended learning program. Additionally, the ELO Program will make use of existing measures, such as school day attendance rates and Panorama survey results, to facilitate any needed shifts within the program to help further support students.

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. (See [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?

The LVJUSD ELO Program will ensure that the pupil-to-staff ratio for staff working with Transitional Kindergarten and Kindergarten students remains at no more than 10 to 1. This ratio will be maintained by working closely with the LVJUSD Human Resources (HR) Department to understand and meet the program's staffing needs. LVJUSD will ensure that the district-level supervisor of the ELO Program closely collaborates with the department's recruiting personnel to hire qualified staff.

The HR Department will use various recruitment tools, such as advertising the positions on their district website, working with the local career centers on the local college campus and in a neighboring city, and promoting the positions through the CalOpps website. Along with the LVJUSD Community Engagement Department, ELO Program staff will also assist in the recruitment efforts by promoting available positions through our social media platforms, digital flyers sent to LVJUSD families, and informing current employees of such positions so they can assist in the recruitment efforts as they communicate these employment opportunities with family members and friends. Several LVJUSD departments will collaborate and use different methods to recruit applicants and ensure the program is ready to enroll more students if needed.

As aforementioned, LVJUSD will hire fully qualified and skilled site leads and program assistants with solid education and skill levels in early childhood development and robust experience working in the before-after-school field. It will ensure that the ELO Program complies with health screening and fingerprint clearance requirements established by current law and district policy and that all staff members are first aid and CPR certified.

Moreover, the LVJUSD ELO Program manager and site leads will maintain updated lists of families interested in the program by grade level to comprehend the needs of the community at large and take any necessary actions to offer these families access to the program. To accommodate the needs of the TK/K student population, the ELO Program will open its doors earlier in the day, given that students are released from school at 1:30 pm. The ELO Program

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TK/K Schedule delineates the dedicated times for various activities throughout the day. Each day, ELO Program staff will offer a variety of developmentally and age-appropriate activities that will be rich in language and recreational activities that will align with the California Quality Standards for Expanded Learning.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, the signature process, and how the forms are stored. Will transportation be provided?

The LVJUSD ELO Program aims to offer expanded learning opportunities to all socio-economically disadvantaged students, English learners, and foster or homeless youth, also known as unduplicated students. The intent is to offer all TK-6th unduplicated students access to expanded learning opportunities and provide access to those who express interest in them. Furthermore, the ELO Program will extend the offering of services to unduplicated students in grades 7 through 12. To ensure all unduplicated TK-6 grade families throughout the LVJUSD are aware of the ELO Program and its services, the ELO Program will take charge of promoting the program, including the offering of transportation. It will use targeted written and verbal communication to inform these families of the opportunities ELO-P offers using emails, phone calls, flyers, personal invitations by personnel, and the LVJUSD website.

In adherence to state guidelines, given that more than 15% of our students enrolled speak Spanish as their primary language, all ELO Program communication will be disseminated in Spanish and English. This includes information about all program activities, opportunities for students, and forms. If there is a large percentage of an unduplicated student population that speaks another language, other than Spanish, then the ELO Program will take additional steps to ensure all communication is provided in this other language(s) to remove or minimize any language barriers to the program.

The enrollment process into the ELO Program begins with parents/guardians completing a digital interest form found on the LVJUSD website. This form prompts an email to be sent to the parent/guardian who completed the form with a link to an online enrollment form via an online registration platform, such as ProCare. The enrollment form will gather all necessary information, such as student and parent/guardian information, including addresses, phone numbers, and emergency contacts. All forms gather a digital signature and the parent/guardian agreement to the programs' parameters, policies, and procedures. All digital enrollment forms are maintained in a secured cloud and are only accessible to selected personnel via a passcode. Parents/guardians will also have access to their enrollment forms via a username and passcode to update any directory or emergency contact information at any time.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be

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connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and the learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

The ELO Program intends to build a program that promotes and enhances academic and literacy support and safe, constructive alternatives for students in grades TK through 12th. Although it does not extend the instructional time that is part of a student's school day, it augments student learning through supportive measures such as experiential learning by incorporating field trips throughout the calendar year, including intersession days (including summer days).

The ELO Program extends students' foundational knowledge through local one-day field trips in an attempt to fill opportunity gaps that may exist by offering students learning opportunities through trips and real-life experiences where they can explore, learn, and engage in their interests. All field trips are associated with age-appropriate themed lessons with learning intentions that students engage with while in the program. ELO Program staff integrate literacy and numeracy skills into the lessons they create and infuse the learning of these skills through science, technology, engineering, arts, and math (STEAM) lesson plans.

The field trips culminate the learning that has occurred while in the after-school program and are crucial elements of their learning. Such trips include:

- Attend the Livermore Bankhead Theater to augment their knowledge about performing arts,
- Visit the Chabot Space Center to help them understand better the science associated with the Universe and Planet Earth
- Explore the Oakland Zoo to see up close the varied animals that inhabit the planet and learn about their environments,
- Attend sporting events, such as watching the San Francisco Giants or San Jose Earthquakes games, to highlight the importance of physical activities.

During such trips, safe student-to-staff ratios are maintained, and students are transported to all field trips via either local public transportation or LVJUSD-maintained vehicles and/or contracted bus services. During such trips, students also gain further knowledge by engaging with critical questions and reflection points offered by staff associated with the experience. Thus, students are not only captivated by their experience while on the trips but are also immersed in the extended learning associated with them.

In addition, ELO Program staff also utilize field trip opportunities to extend the learning of students' social and emotional skills and soft skills that are vital for students to thrive as community members and academic learners. They utilize the environments of the trips to engender skills such

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as responsibility, communication, collaboration, time management, self-management, and responsible decision-making. Thus, the ELO Program is dedicated to assisting students in creating foundational skills that will support and encourage further personal and educational growth in all their learning activities, including field trips.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals for a child who is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The LVJUSD ELO Program aims to offer expanded learning opportunities to all socio-economically disadvantaged students, English learners, and foster or homeless youth, also known as unduplicated students. The intent is to provide access to unduplicated students who express interest in those expanded learning opportunities. For schools that offer ELO Programs and have students who are not designated as unduplicated students, there is an option for students to attend the ELO Program for a fee. The fees charged to fee-based families are based on [self-reported income levels and are on a sliding scale](#). The Program Fee Schedule allows students to participate in the ELO Program regardless of the absence of an unduplicated status. Fees are collected on a monthly basis through the program's adopted online enrollment/registration system. For fee-based families who wish to have their students attend the program for selected days, a different fee scale is used to determine the amount owed for services provided by the ELO Program.

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Below are sample schedules that will be used to implement the LVJUSD ELO Program, which incorporates a 9-hour day for participating students. The hours they attend school and the ELO Program are included in each of the schedules for students in TK/K and 1st-6th grades. Additionally, included below is a program schedule for 9-hour intersession days, inclusive of the summer days.

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1. [ELO Program TK/K Schedule](#)
2. [ELO Program Grades 1 - 8 Schedule \(at TK-8 School\)](#)
3. [ELO Program Secondary Schedule \(Grd. 6th - 8th at Middle School\)](#)
4. [ELO Program Secondary Schedule \(Grd. 9th - 12th at High School\)](#)
5. [Sample ELO Program Summer or Intersession Schedule](#)

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Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

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Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

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

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

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

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- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.