

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	Lassen View Elementary School
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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. Lassen View Elementary School

Purpose

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

Definitions

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

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

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

The program will take place at Lassen View Elementary School. We will use our school van to assist students with getting to and from campus. When this plan was first written, it was solely for our summer program. For the 23-24 school year, we have the following plans to assist students with enrichment and academic support opportunities:

Library- We expanded our morning arrival time by opening the library at 7:00am every day. This supports parents who work early hours and gives students an opportunity to read books and get assistance with academics.

After School Enrichment and Academic Support- We have hired a certificated teacher to provide tutoring from 3:00-5:00 three days per week. In addition, a paraprofessional was hired through our SERRF after school program to support the enrichment and tutoring.

Wednesday Enrichment and Academic Support- Certificated teachers are providing enrichment and academic support on minimum Wednesdays two times per month from 1:30-5:00.

Saturday Enrichment- Approximately one time per month, we hold a Saturday Enrichment Day that is open to all students. During this time throughout the year, we will be taking field trips, having enrichment activities on campus, and providing academic support from 8:00am to 4:00pm with a combination of certificated and classified staff.

Summer Enrichment for 2024- We will have our second Summer Enrichment program from June 10-July 5, 2024 from 8:00am to 4:00pm each day. Permission slips will go home in April and all students in grades TK-7 for the 23-24 school year are invited to attend..

2—Active and Engaged Learning

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

Students will have a variety of activities and our goal is to provide a very active and engaging experience. Some of the options for students include art, board games, gardening, Lego robotics, physical education , social emotional learning, hip hop dance, career tech, field trips, and other interactive activities.

3—Skill Building

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

For skill building, we are going to have an intervention teacher who will pull out and work with students on remedial skills. As much as possible, the teacher will use games and hands on opportunities so it doesn't feel like a traditional remedial program. In addition, all teachers will do activities like Theater and Multiplication Bingo to address skill building.

4—Youth Voice and Leadership

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

Students will have some choice to pick electives they want to do each day. In addition, classes are designed for interactive learning and that naturally brings out leadership skills. We hope to offer career labs and students will have choice in which labs they participate in.

5—Healthy Choices and Behaviors

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

Breakfast, lunch, and an afternoon snack will be served each day that meets nutrition requirements. Multiple break times are scheduled in the day and students will have recess choices during that time. In addition, physical education is part of the current weekly schedule.

6—Diversity, Access, and Equity

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

The program is designed to provide access and opportunity for all students to flourish in. All students in grades TK-8 were invited to participate including special education students, EL Learners, and SED students. Phone calls will be made to targeted students who teachers believe could benefit from the program. Diversity opportunities include food choices, hip hop dance, and art from different cultures.

7—Quality Staff

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

We will be able to staff the program using Lassen View staff with some collaborative partnership participants. All students will work with a certificated and qualified teacher and get extra support from Lassen View paraprofessionals.

8—Clear Vision, Mission, and Purpose

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

Program Vision, Mission, and Purpose- The Lassen View Expanded Learning Opportunity Program will provide high quality and engaging activities for students to enhance and enrich their learning. Parents will be provided supervision, activities for their children to keep them engaged, transportation, and meals at no cost each day of the program.

9—Collaborative Partnerships

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

Currently, we are contracted with a hip hop dance company that will continue during the summer program. In addition, community members are being invited based on their area of expertise to enhance the program's learning opportunities.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Continuous Quality Improvement with this program and everything else we do as an LEA focuses on continued improvement. Before, during, and after the program ends for this summer, we will brainstorm as a leadership staff on what went well and what we can do to improve. The improvement process is a never-ending one. We have added activities during the 23-24 school year to provide academic support and enrichment opportunities.

11—Program Management

Describe the plan for program management.

Three summer school coordinators were hired to oversee the summer program for 22-23 and that is the plan for the summer of 2024.. The coordinators will collaborate with the Superintendent and Business Manager for activities, staffing, budget, and student and parent contact. For the Summer Enrichment Program of 2023, we had about 25% of our students signed up. Breakfast and lunch will once again be served daily.

General Questions

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

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

The 21st CCLC Elementary/Middle School program is run through the Tehama County Department of Education and is a vital program for our school. For ELOP funding, we have decided to provide most of the services separately outside of funding for a classified staff member. The cost to run the program by using our SERRF program was not an efficient use of funds in our opinion. We do collaborate with SERRF staff on our campus and the county level so that there is some fluidity between the two programs.

Transitional Kindergarten and Kindergarten

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

Through our SERRF program, the county provides staffing and meets the staffing requirements along with the training and curriculum.

Sample Program Schedule

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

Note- We are considered a small and rural school district so our obligation is for an eight hour day.

Students in TK and K are in school from 8:20-2:15. Our SERRF program is available from 2:15-6:00 for all students, including TK and Kindergarten. For our summer enrichment program and Saturday enrichment program, we have pre-sign up dates so we can staff accordingly. A minimum of 8 hours of supervision and activities is and will be available for Summer and Saturday Enrichment dates.

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

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

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

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