

# **Expanded Learning Opportunities Program Plan Guide**

**Prepared by:**

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# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name:** Live Oak 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. Luther Elementary School
2. Live Oak Middle School

### Purpose

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

### Definitions

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

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment,

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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/qualstandccqi.asp>.

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## 1—Safe and Supportive Environment

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

The Live Oak Unified School District (LOUSD) Expanded Learning Programs will provide a safe and supportive environment for all students. The program will be located on site at Luther Elementary School and Live Oak Middle School

LOUSD Expanded Learning Program staff will provide a safe and welcoming space for students daily. They will do this by greeting students daily and asking about their school day. Space to enjoy physical activity and space for quiet reflection will be provided in each classroom. Students will be allowed to express personalities by creating and displaying posters and through other art projects that reflect who they are. Students will also be included in creating a class contract that is signed and displayed in their afterschool room

## 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.**

LOUSD Expanded Learning Programs are divided up into three components. Each component supports but does not duplicate the instructional day.

1. Homework/Academic Intervention/Tutoring
2. Enrichment Activities
3. Recreation/Physical Activities

### 1. Homework/Academic Intervention/Tutoring:

This time of the after school program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist students and check

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for accuracy. Appropriate time and support are provided at all sites to increase homework completion rates. After students complete their homework, they have time for daily reading and other literacy activities.

## 2. Enrichment Activities:

Expanded learning personnel are allotted time to make connections with the regular school day staff. This allows them to better understand the curriculum as to better support students. By understanding what is expected during the regular school day, the after school staff is able to introduce students to upcoming concepts and to develop the talents and interests of each student. Our enrichment activities are designed to encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, mathematics, arts and crafts, and technology. Parent and student annual afterschool school program survey results are used to identify new enrichment activities that could be added at each site.

## 3. Recreation/Physical Activities:

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, build social skills and build interest in recreational and physical activities. ALL sites offer a variety of the following: soccer, basketball, volleyball, tetherball and dance. Parent and student annual afterschool school program survey results are also used to determine new recreation activities/sports that could be added at each site.

## 3—Skill Building

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

Enrichment activities will also include math, ELA, reading and writing, music/art, STEM activities, physical activities and other educational activities that students have expressed interest in. Program assistants will create activities that encourage team building and collaboration. Students will have opportunities throughout the year to ask

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questions, express interest and learn new skills that they will be able to carry into their day-to-day life.

## **4—Youth Voice and Leadership**

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

The expanded learning program will conduct student surveys twice a year. The results of these surveys are taken into consideration when developing lesson plans throughout the year. Students in both upper and lower grades have the opportunity in each class to voice opinions and ideas about subjects that they would like to learn about.

Students in higher grade levels are given more freedom when choosing their weekly/daily activities. They are given options such as art, science activities, computers, and outdoor activities.

## **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.**

The health and safety of all students begins with a seamless transition from the regular school day to the after school programs. Nutritious snacks are provided daily for every student in attendance at after school programs based on CA state guidelines for child nutrition and under the direction of the LOUSD Food Services Director and site food services staff.

Snacks are sent by the site's cafeteria staff and are distributed by program staff at the beginning of each program day.

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## 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.**

LOUSD Expanded Learning Program staff will promote diversity within the program by encouraging family involvement, setting aside space in the classrooms for family walls and encouraging discussion about home life and culture. After School program assistants will express interest in student lives and promote that within the classroom.

LOUSD Expanded Learning Program staff will support students with disabilities, English language learners and other students with potential barriers by building relationships with them, set reasonable expectations and build lasting and trusting relationships with their students.

## 7—Quality Staff

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

LOUSD Expanded Learning Programs are staffed with employees hired directly by the district. LOUSD Expanded Learning Programs adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides:

- 1) High school diploma
- 2) Background screening (fingerprint clearance)
- 3) Plus one of the following:
  - a. AA degree
  - b. 48 units of college credit
  - c. Passing Score on the Paraprofessional Exam

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Prospective employees are interviewed by the After School Coordinator and reference checks are completed. District office Human Resources staff process employee paperwork following LOUSD policies and procedures. In addition to formal training opportunities, after school personnel receive on-going coaching and support from site administrators, the After School Program coordinator, and site teaching staff.

Additionally, both district sites use student workers to assist site staff. The use of student workers allows for smaller groupings and more individual attention to students. Students workers are all hired from the Live Oak High School and are all interviewed by the After School Coordinator.

LOUSD's staff recruitment, hiring, and retention practices are aligned to the after school program goals and outcomes. Program sites have many dedicated employees who have worked within the site programs for multiple years. Expanded learning program staff will be offered different training opportunities each year and many of the after school program staff are college-age students who are either entering into the field of elementary education or early childhood education.

### **8—Clear Vision, Mission, and Purpose Describe the program's clear vision, mission, and purpose.**

LOUSD Expanded Learning Programs strive to align with the goals and needs of the sites' regular day programs. LOUSD assesses the needs of the students, parents, schools, and community through different sources including state assessment data, local benchmark assessment data, and student and parent surveys. The annual surveys ask parents, and students, for their feedback regarding safety, academic quality, enrichment, and extracurricular activities.

LOUSD Expanded Learning Programs serve both as an academic safety net and a social springboard. The After School Coordinator works in collaboration with administration to manage the programs in accordance with grant, district, and site specifications. Expanded Learning Program employees recognize the right of every child to feel happy, safe, and fulfilled within the program. LOUSD Expanded Learning



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Programs strive to meet the academic and emotional needs of all students including English learners, academically at-risk students, and socioeconomically disadvantaged students, through structured and creative approaches that engage all students in the learning process.

The following goals drive the LOUSD Expanded Learning Programs:

1. Support and supplement the Common Core State standards by aligning core content instruction that students receive during the regular school day with academic support, homework help, and engaging enrichment activities that include science, mathematics, arts and crafts, computer skills, sports, music, and dance.
2. Enable all students to perform at or above grade level, as measured by state standardized tests and local assessments, by providing students with academic support through research-based, curriculum driven interventions.
3. Provide a safe environment and enriching program daily for 1-8 students from the regular school day dismissal to 6:00 pm daily.
4. Provide each student attending after school programs with enriching activities, recreation, a nutritious snack, and access to personnel who are trained to support and nurture students' emotional, behavioral, and physical well-being.
5. Staff Expanded Learning Programs with highly qualified and caring site coordinators and line staff at a ratio of no more than 20:1.
6. Provide program staff with opportunities for professional development and growth in order to ensure that they work effectively with students to deliver effective instruction and to improve their job satisfaction.
7. Ensure administrative oversight from site principals who work hand-in-hand with site coordinators to provide effective and positive leadership.
8. Use relevant assessment data to review and evaluate the efficacy of Programs.
9. Participate in the network of state and regional supports that are offered to After School Program staff.

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## **9—Collaborative Partnerships**

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

LOUSD Expanded Learning Program currently does not work with any outside agencies. The After School Coordinator will try to find new resources within the community.

The after school coordinator will work with site principals, after school staff, students representatives, and parents; to plan, implement, and update the expanded learning program plan.

## **10—Continuous Quality Improvement**

**Describe the program’s Continuous Quality Improvement plan.**

The program will engage in a data driven CQI process by using parent and student surveys, observations done by After School Coordinator, by conducting monthly staff meetings with site program staff and having informal discussion with site staff. Information gathered will allow the program to make the necessary changes when needed.

## **11—Program Management**

**Describe the plan for program management.**

The after school program is overseen by the After School Coordinator. Program organization includes the After School Lead and the Program Assistants. The Coordinator is in charge of overseeing site staff, budget, attendance and students. The lead is in charge of the site if coordinator is not present, they also manage student daily attendance and are the parent contact on site. Program assistants work directly with students, offering homework help and plan daily enrichment activities.

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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 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.**

ELO-P funding will be used in conjunction with ASES to create one comprehensive program. The after school program will use ELO-P funds to support students who need further instructional minutes above regular class time to help master grade level standards. We will continue to offer comprehensive enrichment activities to encourage students' interests.

- **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?**

Job postings will be placed on Ed-Join for new staff hiring. An emphasis will be placed on candidates who have previous experience and education working with TK and kindergarten students. ELO-P staff will receive training in working with younger students utilizing resources that are available to us. We will hire staff to

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ensure the lower ratio of 10:1 for TK and kindergarten students. We will also have staff available to fill in for any absences. Staff can also be rotated where needed to maintain the proper ratio.

- **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.**

### Sample of TK & Kinder Daily Schedule

<b>8:23am-2:40pm</b>	<b>Regular Day</b>
<b>12:15</b>	<b>School Dismissal</b>
<b>12:20-12:25</b>	<b>Roll Call</b>
<b>12:25-12:45</b>	<b>Circle Time</b>
<b>12:45-1:15</b>	<b>Homework</b>
<b>1:15-1:45</b>	<b>Enrichment/Quiet Time</b>
<b>1:45-2:45</b>	<b>Snack/Outside/Enrichment</b>
<b>2:45</b>	<b>2:45 Release Time</b>
<b>2:45-3:00</b>	<b>Circle Time</b>
<b>3:00-3:45</b>	<b>Centers</b>
<b>3:45-4:20</b>	<b>Outside Time</b>
<b>4:20-4:35</b>	<b>Snack</b>
<b>4:35-5:00</b>	<b>Quiet Time</b>
<b>5:00-6:00</b>	<b>Free Time</b>
<b>6:00</b>	<b>Dismissal</b>

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## Sample of Daily Schedule for 1st through 5th Grade

<b>8:23am-2:40pm</b>	<b>Regular day</b>
<b>2:40pm</b>	<b>School Dismissed</b>
<b>2:40-3:00pm</b>	<b>Roll Call &amp; Snack</b>
<b>3:00-4:00pm</b>	<b>Homework Time</b>
<b>4:00-4:45pm</b>	<b>Recess/Bathroom Break</b>
<b>4:45-5:45pm</b>	<b>Enrichment Activity</b>
<b>5:45-6:00pm</b>	<b>Recreation in Cafeteria or Outside</b>
<b>6:00pm</b>	<b>After School Program Closes</b>

## Sample of Summer Schedule TK & Kinder

<b>12:30</b>	<b>School Dismissal</b>
<b>12:30-12:35</b>	<b>Roll Call</b>
<b>12:35-12:55</b>	<b>Circle Time</b>
<b>12:55-1:30</b>	<b>Homework/Quiet Time</b>
<b>1:30-2:45</b>	<b>Outside/Enrichment/Snacks</b>
<b>2:45-3:00</b>	<b>Circle Time</b>
<b>3:00-3:45</b>	<b>Centers</b>
<b>3:45-4:20</b>	<b>Outside Time</b>
<b>4:20-4:35</b>	<b>Snack</b>
<b>4:35-5:00</b>	<b>Free Time</b>
<b>5:00-5:30</b>	<b>Free Time</b>
<b>5:30</b>	<b>Dismissal</b>

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## Sample of Summer Schedule 1st-6th Daily Schedule

12:30	School Dismissal
12:30-12:35	Roll Call
12:35-12:55	Homework/Quiet Time
12:55-2:45	Outside/Enrichment/Snacks
2:45-4:45	Indoor Activities
4:35-5:15	Free Time
5:15-5:30	Clean Up
5:30	Dismissal

**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.

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(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 non school days, 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

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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 of the California Department of Education 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



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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.