

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:	Lakeside Union 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. Donald E. Suburu 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 Expanded Learning Opportunity Program will be located at Donald E. Suburu School. Donald E. Suburu School is a walking school, allowing the majority of our students to have easy access to the program without a need for transportation. Students who are unable to walk to and from the program will be transported by their parents/guardians. During the school year, the program will begin at 6:00am, allowing for students who attend in the morning to seamlessly transition to their instructional school day and will immediately begin following dismissal of the instructional school day until 6:00pm.

Our Expanded Learning Opportunity Summer Program will take place at Donald E. Suburu School. Students will either walk or be transported by their parents/guardians to and from school. The Summer Program will begin at 7:00am, allowing for students who attend in the morning to seamlessly transition to their instructional summer school day and will immediately begin following dismissal of the instructional summer school day until 5:00pm.

All students will be greeted and checked into the program they are attending. Program attendance will be collected in Kidtrax with the Boys & Girls Club of America and our school district's student information system, Aeries. Parents/Guardians will check out their child from the program.

In efforts to create and maintain safety procedures that are aligned with the instructional day, such as staff training and practice drills with students and staff, daily check-ins and monthly meetings with school administration will be held. Program staff will also participate in training to successfully implement these procedures with students.

Our program strives to create a safe and supportive environment that provides for the developmental, socio-emotional, and physical needs of the students by having program staff participate in professional development training as needed. These trainings will provide effective approaches to support students identify and build on their strengths. Safety is the primary goal of the Expanded Learning Opportunity Program. We strive to create an environment where all children feel physically, emotionally, and culturally safe.

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.

Open communication will be our priority to maintain open communication with school administrators and program staff in efforts to identify the material students learn during the school day or need to expand for the summer, with the information utilized to plan for structured activities and homework time. Enrichment activities will be planned throughout the expanded learning time which include physical activities and sports and STEAM/project based enrichment lessons that include hands-on, real-life problems/solutions allowing students to explore, investigate and create. There is time within the extended learning to support students who require more time to complete their school work or close the learning gap.

We will ensure we are praising students on their success and provide specific support in areas of needs. This approach will continue to create great relationships between students and program staff resulting in a more engaged learning environment. Students are more willing to try new things and challenge themselves to venture out of their comfort zone when learning is fun and engaging.

The current Expanded Learning Opportunity Summer Program includes a 20 day program operating for up to five days a week for four weeks. The Expanded Learning Opportunity Summer Program will be expanded in both the number of days and hours in operation in the 2022-2023 school year with additional funding from the ELO-P funding. The Expanded Learning Opportunity Summer Program currently operates structured activities from 8:00am to 12:00pm daily with an expanded learning opportunity from the Boys and Girls Club of America to operate from 7:00am to 8:00am and then following dismissal from 12:00pm to 5:00pm.

The Summer Program will be open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel program for our students with disabilities and they are able to receive very specific academic support from our special education staff with push-in opportunities to participate in learning activities, physical activities and enrichment activities.

3—Skill Building

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

The educational enrichment component includes special skill building activities designed to increase a student's skill-base for success, interest in school, social competency, and/or physical fitness. Arts & Crafts will be offered daily for grades K-5 and at least once per week for grades 6-8. Active play, through organized games, recreational activities, and/or physical fitness activities are offered daily for all grades (weather permitting).

Activities and options will be offered through weekly scheduling, and special events. These options often focus on English language development, Language Arts, science or math skills in expanded learning environments aligned with current curriculums being offered during the regular school day. Examples include "Writers' Workshops", Computer skills training, themed plays, and a variety of accelerated and/or hands-on learning opportunities. These options will vary based on Expanded Learning Opportunity Program training opportunities attended by staff, student interest groups, teacher input, and age group shifts in the program.

On-going communication with school and district administration and staff will take place throughout the year to learn how to best support students. This information will be used to create a customized skill building plan for youth who need extra support during the Expanded Learning Opportunity Program hours. The strong communication between the school day and Expanded Learning Opportunity Program is critical in creating intentional skill building opportunities for our students.

4—Youth Voice and Leadership

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

Our program will incorporate feedback obtained from students through surveys provided throughout the program to create curriculum to meet all student needs. Program staff will have on-going check-ins with students after activities are completed to learn about ways to improve or replace techniques that were not as successful. Data collected from student assessments will be shared with our program staff. Our team will encourage ongoing and daily feedback.

Students will be encouraged to take leadership roles, such as volunteering as a tutor during homework time, leading an activity alongside program staff, mentoring another student, etc. Students will also be encouraged to present to the School Board members in regards to their experience attending our program and program needs. This will be a positive life skill of understanding the role of a school board and how it directly impacts their learning at the Expanded Learning Opportunity Program.

Our program will strive to leverage outside resources, activities, and programs that expose our youth to new opportunities. Our goal is to increase our student’s social capital and encourage them to strengthen their leadership by trying new things. Moreover, we will encourage our students to share their ideas and ways to improve their program. Our team will explicitly communicate with our students that this is their program. We strive to build ownership and pride in the students and the program that will be provided to them. We have the strongest results when our youth have true voice, choice, and leadership roles throughout the year.

5—Healthy Choices and Behaviors

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

Our program will incorporate healthy nutritional practices and provide daily physical activities that promote a better quality of life. During the school year, an evening snack and supper will be provided and during the summer program, breakfast, lunch, snack and supper will be provided where both meet the Snacks & Meal Standards for the State of California will also be provided to students daily.

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.

Our program will create an environment that promotes diversity and cultural humility, allowing for students to celebrate their cultural and unique backgrounds through planned activities. Communication will play a vital role to our success. With the use of Parent square parents are able to translate messages in their home language. All communications will continue to be sent out in English and Spanish. These resources will allow us to effectively communicate with our parents. Furthermore, special accommodations will be implemented for students who may have limitations that can create barriers towards successful participation in the program.

7—Quality Staff

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

Program staff will be recruited through a resume screening, interviewing and selection process. Rigorous recruiting is done throughout the community by both the Boys and Girls Club of America and the Lakeside Union School District. Academic, active play, and special engagement attributes together with relevant previous experience are all considered in maintaining a balanced and capable staffing pattern. Selected applicants are subject to fingerprinting, health screening and job requirements as conditions for continuing employment.

8—Clear Vision, Mission, and Purpose

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

The program will align to our three goals of the Local Control and Accountability Plan (LCAP). The program will value and encourage the professional development of our staff with the purpose of creating an environment that will develop healthy young people through identifying and building on their strengths, as well as through utilizing Safety, Relationship-building, Youth Participation, Community Involvement, and Skill-building.

Our program will aim to identify and address the needs of the community, students, parents and school by providing them with an opportunity to express their needs and concerns through constant communication with school administrators, parents, and students through daily check-ins.

The Program is committed to an annual, broad-based assessment process that merges the input of many vested educational partners. The purpose of the process is to allow for continuing program improvement dialogue, research-based program improvement efforts and program adaptations.

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.

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the years we have developed a strong and supportive relationship with the Boys and Girls Club of America to support our students. Support of the local School Board of Trustees and teachers will be a vital piece to the success of our program. Communicating and celebrating the great work that is going on there to support our families is important. Our goal is to continue to build additional relationships with non-LEA entities to better serve our students and community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Continuous Quality Improvement Process will include gathering information and assessing our program. We will provide program surveys to students, parents, and the regular school day staff. The goal of these surveys is to provide data on how individuals view the Expanded Learning Opportunity Program and ways that we can improve. These surveys will be administered by the program leaders and other staff throughout the school year and over the summer. That data will be used to inform our practices, and create annual program goals that will hold us accountable and strive towards continuous quality.

The data collected will provide critical information that will be shared with staff and school admin to measure our progress towards program goals. The data collected will be shared with parents, community, and the Lakeside School Board. The Continuous Quality Improvement plan will engage various educational partners including students.

11—Program Management

Describe the plan for program management.

Our program values our staff and their professional development. Our goal is work side-by-side with the Boys & Girls Club of America to hire individuals who have a genuine interest in working in education or the child development field. The funding is used in a way that matches our vision, mission, and goals for student success.

The program funding is budgeted in a way that values professional development for staff. Our vision is to invest in our staff so that they can use their unique talents and strengths to support the students that we serve. Moreover, our staff will be using that knowledge to create an environment where young people can thrive.

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.

Our district does not receive either 21st CCLC or ASES (After School Education and Safety) funding. Our program will be funded with LCAP funds as well as the Expanded Learning Opportunities Plan Grant. We will follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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?

Lakeside Union School District currently operates a full day Transition Kindergarten program. LUSD is recruiting, training and supporting current staff as they receive professional development for working with younger students.

The district will provide the staffing ratios as determined by the state. The district intends to have a 10 to 1 ratio with certificated staff and classified. The Boys & Girls Club of America will also abide by the state pupil-to-staff ratio.

The district will continue to develop and implement the appropriate curriculum based on the TK standards.

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.

Currently during the school year the TK and Kindergarten follow the same instructional day of 8:00 am- 2:00 pm. TK and Kindergarten students will have the opportunity to attend from 6:00am before school begins and/or after school until 6:00 pm.

The regular school year with ELO-P

Boys & Girls Club of America
6:00-8:00 Breakfast

Regular School Day Begins at 8:00am

8:00-8:10 Morning Recess

8:10-8:25 ROAR Academy

8:25-10:05 ELA/ELD

10:05-10:20 Recess

10:20-10:40 PE

10:40-11:20 Designated ELD

11:20-12:00 Lunch/Lunch Recess

12:00-1:00 Math

1:00-1:25 ELA/ELD

1:25-1:40 Recess

1:40-2:00 ELA/ELD

2:00-2:30 RtI

Boys & Girls Club of America

2:30-3:30 P.E.

3:30-4:30 Academic Support

4:30-4:45 Recess

4:45-5:15 Meal

5:15-5:35 Elective Rotation 1(library, sports, arts, etc.)

5:35-6:00 Elective Rotation 2(library, sports, arts, etc.)

The summer program will operate from 7:00am am to 5:00 pm.

Boys & Girls Club of America

7:00-8:00 Breakfast

Summer School Begins at 8:00am

8:00-8:15 Opening/Morning Procedures

8:15-9:25 Math Block

9:30-9:45 RECESS - Kinder Yard

9:50-10:40 Math Block

10:45-10:55 ELA Block

11:00-11:20 Lunch

11:20-11:35 Lunch Recess

11:35-12:00 ELA Block

Summer School Ends at 12:00pm.

Boys & Girls Club of America

12:00-1:00 P.E.

1:00-1:20 RECESS

1:20-2:30 Art/Read Aloud/STEM

2:30-4:00- Elective Rotation 1 (library, sports, arts, etc.)

4:00-5:30- Elective Rotation 2 (library, sports, arts, etc.)

5:30-6:00 supper

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.