

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:

Linns Valley-Poso Flat Union School District

Contact Name:

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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. Linns Valley Poso Flat 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 Linns Valley-Poso Flat School District actively engaged stakeholders to contribute to developing the Expanded Learning Opportunities Plan. Site-based meetings were held with staff, parents, community members, students, and board members who will support the plan. The after-school site location follows the current district policies and procedures that guide our extended education practices for student access and safety during non-school day hours. The Expanded Learning Programs exist at LVPFS primarily to provide a safe and secure environment for students who might not otherwise have a safe place to be after school. These after-school programs operate on our one and only one school site listed in this plan and adhere to district-wide safety protocols.

Safety procedures will include but are not limited to mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, the district administration and or staff is available to support the after-school programs and can be called upon for assistance or guidance.

Staff will secure each school site during program hours with established single entry/exit access points. All educational partners will be finger printed and will also go through a thorough background check before working with students. All students will be dismissed to their parent/s or an approved adult on their enrollment form at the end of the program. The after-school program schedule will include times and locations with assigned staff. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

The safety procedures, during the school day, will be strictly adhered to, always. After-school programs will be included in the school's safety plan. The staff will be trained on safety protocols.

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.

The after-school programs will provide activities that teach our students to be critical thinkers, to collaborate, to communicate, and to be creative. We will maintain high expectations as we grow and support our students academic, social-emotional learning, and physical fitness.

3—Skill Building

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

Students will build skills in a variety of areas. All students will be given the opportunity to participate in critical thinking, hands-on learning, group leadership, collaboration, team-work, athletic skills, coordinated movement, and social emotional learning in various after-school programs. Programs such as Art, Music, Dance, Science, Gardening, Sports, and Engineering will be offered and the list continues to expand.

4—Youth Voice and Leadership

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

During Stakeholder Meetings, which included students, there were discussions and feedback on which classes both parents and students wanted to have in place for the after-school program. The program was planned with the choices of the students in mind.

September

5-Pam Manny Art

6-Cooperative Play/Games

7-Colton Franey Volleyball

11-Cooperative Play/Games

12-Colton Volleyball

13-Leanne Bowan Art

14-Colton Volleyball

18-Cooperative Play/Games

19-Colton Volleyball

20-Debbie Jameson Science/Math

21-Colton Volleyball

Fall Break - September 25-29-NO SCHOOL

October

2-Colton Volleyball

3-Pam Art

4-Debbie Science/Math

5-Colton Volleyball

9-Cooperative Play/Games

10-Colton kickball

11-Leanne Art

12-Colton kickball

13th Coach Franey Co-ed Volleyball competition at Maricopa 5th-8th

16-Cooperative Play/Games

17-Colton kickball

18-Debbie Science/Math

19-Colton kickball

23-Cooperative Play/Games

24-Colton Relay Races/Obstacle Courses

25-Debbie Science/Math

26-No after-school activities-Movie Night

30-Colton Relay Races/Obstacle Courses

31-No After-School Program

November

1-Debbie Science/Math
2-Jeannie Clearwater Music/Instrument/Dance

6-Colton Basketball
7-Pam Art
8-Leanne Art
9-Jeannie Music/Instrument/Dance

13-Colton Basketball
14-Jeannie Music
15-Debbie Science/Math
16-Jeannie

20-24 Thanksgiving Break NO SCHOOL
27-Colton Basketball

28-Jeannie/Music/Dance
29-Debbie Science/Math
30-Jeannie Music/Instrument/Dance

December

4-Colton Basketball
5-Pam Art
6-Debbie Science/Math
7-Jeannie Music/Instrument/Dance

11-Colton Basketball
12-Jeannie Music/Instrument/Dance
13-Leanne Art
14-Jeannie MusicInstrument/Dance

18-Colton Basketball
19-Jeannie MusicInstrument/Dance
20-Debbie Science/Math
21-Prep for Winter Program

Dec 25-Jan 5 Christmas/Winter Break-NO SCHOOL

January

8-Colton Basketball
9-Pam Art
10-Leanne Art
11-Colton Basketball

15-Holiday NO SCHOOL
16-Colton Basketball
17-Debbie Science/Math

18-Colton Basketball
19 Basketball competition at Maricopa 5th-8th

22-Cooperative Play/Games
23-Colton Track
24-Debbie Science/Math
25-Colton Softball

29-Cooperative Play/Games
30-Colton Track
31-Debbie Science/Math

February

1-Colton Softball

5-Cooperative Play/Games
6-Pam Art
7-Debbie Science/Math
8-Colton Softball

12-Holiday NO SCHOOL
13-Colton Track
14-Leanne Art
15-Colton Softball

19-Holiday NO SCHOOL
20-Colton Track
21-Debbie Science/Math
22-Colton Softball

26-Cooperative Play/Games
27-Colton Track
28-Debbie Science/Math
29-Colton Softball

March

4-Matt McConn Prep for above-ground gardening
5-Pam Art
6-Debbie Science/Math
7-Colton Softball

11-Matt Prep for above-ground gardening
12-Colton Kickball
13-Leanne Art
14-Colton Softball

18-Matt Gardening
19-Colton Kickball
20-Debbie Science

21-Colton Softball

25-29 Spring Break NO SCHOOL

April

1-Last day of Spring Break -NO SCHOOL

2-Pam Art

3-Debbie Science/Math

4-Matt Box Cars

8-Gardening DEBBIE

9-Colton Softball

10-Leanne Art

11-Matt Box Car

Track Meet April 10 TK-4th and April 12 5th-8th @ General Shafter

15-Debbie Gardening

16-Colton Softball

17-Debbie Science/Math

18-Matt Box Car

22-Debbie Gardening

23-Colton Kickball

24-Debbie Science/Math

25-Matt (at open-house movie night the students will race their cars for their parents)

29-Debbie Gardening

30-No After-School Program

May

1-Debbie Science/Math

2-Colton Softball

6-Debbie Gardening

7-Pam Art

8-Leanne Art

9-Colton Softball

13-Debbie Gardening

14-Colton Softball

15-Debbie Science/Math

16-Colton Softball

17th is the Softball/Kickball game with Blake and Linns Valley against parents and community members at Linns Valley ---Community is invited

20-Debbie Gardening

21-Colton Free Pick Sports

22-Debbie Science/Math

23-Colton Free Pick Sports

28-29 last two days of school...No afterschool activities.

Ashley McConn: Tk students 12:00-4:00 Monday-Thursday (will assist as needed with the classes)

Colton Franey: Sports

Debbie Jameson: Science All Wednesday's except for the first Wednesday of each month

Gardening/Science/measuring/Math etc on some Mondays

Jeannie Clearwater: Music/Dance November and December

Leanne Bowan: Painting/drawing/book making The second Wednesday of each month

Matt McConn: Engineering/Woodwork

Pam Manny: Arts and Crafts First Tuesday of the month

Staff/Administration: Mondays will be rotated and Tuesdays: Ms. Johnson, Wednesdays: Ms. Starla, and Thursdays: Ms. Tammy

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 program will ensure that all students are engaged in regular physical activity. The programs will engage students in social-emotional learning through movement. The staff will provide opportunities for students to work on sports skills and active play. We will also ensure that healthy food choices are served and that prosocial behavior is fostered and practiced. We will provide all students with a healthy snack at no cost to the program participants. To establish healthy food and reinforce healthy choices, the composition of these snacks will meet the Federal Free and Reduced Lunch guidelines for nutrition and portions. In addition to offering healthy choices, our after-school program will provide healthy Farm-To-Table foods that the students, plant, weed, harvest, prepare and serve.

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 commitment to creating a diverse and welcoming after-school program is a key strength of our District. Our programs are open to everyone and with a strong commitment to serving our lowest income community members. Our ELOP site is fully ADA compliant and the program accommodates students with physical and learning needs. Efforts are also made to ensure a wide variety of races, genders and incomes in the program as we believe that personal interactions and friendships are key to reducing prejudice and biases.

7—Quality Staff

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

The Superintendent (ELOP Director) will work with the ELOP team comprised of afterschool staff, parents, administrator, classified staff, and certificated staff. The ELOP team will ensure that all key site personnel understand the priorities of the ELOP Plan while creating a unified vision for the Expanded Learning Opportunities Program. ELOP planning meetings will be held throughout the year. All team members will be fingerprinted and will go through a thorough background check before working with students. Students will be surveyed to determine interests in after-school enrichment, along with data collected from Parent Surveys, LCAP Community Input meetings, and Needs Assessments.

8—Clear Vision, Mission, and Purpose

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

The LVPFUSD LCAP Stakeholder forums collected data. The school-designated meetings were led by the administration to gather feedback from community members, parents, students, and staff. Listed below are the areas of interest from community members, parents, students, and staff.

Academic Intervention and Enrichment:

Art

Music

Science

Gardening

Engineering

Outdoor activities/Sports

Purpose

The following extended learning program goals were developed from our needs assessment:

1. Provide after-school activities until 4:00 pm Monday through Thursday for all students
2. Provide high-quality educational experiences that enhance, but are separate from the school day
3. Provide Social Emotional Learning programs that focus on developing the academic, social, emotional, and physical needs of students
4. Engage students in healthy choices, wellness, and physical fitness activities
5. Address nutrition in the delivery of a daily snack

Program Vision

All ELOP participants, students, and staff will have a positive experience and improve their skills and confidence.

Program Mission

LVPFS is committed to the development of a total school community where parents, students, and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach their fullest potential.

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 school is located in a small rural community with a population of 131. There are no nearby partnerships available to collaborate with. We offer Movie Nights with a STEM focus to include the families of our students (ranging from 18-22 enrolled students per year).

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data from student, staff, parent, and community member surveys will be collected, reviewed and discussed to guide the ELOP's continuous quality improvement.

11—Program Management

Describe the plan for program management.

ELOP funding will allow our school to increase service offerings in academics, wellness, and enrichment and give all students and families the flexibility to participate based on their needs and interests. It will promote active and engaged learning opportunities for all students. The program will allow all students to access STEAM, visual and performing arts, cultural awareness, and other various opportunities. The funds will enable students to enhance their horizons and expose them to continuous learning opportunities.

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.

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?

In 2022-23 the district expanded the TK program to add a paraprofessional and in 2023-24 the district expanded the TK program to add a paraprofessional (to offer an extended day for Tk). The TK curriculum, Frogstreet, was adopted and purchased during the 2023-24 school year. PD is provided to the TK teacher and paraprofessionals.

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.

TK schedule is 8:05-12:05 and the extended day is offered from 12:05 to 4:00.

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.