

**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.

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

Local Educational Agency (LEA) Name: Lashon Academy/Lashon Academy City

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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. Lashon Valley
2. Lashon Valley Village
3. Lashon City
4. _____
5. _____
6. _____
7. _____
8. _____

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

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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>.

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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 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.

VALLEY ONLY

The program will be offered on-site for students in grades ETK-5 at our colocated Fulton campus. Students in grades 6-8 at our colocated Valerio campus are escorted by a staff member in a less than 20:1 ratio to the Fulton campus where attendance is taken. We also offer a program on-site for students at our Valley Village location as well. Students are able to develop social emotional skills through intentional activities and coached free play, as well as enrichment opportunities. Staff has been trained in Positive Behavioral Intervention and Supports in order to support student's needs.

CITY ONLY

The program will be offered on-site. Students are able to develop social emotional skills through intentional activities and coached free play, as well as enrichment opportunities. Staff has been trained in Positive Behavioral Intervention and Supports in order to support student's needs.

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.

After school is a unique opportunity to harness additional time to support students' academic and social emotional growth. In our regular program, students are grouped in grade-alike pods with consistent staff in order to build relationships. Students have the opportunity to work on their homework as well as complete personalized iReady instruction. Students who have been identified as needing additional academic support are placed in small group intervention led by credentialed teachers. In addition to this targeted academic support, monthly culturally responsive themes allow students to explore the wider world through physical education and fine arts instruction.

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3—Skill Building

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

There are three main tenets of our after school program: academic support, enrichment, and recreation. Academic support includes targeted small group instruction led by credentialed staff, homework assistance and informal tutoring, and supervised iReady personalized instruction. Enrichment includes culturally responsive and DEI activities that allow students to have "windows and mirrors" to other cultures. They will see themselves reflected in the activities, and will be able to have a glimpse into other cultures. Finally, recreation includes student-led and staff-led games, outdoor activities, and sports teams. Students in after school will feel more connected to their school community and make academic gains under the guise of fun.

4—Youth Voice and Leadership

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

Student voice and leadership is integral to the success of our program. Older students regularly volunteer to support our younger students as role models and game leaders while supported by staff. Student feedback is regularly collected and integrated into the structure of the program. Student led service projects that support the school's mission and vision are also welcomed and supported.

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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 provide an after school snack in accordance with the NSLP guidelines. Students will be taught to make thoughtful, healthy food choices. Students will be served at least one fruit or vegetable each day, and clean drinking water will always be available.

Behavior will be supported using Positive Behavioral Interventions and Supports (PBIS) as a continuation of the supports utilized during the school day. Students will exemplify the behavioral expectations of Lashon: Safe, Promote Respect, On-task, and Take Responsibility. In addition, behavioral rubrics, the same ones used during the school day, will be visible and utilized to support positive student behavior.

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.

Lashon is committed to being a culturally responsive, anti-racist organization. As a school dedicated to multicultural education, that expectation does not change with our after school program. Enrichment activities will be infused with culturally relevant DEI-focused activities that will serve as "windows and mirrors" for students. They will see their own culture reflected in the activities, as well as gain a greater view of others' cultures. Students with diverse needs will also be supported. Neurotypical students will be addressed through a collaborative approach with school SPED staff, administration, family, and outside providers (if applicable). All legal requirements in regards to 504 plans will be followed as well.

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7—Quality Staff

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

Staff hired must pass a TB test, Live Scan, and have a background check with the DOJ and the FBI. Staff must also complete training upon being hired regarding child abuse and being a mandated reporter. Throughout the year, staff will be supported with professional development and training based on their needs and requests, such as behavioral support, youth mental health, classroom management, emergency procedures, and safety. These trainings are based on needs identified by the staff.

Staff social emotional needs are also supported so that they are best able to engage with students.

8—Clear Vision, Mission, and Purpose

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

The Lashon After School Program (ASP) is a fun-filled way for students to grow academically and social emotionally through culturally responsive activities, recreation and structured academic opportunities after school. Staff are more than just supervisors. They are actively coaching students to become the best versions of themselves.

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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.

We are currently exploring community partnerships to bring more sports, enrichment and recreation to our program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We will use the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE) to set goals for our program. Regular feedback will be solicited from staff, families, and students to further define goals and progress. Academic data will be collected via ELPAC, iReady, and CAASPP to determine success on academic goals.

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11—Program Management

Describe the plan for program management.

Program operations are overseen by the Special Programs Administrator, who is supported by school leadership and staff. This individual ensures program grant compliance, data management, and fiscal reporting. Each site has a Site Lead responsible for day-to-day operations and management. The Site Lead also supervised site staff, known colloquially as "ASP Coaches".

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.

CITY ONLY

As we have been awarded ASES and ELO-P, the most stringent requirements will be followed for each grant. We have one program supported by both grants.

VALLEY ONLY

At this time, we are only utilizing ELO-P.

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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?

Students in ETK-K are in a grade-alike group separate from the rest of the students until the whole group ratio drops significantly enough that their individual and unique needs can be properly addressed. Staff placed with these ages have experience and enthusiasm for working with this group. The curriculum is adjusted to support their needs and abilities.

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.

Our schedule is the following, adjusted for minimum/regular days:

- Snack
- Recess
- Homework/iReady rotation (intervention groups occur during this time)
- Enrichment
- Recreation

A summer or intersession day would be the following:

- Morning announcements
- Rotation #1
- Rotation #2
- Lunch
- Recreation

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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.

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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

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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.