



LITTLE LAKE CITY
SCHOOL DISTRICT

**EXPANDED LEARNING
OPPORTUNITIES
PROGRAM PLAN**

(ELOP)

Board Approved: April 11, 2023

Expanded Learning Opportunities Plan

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

Local Educational Agency (LEA) Name: Little Lake City 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. Cresson Elementary School
2. Jersey Avenue Elementary School
3. Lake Center Middle School
4. Lakeland Elementary School
5. Lakeside Middle School
6. Lakeview Elementary School
7. Paddison Elementary School
8. Studebaker Elementary School
9. William Orr Elementary School

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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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 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 Expanded Learning Opportunities Program will provide a safe and supportive environment that supports all students. Program will take place on school campuses which are closed and secured. Funding may be used for campus facilities needed for ELOP. Attendance and check in and out procedures have been established at all sites for summer school, school year and summer school after-school program, and extended program. The safety procedures for ELOP are aligned to school day safety measures and precautions.

To support our students, ELOP will focus not only on academic support, but social emotional support. During the summer school day program, counselors will provide social emotional support (SEL) lessons and small group counseling. The after school program will also provide SEL support. Our vendors, Think Together and Boys & Girls Club of Whittier, comply with fingerprinting and background checks, complete emergency plans and ensure training of staff.

During the school year, ELOP will take place at Lakeview Elementary School, or other designated sites. For Summer 2023, program will take place at Lakeland Elementary School, Lakeview Elementary School, and Lakeside Middle School. Students who do not live within the boundaries of these sites will be offered bus transportation in the morning from their home school site to the ELOP site.

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 ELOP program will provide active, engaging learning opportunities that will support the learning that has taken place throughout the year during the instructional day. The school year after school program will support daily academic instruction, homework assistance, and tutoring opportunities that will supplement the school day. The summer school program has been thoughtfully designed by District TOSAs to complement and support the school year curriculum with the needs of students in mind. Small class sizes of TK - 7th grade students for summer allow multiple opportunities for hands-on activities in small group settings. Instructional assistants will be available to provide small group support within the classroom. Specific curricular materials will be purchased to support learning including on-line platforms, guided reading materials, and hands on math manipulatives. Resources used will include, but are not limited to Do the Math, Literacy Footprints, and Engineering is Elementary.

District staff will work collaboratively with partners to select engaging programming and enriching experiences designed to enhance student learning beyond the instructional day. The ELOP after school program and extended full day program will focus on educational enrichment opportunities including STEM, physical education, art and music, and field trips.

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3—Skill Building

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

The Little Lake City School District is committed to providing appropriate lessons, activities, and experiences throughout the ELOP program. Within the summer school program, TK through seventh grade students will focus on literacy, English-language arts and mathematics skills, with sixth and seventh graders also receiving science instruction. Students will participate in guided reading at their reading level to increase fluency and comprehension skills. ELA will focus on key grade level standards supported by research based strategies including read-alouds and close reading. In mathematics, a grade level content focus has been selected and instruction will promote conceptual development using manipulatives and visuals.

SEL lessons and skills will be developed through weekly Second Step lessons on topics related to problem solving, emotion management, empathy and skills for learning. The skills and knowledge gained in SEL will support students throughout their day and have a positive impact on their academic achievement as well.

Lessons and activities provided by our after school and extended day partners include collaborative work sessions, interactive structures, play-based learning, and wellness topics. Students will have the opportunity to participate in physical activity to promote healthy lifestyles and support gross motor development.

4—Youth Voice and Leadership

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

The ELOP program provides and supports intentional opportunities for students to play a meaningful role in program. Within the summer school program, teachers will provide opportunities for students to exercise their leadership skills and engage in real world problem solving. In addition, teachers will support and encourage students to use their voice in a way that empowers them and promotes self advocacy and problem solving.

Partners including Think Together and the Boys & Girls Club of Whittier will also provide leadership and youth voice programming. In the after school and extended day program, students will have a voice regarding decisions on activities to choose from including arts and sports. All students will be given opportunities to develop their leadership skills through their participation in group activities and events. Students at the middle school grades will have an opportunity for authentic leadership roles and be directly involved in the decision making process. Students will express their opinions and feedback in surveys or group discussions regarding their interests and perspectives of the program.

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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 ELOP program provides opportunities for students to engage in healthy choices and behaviors, practice balanced nutrition, and engage in physical activity to support a healthy lifestyle. The LLCSD Nutrition Services Department will provide students with meals that meet the required nutritional guidelines, as well as state and federal requirements and USDA dietary guidelines. During ELOP program all students will be provided with a breakfast, lunch, and afternoon snack on campus at no cost. The District Wellness plan will also be in effect and followed by ELOP.

The after school and extended day program incorporates daily opportunities for students to engage in developmentally appropriate physical fitness activities and play opportunities to promote exercise. Students will have the opportunity to participate in various organized and developmental sports activities. These physical fitness activities may also include a nutrition emphasis which could include discussions and lessons on healthy lifestyle habits.

6—Diversity, Access, and Equity

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

The Little Lake City School District is committed to designing a program that addresses and embraces cultural and linguistic diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. Through literature and activities, students learn about and develop an appreciation of diverse cultures. Teachers and staff look to make connections to students' prior knowledge and backgrounds in order to deepen their understanding and make content meaningful.

LLCSD actively recruits and hires staff that reflects the community of students we serve. ELOP programs and offerings will be accessible to low income students, English learners, and foster youth, with our family liaisons working closely with identified families to ensure all barriers to enrollment are removed. Notification of ELOP programs will be provided through various communication channels and in both English and Spanish. In working with partners, we strive to ensure that we are providing an equitable and inclusive environment for all. All students are provided the required accommodations, modifications, and support in order to access the programs.

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7—Quality Staff

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

The District engages in a standard hiring process for the ELOP summer school program. Teaching staff is selected carefully in accordance with our bargaining agreement. Recruitment for ELOP begins in March in order to have all positions filled and to ensure time to prepare and train staff. All summer program teachers are provided specific training and professional development tied to content and programs used in summer. Site TOSAs are hired based on leadership experience to oversee programs at the various sites. Counselors are also hired, with priority given to current full time school counselors. Finally, classified staff is hired in accordance with bargaining agreements.

Our partners, Think Together and Boys & Girls Club of Whittier work collaboratively with the district in order to support the needs of students. These partners recruit quality candidates for ELOP after school and extended day programming following established protocols and alignment with LLCSD requirements and Ed Code. Our partners also provide training in strategies, programming, and safety.

8—Clear Vision, Mission, and Purpose

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

The Little Lake City School District's Expanded Learning Opportunity Plan aligns with the District's mission and beliefs.

Mission Statement: With a focus on learning, the shared mission of the Little Lake City School District community is to provide a quality education that ensures success for every student.

Beliefs

1. Students first.
2. Results matter.
3. Whatever it takes.

The purpose of the LLCSD Expanded Learning Opportunity Plan is to provide the LLCSD community with a safe and nurturing extended program for all students that provides academic and social emotional support to reinforce school day learning, as well as engaging enrichment opportunities.

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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.

LLCSD will engage with two community partners to provide high quality offerings and services under ELOP. A long standing partner, Think Together, will provide after school summer programming and extended day programming to students at Lakeside Middle, Lake Center Middle, Lakeland Elementary, Studebaker Elementary, and William Orr Elementary. The Boys & Girls Club of Whittier will provide after school programming at Lakeview Elementary and after school summer programming and extended day programming to students at Cresson Elementary, Jersey Avenue Elementary, and Lakeview Elementary. Partnership meetings will take place to ensure collaboration in delivering consistent and effective programming that meets the needs of our students and families. Regular communication between partners, district leadership, and site leadership will occur to ensure we are operating as one seamless program. We appreciate the collaborative relationships with our partners and their ability to assist us in meeting our program goals.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO plan will remain a living document and be modified to respond to the changing needs of our students and communities. The Assistant Superintendent of Educational Services and the Director of Curriculum will closely monitor the implementation of the program and utilize data to assess the strengths and weaknesses of the program. Throughout the year, monthly partnership meetings will occur to closely monitor program effectiveness.

Throughout summer ELOP programs, the Assistant Superintendent of Educational Services and the Director of Curriculum will meet and check in frequently with school site TOSAs and partner leaders to provide continuous improvement and immediate support when necessary. This year, parents and teachers will be surveyed at the end of summer ELOP for their input on the program offerings as well.

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11—Program Management

Describe the plan for program management.

The Assistant Superintendent of Educational Services and the Director of Curriculum will oversee the Expanded Learning Opportunities Program. This oversight will include program development, supplies and materials oversight, facilitating meetings with partners, communicating program offerings with families, and guiding the program improvement process.

Additional Staff

- Assistant Superintendent of Personnel - Responsible for summer program hiring and placement
- Assistant Superintendent of Business Services/Director of Maintenance - Responsible for overseeing any facilities needs/additional facilities
- Fiscal Services Director - Responsible for maintaining ELOP budgets and fiscal reporting
- Site Principals - Responsible for program oversight during the school year
- Educational Services Secretary - Responsible for ordering of summer school supplies and materials
- Educational Services Staff - Responsible for assisting parents with enrollment
- Site TOSAs - Responsible for daily supervision of campus during summer, handling of student discipline, supervision of summer school staff

General Questions

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

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

The ASES and ELOP grants at LLCSD will offer a seamless extended day program for parents of students in grades TK - 8th grade. The combination of the two grants will allow each of the nine LLCSD sites to offer an extended day program free of charge from the end of the school day until 6:00 pm creating a 9 hours plus school day during the 180 traditional school days.

During summer break, students will have the opportunity to participate in a district run summer school program for 19 days held at three convenient sites, and also participate in an after school program for a total of 9 hours per day. Upon the conclusion of summer school, our partners will continue to run a 9 hour program at the same designated sites for additional days to meet the ELOP requirement.

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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?

The Little Lake City School District and partners are well prepared to serve transitional kindergarten and kindergarten students at or under the 10 to 1 ratio. That ratio will be strictly adhered to by all parties. TK/K ELOP activities are designed to enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning. Staff are appropriately trained to use all ELOP materials.

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.

LLCSD Sample School Year Schedule:

Grades	School Day Schedule	ELOP Schedule
TK - 3	8:15 am - 2:30 pm	2:30 pm - 6:00 pm
4-5	8:15 am - 3:10 pm	3:10 pm - 6:00 pm
6-8	8:00 am - 2:50 pm	2:50 pm - 6:00 pm

LLCSD Sample Summer Schedule:

Grades	School Day Schedule	ELOP Schedule
TK - 7	8:15 am - 12:15 pm	12:15 pm - 5:15 pm

LLCSD Sample Summer Extended Day Schedule:

Grades	ELOP Schedule
TK - 7	8:15 am - 5:15 pm

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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.