

EXPANDED LEARNING OPPORTUNITIES

Lowell Joint School District
11019 Valley Home Ave.
Whittier, CA 90603



**This Program Plan Template is required by California *Education Code (EC)*
Section 46120(b)(2)**

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

Local Educational Agency (LEA) Name: Lowell Joint 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. El Portal
2. Jordan
3. Macy
4. Meadow Green
5. Olita
6. Rancho Starbuck Intermediate (as space and funding allows)
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 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 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 program will be offered at each of the elementary sites to begin with the potential for Rancho should funds and availability allow, so transportation is not an issue. Existing arrangements with Options and Boys and Girl Club include either space on campus or transportation provided off site by the organization. A staff program manual will be created to outline processes and procedures to ensure things run smoothly. This will include Daily Safety Procedures, where critical student information is available such as medical, custody, authorized persons, and samples of forms such as incident reports. Procedures for attendance will be outlined as well. Class locations and schedules will be communicated with all staff and parents. The program will include behavior expectations in line with those followed during the regular school day and programming will support the development of character education also consistent with the regular school program. Training for staff will include safety and first aid, information on building trust and creating a nurturing environment, and on all processes and procedures outlined in the manual. Staff will wear IDs to ensure visibility and accessibility for both students and families.

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 focus of the Expanded Learning Program includes opportunities for both intervention and enrichment to support learning during the school day. STEAM activities will be coordinated to supplement grade level curriculum offered within the day as will theater arts, music, physical education, robotics and other offerings that may be available on a limited basis otherwise. Intervention components will include access to current iReady data and supplemental lessons not covered during day. Staff will continue to provide before and after tutoring to targeted students based on identified needs. Student input on offerings for enrichment will be critical to connect students with learning of high interest, and we will look for opportunities for students to showcase their learning from these sessions. This might be some kind of an Open House for parents to see student work or a performance for example. Communication with classroom teachers will also be facilitated for input for needed interventions and homework/tutor that will support student progress in core subjects during the day. The program will be evaluated at the end of each session by staff, families, and students to determine if adjustments need to be made.

3—Skill Building

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

Learning goals for class session will be determined ahead of time with clearly defined objectives, connections to standards (whether academic, technology, or even social emotional), and outcomes for growth. The goal would be to develop a culminating activity to showcase student learning that is driven, in part, by input from students. Integration of leadership skills, 21st Century skills, and LJSD citizenship/patriotism will be an important part of the development of these sessions for before and after school. There will be opportunities provided for both intervention and enrichment that are designed to support skills in all aspects of growth monitored under our Multi-Tiered System of Supports (MTSS)-academic, behavior, and social emotional.

4—Youth Voice and Leadership

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

Staff training will include information on providing leadership opportunities as well as gathering input from students for offerings. Staff will be encouraged to look for opportunities to hand over leadership to students where appropriate. One suggestion includes using older students to support the transition of younger students from the regular day to the after school programs. This might include helping out at the tables while students eat the snack provided before sessions begin. The Coordinator for Expanded Learning is building systems for student input and voice in developing programs based on interest and need so that learning experiences within classes will be student driven.

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.

Close coordination with food services for snacks and any meals needed for required standards for snacks will be facilitated by the Coordinator for Expanded Learning. The behavior system and expectations for each site will be communicated to both students and parents as well as staff to ensure connectedness with expectations during the regular school day. This includes discussion of character education as a foundation for making good choices. Regular communication with parents for positive behaviors will set the foundation for when discipline issues occur and need to be managed. Professional development for staff to will include information on the

character education program so that it can be integrated into offerings to support healthy choices.

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.

Efforts to recruit and hire staff that reflect the diverse community within the boundaries of Lowell Joint is always a priority. This includes the hiring of more bilingual staff to support the growing needs of the community in this area as well as a focus on language development needs such as the building of academic vocabulary through both enrichment and intervention opportunities for example. Curriculum will reflect cultural and linguistic diversity and again, offerings will be driven by input from students and families. Since the district does not qualify for other funding programs like ASES, the Expanded Learning Opportunity program is significantly increasing access to students for both enrichment and intervention beyond the school day. Where sites might offer 4-6 formal art lessons a year in partnership with the Muckenthaler, for example, students interested in art will be able to continue that learning on offerings after school that they would otherwise not have access to. Training for staff will include support for working with culturally and linguistically diverse students. The Director of Special Education has been a part of planning conversations for the integration of students with special needs into the Expanded Learning Opportunities program. For many students, the needs can be addressed through training of staff to ensure appropriate accommodations for students to access programming. If a student has a one-on-one aide during the day, that support would be provided for before and/or after school offerings as well. Based on input from staff, students, and families, the Coordinator of Expanded Learning and the Director of Special Education will continue to monitor participation and engagement to make adjustments as needed.

7—Quality Staff

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

Lowell Joint is dedicated to hiring high quality staff to best serve our students during the regular school day and this will continue for the Expanded Learning Opportunities program. Staff will be recruited based on experience and skill set. Special attention will be given to maintaining quality experiences utilizing existing staff leads for direction and input as well as experts in the fields of choice. Many of the staff for ELO-P will be existing certificated and classified employees within the district in addition to existing partnerships with outside organizations. All new staff will be hired in accordance with current practices to ensure quality. Having a positive attitude, integrity, and modeling the character traits taught and modeled to students in the

regular program are an important aspect for all Lowell Joint employees. The Coordinator of Expanded Learning Opportunities will regularly monitor staff and provide feedback on performance.

8—Clear Vision, Mission, and Purpose

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

The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All schools emphasize the importance of education, the family, and traditional values. We stress the value of personal integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life. The “Spark Academy” will focus on both intervention and enrichment with the “Studio” providing extended care for families needing longer hours of child care. This will allow access for students that have had to have other arrangements for child care historically. Students can participate in opportunities available through the Spark Academy and then if necessary, have additional child care through the Studio. All of this is designed to meet the needs of families based on input and feedback as we design the program options. The current marketing for the program is below and a logo is in progress:

Spark Academy:

"Where innovation and rigor today illuminate the dreams of tomorrow"

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.

Currently, the district works with both Options and the Boys and Girls Club for before and after school care. Both are generating proposals for support of Expanded Learning Opportunities in addition to other partnerships that the district is exploring. Contacts have been made with YMCA afterschool programs, the Muckenthaler, RMH Dance Company, DMIS teaching artists, various existing LJSD classified/certificated staff interested in offering intervention and enrichment, Coach Tigran (sports fitness & international dance), and musician contacts through Cameron Miller. As we get input from students and families on what offerings they would like to see, we will formalize partnerships and/or explore additional staffing options to meet those needs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Coordinators for Expanded Learning Opportunities and Early Childhood will evaluate program quality on a regular basis to determine if offerings for both intervention and enrichment are meeting the needs of students and families. This will include observations of program quality including staffing, surveys of students, staff, community, and vendors after sessions with open ended suggestions available, monitoring individual school data in terms of both participation and progress on goals for both the program and the regular school day using progress on iReady, and similar input for intersession days in the summer. Because this is the beginning of the program, there will be a need to monitor and adjust more frequently in the opening months. The district anticipates adding offerings based on student interest and need after the initial sessions for the fall have been evaluated. Ongoing conversations with families will be facilitated and logs maintained for both participation and usage of child care to determine adjustments to the program that may be necessary.

11—Program Management

Describe the plan for program management.

The Coordinators for Expanded Learning Opportunities and Early Childhood (for TK and Kinder) will work together to oversee the program. This includes opportunities at regularly scheduled Instructional Cabinet meetings to share program elements and get input from support personnel from all departments including the Directors, the Assistant Superintendents, the Superintendent, and Principals. The Coordinators will work with the Assistant Superintendent of Educational Services to ensure compliance with Expanded Learning Opportunities requirements and plan implementation. An Office Manager and Fiscal Clerk have also been hired to support the Expanded Learning Opportunities and Universal Pre-Kindergarten programs to ensure staff dedicated to the successful implementation of these two new programs for the district.

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.

Lowell Joint does not receive funding for either ASES or 21st Century CCLC. As such,

the Expanded Learning Opportunities Program will allow for much needed supports for our students. We currently provide before and after school intervention at each site on a small scale. This will be moved under the ELO-P Coordinator as part of intervention offerings to ensure cohesiveness.

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?

As part of the district's overall Universal Pre-kindergarten plan, there will be two preschools opened for the 2022-23 school year in addition to the existing preschool for students with special needs. The ratio requirements for preschool are 8 to 1 and will be staffed accordingly. For those students transitioning into offerings for Expanded Learning from Transitional Kindergarten and Kindergarten classrooms the 10 to 1 ratio will be maintained. This will include existing staff in offering after school opportunities, community partnerships, and additional support personnel hired to support the overall program. Job descriptions have been drafted and some of the initial hiring has taken place. This will continue throughout the summer and school year as the program needs for staffing continue to be adjusted. The Early Childhood Coordinator is overseeing opportunities for our youngest learners in connection with ELO-P. He will continue to organize and facilitate trainings for all staff on developmentally appropriate practices as part of our overall Universal Pre-Kindergarten program and P-3 alignment. This will include support for any contractors who are not a part of professional development plans within the district as a whole.

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.

7:30-8:30	Various interventions per site as well as enrichment for TK and Kindergarten including staggered sessions for late & early bird. This includes options for 7:30-9:30 for late birds and options from 1:30-3:00 for early birds until additional programming begins at 3:15 after snack.
3:00-3:15	Snack
3:15-4:05	Enrichment and intervention session #1
4:05-4:15	Transition between sessions
4:15-5:00	Potential Enrichment and intervention session #2

Additional child care opportunities may be available based on family need to extend hours until 6 pm.

Our current intersession schedule:

8:00-12:00 Certificated staff from within the District are providing thematic learning activities designed to build skills through hands-on, engaging activities that support standards

12:00-1:00 Lunch for those students staying for the afternoon sessions.

1:00-5:00 City of La Habra is providing Expanded Learning Opportunities:

A variety of classes will be offered including, but not limited to, art lessons, outdoor physical activity, performing arts, cooking and more.

The City of La Habra will provide daily activities in an outdoor camp setting:

- Specialty Instructor for each Station
- Supplies needed for each class
- Activity Calendar/Schedule
- Water
- Snacks
- At least one on-site supervisor each day

Specialty stations may include, but are not limited to:

Cooking Experience (No stove/oven required); Martial Arts; Dance (Modern, Cheer, Folklorico); Musical Theatre; Field Games; Sports (Soccer, Basketball, Volleyball); LHPD; Science; Art; Water Fun Days; Nature; Virtual Field Trips to Around the World (Learning about different places and cultures)

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 school sites, 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 non-schooldays, 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 school sites 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.