

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:	Live Oak Charter School
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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. Live Oak Charter 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.

Live Oak will offer daily after school programming on site and students will remain on campus at the end of the school day. The program will begin immediately upon dismissal of the instructional day and operate until 5:30 PM. The After School Program (ASP) is run by Live Oak Charter staff and aligns with programmatic offerings outlined with After School Education and Safety (ASES) after school programming. All ASP staff are trained in safety practices aligned with the school day. Furthermore, staff use a positive discipline approach with students, facilitating a community feel in the after school program.

Since we are tenants on a Fairgrounds our campus is closed during the month of June. However, we will offer a summer opportunity for extended learning and care via a collaborative partnership for 30 nine hour days with the Boys and Girls Club. As a school of choice, our families are spread out through multiple counties. Therefore, the summer programming location will be the local Boys and Girls Club which resides closest to the LOCS and daily transportation to and from the local Boys and Girls club will be the responsibility of participating families.

Additional LOCS ASP practices for High-Quality Programming:

Staff members will be identifiable to students, families, and other stakeholders.

Staff, students, families, and school partners understand where students are located throughout the duration of the program.

Staff members are trained in safety and first aid.

Incidents will be clearly documented (i.e., written reports and phone records), and communicated to the appropriate people and/or entities.

Program will maintain a current and easily accessible list of emergency contacts for students.

Program will provide an environment that supports nurturing and supportive relationships.

Staff and students share the responsibility of creating a sense of community.

The summer program will be run by the Boys and Girls Club. They establish criteria for their own programming in order to meet ELOP requirements. The summer offering provides parents with an intersession option for 30 days, 9 hours each day. Additionally, it provides additional learning opportunities for students within a nationally recognized non-profit whose mission is to help young people to reach their full potential as productive, caring, responsible citizens.

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 design of our program and what makes it a quality program is making certain that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. It also offers a very safe and trusted environment for them while their parents work or take care of other business. We incorporate feedback and suggestions of our program and we ask for parental, staff and student input as to what they would like the program to look like. The ASP program will provide students with an opportunity to continue their school day environment with professional staff in a structured and nurturing environment free from media and full of continued learning activities.

Students will receive age appropriate emotional support and grade level academic support.

The LOCS after school program will offer:

Academic tutoring to support student learning
Daily recess and physical education time, to increase student physical activity levels
Weekly hands on learning activities (drawing, painting, bead making)
Social emotional learning activities (Restorative Practices)
Garden based learning and activities
Cooperative gaming
Nutritional snacks

Additional LOCS Practices for High-Quality Programming:
The program provides a variety of hands-on, project-based activities.
Activities are of high interest, and relevant to the lives of the students.
The program is designed to promote active learning.

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3—Skill Building

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

All enrichment opportunities in the program are designed to inspire creativity and innovation, we work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons are designed to support students at their current level of performance and move them towards proficiency. Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day.

The After School Program (ASP) at LOCS will provide academic tutoring support, which will enhance students academic skill set. ASP will further focus on SEL (social emotional learning skills) and physical activity skills during the after school program.

Additional LOCS Practices for High-Quality Programming:
Activities are engaging and sequenced to provide students with the opportunity to achieve mastery.
The program provides hands-on, project-based learning that will result in culminating products or events.
There are opportunities for students to work in collaborative group settings and practice team building and effective communication.
Students are able to make linkages between program activities and their lives outside of the program.

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4—Youth Voice and Leadership

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

During the ASP, staff will ask students for their input on activities and PE games and will allow students to choose a from a variety of daily activities, as long as safety standards allow for this. The summer program will be run by the Boys and Girls Club. They establish criteria for their own programming in order to meet ELOP requirements.

At the end of the year, students participating in the ASP program will conduct an end of the year survey, asking for their insights and feedback into the program and how it can be enhanced including its strengths and area for growth.

Additional LOCS Practices for High-Quality Programming:

The program gathers student input when designing the program and activities.

Older students are provided with ongoing leadership opportunities that help staff plan the program.

Alumni students return to assist and provide opportunity for leadership in working with students under staff direction.

There is shared ownership of the program by both staff and students.

The staff is trained to facilitate youth voice and to recognize the leadership potential of all students.

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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 programing.

The ELOP focuses on healthy behaviors through daily recess and PE time blocks during the after school hours. Staff encourage students to be physically active, both during a free play recess and structured physical activities. The ASP Coordinator serves a variety of healthy food options daily for every student enrolled in the after school program.

Additional LOCS Practices for High-Quality Programming:

The program promotes student well-being through daily physical activity.

Staff members model good nutritional choices and participation in physical activities during the program.

Staff understand how the knowledge and behaviors around health contribute to the academic performance and the social-emotional well-being of the students.

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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.

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We main platforms are ParentSquare, our website, and classroom coordinators who work directly with each classroom teacher. We also make certain that all communication goes out in both English and Spanish to ensure that all parents have access. Expanded learning staff also maintain current contact information for all students enrolled in the program so that they can contact them at all times. All promotional materials for any application, program openings or events are also communicated in all of the above ways in addition to flyers posted in the office, in the classrooms and passed out to teachers.

We welcome all students interested in enrolling in the ELOP program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios. Our staff is also very representative of the students that we serve. In such a small community we often hire either family members or former students (alumni). Our ELOP program supports an environment that promotes diversity and cultural respect, allowing for students to celebrate their culture and unique backgrounds with planned activities. Our program will be open to serving all enrolled students at the school site and will ensure paperwork is available in multiple languages, making it accessible to all of the school families.

Additional LOCS Practices for High Quality Programming:

The program states its explicit commitment to diversity and equity through its outreach materials and/or policies. The program promotes an environment in which staff and students are comfortable sharing from their diverse backgrounds.

The program provides a welcoming environment by representing the diversity of students through program activities, curricula, displays, and communication.

Accommodations and/or adaptations are made to provide access to the program and its activities to all students.

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7—Quality Staff

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

All LOCS Expanded Learning Opportunities Program staff will meet the minimum qualifications of either an Instructional Aide, Certificated Teacher, Parent Mentor/Volunteer or student tutor. The ASP Coordinator collaborates with LOCS Leadership and/or the Executive Director to determine qualification compliance. Employees who implement the Expanded Learning Opportunities Program on-campus, are selected through employee recruitment and will be subject to the approval of the Executive Director.

Program staff will be recruited through expressing intent, a resume screening, interviewing and selection process. Academic, active play, and special engagement attributes, together with relevant previous experience are all considered in maintaining balanced and capable staffing. All selected applicants are subject to fingerprinting, health screening and job requirements as conditions for continuing employment.

Additional LOCS Practices for High Quality Programming:

The program actively attempts to recruit and hire qualified staff members representative of the community of the students served.

The staff is committed to building positive relationships with each other, their students, and parents.

The program supports staff with information about program requirements, budgets, and any information that affects the day-to-day operation of the program

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8—Clear Vision, Mission, and Purpose

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

The overarching philosophy for the ELOP is aligned with Live Oak’s Waldorf approach to educating the head, heart, and hands. Our goal is to provide a loving, secure, “at-home” experience for children beyond their normal school day. We provide plenty of time to play with friends, engage in arts and crafts, outdoor fun and games, rest, music, reading, nature exploration and seasonal projects. Additionally, we provide academic tutoring and grade-specific educational support.

Our program actively promotes children’s social-emotional needs by engaging in activities that bring children across the grades together. We create a supportive environment for children to make mistakes, resolve conflicts, and successfully navigate relationships with one another. We implement restorative circles to help children gain insight into their own and others’ points of view.

Additional LOCS Practices for High Quality Programming:

Activities are designed to reflect the mission, vision, and purpose and make progress toward the program’s goals and desired outcomes.

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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.

The ELOP staff and school site partnership is evidenced by the on-campus placement of the program office, continuation of support from LOCS Executive Director, and the ongoing opportunity for daily communication exchange between program faculty and administrative staff.

Our program partnership also includes the Boys and Girls Club of Sonoma-Marin, whereby we are able to extend the Expanded Learning Opportunities Program offerings to our students during 30 days of intersession throughout the school year.

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10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We use an annual assessment and review of programming through using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. In addition to integrating data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students.

Continuous Quality Improvement Cycle:

1. Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and feedback from staff, youth, and other stakeholders, and observation of program activities.
2. Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.
3. Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, reassess and update the action plan accordingly.

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11—Program Management

Describe the plan for program management.

This program is dependent upon open and frequent communication between the Executive Director of the Local Education Agency (LEA), the community partnerships, the AfterCare Program Coordinator, and Chief Business Officer of the LEA. All fiscal management is done using the SACS coding system and tracked in our budget software.

Additional LOCS Practices for High Quality Programming:

The program will have the appropriate insurance to protect staff, administrators, volunteers, students, and parents. The program will maintain written agreements that define roles and responsibilities of partners via Memorandums of Understanding (MOUs).

The program will keep a well-documented budget with line-item expenses and the duration and amount of each revenue source.

The program will revisit its budget regularly and allow flexibility to make allocation decisions as needed throughout the year.

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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.

Due to the elimination of the FY 2020–21 grant reductions process as a result of COVID 19, it is estimated that the ASES funding available for FY 2022–23 will be around \$1.7 million based solely on school closures and site cancellations. The significantly lowered amount available for funding makes this grant funding year an extremely more competitive process than previous years. Grants will be awarded to school sites that have the highest rank ordered percentage of students eligible for FRPM among the ASES grant Applicants. The Federally Reduced-Priced Meals (FRPM) funding determination cutoff last year was 71.89 percent. The FRPM percent for LOCS is currently about 21%.

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 LOCS is preparing for universal TK enrollment, we will collaborate with and participate in any meetings and trainings to prepare for supporting younger children that is being offered by SCOE, our Authorizing district, or through the NBA group of Waldorf Schools. Our current teachers are grandfathered in since they have their credentials and have been teaching in early education since 2015. This means that no required Early Childhood Education university course units will be needed for them to continue in their position.

We will continue to look at the possibility of expanding the T/KG Aide role in each of our kindergartens to full-time roles and thereby carrying over the expertise and experience from the regular school day into the ELOP extended day and also look at using ELOP funding to ensure the 10-1 ratio and longer daily hours will be maintained.

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.

School Day Programming:
8:15 - 3:05 - Core Day Instruction Hours Grades 1-8
8:15 - 12:30 - Core Day Instruction Hours TK - K
12:30 - 5:30 - After School Program Hours
Daily Supervision starts at 8am

8:00 AM - 5:30 PM is 9.5 hours daily

Summer Programming:

The Boys and Girls Club will operate from 8:00 am to 5:00 pm Monday - Friday

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.