

Las Lomas Elementary School District Expanded Learning Opportunities Program

Local Educational Agency (LEA) Name: Las Lomas Elementary School District

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List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Las Lomas Elementary School
2. La Entrada Middle 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).

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. 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>.

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

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.

Locations for 2022-23 programs:

Las Lomas Elementary
La Entrada Middle School

On-Site Safety Measures:

Las Lomas School District will utilize a system for tracking student enrollment and attendance through Google Sheets and Power School. Procedures will be in place to ensure that students are always accounted for. All school sites will be fully secured. Attendance will be taken at the start of the program. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

Safety procedures and trainings will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district and site administration is available to support the extended learning programs and can be called upon for assistance or guidance. The safety procedures during the school day will be strictly adhered to, always.

Extended learning programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Regular emergency evacuation, earthquake and lockdown drills will be implemented, and staff will know the locations of fire extinguishers on their campus. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to printed student emergency contacts and access to PowerSchool student databases.

LLESD will provide health support on call during program hours in the event of a health emergency or injury. Staff will follow established protocols when dealing with accidents and addressing student injuries. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident the staff will have access to the districts and department's enrollment database to find additional contact information. In addition, staff will document any minor or major injury for parents, emergency, and district administrators.

COVID-19 SAFETY PROCEDURES will align to the District guidelines and be updated as State and County guidelines change.

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.

While opportunities for supplemental instruction will be present in the ELO-P program, the focus will be on enrichment activities and physical activity.

The ELO-P will provide varied opportunities to promote a sense of connectedness, belonging and building students' assets. Student voice and choice opportunities will be at the forefront. Some programs may include options such as: Cultural Awareness, Character Development, Community and Civic Engagement, Historical News and Events, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage educational partners, programs, subject areas experts, and additional staff interested in leading these enrichment activities.

Academic supports will be available in the ELO-P program during dedicated blocks of time for students to work on homework, receive help from adults, or attend office hours. In some ELO-P programs, there may be specific staff members who work with a caseload of students to set academic goals, develop study skills, and work collaboratively with school teachers. Positive youth development elements resulting from improved academic achievement include increased confidence and a sense of self-efficacy and advocacy. Academic support and enrichment opportunities will be the focus of the after school and summer programs. ELO-P programs may provide hands-on, project-based learning that will result in culminating products or events. For example, students may participate in STEAM activities. In addition, students may improve their literacy skills through hands-on activities, read-aloud time, skill building games, and reinforced time with school based online programs like Learning Ally, RAZ Kids, Newsela, and Common Lit.

Enrichment activities may include various forms of arts (dance, music, crafts, art), cooking and community service, which will promote positive youth development. The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. This will give an opportunity for student voices to drive the selection of these activities. Outdoor activities will be led by staff trained in youth development principles and practices as well as safety procedures to ensure students are safe physically and emotionally. Sample activities include organized sports, yard games, fitness curriculum, and other activities. Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for all students to be able to self-select and participate in this enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available.

3—Skill Building

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

Each program will include an educational and literacy component (supplemental to the school-based program) in one or more of the following areas: language arts, mathematics, history, social science, computer training, science, or Visual and performing arts. This educational and literacy component will support the school's core curriculum, state standards, and will be developed in collaboration with program partners. In addition, all programs will offer homework support in different subject areas. Teachers and school staff will be active partners by serving as liaisons. School liaisons bridge communication and academic information with teachers and program; determine focus of lessons, help problem solve student specific issues, collaborate in creating new projects and learning opportunities, and may provide professional development to program staff by observation, modeling and coaching.

- Many of the ELO-P program attendees will be English learners (priority ELO-P criteria). Program staff will receive professional development or support on how to support English development in the after school setting.
- In addition to serving EL students, ELO-P will programs will serve students with IEPs. Plans are being made to support the students through the expanded hours of our paraprofessionals to support the children in order that they be safe, included and able to participate in the activities.

The academic component of the ELO-P has been designed to support and complement LLESD's school-day academic activities. Academic assistance will help students to develop proficiency in reading/language arts, math, and homework completion. ELO-P staff will provide homework help, mentoring, targeted intervention and support in skill building. Through homework support, academic skills building activities and enrichment opportunities, the ELO-P promotes academic engagement and skill confidence of all students.

In addition to educational literacy reinforcement, students will be offered a variety of enrichment options. For example, STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities may be offered. Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students may present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

Enrichment activities focus on students' interests and are designed to increase their motivation, sense of efficacy, mastering different skills, and development of 21st skills such as communication and teamwork. The activities also may expose students to areas that are not part of their regular repertoire and they promote long-term engagement in education and higher education interest. The ELO-P program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the "four Cs") by engaging students in project-based learning activities. Plans to bring character education and social-emotional learning to their sites through support, pro-development skills groups, individual group mentoring programs, and mental health partnerships for therapeutic services are being designed.

4—Youth Voice and Leadership

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

The academic component of the ELO-P has been designed to support and complement LLESD's school-day academic activities. Academic assistance will help students to develop proficiency in reading/language arts, math, and homework completion. ELO-P staff will provide homework help, mentoring, targeted intervention and support in skill building. Through homework support, academic skills building activities and enrichment opportunities, the ELO-P promotes academic engagement and skill confidence in all students.

In addition to educational literacy reinforcement, students will be offered a variety of enrichment options. For example, STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities may be offered. Through project-based learning, students make. Student input is critical to program design. Our expanded learning day program will strive to include meaningful opportunities for youth voice and choice throughout the program day. Staff will be intentional about creating an atmosphere where youth voice is a part of our daily culture. Youth voice is the opportunity for our students to express their ideas, give feedback on program offerings and activities, and share their knowledge, thereby shaping their experiences in the expanded learning day and increasing the engagement of their learning. Engaging students in the design and implementation of our programs will prepare them to be responsible and caring citizens of their larger communities when they reach adulthood.

Staff will collaborate with students continually, both informally and formally. Staff may collect student and family feedback through annual surveys which ask about their experiences in the program, focusing on their feelings of safety, support, and the quality of their experiences. This annual Panorama survey informs the type of programs/activities that ELO-P will offer.

Additionally, the district may establish partnerships with educational organizations who provide services in the areas that are sought after. Expanded learning day programs will take place in assigned classrooms and utilize the school's multi-purpose room, gymnasiums, libraries and outside playground and sports fields.

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.

Engaging in Healthy Choices and Behaviors: Social Emotional Well Being

In efforts to support the mental health of students, mental health resources and social emotional learning practices will be embedded in all components within the ELO-program. These practices

include welcoming rituals, engaging communication, and optimistic closures, many of which mirror the SEL programming offered during the academic calendar year. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL practices throughout the program.

Nutritious meals and/or snacks and physical activity

The ELO-P program will align its wellness initiative with the district's health and wellness policies. Nutritious snacks will be provided as per program requirements. Staff that handle snacks will attend trainings to ensure they follow district health and safety protocols. The ELO-P staff will ensure that healthy food choices are served and promoted, that all students are engaged in regular physical activity, and that self-regulating and prosocial behaviors are fostered and practiced. Program participants may engage in community building activities to develop positive peer relationships. The ELO-P leadership and staff will work with the LLESD site teams to ensure all behavior practices and protocols are aligned with the instructional school day.

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.

The ELO-P Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will do its best to recruit adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds. The ELO-P encourages families' participation to create community building and cultural expression.

Describe how the ELO-P will provide access and opportunity for students with disabilities.

Access to ELO-P programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation. For students with disabilities, the ELO-P will provide support staff who have training in working with students with special needs. The Out-of-School Time Programs Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. Furthermore, Special Education and ELO-P will collaborate on reasonable accommodations as they relate to student's IEPs and determine a communication and support plan.

The ELO-P programs will be designed to be inclusive, and staff will regularly collaborate with families and school staff to better meet the particular needs of students with disabilities, English Learners, and other students who have potential barriers to participation in the program.

7—Quality Staff

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

LLESD will strive to have the staffing in the ELO-P partners represent the diversity of our community and the students prioritized for attendance in the ELO-P programs. Chosen staff then receive training in multiple levels of support strategies, academic and behavioral support strategies, and modeling inclusiveness.

Program leadership will confer on a regular basis with site administration. The site administration will provide technical support in the areas, but not limited to, program goals, staff, students and parent support, educational partner guidance, etc. The extended day during summer and intercession will be led by a certificated staff member with an administrative credential. The positions within the ELO-P will develop as the plan and program development. (ex. Program Director, Mentors, Instructors, Volunteers).

8—Clear Vision, Mission, and Purpose

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

Mission

The mission of LLESD is to provide a model public education that is inclusive, engaging, inspiring, and lays the foundation for empathy, lifelong curiosity, a passion for learning, and global awareness. We do this by nurturing students' unique experiences, interests, and abilities and by providing a stimulating environment that supports their wellness, academic success, and social-emotional skills.

Vision

A district that empowers and inspires all students to reach their full academic and social-emotional potential.

Values

1. Students First: Above all, we prioritize the well-being and success of students in our decision making.
2. Connection: We invest in strong partnerships amongst our students, families, staff, and leadership by practicing kindness, collaboration and transparency.
3. Excellence: We believe in a culture of innovation and continually work to improve our instructional and relational practices.
4. Equity: We harness the diversity of our community and work to remove racial and other systemic biases in order to support the success and well-being of every student.

The ELO-P program will engage educational partners including: (students, parents, staff, and community) to clarify how the ELO-P corresponds, aligns, and supports the District Strategic Goals, Vision, Mission and Values. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals.

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 Superintendent, Assistant Superintendent of Ed Services and the Director of Student Services will meet with the Joint Committee on Priorities and extended learning partners to brainstorm and plan for program growth as required by the ELO-P plan. Topics in these planning meetings include the increase of space needs, enrichment providers, the hiring of Instructional Assistants to support students with IEPs and the recruitment of priority students.

Potential Collaborative Partnerships for the ELO-P (as the extended hours program launches)

- A. Boys and Girls Club: Provides additional after school opportunities for students in the volunteer transfer program
- B. Las Lomas League: Provides after school athletic programs and enrichment activities / classes.
- C. Champions: After school care at the Las Lomas campus
- D. Various sport camps and organizations
- E. Las Lomas and LA Entrada PTA
- F. Menlo Park Library
- G. SafeSpace: youth-led, mental health-focused organization that empowers young people to engage openly with their local schools and communities.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Every year an internal assessment will take place at each of our school sites to ensure the program goals are being met, and program improvement and accountability are occurring. Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

11—Program Management

Describe the plan for program management.

The Assistant Superintendent of Ed Services and the Director of Student Services will work with site administration and ELO-P leadership to manage the programs

Phase 1 (July 2022 - June 2023):

- Budget Plan for the 2022-23 summer program and the school year intersession
- Implement the additional 30 days of instructions outlined in the requirements
 - KickStart 2022
 - Intersession 2022-23
- Plan for extended day 2023 summer and intersession programs for ELO-P eligible students
- Budget Plan for the 2023-24 summer program and the school year intersession

- Plan for extended day school year programs for ELO-P eligible students
- Budget Plan for the 2023-24 school year program

Phase 2 (July 2023 - June 2024):

- Implement extended day summer and school year for the ELO-P eligible students
- Additional partners will be contacted, as needed