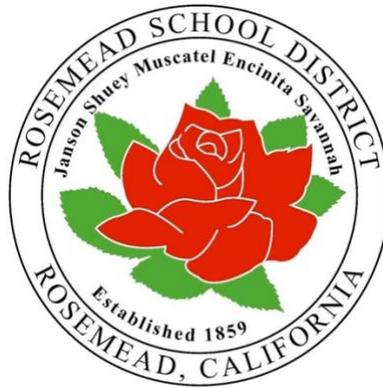


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Rosemead
Elementary School District

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

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

Local Educational Agency (LEA) Name: Rosemead Elementary 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. Encinita Elementary school
2. Mildred B. Janson Elementary School
3. Savannah Elementary School
4. Emma W. Shuey 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 Rosemead School district will provide the Expanded Learning Opportunity (ELO-P) program at all four elementary sites: Encinita, Mildred B. Janson, Savannah, and Emma W. Shuey. Students are welcomed by staff when they arrive at the conclusion of the school day. Staff encourages students to be openly expressive and promote positive peer interactions. Students are taught codes of conduct that respect peers and staff, and collaborate with front-line enrichment staff to create behavior agreements in the classroom setting. All school sites participate in PBIS (Positive Behavior Interventions and Supports). PBIS is an approach used to promote school safety, good behavior, and to teach students about behavior expectations and strategies. The focus of PBIS is prevention, not punishment. PBIS is continued from the regular school day into the after school program. Students are given the opportunity to work together in groups, pairs or individually, and their accomplishments are celebrated by district administrators and school staff. The front-line staff calmly intervenes when students or adults are engaged in physically and/or emotionally unsafe behavior.

In collaboration with Student Support Services, families are referred and provided with information for resources and services in the community. The district supports mental and emotional health of students, families, and staff by providing the Care Solace program at no cost to families and staff.

The district nurse collaborates with staff regarding students with medical conditions; staff is trained how to accommodate and respond to their needs. In collaboration with the district nurse, and in compliance with the Child and Adult Food Program (CACFP) regulations, students with food allergies have a medical statement on file with approved substitutions, and the Director of Nutrition and Wellness creates menu substitutions that accommodate the student's dietary needs.

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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.

Site leaders collaborate with principals and teachers to ensure that the design of the program meets and supports daytime academics. A scheduled homework/tutoring time provides students with the opportunity to complete their assigned work and receive help and support from the front-line staff. Students that finish their homework before the conclusion of the homework period have the opportunity to read or utilize the iReady program and other self-paced educational programs. The self-paced programs provide students with individual goals set by their teacher, and determined by diagnostic assessment in Mathematics and Language Arts . Enrichment activities provides students with the opportunity to extend their learning beyond the regular school day and explore S.T.E.A.M, nutrition, languages, art, gardening, music ,and leadership activities. The enrichment activities are hands on, active or project based that result in a culminating activity or project.

3—Skill Building

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

The ELO-P program is a safe place for students to learn and grow while receiving support from staff and peers. Students that attend the ELO-P program are taught skills that promote teamwork, planning, and goal setting, while exploring new interests and hobbies.

Students participate in science experiments, coding, robotics, mathematics and technology lessons, and engage in volunteer and community projects. Students that are involved in the community and participate in hands on enrichment projects develop the ability to self-regulate, build self-confidence, are motivated for learning, and display positive emotional development while supporting self-esteem.

Enrichment activities are completed in group, pair or individual setting. These engaged learning activities help students develop focus and self-control, communication skills, and critical thinking skills. For group work, all participants have assigned tasks to complete promoting team work and collaboration skills.

Enrichment activities are hands on or performance based. Enrichments in dance, music, theater arts, choir, textile arts, and leadership are celebrated with a show or exhibit at the end of the academic school year. At this event students display their projects, and/or preform for staff, parents, and peers.

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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.

Students provide feedback through annual student surveys. Review of the data is used to increase enrichment offerings, adjust daily schedules, and plan for staff development.

All school sites have leadership groups where students can share their viewpoints, concerns, suggestions, and interests. Fridays are club days, where students with similar interests meet to plan and participate in club activities. Student feedback is collected for Fun Friday activities, sports activities, and buddy (upper grade students working with younger students) activities. All schools in the Rosemead School District are Leader in Me Schools, and the principles and components of *The Leader in Me* program are taught and implemented in the after school program. *The Leader in Me* program teaches students the habits of successful leaders, and provides students the opportunity to embed the leadership skills in daily student activities and special events.

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 district's Health and Wellness Plan recognizes the importance of health education and healthy habits. Physical activity will be offered for 45 minutes daily through SPARK Curriculum structured activities (30 Minutes) and free play (15 minutes).

The Expanded Learning Program provides supper through the Child and Adult Food Program (CACFP). Meals are nutritious and follow the USDA meal pattern for school aged children. Nutrition/cooking classes are offered as part of the enrichment activities. Food and beverages sold for fundraising purposes will be evaluated annually by the Director of Nutrition and Wellness.

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.

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The Expanded Learning program serves a diverse student population. The staff is reflective of the district's student population, and many staff members are bilingual. All cultures and holidays are celebrated. Celebrations include El Dia de Los Muertos, Chinese New Year, Cinco de Mayo, and other cultural holidays. Students learn dances and songs in conjunction with the history and legends of the holidays. Students enjoy ethnic foods, participate in arts and crafts, and related activities. All cultures are welcomed and encouraged to share their holiday traditions, food, and history so students can learn from each other.

All students are welcomed in the Rosemead Expanded Learning Program. The program participants include students with autism, English Language Learners, learning disabilities, hearing and visually impaired, and students that have an IEP (Individualized Educational Plan). The staff collaborates with the regular daytime teachers to support the academic and social emotional needs of students that have special needs. The district nurse works with the expanded learning staff to accommodate students with medical and dietary needs.

7—Quality Staff

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

Requirements for the Expanded Learning staff included a high school diploma or the equivalent, and one of the following: 48 college units, an AA degree or higher, or passing the Rosemead School District's competency test. The requirements are verified by the Human Resources Department. Expanded Learning staff members must also have a TB and finger printing clearance (finger printing administered through Live Scan).

Expanded Learning staff members are part of the CSEA bargaining unit, and are offered three paid professional development days yearly (subject to change by union negotiation). Staff receives annual training for mandated reporter and sexual harassment. CPR training is offered to staff that need to renew their CPR (Cardiopulmonary Resuscitation) certification, and selected staff members are trained in CPI (nonviolent Crisis Intervention Training). Other professional development trainings include active shooter, health and safety, implicit bias, social and emotional development, classroom management, The Leader in Me 7 Habits, PBIS (Positive Behavior Intervention Systems), S.T.E.A.M (Science, Technology, Engineering, Art, and Math) and other topics related to after school management and activities.

The staff creates enrichment lesson plans that engage students through hands on projects where staff members act as facilitators for the projects. Staff participates in sports activities, leadership activities, hosts clubs, and seeks input from students for program activities and operations.

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8—Clear Vision, Mission, and Purpose

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

The Rosemead School District's vision is to develop well rounded, confident and responsible individuals, who aspire to achieve their full potential. This is accomplished by providing a welcoming, happy, safe, and supportive learning environment, in which everyone is equal and all achievements are celebrated.

Rosemead School District's mission is to support social, emotional, cognitive, and academic development, provided enrichment activities that expanded upon the normal school day learning, promote physical health, and provide a safe and supportive environment for children and youth.

Rosemead's School District purpose is to support students and families' needs in a safe and welcoming environment that promotes academic and social emotional development.

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 Rosemead District currently partners with the Rosemead Kiwanis Club. The Kiwanis club sponsors the student Builder's Club; this club provides community service to the schools and community. Girl Scouts is offered at all elementary sites; they participate in enrichment and service projects, while earning their Girl Scout Badges. The Rosemead High school provides peer tutoring.

The Rosemead School District is planning to partner with Aimee Art Productions for the development of building self-esteem through performing arts (music, dance, theater), Panda Tree for Mandarin language instruction, Robotics through PAE (Parker-Anderson Enrichment), and Coding through BrainStorm. The Rosemead School District also plans partner with local higher education institutions, as well as Waste Management, JPL (*Jet Propulsion Laboratory*, Amigos de los Rios (located in Altadena, CA), and the Rosemead Parks and Recreation to provided team sports, cheerleading, and other enrichment activities.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Rosemead School District will utilize the following tools and methods to plan and improve the Rosemead School District Expanded Learning program:

- ◇ Review of annual Parent and Student Surveys
- ◇ Financial and attendance records audited twice a year by outside auditing firm.
- ◇ Annual Stakeholders meeting.
- ◇ Review of goals

All data is tabulated and reviewed by stakeholders. The overall program is evaluated by the Child Development Administrator, stakeholders, and School Site Leads to assess effectiveness. Information gathered from assessments, observations, and surveys is used for goal setting, planning activities, identifying professional development needs, and to make modifications and revisions to plan when appropriate.

Evaluation is ongoing during the year through attendance data, homework completion data, behavior logs, parent communications, conversations with students, teachers, principals, and by monitoring student growth.

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11—Program Management

Describe the plan for program management.

Funding

The ELO-P funding is primarily used for the salaries of the Expanded Learning site leaders and frontline staff to ensure that there is appropriate staffing at all grade levels. Any remaining funds after salaries and benefits have been paid is used for enrichment materials, field trips, vendors, and student activities.

Program Organization

- ◇ Expanded Learning staff are responsible for homework support for students in grades TK-8th. They plan and oversee enrichment activities, implement and supervises SPARK physical activities, monitor free play, provides enrichment plans, feedback to Site Leaders, exchanges information with parents, and provides and monitors supper service.
- ◇ Expanded Site Leaders are responsible for coordinating daily schedules, communication with stakeholders, monitoring and addressing student behavior, training frontline staff, reviewing enrichment lesson plans, overseeing and submitting attendance rosters, and the daily operations at the site.
- ◇ District Child Development Administrator is responsible for the budget, fiscal reports, attendance reporting, training, staffing, coordinates monthly staff meetings and annual stakeholder’s meetings, procures supplies and materials, communication with stakeholders through email, text messages, phone calls, and written notifications.
- ◇ Expanded Learning Clerk is responsible for the recording, filing, and tabulation of attendance.
- ◇ Child Development Administrative Assistant is responsible for completing Expanded Learning staff’s time sheets, communication with parents by phone, email, text and in person, for reviewing the enrollment forms, securing substitute staff, and ordering program supplies. .
- ◇ Business Services Accountant is responsible for logging income and depositing funds into the ELO-P account, issuing payment for goods and services, maintaining the financial ledgers.

Annual collaboration of the District Program Plan is reviewed by district administration, principals, site leaders, frontline staff, parents, and teachers. On a monthly basis site leaders review plan goals and objectives, and if needed the plan is adjusted to meet current needs. All stakeholders are involved with the annual review, and changes are reviewed with stakeholders before the updates are implemented.

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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

The Rosemead School District currently is in receipt of the ASES (Afterschool Education and Safety) grant. The Rosemead School district will coordinate the funds to increase the number of students served in the afterschool Expanded Learning Program. Both ASES and ELO-P funds will be used to offer all TK/K-6 students a 9 hour day of instructional time and expanded learning opportunities.

ELO-P funds will be used to support the salaries of staff needed to serve the additional students, provided materials and services for enrichment activities/projects, support field trips, and provide staff development.

ELO-P funds will be used to support additional learning opportunities to students in grades TK-6th on *Late Start Wednesdays*, as well as providing learning/enrichment opportunities during intersessions.

The Expanded Learning Program will follow the ASES program regulations, assessments, and program requirements of attendance, continuous improvement, and fiscal accounting/reporting.

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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 Rosemead School District currently has four trained Kindergarten staff members, and two staff members hold a Preschool Teacher's Permit. To increase staff for the TK/kindergarten classes, Rosemead School District will recruit current CSSP (California State Preschool) teacher's assistants that do not work an eight hour day, in addition, the Human Resources Department will be working with local higher learning institutions to recruit students studying Early Childhood Development. When hiring staff, Rosemead School District will seek new staff that has at least 12 units in early education.

The TK/Kindergarten staff will receive training on working with young children, and have the opportunity to shadow an early education teacher in the classroom. Classrooms will be designed using the ECERs (Environmental Rating Scale) to ensure that they are age and developmentally appropriate. Staff will collaborate with regular instructional teachers for curriculum support and design, and address learning needs. Curriculum will be hands on, and play based activities will provide opportunity for exploration and discovery. Classes will have a maximum of 20 students with 2 staff members, and the district will maintain a list of qualified substitutes for the TK/K classrooms.

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.

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Sample TK/K Expanded Learning Opportunity ASES + ELO-P Funds Schedule	
Time	Activity
8:00am-1:45pm	Instructional Day
1:45pm-2:05pm	Supper
2:05pm-3:00pm	Quiet Rest Time (nap)
3:00pm-3:45pm	Homework Support
3:45pm-4:15pm	Out Door Activity Time
4:15pm-5:30pm	Enrichment Activity
5:30pm-6pm	Closing Activities
Sample TK/K Intersession Schedule	
Time	Activity
7:00am-8:00am	Check In and Breakfast
8:00am-8:45am	Outdoor Physical Activity (Spark)
8:45am-11:45	Summer Learning Support
11:45am-12:30pm	Lunch
12:30pm-1:30pm	Quiet Rest Time (nap)
1:30pm-3:00pm	Enrichment Activity
3:00pm-3:30pm	Snack
3:30pm-4:30pm	Enrichment Activities
4:00pm-5:30pm	Free Choice Time (Centers)
5:30pm-6:00PM	Closing Activities

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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.