

HUGHES ELIZABETH LAKES UNION ELEMENTARY SCHOOL DISTRICT

Expanded Learning Opportunities Program

Local Educational Agency: Hughes Elizabeth Lakes Union Elementary SD

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Sites: List the school sites that are selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Hughes Elizabeth Lakes Elementary School

Purpose

The mission of the Hughes Elizabeth Lakes Union Elementary School District (HELUESD) is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation. As stated in *EC* Section 46120(b)(6), HELUESD in collaboration with their educational partners, Rise Educational Services, staff, parents and students, this program plan has been developed and reviewed. We are committed to implementing high quality extended learning programs outlined in this plan. Our goal here at HELUESD is for all children to have equitable access to a positive and engaging learning environment. Priority and enrollment in the Expanded Learning Opportunity Program will be given to students with the highest needs which includes our homeless, foster youth, English Learners, and any student whose family requests placement. HELUESD aims to continuously improve the outcomes for all of its students by focusing on the implementation of the five goals that identifies expectations for every classroom and includes extended learning programs:

- **Engage Educate and Empower:** Every classroom and program in the district will support high quality, universally accessible learning experiences across the content areas to foster critical thinking, communication and collaboration, ethics and cultural leadership.
- **Educational Equity through College and Career Readiness:** Provide comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning, post-secondary opportunities and robust mentoring.
- **Equity Centered Effective Employee Engagement:** All staff and district partners meaningfully collaborate and remain engaged around student learning goals to provide outstanding educational experiences to all students.

- **Valuing Diversity, Equity and Inclusion with Families and Communities:** HELUESD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.
- **Environmental and Technology Equity:** HELUESD will maintain and improve facilities and technology infrastructure to provide an optimal learning environment for all students.

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]*)

Expanded Learning Opportunities Program - Plan

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.

Our highest priority is providing a safe, nurturing environment in which youth can experiment with learning, develop their potential and grow, supports the developmental, social-emotional and physical needs of all students. A safe and supportive environment begins with well-trained staff in both safety protocols as well as best practices in youth development.

Our ELOP will be on site at HELUESD in Lake Hughes, both after school during the school year, and during the 30 intersession dates (sample schedules included under General Questions).

The program develops policies and procedures to:

- Clearly document health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff is easily identifiable with ID badges.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the program.
- Clearly document and communicate any incident.

- Maintain an accessible list of students with current emergency contacts in a portable binder and in the office files.

In order to nurture a positive environment:

- Staff welcomes each participant each day.
- Staff actively listens to students and attempts to make a connection with each student each day.
- Staff acknowledges positive behavior through the use of weekly and monthly awards and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between school site and program leadership is maintained.
- Proactive parent/student meetings are held to foster positive behaviors.

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.

Enrichment programs will incorporate Social Emotional Learning, Project Based Learning, engaging and hands-on educational experiences. Our enrichment programming includes research-based instructional activities, which incorporate connecting learning to prior learning and current knowledge, reinforcing effort and providing recognition, use of modeling and creation of models, use of open-ended questions, scaffolding of information, experiential learning, and engaging, hands-on activities

The program will be built around the four Es of Engage, Explain, Explore and Expand with a variety of enrichment activities that include engineering lessons, art projects, digital citizenship and social emotional engagement.

Among the offerings that HELUESD students in the ELO program will have access to:

- Themed enrichment for full-days
- Field trips
- LEGO robotics
- STEAM (Science, Technology & Tutoring, Enrichment & English Language Arts, Arts, Music and Math)
- Arts
 - Theatre
 - Dance
 - Visual arts
 - Drama
- Teamwork (sports)
- Literacy building through enrichment
- Public speaking and communication
- Fitness and nutrition

3—Skill Building

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

HELUESD ELO-P will provide time for structured homework and tutoring support and completion

daily. Students work individually or in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the instructional aides in the program. Tutoring may be provided by certificated staff in the ELO program.

The ELO program will provide opportunities for students to build skills both in traditional curricular areas, as well as in often less developed areas, like public speaking. This will be achieved through:

- Structured academic time that includes support with Homework during school year in addition to sight words, high-frequency word lists, and math facts.
- Staff organizing participants in groups to work with a clear purpose.
- Staff activities designed to support collaborative interaction.
- Students have access to use chrome books to support their learning.

Curriculum maps include supplemental math and ELA lessons built at the deconstructed standard level to help students fill in gaps in their learning in high leverage standards.

The HELUS ELO program will work with District administration to promote communication between after school staff and teachers in order to be sure that staff follows school goals and initiatives in

4—Youth Voice and Leadership

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

The Expanded Learning Opportunity Program will have a continuous quality improvement process to review its programs, activities and training. As part of this process, students and parents will receive a pre and post survey regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, field trips, other issues in communication, pick-up as a means to capture youth voice.

When giving students a voice and leadership responsibility, it is important to not just provide the opportunity, but also to enhance the skills necessary to succeed when given that responsibility.

- Conduct student surveys 2 times per year, offering input into the program design.
- Provide student choice in the design of clubs and additional activities.

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 ELO program will promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices. The program will help staff promote healthy lifestyles by providing professional development and training regarding the daily nutrition program.

Staff will participate in professional development around fitness using the *Sparks* physical education program, and the after school program incorporates nutrition and physical activity into the program design daily.

Snacks will be contracted with the AVHSD Food Services department to provide the “Super Snack”, and meal program meets the California Nutritional Requirements. A sample of a menu is shown below:

1st Menu Option

Mini Bagel= 1 grain

Peanut Butter and Jelly Cup= 2 M/MA

Sliced Pears= $\frac{1}{4}$ c.

Celery Sticks= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat chocolate and 1% low-fat white fluid milk)

2nd Menu Option

Sandwich, Peanut Butter & Jelly = 1 grain & 1 M/MA

String Cheese = 1 M/A

Pears (canned & sliced) = $\frac{1}{4}$ c. fruit

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

3rd Menu Option

Cornbread Muffin= 1 grain

2 String Cheese= 2 M/MA

Peaches (canned, sliced, in light syrup)= $\frac{1}{4}$ c.

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

4th Menu Option

Animal Crackers= 1 grain

Strawberry Yogurt= 1 M/MA

String Cheese= 1 M/MA

Applesauce= $\frac{1}{4}$ c.

Broccoli Florets (Raw)= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

In addition to the nutrition and fitness components around physical activity, program goals also include:

- student gardens
- sports program
- digital citizenship

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.

HELUESD focuses on ensuring that all after school programs create environments in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Our ELO-P is designed to enroll, serve and prioritize our traditionally underserved students (minorities, low-income, foster youth, homeless and English Learners).

Students also have an opportunity to share their diverse backgrounds through end-of-year programs and throughout the year with other events. All activities will help provide ways for students to share their diverse backgrounds, languages and culture.

The program actively recruits and hires staff that reflects the community of the students served, with a special emphasis on hiring bilingual staff at each site to improve the ability to communicate with some parents. The program is aware of and seeks information and strategies to support participants' needs by collaborating with the principal, school team, and families. School staff are enlisted to coach ELO staff in supporting the needs of the students, including in training around social and emotional needs.

In order to meet the needs of students with disabilities, the District will coordinate collaboration with school and district special education staff as will be needed.

Transportation will be provided as necessary during the intercession program days for field trips off-campus, and multimodal outreach will include flyers, email, and automated phone calls to actively inform all parents of qualifying students about program offerings.

7—Quality Staff

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

The District's ELO program will follow the same hiring process as for all District staff. Staff will be hired with similar requirements for instructional and supervision aides as that of the District. All staff are provided with clear title and job description, continuous training and professional development, resources and materials to deliver activities, and on-the-job coaching from the Lead ELOP Aide and/or District Administration. The program also supports staff with information regarding program requirements that affect their day-to-day operations.

The minimum requirements for program aides in the ELO program are similar to those that the District uses to hire instructional aides. These include:

- Be a high school graduate
- Pass an academic test
- Pass a health screening that includes current TB clearance
- Pass Livescan fingerprint clearance

HELUS ELOP looks for applicants who bring additional expertise that can be tapped for enrichment- such as drama, sports or music- or who can make connections to students easily because of a shared background.

The District is an equal opportunity employer committed to hiring a qualified and diverse staff. In order to recruit and retain qualified staff, we adhere to the following procedure: We begin with staff who have been trained at the district level and are found to be competent by site administrators both for teaching and aide positions. This includes district teachers, substitute teachers, and instructional aides and support staff.

The District will offer various professional development opportunities during the school year. Each August, the after school staff will receive professional development on program goals and

expectations, the HELUS Positive Behavior Intervention Supports, and health and safety guidelines/requirements. Results from evaluations and surveys are used to address the strengths and weaknesses of the staff, and determine what topics to cover during training sessions. New Hires are provided with shadowing opportunities and new hire training. Finally, HELUS does make available Saturday training on occasion, led by outside contractors or by staff from the Los Angeles County Office of Education Extended Learning.

8—Clear Vision, Mission, and Purpose

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

The following extended learning program goals have been developed to enhance the program that support and reinforce academic achievement, that provide physical fitness, student enrichment opportunities in a safe and supportive environment:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youths, homeless and other socio-economically impacted students
- Provide high quality academic experiences that align with Common Core State Standards and project-based and inquisitive-based learning
- Provide Social Emotional Learning (SEL) programs that focus on developing the academic, social, emotional and physical needs
- Provide extended learning educational and enrichment programming that connects Common Core State Standards and connects to and expands computer and visual/performing arts experiences
- Engage students in healthy choices, wellness and physical fitness activities with organized recreation and sports.
- Provide a safe environment for students after school and during school-academic break sessions
- Provide engaging and diverse enrichment learning opportunities.

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.

We believe that an important factor of our extended learning program will be about connections, helping youth find a real connection with a caring adult in our programs and creating a space for them to grow socially, emotionally and physically in a safe and nurturing place. In order to create this space of positive connections for our youth, we model through after school staff meetings, provide district wide professional development days to all day, extended learning staff, and ensure all extended learning providers have access to training, technology and curriculum to support the implementation of our program elements.

The District works with LACOE for ELOP support and training, as well as stays abreast of all state requirements and program expectations through the California Department of Education. Additionally, other partnership professional development will be directly related to the goals and components of the after school program, including attendance management and program technology programs, PBIS, and required employee certifications for safety and liability (Bloodborne Pathogens, and Mandated Reporting).

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Continuous Quality Improvement (CQI) is an ongoing process. The District ELO program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve the program design, outcomes, and impact. A timeline has been established to clearly define the improvement process and roles and responsibilities for each person are clearly defined.

The program will record and keep track of the information it collects in a manner that protects confidentiality of all the educational partners. The program will share lessons learned and key outcomes with the District's Board of Trustees at a minimum annually or as the Board requests.

Staff demonstrate their commitment to continuous improvement on a daily basis through regular reflection and self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.

Effectiveness for the District ELO Program will be evaluated through the analysis of attendance data reported to CDE as required. In addition, the program manager and district administrator will look at discipline and overall school attendance to determine the overall effectiveness of the program at the site and for specific students.

11—Program Management

Describe the plan for program management.

The District ELO program has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The district will be responsible for daily program management.

The program management is described below.

HELUS ELO-Program Description

District Administration

The HELUS Superintendent-Principal is a former elementary and middle school administrator, holds a masters in educational administration leadership from Fresno Pacific University, and has provided multiple professional development across the state and at the national level. This background serves as a window through which the overall mission and direction of the program is evaluated, and as importantly through the prism of: "Is the after school program adding value to the lives of students, and enriching their days?" The District Administrator will oversee the Lead Instructional Aide's responsibilities in program management, and interact regularly with school personnel and the ELO Program Aides and Supervision/Activity Leaders to guide the overall quality and consistency of the program.

Lead Instructional Aide

The Lead Instructional Aide will collaborate with the District personnel and site staff to meet program requirements. The Lead Aide will supervise, organize, incident, and injury reports,

direct and assist in the evaluation all program personnel. The Lead Aide also submit requests to purchase materials and assist in managing the budget for the school program, as well as attendance reporting. The Lead Aide will coordinate with District Administration to create a professional development calendar and regularly assess the professional development needs of the staff. The Lead Aide will meet with District Administration at least monthly to coordinate events and the program schedule. The Lead Aide represents the HELUS program and serves as a point of contact for parents, students, and school personnel.

Instructional Aides

After school Instructional Aides provide supervision, tutoring, homework help, and academic support for students in the program. Instructional Aides collaborate with the Lead Aide to design, coordinate, and lead organized fitness and recreation activities and enrichment projects such as art, music, crafts, drama, etc.

Supervision/Activity Aides

Supervision/Activity Aides organize and teach a period of a specific activity, such as art, drama, crafts, music, etc. These Aides follow instructions and leadership of the Lead and Instructional Aides, as well as District Administration. Their activity/supervision may be as brief as one period per week to daily periods of activities, depending on the activity.

Program Plan and Implementation Review

Ongoing review of the program plan and its implementation will be regularly scheduled between the HELUS ELO program and district leadership. Program implementation will be adjusted based on the needs of students.

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.

HELUESD does not currently participate in the ASES program.

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 District will address the needs of TK and K students through:

- Collaboration with district Preschool and TK/K staff
- Maintain classrooms of 20:2 students to staff ratios

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.

After School (175 days X 3 hrs = 530 student hours per week)

- Snack and recess (30 min)
- Academic support time (40 min)
- Fitness (20 min)
- Specialty Enrichment (40 min)
- Social Emotional Learning (20 min)

Intercession Days:

Holiday weeks, Saturdays and Summer 30 days x 9 hours (7:00-4:00 = 270 student hours)

Sample Schedule (subject to change)

7:00 – 7:30a: Breakfast/Sign in
7:35 – 7:55: Fitness
8:00 – 8:55: ELA Activity/STEAM
9:00 – 9:40: Themed/Specialty Enrichment
9:45 – 10:40: Math Activity/STEAM
10:45 – 11:15: Recess
11:20 – 11:40: Lunch
11:45 – 12:25: Themed/Specialty Enrichment
12:30 – 12:50: SEL - Building Connections and Relationships Activities
12:55 – 1:10: Recess
1:15 – 2:30: Snack
2:35 – 2:55: Fitness
3:00 – 3:45: Student choice (intramural sports, crafts, language, STEM)
3:50 – 4:00: Cleanup and dismissal

Field Trips

Field Trips may be offered at no charge to students for a Saturday. Students must sign-up for these Field Trips and have parental permission to attend.

**Students must sign-up for these ELO-p dates, and are not required to stay for the duration of hours offered.*

Below are additional legal requirements for the ELO-P

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.