

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

Long Valley School



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

Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name: Long Valley School

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Instructions:

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

1. School Site: Long Valley School in Doyle, CA

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 is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Long Valley’s program is held on its Doyle Campus. Since the program is on the same campus as the regular school day, students are escorted to the all-purpose room at dismissal. Attendance is checked immediately. At the end of the daily expanded learning program, students will be transported by bus, school vehicles or parent pickup. School employees who transport students are fully licensed. All employees have background checks and semi-annual CPR and first aid training.

During non-school days, students may be transported by their family or choose to use the school bus or school vehicles. Fieldtrips will also take place in school transportation.

The campus is fully fenced and locked. Students participate in safety drills.

We incorporate a “shared responsibility” approach to our positive behavior supports and reinforcement for our students. Much like PBIS this system enables us to:

- Effectively teach appropriate behavior to all children by identifying expectations and modeling and practicing these with our students.
- Intervene early before unwanted behaviors escalate-remaining alert and proactive so that we are not pushed into reactive mode.
- Use research-based, scientifically validated interventions whenever possible-work on strategies and behavior plans and be willing to reset and try something new if these are not working.
- Monitor student progress-remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

We employ a mental health counselor who work closely with our staff to support the mental health and well-being of all of our students. We also have our special education staff and classroom aides on campus to assist, advise and consult with our staff to assist all students in being successful. They will often meet to create behavior plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students.

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 Expanded Learning Program will not replicate the instructional day; however, it is important to work together with shared goals, a shared culture, and shared expectations for our students, this helps them to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.

The one and a half-hour after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is followed by a healthy snack for each child. Then, groups of 8-12 students will transition between individualized or small group instruction and academic support and followed by project-based enrichment.

During non-school days, eight hour per day program will be provided; a calendar will be provided annually to identify summer school and intersession days.

Some of the areas of enrichment include:

- Coding and robotics
- Maker Space: where students can create, invent, explore and discover using a variety of tools and materials.
- Cooking- where students use skills such as
 - Reading skills: following directions, new vocabulary, sequencing
 - Math Skills: measurement, math calculations, fractions, temperature and shapes
 - Health lessons: healthy eating, food groups, safety and cleanliness
 - Fine motor skills: sifting, measuring, kneading, pouring, sifting, rolling, whisking
 - Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
 - Chemistry and Science: making predictions, chemical reactions, how temperature impacts gases, liquids and solids.
- Art: Students are able to use a variety of mediums to design and develop unique creations. (paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few.

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 mastery of skills they have not yet mastered.

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

Our program and program staff can support students in expanding their opportunities to participate, help them to build mastery and help them to create and present culminating activities related to their experiences.

The activities and events that are integrated in both the expanded learning after school and summer program provide support to engage students in 21st Century skills. They have numerous

opportunities to work collaboratively in multi-age groups that help them build higher level communication skills.

4—Youth Voice and Leadership

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

The staff in our expanded learning opportunities program are very intentional in making certain that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students are provided choice related to what the program offerings will be, what activities they would like to participate in and how they will celebrate their learning.

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.

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level have access to regular physical education classes with instructors who are specifically assigned to support them in skill building and practice. These instructors provide multiple options so that students can explore and learn new skills, try new sports and experience success.

Snacks in the after-school program and breakfast, lunch, and snacks in the non-school day program follow the national school lunch nutrition guidelines that apply to all food items served at school.

In addition to learning about positive behaviors students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

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

Program participants reflect the overall school demographics. The program is offered to all students who are eligible for free and reduced-price meals. All students with cultural and linguistic diversity as well as students with disabilities are invited and welcomed. All expanded learning staff members work in the regular school day program and are familiar with students' needs and provide appropriate support.

7—Quality Staff

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

Due to our rural location, all of our staff come right from our school community and have a connection to our students and school. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring and work to be positive role models. Staffing is accomplished by hiring a combination of Classified and Certificated staff.

8—Clear Vision, Mission, and Purpose

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

Our Expanded Learning Opportunities Program will directly correlate with our school's vision, mission and strategic plan:

<p>Mission: Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world.</p>		
<p>Vision: Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.</p>		
Priority	Strategy	Outcome
Develop staff who are passionate and use innovative methods to make learning engaging.	<ul style="list-style-type: none"> ➤ Provide powerful training to improve instruction and management of students ➤ Attract and retain, enthusiastic high-quality top talent ➤ Evaluate and recognize staff performance 	<ul style="list-style-type: none"> ❖ Knowledge and application of research-based strategies ❖ Alternative learning structure to deepen learning competencies and inspire best practices ❖ Commitment of staff within the organization remains stable and grows
Increase student academic achievement in order to be successful participants in a global society.	<ul style="list-style-type: none"> ➤ Design effective instructional models for independent study and classrooms ➤ Identify success criteria and competencies for essential standards ➤ Identify viable and engaging curriculum that increase student agency 	<ul style="list-style-type: none"> ❖ Increase the percentage of all students to perform at or above grade level standards each year on local and state assessments ❖ Provide an environment where students learn the skills to think critically, communicate effectively, collaborate, and be creative.
Ensure a safe, healthy and supportive environment that prioritizes kindness and well-being.	<ul style="list-style-type: none"> ➤ Design School Wide behavior expectations highlighting restorative practices and opportunities for open communication ➤ Parent outreach ➤ Support all staff on creating a welcoming environment 	<ul style="list-style-type: none"> ❖ Promote passions and relevant skills through engaging community opportunities ❖ Foster a sense of belonging ❖ Improved relationships between all stakeholders ❖ Provide opportunities for the free exchange of ideas

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.

At this time, the school does not have partnerships.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The school uses 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 data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students.

The school will conduct program reviews annually. The school utilize the Afterschool Network's Quality Self-Assessment Tool. (<https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>).

The school will also gather feedback from student, staff and parent surveys.

11—Program Management

Describe the plan for program management.

Funds from the ELO-P grants are restricted and managed through budget software; management of the budget and objectives are monitored by the Executive Director/ Superintendent.

The school's principal is responsible for the oversight and overall management of the program. In addition, a Program Coordinator plans and supervises the daily activities.

Certificated and classified staff members provide support, learning and activities for the students.

Cafeteria support: This person will manage our feed service. We will serve breakfast and lunch daily during non-school days

Professional Development: Additional Professional Development will be provided throughout the school year based on staff observations and need.

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.

Long Valley School does not receive either 21stCCLC or ASES (After School Education and Safety) funding. Our program will be funded with ELO-P funds.

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?

Our transitional Kindergarten program operates on a full-day schedule. We schedule a 10:1 student to staff ratio for our youngest learners as well as ensure appropriate programming that is specifically designed for serving the needs of these students.

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

Long Valley School has established that it meets the definition of a frontier designated location based on the county population (Appendix A). As a result, the school is required to provide eight (8) hours per day in programming.

While there is the expectation to provide after-school programming on every school day, the school plans to provide programming only Monday-Thursday. Fridays are an early dismissal day in order for the school staff to participate in Professional Learning Communities. At the time of this plan, the school's academic scores warrant extraordinary efforts to improve student performance. The school recognizes that it will be penalized for each day without a program according to the State's schedule. The current penalty for charter schools is equal to 0.0049 times the amount of the apportionment.

The school day begins at 8:30 AM and concludes at 3:00 PM. The after-school program will operate from 3:00 PM until 4:30 PM, which meets the 8-hour day minimum. The programming is divided into three main components: (1) Instructional intervention, homework support and tutoring tailored to the individual needs of students. (2) Physical education and sports; and (3) enrichment activities.

Example:

- 3:00-3:20- planned outdoor activities, free play, organized sports
- 3:20-3:30 -healthy snack served and enjoyed by students
- 3:30-3:55-homework help, intervention, academic support, SEL support, etc.
- 3:55-4:25-Enrichment projects
- 4:25-4:30- clean -up and dismissal.

For non-school days, the school will annually publish a calendar of days programming will be provided to meet the expectation of 30 days. Dates will include intersession and summer days. The programming operates structured activities from 8:30 AM to 4:30 PM daily. The learning in this program is robust and includes the required educational elements 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. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. This program is set up so that the students can participate in centers and move between activities,

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following:

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school-days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day. California Department of Education Created September 30, 2021 11 Expanded Learning Opportunities Program Plan Guide

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.

APPENDIX A: Frontier Designation

ARTICLE 7. Definitions [70 - 96]

(Article 7 enacted by Stats. 1976, Ch. 1010.)

94.

“Frontier school district” means a school district that meets either of the following conditions:

(a) The total number of pupils in average daily attendance at all of the schools served by the school district is fewer than 600.

(b) Each county in which a school operated by the school district is located has a total population density fewer than 10 persons per square mile.

(Added by Stats. 2022, Ch. 83, Sec. 1. (AB 2337) Effective January 1, 2023.)

<https://www.census.gov/quickfacts/fact/table/lassencountycalifornia/PST045222>



According to Census.gov:

Lassen County population per square mile in 2020 is 7.2 persons

Lassen County population per square mile in 2010 is 7.7 persons

Looking at ASES information:

ASES Frontier Transportation Grant

Entities eligible to apply for ASES Frontier Transportation Grant funds must operate at a schoolsite located in an area that has a population density of less than 11 persons per square mile pursuant to California *Education Code (EC)* Section 8483.7. Schoolsite location eligibility will be determined by using either one of two data sources; 1) the [Office of Statewide Health Planning and Development Medical Statistical Service Area maps](#) , and 2) the [2010 United States Census Bureau Census Tract population data maps](#) . If a schoolsite lies within an area that has a population density of less than 11 persons per square mile in either of the boundary maps identified above, they are eligible to apply for transportation funds per the location eligibility criteria. [Schoolsites](#) that may apply based on the boundary maps identified above are listed.

Expanded Learning Opportunities Program 2023-24

Doyle: Early dismissal days on Fridays and as noted.
175 Student Days
185 Staff Days

- Non-School Day – Program Offered
- After School – Program Offered

Revised 6/8/2023

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Winter Break
1 New Year's Day
15 M.L. King Day

17 days

10-14 New Teacher Days
15-18 Teacher Inservice

21 First Day for Students

9 days

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

12 Lincoln's Birthday
19 Presidents' Day

19 days

1 Teacher Inservice
4 Labor Day

22 Teacher Inservice

19 days

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-22 Student Led Conferences
(early dismissal for Doyle)
29 Snow/Emergency Day
(if needed)

19 days

9 Columbus Day

16-21 Student Led
Conferences (early
dismissal for Doyle)

21 days

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break

17 days

10 Veteran's Day Observed

20-24 Thanksgiving Break

16 days

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24 Snow/Emergency Day
(if needed)
27 Memorial Day

21 days

21 Semester Ends
22 Teacher Inservice
25-29 Winter Break

15 days

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

TENTATIVE LAST DAY
4 for Students
7 for Staff
19 Juneteenth

2 days