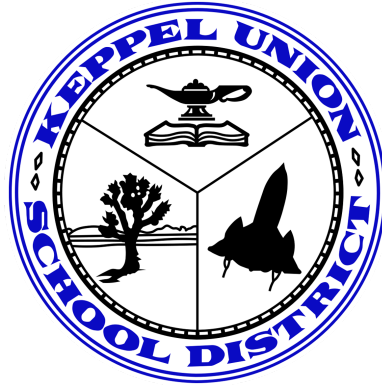


Expanded Learning Opportunities Program Plan



Keppel Union School District



2024-2027

Expanded Learning Opportunities Plan

Local Educational Agency (LEA) Name: Keppel Union School District

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Program Sites:

1. Alpine Elementary
2. Antelope Elementary
3. Daisy Gibson Elementary
4. Pearblossom Elementary
5. Lake Los Angeles Elementary

Definitions

“Expanded learning”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>

1—Safe and Supportive Environment

Physical Safety, Emotionally Safe and Supportive

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Keppel Union School District's Expanded Learning Opportunities Program (ELO-P) will be offered on all district campuses, serving students in grades TK-8. The program will provide a safe and supportive environment, with a strong emphasis on student well-being. All program sites are located on secure, fenced campuses with a single entry point with parents being required to sign out their child at the end of each day.

A designated list of authorized adults will be maintained in the student's school file, and only individuals on this list may pick up the student. Parents also have the option to sign a release form that permits their child to leave the program independently if they are able to walk home safely. Safety protocols are rigorously followed at all program sites.

The district conducts monthly fire/ disaster/ lockdown drills at various times and days to simulate different emergency scenarios. These drills are essential to prepare both students and staff to respond effectively in case of an emergency. Feedback from these drills is used to continually improve response strategies and ensure that both students and staff understand the importance of safety protocols.

The program will also focus on fostering social-emotional learning (SEL) as a core component of the experience. Students will participate in activities designed to build social skills, create positive peer relationships, and engage with caring adult role models. SEL programs will help students develop the tools to manage emotions, resolve conflicts, and build healthy relationships with others. These activities are designed to support personal growth and contribute to a positive, supportive school culture.

We are committed to providing a nurturing and secure environment for all students enrolled in the ELO-P program, and every effort will be made to ensure that safety and emotional support are at the forefront of the student experience.

2—Active and Engaged Learning

Explain 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 Keppel Union School District will work in collaboration with community partners including RISE to ensure alignment with district initiatives, curriculum, and evidence-based practices. These practices include a focus on both literacy and quality instruction that supports positive outcomes for Keppel students.

Keppel's literacy initiative centers on The Science of Reading's 5 plus 1 primary components. These components include phonemic awareness, fluency, phonics, reading comprehension, vocabulary, and writing. Using a preteach/reteach model, these components will each be addressed. Classroom teachers, intervention teachers, instructional aides, and additional support staff will be hired to support this work.

Additional areas of focus include VAPA, STEAM, broadcasting, culinary arts, physical education and health, and Artificial Intelligence. These enrichment areas will be provided in various formats including Multi-month workshops along with regular daily activities led by district staff and our community partners.

The District will collaborate regularly with its community partners to support alignment with District Initiatives and ensure appropriate training is provided.

3—Skill Building

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

The program requires elements of educational literacy and enrichment activities such as physical fitness and social-emotional learning, which are expected to contribute to overall student success by building skills through targeted activities and collaborative efforts including those by classroom teachers, the Department of Instructional Services, and community partners. Educational components include evidence-based math and literacy programs, homework assistance, strategic student groupings, best practices in the Science of Reading, and other research-based programs and activities. Enrichment components include STEAM activities, world languages including Spanish, culinary, social-emotional learning, keyboarding, personal finance, creative writing, Artificial intelligence, robotics, core subject extension activities, organized sports and recreational programs, VAPA including dance, music, painting, drawing, theatre, and others.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Student input and feedback are critical to the District's ELOP design. A fundamental program goal is to provide student voice and leadership development opportunities. In alignment with practices implemented during the traditional school year, opportunities are available through staff identifying student leaders/ambassadors to incorporate student leadership responsibilities within ELOP. In collaboration with RISE and our ASES program, students will be selected based on their willingness to speak out, be leaders, and be positive role models for their fellow students. These student leaders/ambassadors will meet regularly with RISE/ELOP staff to provide feedback and insights as well as support the integration of new students.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The District will provide robust opportunities for students to engage in healthy behaviors, including moderate to vigorous physical activity, fitness opportunities, and nutritious snacks and meals. Students will be engaged in lessons on healthy lifestyle choices, decision-making practices, and the importance of physical fitness. Through a partnership with RISE and other community partners, the District will offer a sports program that includes competitive sports such as basketball, volleyball, track, and soccer. The District will seek staff members with backgrounds and a strong understanding of effective coaching practices or experience playing high school or college sports.

Nutrition plays an important role in the program. The District's Child Nutrition Department will develop meal and snack menus that meet the California nutrition standards. Students will also participate in nutrition-based classes and lessons including culinary.

The district will also work with both local community partners and in-district mental health staff to support students' social-emotional needs.

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. Include how the ELO-P will provide access for students with disabilities.

Equity and access in a supportive and inclusive environment are a top priority of the District's ELOP plan. Program staff will be mindful of any potential barriers for student success and maintain open communication with families and school staff to ensure needs and concerns are addressed promptly. Understanding the District's diverse population is essential in valuing individual differences and celebrating the cultures of our community. Through a variety of activities, students will develop a better understanding and appreciation of cultural values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally sensitive lens with special attention to ensuring activities are inclusive of all students and staff members' beliefs. Enrichment opportunities, informed by input from students, will embrace our communities' rich diversity.

7—Quality Staff

Staff Engagement

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

The District, in collaboration with community partners, will provide consistent and robust opportunities for students to engage with quality staff through the hiring of skilled, caring, and well-trained educators. Program staff are trained and encouraged to focus on creating positive learning environments for students.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Program aides will be required to meet several requirements including passing a core subjects test, a health screening including a TB test, and pass a background check through Livescan. Both the health screening and the Livescan can be completed directly through the district office. Minimum staffing ratios will be closely monitored and consistent recruiting efforts will be utilized to ensure ratios are maintained when additional staffing is needed.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close the program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

The District offers multiple staff training opportunities in addition to our community partner professional development offerings. During District Directed Days and various professional development offerings during the year and summer, program educators are provided with research-based strategies in instruction, social-emotional learning, and behavior management. Through RISE, staff receive half-day orientation training within the first month of employment and participate in shadowing program instructors in multiple programs. During the school year, RISE offers additional staff growth and development opportunities. Each August, RISE staff receive two days of professional development and have an opportunity to provide feedback to trainers to support continuous improvement in offered training.

8—Clear Vision, Mission, and Purpose

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

The District's ELOP program vision is to provide students with a diversity of learning experiences that add depth and enrichment to the development of the emotional, physical, and mental well-being of the whole child. The program mission is: Through collaboration with parents, students, community partners, and the school district, to provide a high-quality expanded learning program that allows students to engage in meaningful hands-on opportunities and engaging activities and lessons that inspire, support, and develop student's skills and abilities.

Purpose: The District, in partnership with community partners, is committed to providing a

comprehensive expanded learning program that nurtures the whole child. Throughout the implementation of the ELOP Program, the District and its community partners will monitor progress and review the mission, vision, and purpose with updates made as needs and program focus change.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Educational partners, including students, families, and staff are surveyed multiple times per year regarding perceptions and needs within the district community. In conjunction with the development of the Local Control and Accountability Plan, each subgroup also had multiple opportunities to provide input through information and input meetings held at each school site on multiple days both during and after school hours and both virtually and in person.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The District has a history of fostering partnerships with organizations that build strong connections with youth and create spaces for them to grow socially and emotionally. Several years ago, the District began partnering with RISE to provide after-school enrichment and academic support for students at each school site. The District has also partnered with Sage Oak Charter and various local organizations like local karate and art studios to provide a Summer School program to support intersession learning and enrichment before continuing that work in-house over the past 5 years. Through a collaboration with LACOE and Disney, the District has provided students with Disneyland and California Adventure educational field trips that focus on STEAM concepts.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The District will use the tools of improvement science and data from multiple sources to assess its strengths and growth areas in order to continuously improve program design, outcomes, and impact. In conjunction with RISE, Continuous Quality Improvement (CQI) will be supported through the utilization of the California After School Program Quality Self-Assessment Tool (CAN-QSA). The District and RISE will use several measures to determine the program's impact including school attendance, iReady or local assessment data, CAASPP and ELPAC data, student elective participation rates, and retention data.

11—Program Management

Describe the plan for program management

Instructional Services staff will oversee the implementation of the ELOP program plan in coordination with the Department of Student Support Services, RISE and/or other community partners. Parents register students for RISE by completing a RISE registration form. Once a student has been registered, their name is added to a daily sign-in/out sheet. Students are signed in each day by a staff member and are signed out by an authorized adult listed on the student's registration form. If a student or outside activity requires that a student periodically be released early from the program, an Early Release Request form is available from the Site Coordinator. The Early Release Request must be approved by the Site Coordinator and will be kept on file. These documents are an important part of the documentation required to maintain program funding. The Department of Instructional Services and the Student Information Systems Coordinator will maintain records of all students participating in non-RISE ELOP Program activities.

The Department of Instructional Services, in conjunction with the Department of Student Support Services, will conduct site visits regularly during the instructional year and during intersession to assess program compliance and efficiency.

In order to meet the needs of planned program growth including increased enrollment over time, expansion of program enrichment activities and offerings, and to support the flexibility to meet the needs of student groups in grades from TK to 8th grade, the District will utilize funds to purchase and install additional portables at each school site. These portables, up to 3 per site, will serve as multi-use facilities that house ELOP program activities including STEAM labs, Music and Art studios, Coding labs, Broadcasting studios, Culinary learning centers, Physical Fitness and Dance studios, Math and Literacy centers, and other program-specific activities. These portables may also occasionally be utilized during school hours for elective and enrichment spaces. Funds will also be used to purchase materials, supplies, and resources appropriate for maximizing these spaces. This may include musical instruments, broadcasting equipment, physical fitness and recreational equipment, computers and iPads, music and art supplies, and storage sheds to store equipment.

To maintain the fiscal integrity of the program, the Department of Instructional Services, the Department of Business Services, and community partners will meet

regularly to review grant reporting and fiscal requirements. Program administration will review attendance consistently with community partners in collaboration with the Department of Student Support Services. Monthly and year-to-date attendance data will be provided to site coordinators/supervisors so actions may be taken to improve/maintain program attendance.

To address program sustainability, the District will work collaboratively with community partners to remain proactive in identifying and meeting the needs of students through continuous program evaluation and improvement.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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. (See [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?

Implementation of the ELOP Program for TK/K students will focus on required staffing ratios, developmentally appropriate learning activities, and professional development for staff. With specific needs for the youngest learners, program staff will have opportunities to work collaboratively with classroom teachers to develop effective strategies and appropriate activities to support the social-emotional and academic development of TK/K students.

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

The schedule for each program site reflects the values that the program and its educational partners strive to achieve through effective staffing and program facilities. In collaboration with RISE, the District strives to maintain a student-to-staff ratio of 14 to 1. This staffing enables the provision of rich enrichment activities, a variety of diverse offerings, strong program management and student engagement, a safer environment, and small group attention.

A typical daily schedule includes:

Hours: M,T,Th, F	2:15 p.m. - 6:00 p.m.
Wednesday and Minimum Days	12:25 p.m. - 6:00 p.m.
2:15 - 2:30	Sign in/ Snack
3:20 - 4:05	Homework
4:05 - 4:25	Recess
4:25 - 4: 55	Fitness/ Sports
4:55 - 5:20	Supper
5:20 - 5:55	Social Emotional Learning / Enrichment Rotations
6:00	Dismissal

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.

Regular School days and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Non-School Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.