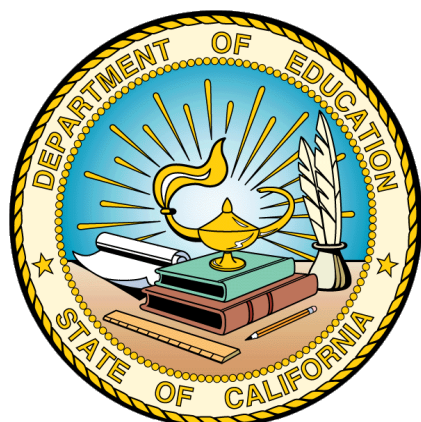


**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



**Paramount Unified School District
Educational Services Division
Expanded Learning Opportunities Program**

15110 California Avenue
Paramount, CA 90723
(562) 602-6017

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Name of Local Educational Agency and Expanded Learning Opportunities Program Sites

Local Educational Agency (LEA) Name: Paramount Unified School District

Contact Name: Joyce Taylor

Contact Email: jtaylor@paramount.k12.ca.us

Contact Phone: (562) 602-6017

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

- | | |
|----------------------------|----------------------------------|
| 1. Collins Elementary | 9. Roosevelt Elementary |
| 2. Gaines Elementary | 10. Tanner Elementary |
| 3. Hollydale School | 11. Wirtz Elementary |
| 4. Jefferson Elementary | 12. Alondra Middle School |
| 5. Keppel Elementary | 13. Jackson School |
| 6. Lincoln Elementary | 14. Paramount Park Middle School |
| 7. Los Cerritos Elementary | 15. Zamboni Middle School |
| 8. Mokler Elementary | |

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

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pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

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

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

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

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

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1—Safe and Supportive Environment

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

As leadership researcher Jim Collins writes, the pathway to greatness is first about “getting the right people on the bus”. Accordingly, staffing will be the initial consideration of the Expanded Learning Opportunities Program in providing a safe and supportive environment for students in the Paramount Unified School District (PUSD). Partnering with the City of Paramount to ensure that the developmental, social-emotional, and physical needs of students are met, the ELO Program will employ qualified individuals who:

- Possess excellent verbal and written communication skills
- Represent the diverse culture of the student population being served
- Are adept at actively engaging youth to build positive relationships and foster student involvement
- Are interested in serving as role models for diverse student populations
- Have the ability to manage situations and students in a firm yet respectful, consistent, and courteous manner

To enhance their knowledge and skills in serving youths aged 5-12, all staff will receive training in Safe & Civil Schools, a nationally recognized Positive Behavioral Interventions and Supports (PBIS) program. Safe & Civil management strategies are rooted in the beliefs that all students should be treated with dignity and respect and that staff members should encourage and motivate students through positive interactions and building relationships with them. As well, Safe & Civil holds that students should be taught the skills and behaviors necessary for success and that when a student misbehaves, the adult should view it as a teaching opportunity.

Additional staff training may involve, but is not limited to, social-emotional learning, effective supervision, mandated reporting, prevention of bullying and cyberbullying, crisis response, emergency plans, and disaster protocols.

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In conjunction with hiring highly qualified individuals, Paramount Unified School District will establish systems and measures to ensure a safe and supportive environment on all ELOP campuses. First and foremost, procedures will be in place to ensure that students are always accounted for. Student enrollment and attendance will be tracked through Schoology, the district's learning management system. Students will sign in at the start of their program each day, and they must be signed out by a parent, guardian, or another approved adult over the age of 18. The ELO Program schedule will include times, locations, students rosters, and names of staff assigned to each class, location, or activity. Staff will monitor rosters and take roll before and after transitions to account for students' whereabouts.

Other safe and supportive measures will include:

- Official identification badges and clearly recognizable program shirts worn by all staff
- Collection of updated student and staff emergency contact information
- CPR and first aid certification for all staff
- Regular emergency drills
- Emergency response backpacks stocked with disaster supplies, such as food, water, first aid kit, flashlight, and extra batteries
- Portable two-way radios to facilitate communication between staff members at different locations on campus
- Establishment of a peer support structure whereby high school students work collaboratively with adult ELOP staff to serve as positive role models for younger students

Although a large portion of PUSD Expanded Learning Opportunities Program activities will be held on district campuses, field trips and other off-site activities/programs may be offered to students during the school year, summer, and intersessions. In such instances, transportation to and from off-site locations will be provided as a part of the program.

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2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The ELO Program at Paramount Unified School District will provide numerous opportunities for students to experience active and engaged learning through innovative projects and activities that support and supplement, but do not duplicate, their instructional day. The district's holistic approach to youth development will emphasize social-emotional well-being, fostering positive social interactions, and cultivating a community of confident, capable, and caring young adults through leadership and service opportunities.

While ELOP activities will not be replicas of classroom lessons, they will nevertheless be educative at their core. ELOP offerings will revolve around English language arts, math, STEAM, visual and performing arts (VAPA) as well as high school, college, and career/workforce readiness. Through such programming, PUSD seeks to create opportunities for students to bolster and enrich their understanding of core content standards by engaging them in meaningful, high-interest, creative ways that embed and "hide" academic material. Input from parents, students, staff, and administrators will ensure that PUSD's ELO Program reflects the needs and wishes of the community as well as align with California State Standards.

An array of academic enrichment programming may, based on site needs and student interest, include:

- Homework assistance and academic tutoring
- STEAM - robotics, coding, engineering, Science Olympiad
- VAPA - visual arts, choir, dance, musical theater, instrumental music (in partnership with community-based organization, Harmony Project)
- Career and Technical Education (CTE) - food service and hospitality, graphic design, sports medicine, Femineers
- Health and fitness - cheer, swimming, organized sports, tournaments and intramurals

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- High school and college readiness - academic support, high school and college visits
- Leadership - service-learning projects, civic education
- Career readiness - financial literacy, career planning (including resume drafting and interview preparation), entrepreneurship

3—Skill Building

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

The PUSD Expanded Learning Opportunities Program will offer academic enrichment through the arts, STEM, physical education, and social-emotional learning to build lifelong skills that will foster healthy habits and prepare students for college, career, and civic engagement.

ELOP activities neither duplicate nor supplant instruction that occurs during the school day. Rather, the ELO Program offers opportunities for students to explore, problem-solve, and innovate. Through such activities, students not only make connections to the curriculum that they receive in the school day, but classroom learning becomes concrete, accessible, and more relevant to young minds.

By participating in the ELO Program, PUSD students will be able to build skills, both discrete and “soft”, in the following areas:

- STEM - Through STEM and CTE activities, students will gain exposure to in-demand skills for future technology careers such as engineering, coding, robotics, software proficiency (word processing, spreadsheets, digital editing), and graphic design.
- VAPA - Students will have opportunities to learn discrete arts skills in disciplines such as dance, music, visual arts, and theater. Interested boys and girls will be able to learn an instrument, paint, draw, participate in multicultural dance forms, and be a part of a musical stage production.

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- Health and fitness - Cheerleading and an array of sports offerings (baseball, basketball, volleyball, futsal, etc.) will uphold healthy physical outlets and help children and youth build stamina and learn skills unique to each sport.
- Civic, career, and leadership development - Through the ELO Program, students will be able to acquire skills not usually taught in school, such as financial literacy (budgeting, saving, introduction to financial institutions) and career development (exploring career options, building a resume, job search, etc.). Students will also be given the opportunity to build civic engagement and leadership skills by researching problems in their community (i.e., service learning), collaborating to brainstorm and enact solutions, and reflecting on their experiences.
- Soft skills - While concrete skills are necessary for academic and future professional success, soft skills or interpersonal attributes are no less significant. ELO offerings will help students cultivate a multitude of such skills. For example, experiences in STEM and CTE encourages problem-solving, ingenuity, and experimentation while the soft skills of creativity and collaboration are fostered through VAPA activities. With sports, teamwork and resilience are emphasized, and through leadership activities, students will learn effective communication, adaptability, and the importance of a strong work ethic. Throughout, the five social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making will inform program planning and execution.

4—Youth Voice and Leadership

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

Student voice and leadership is integral to Paramount's ELO Program. From the outset, stakeholders were surveyed to gauge community interests and needs. Moving forward, a student advisory group will be established to include a diverse group of upper-grade students at each site who will meet bi-monthly to discuss upcoming activities and/or events, strategies to gather peer feedback, and brainstorm ideas for

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program improvement. To build their skills, students in the advisory group will participate in leadership development and service learning. They will have opportunities to plan and lead community events, such as Family Art Night, and service learning projects, like campus beautification, at their schools.

Opportunities also abound for students outside of the advisory committee to access leadership roles. Sports and athletics offer a natural outlet for children and youth to display leadership. Captains motivate, encourage, and set excellent examples for teammates by performing reliably, practicing hard, and demonstrating good sportsmanship whether they win or lose. Students can also exhibit leadership in the arts. For instance, highly competent young musicians can become first chairs who act as models for the rest of their sections in their band or orchestra. Likewise, STEM activities provide students with opportunities to think critically, collaborate, and innovate. Boys and girls participating in a Science Olympiad, for example, can exhibit leadership skills through perseverance, commitment, and cooperation as they train year-round to compete against other teams.

The above examples are but a few of the ways in which ELOP offerings will provide opportunities for students to engage in youth voice and leadership. PUSD recognizes that both are skills that can and should be fostered through intentional planning and programming. Every child in the ELO Program will have the opportunity to express “voice and choice” in ways both big and small, from making decisions on which enrichment activity to enroll in to being a ball monitor to leading a successful community service project. The ultimate goal of PUSD’s ELO Program is to mold confident youth who leverage their strengths and skills to successfully navigate college, career, and civic life.

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 align its wellness initiative with PUSD’s health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating

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and prosocial behaviors are fostered and practiced. The program schedule will include activities dedicated to supporting health and wellness through nutritious snacks and nutrition education, physical activity, and social-emotional learning.

The Centers for Disease Control and Prevention holds that healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Accordingly, all ELO Program participants will be provided a daily healthy snack, the composition of which meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. Students will also participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities may include classroom-based nutrition workshops, cooking clubs, demonstrations, and taste tests. Boys and girls will learn the importance of maintaining a healthy diet, choosing wholesome foods, and preparing healthy snacks during out-of-school hours. For example, students may work as a team to read nutrition labels, identify ingredients, and discuss ways to make better food choices.

PUSD students will also have the opportunity to engage in healthy choices and behaviors through physical activity. Program staff will reinforce the knowledge and self-management skills needed to maintain a physically active lifestyle and reduce the time spent on sedentary activities. Through interactive games, clubs, and sports, elementary and middle school students will improve their muscle strength, coordination, endurance, and team camaraderie. Physical activities will be designed to help students:

- Enjoy and seek out physical activities
- Acquire a variety of basic movement and manipulative skills to experience fitness success
- Develop and maintain acceptable levels of physical fitness
- Cultivate the ability to get along with others in physical and movement environments.

Social-emotional learning is the third component of Paramount's ELO Program to address the goal of offering students opportunities to engage in healthy choices and behaviors. Because the well-being of students is a primary focus, the three SEL signature practices promoted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) will be embedded into activities daily:

- Welcoming/inclusion routines

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- Engaging strategies, brain breaks, and transitions
- Optimistic closures

These intentionally chosen strategies, activities, and protocols provide the vehicles through which students and adults can enhance their SEL skills. They also help to create a safe and caring community of learners where each individual is valued and everyone works and plays together productively.

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.

PUSD's ELO Program will promote diversity, access, and equity by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Working with the office of Paramount's Director of Equity, Diversity, and Support Systems, ELO-P staff will be provided ongoing training that ensures a commitment to safe, supportive, and inclusive learning environments for all students regardless of race, religion, sex, national origin, or physical ability.

The program will celebrate students' backgrounds in a variety of ways, one of which will be to uplift experiences that highlight their rich diversity. Children and youth may explore their heritage, national origins, physical abilities, and more through clubs, activities, projects, and performances. Families and community members will be invited to speak, present at, and partake in such events to help students deepen their understanding of a myriad of traditions and foster pride in their own heritage.

To promote empathy and acceptance, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses will broaden and enrich students' appreciation of the multifaceted world in which they live. Additionally, the program may offer special classes that celebrate diversity through the arts, such as dancing, visual arts, and music. Students may perform folk dances from various cultures, play indigenous

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instruments, or try their hand at native art forms. Appreciation of unfamiliar cultures may also be garnered through learning about their food traditions. For example, students may prepare, cook, and taste dishes from around the world.

The ELO Program will also be designed to meet the needs of English language learners (ELL), students with disabilities, and others who may face barriers that could potentially limit their participation in an out-of-school program. To address the needs of language learners, staff will be trained on English language development and best practices to support ELLs, such as the use of visuals and realia, guided oral practice with modeling, and explicitly teaching vocabulary during club and STEM activities.

For students with disabilities, the ELO Program will collaborate with the district's Special Education Department to craft professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. Onsite training and coaching by district SPED Program Specialists will be provided on a case-by-case basis should sites need additional support with special needs students. Additionally, reasonable accommodations related to students' Individualized Education Plans (IEP) will be provided as appropriate.

Finally, Paramount's ELO Program will offer a safe space for students who experience challenges that put them at risk for diminished academic performance. Staff trained in youth development and mentoring will help these children and youth thrive. The program will offer daily opportunities for these and all students to be and feel successful in their interactions with adults and peers. Furthermore, because ELOP is very specifically designed NOT to replicate the regular school day, it provides students who are struggling academically with a multitude of ways to develop, improve, and excel through meaningful, high-interest, creative activities and projects that embed and "hide" academic material.

PUSD's ELO Program will be inclusive and committed to diversity, access, and equity so that potential barriers to program participation may be removed and the needs of ALL students may be met.

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7—Quality Staff

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

Paramount USD will provide opportunities for students to engage with quality staff by participating in a rigorous recruitment and hiring process that carefully considers the experience, knowledge, interest, and ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. PUSD's Coordinator of Expanded Learning Opportunities Program will oversee the management of all aspects of the program, including staffing. The Coordinator of ELOP will ensure that all personnel who directly supervise or teach children meet minimum requirements of their position by confirming all conditions prior to onboarding. While the district will partner with the City of Paramount to hire quality staff, PUSD's Coordinator of ELOP will be involved in the interviewing process. Requirements will be posted and advertised both on the district's and city's websites. Only candidates who meet all qualifications will be hired.

The program will provide staff with:

- Clear titles and job descriptions
- Ongoing training and professional development
- Resources and materials to deliver ELOP activities
- On-the-job training
- Competitive pay
- Opportunities to provide feedback on the program

Through a rigorous recruitment and selection process, PUSD aims to employ individuals who exhibit integrity, professionalism, and a caring attitude towards children and youth. Regular school visits by the Coordinator of ELOP will ensure that intentional relationships with site personnel, students, and families are being nurtured and that a culture of acceptance and inclusion is being fostered by all staff.

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8—Clear Vision, Mission, and Purpose

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

Paramount Unified School District’s mission is to ensure that its graduates will be prepared for success in both college and career by possessing the knowledge, skills, and certifications necessary to be successful in any post-secondary environment. In alignment with this, PUSD will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) and grades 7 and 8 in collaboration with the City of Paramount and their after school STAR program which is open to all TK-8 students. PUSD’s ELO Program, which will be offered free of charge to all eligible students, are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade-level standards and beyond
- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts disciplines (dance, music, theater, visual arts, media arts)
- Fitness and athletic programs focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports with an emphasis on fair play and good sportsmanship
- STEM programs that will help students become creators and innovators who can think critically, collaborate, and communicate effectively to generate and advocate for solutions to real world problems
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured

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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.

Paramount USD has plans to team with two agencies to provide the bulk of our ELO-P programming, one is a longtime collaborator while the second is a new partnership. PUSD has had a years-long relationship with the City of Paramount Parks and Recreation Department as our primary service provider for all after school programming. Our current MOU will expand to include the ELO-P plan outlined in this guide. Additionally, PUSD is arranging a partnership with LA All Stars to provide fitness, STEAM camps, sports, and other enrichment activities for students this summer.

PUSD will collaborate with both entities to develop and deliver a continuum of programs and services to help increase educational equity and increase opportunities for students to explore and realize their potential through a variety of activities that enhance but do not replicate experiences in the classroom. Both the City of Paramount and LA All Stars will work closely with PUSD administrators, personnel, and families to design, implement, and gather feedback on activities.

Other partners may include:

- The Harmony Project - instrumental music
- AMAN Dance Educators - dance
- Ballet Folklorico - dance
- P.S. ARTS - visual arts, theater
- Latinas Art Foundation - Latin arts and culture
- Ken Matsumi - photography
- Juliette Bell - culinary arts
- Tiger Woods Foundation/TGR Learning Lab - STEM

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- Carlson Gracie Paramount - mixed martial arts
- YMCA - swim
- Cal Sac - SEL, character development

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Paramount Unified School District is committed to maintaining a data-driven Continuous Quality Improvement (CQI) process that is based on the Quality Standards for Expanded Learning in California as defined by the California Department of Education. This approach involves creating clear expectations and a shared vision of quality among district and program staff, student leaders, and multiple educational partners. The CQI cycle includes three steps:

1. Assessment, which employs data collection using multiple strategies
2. Planning, which allows the program to use data to generate and implement a timely action plan for improvement
3. Improvement, in which staff implements the action plan and reflect upon progress.

PUSD's Research, Assessment, and Student Information division will support data tracking and reporting. Tracked measures of student success could include attendance, parent and student satisfaction, and academic improvement. In addition, the district's Coordinator of ELO-P will conduct regular site visits to ensure accountability and observe firsthand the effectiveness and impact of ELO-P programming. Mid- and end-of-year surveys will gather feedback to aid in ascertaining if student and family needs are being met, to respond to concerns and suggestions, and to make adjustments to the program as necessary.

Through these measures, Paramount USD will ensure that the ELO Program adheres to quality improvement standards and reflects a culture of continuous growth that is necessary to support students and families.

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11—Program Management

Describe the plan for program management.

The ELO Program falls under the purview of the Assistant Superintendent of Educational Services who is the direct supervisor of PUSD's Coordinator of Expanded Learning Opportunities Program. The Coordinator of ELO-P will oversee and be responsible for the overall grant program. The Coordinator will prepare meeting agendas, keep minutes, disseminate information and information, provide budget updates, facilitate professional development opportunities, provide training and technical assistance, secure additional resources, access county resources, and assist sites with state and local assessments and evaluations. The Coordinator of ELO-P will also conduct school visits at least twice per year at each site (more as needed) to assess curricula and program compliance, conduct student and staff interviews, and review personnel records.

Other key personnel are as follows:

- Assistant Superintendent of Business Services - is responsible for maintaining budgets and fiscal reporting
- Director of Research, Assessment, and Student Information - supports tracking and data collection efforts, such as attendance and surveys
- ELO-P Site Coordinator - manages the daily operation of the program and supervise ELO-P staff
- ELO-P Site Leader - implements academic support and enrichment programs, oversees children and youth
- ELO-P Youth Leader - is an upper-grade student who meets with site leadership in an advisory capacity

ELO-P collaborative discussions between the District and Site Coordinators will be held bi-monthly. The frequency of site-level meetings will be determined by the size of the program, specific student and community needs, and staffing levels. These may be held once per month or as often as once per week.

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Paramount USD does not hold either grant.

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?

A top priority for the ELO Program at Paramount is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest Transitional Kindergarten and Kindergarten students. Our plan for recruiting and preparing staff to work and serve TK and kindergarten students is as follows:

1. In the summer of 2022, the program will begin the recruitment and hiring of staff. The program plans to hire as soon as possible in order to ensure sufficient and appropriate professional development to prepare staff to work with younger children. Recruitment efforts will prioritize a) individuals pursuing early elementary education or child development certificates and b) current paraeducators and teachers working in district preschools.

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2. PUSD's Director of Early Childhood Education will work closely with ELO-P staff to provide support in developing curriculum that is developmentally appropriate.
3. The professional development plan includes opportunities for collaboration between TK/K teachers and ELO-P staff.
4. The ELO Program will hire sufficient staff to maintain a ratio of 10:1. The program will include having a staff substitute list.

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.

Instructional Day Sample	
7:30 - 8:00	Breakfast
8:15 - 1:58	Instructional day for all TK-5 students
1:58 - 2:05	Welcome and sign-in
2:05 - 2:50	Physical activity
2:50 - 3:35	Homework assistance and tutoring
3:35 - 4:10	Snack, restroom, and handwash break
4:10 - 4:55	Enrichment (arts)
4:55 - 5:40	Enrichment (STEM)
5:40 - 5:50	Wind down (meditation)
5:50 - 6:00	Dismissal

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Summer Sample	
8:00 - 8:30	Welcome, sign-in, and breakfast
8:30 - 8:45	Restroom and handwash break
8:45 - 9:00	Building community
9:15 - 10:15	Enrichment (arts)
10:15 - 10:25	Energizer
10:25 - 11:25	STEM Camp
11:25 - 11:35	Brain break
11:35 - 12:20	Physical activity
12:20 - 12:50	Lunch
12:50 - 1:30	Organized play
1:30 - 1:45	Restroom and handwash break
1:45 - 2:30	Enrichment (technology)
2:30 - 2:40	Brain break
2:40 - 3:40	STEM camp
3:40 - 4:40	Sports
4:40 - 4:55	Restroom and handwash break
4:55 - 5:40	Thematic activity
5:40 - 5:50	Wind down (meditation)
5:50 - 6:00	Dismissal

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

EC Section 46120(b)(2):

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

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

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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.