

2025 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

Name of Local Educational Agency or Equivalent:	Johnstonville Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Johnstonville Elementary School

Governing Board Approval Date:	May 2025
Review/Revision Date:	February 2026
Review/Revision Date:	June 2026

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”:

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>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes**Reviewing and Revising Program Plans**

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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.

Johnstonville Elementary School is committed to helping all our grizzlies become ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED students. In partnership with our parents and community members, we strive to ensure all our students are competent in the essential skill areas and that all our students reach their highest potential as productive, responsible citizens in a safe and academically rigorous environment.

At this time, all of the Expanded Learning Opportunities Program components will occur on Johnstonville's campus. However, practices and activities to facilitate meaningful student involvement in school will continue to evolve based on student and family needs. If there is a need to facilitate the Expanded Learning Opportunities Program in the community at large, changes will be made in communication with the school's stakeholders. Some of these changes may include participation in community programs and non-governmental organizations' activities.

Programmatic level:

While the expanded learning program is on Johnstonville's campus, the school's safety plan procedures will be utilized to ensure the safety of students and staff. The program staff will work closely with district administration to ensure the program follows the school-aligned health and safety procedures. In addition, program staff will be trained in a variety of programmatic procedures including first aid, documentation, and communication of any incidents to families.

Attendance/Sign-ins/Sign-outs:

When students arrive at the program, whether it is after school, Saturday, or during various intersession opportunities, they are personally greeted by staff and checked into the program. Program attendance is collected daily. Staff will maintain a list of all participants with current emergency contacts. At the end of the program, students are released to the adult on file who must sign the student out. An exception to this procedure will take place if the parent/guardian indicates the student is to walk home at the end of the program. Transitional Kindergarten and Kindergarten students MUST be met by an adult.

Facilities Safety:

We have fully fenced facilities and ample lighting for additional safety precautions. We also have a safety plan which is updated annually and is available in the front office. This plan outlines all of our safety policies and procedures as well as the people responsible for ensuring student and staff safety. To ensure we operate in coordination with this plan, we participate in frequent drills and practices so the students and staff are well aware of all procedures and practices in the event of an emergency.

Registration:

As with all of the expanded learning opportunities, registration is for all TK-6th-grade students currently enrolled in Johnstonville School. The registration process for the after-school program, Saturday Academies, summer events, and intersession activities require separate applications specific to the opportunity in which the student is participating. The registration paperwork provides families with the location of the expanded learning program activity and the health, safety, and behavior procedures for participants in the program.

Staff level:

Johnstonville maintains a maximum ten-to-one (10:1) staffing ratio for any class that has TK and/or K students. All other Expanded Learning Opportunities Program classes with students 1st grade-6th grade maintain a maximum twenty-to-one (20:1) staffing ratio.

Behavior/Expectations:

Johnstonville Elementary School, and its expanded learning program, utilizes a Multi-Tiered System of Support (MTSS) to help all students gain both academic and behavioral success. These supports and interventions help:

- 1) Teach, and reinforce, appropriate behavior to all children by identifying, modeling, and practicing expectations with students.
- 2) Enable identification and timely intervention to address undesirable behaviors at an early stage, preventing them from escalating into more significant issues.
- 3) Encourage student progress through the development of positive staff and student relationships that facilitate the support students need to be successful.

In addition, Johnstonville Elementary School subscribes to four overarching rules: Be Safe, Be Responsible, Be Respectful, and Be Kind. All classroom rules and school-wide rules can fit within one of these four central rules.

Participant level:

Johnstonville Elementary School is a small school where students, staff, and families frequently know each other in both the school and community settings. These connections help establish a sense of community and belonging. In our small community, it is critical to keep consistent and open communication between staff, students, and parents.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

At Johnstonville Elementary School, we are committed to creating a school culture in which students feel safe, supported, and connected. Our Expanded Learning Opportunities Program contributes to this effort by fostering a sense of belonging and security for all participants. A key strength of the program is that the same staff members who support students during the regular school day also serve as staff in the ELOP program. In addition, starting in the 2026-27 school year, the school counselor will help support students three days a week. This continuity allows students to build and maintain strong, trusting relationships with adults they know and interact with regularly. These consistent relationships promote a positive and stable environment, reinforcing expectations and support throughout the school day and during expanded learning opportunities.

Program staff work in close coordination with the school's leadership team and school counselor to ensure consistency in expectations and support across the school day and the Expanded Learning Opportunities Program. Their ongoing presence throughout the day allows for strong relationships built on trust and familiarity. Staff are attentive to the emotional needs of students and respond with encouragement, guidance, and care. This continuity helps create a stable, emotionally supportive environment where students feel known and valued.

Our school-wide approach to behavior and support is guided by Johnstonville's four overarching expectations: Be Safe, Be Responsible, Be Respectful, and Be Kind. These principles serve as the foundation for all student interactions and are consistently reinforced in both the school day and ELOP settings.

Through these practices, Johnstonville Elementary School's Expanded Learning Opportunities Program provides an emotionally safe and supportive environment where students are known, valued, and encouraged to grow. The consistency of staff and the emphasis on strong relationships help ensure that students experience a sense of stability, care, and community in all parts of their day.

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.

Johnstonville Elementary School has three goals for the Expanded Learning Opportunities Program.

- 1) Create a safe and academically rigorous environment for students with diverse needs where they can develop social competencies, personal resilience, and school readiness.
- 2) Engage students through relevant knowledge and experiential learning opportunities that include both academic and enriching experiences beyond the academic core.
- 3) Help students engage in healthy physical activity that centers on physical fitness and healthy food choices.

Programmatic level:

Johnstonville Elementary School's expanded learning program does not replicate the instructional day. However, it is critical for staff to work together with teachers, families, and students in the creation of shared goals and shared expectations for our students. The after-school program strives to support student academics and utilize enrichment activities to help students expand their understanding of the world around them. These activities may focus on visual and performing arts, reading, and/or STEM (Science, Technology, Engineering, and Math). To maximize student engagement, many of the activities will include opportunities for skill building, motivating students through relevant topics, and enhancing learning activities using fun, interesting, and creative methods. In order to maintain student engagement and learning, students and families will be asked for input regarding program components. Activities and thematic units will be designed based on their input. In addition to Johnstonville's after-school program, the school works with community and county agencies to help students understand the unique environment of Lassen County, gain critical physical skills, and enhance students' natural abilities in the arts.

Staff level:

Expanded learning program staff will use a variety of learning experiences to engage multiple learning styles. When possible, age-appropriate activities will include the examination of the local community, state, national, and world issues. Finally, staff will utilize both individual and small-group activities to help promote critical thinking skills and collaboration.

Participant level:

Students will learn positive collaboration skills during small-group activities. Some of these activities may include the use of technology. Chromebooks are available for student use.

3—Skill Building

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

The Expanded Learning Opportunities Program utilizes a multi-faceted approach to helping students build skills. The after-school program dedicates part of the afternoon to tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 20 minutes. In addition, there is an educational enrichment component that consists of a minimum of 45 minutes per day of fine arts, STEM, and/or prevention activities that reinforce and complement the school's academic program. Finally, an integral component of the after-school program is physical fitness. Through both structured and free play, students learn and grow through recreation. Play provides students with an opportunity to learn while engaging in fun activities, build confidence, and develop social skills with a variety of students from different grade levels and ages.

Programmatic level:

Many of Johnstonville Elementary School District's expanded learning program activities are designed to foster the development of 21st-century skills. These skills include creativity, innovation, critical thinking, problem-solving, and

collaboration. The activities and lessons are designed to support students at their current level of performance and move them toward mastery of skills they have not yet learned.

Staff level:

Johnstonville Elementary School's expanded learning program staff will design activities that are both relatable and engaging. As students learn new skills, it is inevitable they will have opportunities to struggle. In supporting students and helping to move their learning forward, it is critical for them to practice their developing skills and for staff to offer constructive feedback when students try and fail. In addition, when a student is unsuccessful, they are given an opportunity to reflect and grow from their experiences.

Participant level:

The activities and events that are integrated into the after-school, Saturday Academies, and intersession programs provide support to engage students in 21st-century skills. Staff will strive to create opportunities for students to work collaboratively in multi-age groups that help them build higher-level communication and collaboration skills.

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.

Students are placed within grade-level clusters to help facilitate participation and meet common interests. During enrichment time, students are allowed to choose from activities and projects that address the monthly themes.

Programmatic level:

Student leadership and voice is an important part of our program. In recognition of this, Johnstonville Elementary School's expanded learning program will seek student input to develop engaging thematic units and activities. One of the program's goals is to help students develop and refine their leadership skills and develop essential character traits including responsibility, respect, and kindness. As the students work and grow in these skills, they are empowered to help others.

Staff level:

Johnstonville Elementary School's expanded learning program staff offer students the opportunity to share their opinions and take on leadership tasks. As the program continues to grow and be refined, staff intends to expand leadership opportunities to individuals in an effort to foster team building and engagement.

Participant level:

Both formal and informal data collection related to program offerings allow students the opportunity to provide feedback, participate in discussions, and aid in developing the program. Additional opportunities will be made available for students to take responsibility for the completion of any projects and participate in culminating events that allow them to show what they know.

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 health and safety of all students begins with a smooth transition from the regular school day to the after-school program. First through sixth-grade students report directly to the after-school program after the end-of-the-day bell rings. Transitional Kindergarten and Kindergarten students are escorted by staff from their classrooms to the after-school room. Attendance is tracked on both a daily and monthly basis. After-school program staff monitor student behavior to ensure all students follow the four Be's: Be Safe, Be Responsible, Be Respectful, and Be Kind. Rules and

expectations are outlined in the registration packets that go home to parents and are reviewed with students in after-school program classes.

As mentioned previously, students participate in both structured and free-play activities to help build fitness and social skills with a variety of students from different grade levels and ages.

Programmatic level:

Johnstonville Elementary School's program strives to promote student well-being through opportunities to learn about, and practice, balanced nutrition and physical activity in a manner that supports a healthy lifestyle. Program staff utilize intentional learning opportunities to help students develop, learn, and continue to live a healthy lifestyle. Nutritious snacks are provided daily for every student in attendance. The Johnstonville Elementary School District food service staff selects and prepares the snacks served in the after-school program. Selections are based on the national school lunch nutrition guidelines consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. These apply to all food items served at school. In addition to learning about positive behaviors, students are also provided with age-appropriate instruction regarding things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

Staff level:

Johnstonville Elementary School's expanded learning program staff provides daily opportunities for students to have nutritious snacks and engage in age-appropriate physical activities that support the program's goals. In addition, staff receive professional development that promotes understanding of the connections between health, academic achievement, and positive mental well-being.

Participant level:

During various expanded learning program activities, students will be encouraged to make healthy choices and to extend their learning beyond just the program.

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.

To accomplish the school's goals of creating a safe and academically rigorous environment and close the achievement gap, Johnstonville's program actively invites diverse student participation and uses research recommendations to reach a broad network of students. As such, the school aims to learn about any cultural or community perceptions and/or barriers that might deter enrollment. With a better understanding, Johnstonville Elementary School can devise a more targeted outreach effort to families in our service area.

The Expanded Learning Opportunities Program prioritizes the distribution of information regarding the program and enrollment forms to priority families. Some of the priority families include those with students in foster care, families experiencing homelessness, low-socioeconomic families, and English Learner families. In addition, the school recognizes these identified families receive priority registration for program participation. However, all students who desire to participate in the after-school program are enrolled and allowed to participate. Summer and intersession events may limit the number of participants due to restrictions imposed by partnering agencies.

Programmatic level:

Johnstonville's expanded learning program welcomes all students interested in enrolling in the program. If students have any special needs, the administration communicates with expanded learning program staff to ensure they are aware and provides resources for serving those students. Johnstonville's expanded learning program is committed to

diversity and equity in the program’s outreach materials and policies. The school and staff recognize that each student is unique, with individual needs, and strives to help all students feel welcome and connected.

Staff level:

Johnstonville Elementary School strives to ensure that staff are well-trained to serve all students. They are also very well positioned with resources and support to meet the needs of all students in the program. Johnstonville maintains a maximum ten-to-one (10:1) staffing ratio for any class that has TK and/or K students. All other Expanded Learning Opportunities Program classes with students 1st grade-6th grade maintain a maximum twenty-to-one (20:1) staffing ratio. The Expanded Learning Opportunities Program may limit the number of students able to participate in the various programmatic sub-elements due to staffing shortages. If this is the case, a waitlist will be created and openings will be offered to the unduplicated students as a priority.

Participant level:

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7—Quality Staff

Staff Engagement

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

Johnstonville Elementary School strives to recruit and retain high-quality staff who create and maintain a positive learning environment.

Programmatic level:

Staff members are recruited primarily from the existing pool of regular school district employees. This allows for a continuity of staff and relationships between the regular school day and the Expanded Learning Opportunities Program's after-school offerings. Hiring notices are posted through district email. If there are additional Expanded Learning Opportunities Program staffing needs beyond the Johnstonville Elementary School staff, recruitment will be conducted through Edjoin.org, social media, and/or local media.

Johnstonville Elementary School staff receive professional development to help meet the needs of our students. The administration is currently examining professional development opportunities that address the unique needs of the after-school program and summer/intercession programs.

Staff level:

Expanded learning program staff and school administration meet quarterly to ensure open communication and adherence to the expanded learning program plan.

Participant level:

Johnstonville Elementary School's expanded learning program and counseling staff are employees of Johnstonville Elementary School District’s both during and after the regular school day. As such, they are able to develop and maintain positive and trusting relationships with 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)]).

All personnel directly supervising students in Johnstonville Elementary School’s Expanded Learning Opportunities Program meet or exceed the minimum qualifications for instructional aides as established by the Johnstonville

Elementary School District and Lassen County Office of Education. At a minimum, candidates must possess a high school diploma or equivalent and satisfy one of the following requirements: completion of two years of higher education (a minimum of 48 semester units), possession of an associate degree or higher, or passage of the district-approved CODESP exam with a score of at least 70 percent. Once qualified, individuals must complete required onboarding paperwork, undergo a tuberculosis (TB) risk assessment (valid for four years), and complete a series of mandated Keenan safety trainings within 30 days of hire.

To ensure the health and safety of all students, the district conducts fingerprint-based background checks and verifies all required documentation prior to employment. Staff must comply with district safety protocols, including emergency procedures, health record maintenance, and incident reporting. Emergency contact and medical information for both staff and students are securely maintained and reviewed regularly to support timely communication and response.

The Expanded Learning Opportunities Program maintains staffing ratios in accordance with Education Code Section 46120(b)(2)(D). For transitional kindergarten and kindergarten students, the maximum staffing ratio is 10:1. For students in grades 1 through 6, the ratio does not exceed 20:1. These ratios are actively monitored and enforced to ensure a safe, structured, and supportive environment for all participants.

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 program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff development efforts focus on building the skills and competencies necessary to engage students in meaningful, enriching experiences that support both academic growth and social development. Staff have access to a range of tools and resources, including district-led professional learning sessions, instructional materials aligned with program goals, and online modules through platforms such as Keenan SafeSchools. These resources address key areas such as student engagement, effective supervision, positive behavior supports, and safety procedures.

Johnstonville Elementary School District may allocate up to three program days per year, as permitted under Education Code Section 46120(b)(8), for the purpose of staff development. These training days may occur on instructional or non-school days, depending on program and site needs. During these days, expanded learning programs may be closed to allow staff to participate in targeted training that supports program quality and alignment with Johnstonville's educational priorities.

Johnstonville Elementary School District does not participate in the After School Education and Safety (ASES) Program or the 21st Century Community Learning Centers (21st CCLC) Program. However, as part of our commitment to providing high-quality expanded learning experiences, the district supports ongoing training and professional development for all staff involved in the Expanded Learning Opportunities Program (ELOP).

8—Clear Vision, Mission, and Purpose

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

Programmatic level:

Johnstonville Elementary School's after-school program is directly aligned with the district's vision, mission, and purpose. As such, the expanded learning program's staff professional development, policies, procedures, and budget are linked to the District's vision, mission, and purpose.

Vision:

ALL Grizzlies are ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED.

Mission:

The Johnstonville Elementary School District, in partnership with parents and the community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens.

The Johnstonville Community Believes:

- To move our community and nation forward, students must receive a world-class education.
- Every student must be prepared for success in college and/or career.
- Students, families, schools, businesses, and the community must work in partnership to relentlessly pursue academic excellence.
- We must recruit, empower, and retain the most effective educators and staff.
- Every student must have the opportunity to excel.
- Each student must be empowered to achieve a healthy physical, emotional, and social lifestyle.
- Every student must continue to learn beyond the traditional school day.

Purpose:

The expanded learning program’s purpose has several components:

1. Provide a safe and challenging environment for students participating in the after-school program, Saturday Academies, and/or intersession periods.
2. Provide fun and engaging activities that support the intellectual, behavioral, and emotional development of our students.
3. Support academic achievement through intellectual and enrichment activities that are aligned with the regular school day.

Participant level:

Johnstonville Elementary School’s after-school program and instructional program share the same vision and mission. This helps staff, students, and families become familiar with the core tenets of the program and have a smooth transition between the regular school day and the after-school program.

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.

Staff level:

Johnstonville Elementary School recognizes communication is a vital part of the expanded learning program and our school community as a whole. This link is a two-way path that allows families and students to stay informed and program staff to modify programmatic elements based on feedback and input. In the past, Johnstonville has utilized the school's website, Facebook page, Instagram, phone calls, and hard copy notifications to inform families and gather information/feedback.

Participant level:

Student provided feedback and input is critical to the success of the expanded learning program. Informal feedback and input will be elicited by school staff. In addition, Johnstonville Elementary School’s student council will have an opportunity to provide expanded learning program staff and administration input and feedback about both current and potential offerings.

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.

Currently, there are very few non-LEA entities operating within the immediate Johnstonville community that are able to meet the requirements set forth by the Expanded Learning Opportunities Program. However, Johnstonville Elementary School continues to monitor the availability of community-based organizations and other non-LEA partners in order to expand access to additional enrichment opportunities. While the vast majority of the Expanded Learning Opportunities Program is operated in-house by Johnstonville staff, there are selected opportunities to bring in external organizations for specific learning experiences. For example, during the summer, a local organization facilitates a sports camp on the Johnstonville campus, providing a high-interest enrichment option for students.

The expanded learning program is intentionally coordinated with districtwide initiatives such as Multi-Tiered Systems of Support (MTSS) to ensure that academic, behavioral, and social-emotional supports are aligned. Program staff work closely with the school's instructional team to ensure consistency in expectations and services across both the regular school day and extended learning time. Additionally, the Johnstonville Elementary School District Board of Trustees, district leadership, and instructional staff actively support the program's implementation. As the program continues to grow, Johnstonville will also seek to build partnerships with community and county agencies that can contribute additional resources and expertise to enhance the experience for all students.

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.

Johnstonville Elementary School District utilizes a variety of tools to make a holistic evaluation of the quality of its Expanded Learning Opportunities Program. Some of these tools include collecting input and feedback from surveys, informal interviews, observations, and self-assessments. Information will be collected from students, parents, and staff. The results are used to drive improvement of the program. In addition, Johnstonville Elementary School uses the California After School Network tools and the California Department of Education's Quality Standards for Expanded Learning as references in the evaluation of the Expanded Learning Opportunities Program.

Johnstonville Elementary School administration and after-school staff collaborate at the beginning of the school year in a series of planning meetings to review the data collected to identify past successes and improvements needed. In addition, the administration and program staff meet at least quarterly to review the program and discuss possible changes.

Programmatic level:

Johnstonville Elementary School's expanded learning program uses an improvement cycle to develop, implement, review, and adjust our programmatic elements in order to provide the best possible services to students. In addition, Johnstonville Elementary School will utilize a data-driven decision-making process that focuses on the development of a program that will meet the needs of the school's community. The data utilized in this process comes from self-assessments, a review of program policies, interviews and surveys conducted with staff, students, families, and other stakeholders, and observation of program activities. In addition, Johnstonville Elementary School uses the California After School Network tools and the California Department of Education's Quality Standards for Expanded Learning as references in the evaluation.

Staff level:

The after-school program staff will help gather and analyze the data on a quarterly basis in order to understand the strengths and weaknesses of programming. The staff recognizes they are active participants in determining the quality of the expanded learning program. Program administration will regularly gather staff feedback about program activities and student engagement. This feedback and other data will be used to develop and modify the program's design, staff professional development, and practices.

Participant level:

After-school staff will facilitate the gathering of age-appropriate student feedback regarding the program's strengths, weaknesses, and ideas for potential improvement.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Johnstonville Elementary School District's Expanded Learning Opportunities Program uses a variety of processes to manage the programmatic elements. The after-school program records attendance and snack participation on a daily basis. Activities are rotated on a monthly basis and are selected based on student and staff interests. Saturday Academies have a variety of activities scheduled throughout the day including opportunities for both structured and unstructured play, free choice, reading, and art projects. The after-school program and Saturday Academies utilizes Johnstonville Elementary School District staff. Intersession events are coordinated by district personnel and conducted by either district personnel and/or third party contractors.

Programmatic level:

The after-school program attendance is recorded on both a daily and monthly basis. The Johnstonville Elementary School District Board of Trustees receives a quarterly report from the administration regarding student attendance and selected activities. All expenditures will utilize the district's established requisition procedures. All fiscal management of the expanded learning program is conducted by the Johnstonville Elementary School District Chief Business Official using the SACS coding system and tracked by the district's budget software. A variety of funding sources are utilized to enable the development and implementation of the expanded learning program. Some of these funding sources include the Expanded Learning Opportunities Grant (ELOG), the Expanded Learning Opportunities Program (ELOP), the Local Control Funding Formula (LCFF), and the district's general fund. Per state regulations, an independent auditor audits Johnstonville Elementary School District's fiscal records.

Staff level:

Johnstonville Elementary School District's after-school staff meet prior to the beginning of the school year in a series of planning meetings to review all policies, procedures, and expectations. In addition, the staff readies classrooms and materials in preparation for student engagement. The after-school staff will communicate with instructional staff to help identify the needs of the students enrolled in the program. In addition, the staff and administration meet on a quarterly basis to monitor the evolving needs of students enrolled in the program. Finally, the staff will use the same communication tools the instructional staff utilize to help develop continuity between the two programs and simplify the number of forms of communication for families.

The expanded learning program's budget is established through conversations between the program's staff, the district's Superintendent/Principal, and the Chief Business Official. Expenses will be tracked and aligned with the program's purpose, mission, and goals.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program3. How does this budget reflect the needs of students and families within the community?

ELOP Proposed 2026-27 Budget:

Saturday Academy Days and Winter Wonderland Days (15 extra days):

Teachers

Salary = \$11,000

Statutory Benefits = \$3,011

Paraprofessionals

Salary = \$2000

Statutory Benefits = \$1200

Facilities Maintenance and Cleaning

Salary = \$550

Statutory Benefits= \$220

Food Service

Salary = \$550

Statutory Benefits= \$220

Supplies

Instructional Materials = \$500

Subtotal = \$19,251

Before and After school Supervision Time:

Paraprofessionals

Salary =\$24,879

Statutory Benefits = \$20,695

Food Service

Salary = \$550

Statutory Benefits= \$220

Supplies

Instructional Materials = \$5000

Subtotal = \$51,344

Summer Enrichment Sports Camp (15 days)

On-site Vendor = \$45,000

Food Service

Salary = \$1560

Statutory Benefits= \$600

Subtotal = \$47,160

Administrative Overview/Back-Office Business Service Support

Salary = \$9776

Statutory Benefits = \$3025

Subtotal = \$12,801

Set Aside for Audit Finding for 2023-2024 School year

Pending appeal

Subtotal = \$20,000

New Outdoor Electric Sign for Better Communication with Parents about Events

Subtotal = \$50,000

TOTAL = \$200,556

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Johnstonville Elementary School District is committed to ensuring that all requirements associated with the Expanded Learning Opportunities Program (ELOP) are implemented with fidelity, transparency, and alignment to the California Education Code and state guidance. Oversight of the program is coordinated by Johnstonville Elementary School's administrative team, which serves both school and district leadership functions, in collaboration with program staff to ensure consistency and accountability across all components of the program.

To support proper implementation, the district has developed internal systems for monitoring staffing qualifications, ratios, and safety compliance. The hiring process for expanded learning staff is aligned with district Human Resources protocols, ensuring that all personnel meet the minimum staff requirements and complete necessary pre-employment screenings, including fingerprinting, TB assessments, and mandated training. Staffing ratios are regularly reviewed by site and district leadership to ensure full compliance with EC Section 46120(b)(2)(D).

In addition, the district conducts regular reviews of all ELOP components, including programming, compliance with instructional time requirements, professional development, and communication practices, to ensure full adherence to EC Section 46120 and associated state guidance. Adjustments to the program are made as necessary based on feedback, data, and ongoing review of best practices to ensure high-quality and equitable learning experiences for all students.

1 (California Public Contract Code (CPC) 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])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?

No

Do you have a 21st CCLC Grant?

No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Johnstonville Elementary School District does not participate in the ASES or 21st CCLC grant programs.

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?

Services will be provided for both Transitional Kindergarten and Kindergarten students.

Sample Transitional Kindergarten & Kindergarten daily schedule:

8:00 – 1:30 pm Regular grade level curriculum with classroom teacher

1:30-2:00 pm After-school program receives students on site and snack time

2:00- 3:30 pm Expanded curriculum activities

3:30-4:00 pm Structured and free-play activities

4:00- 4:30 pm Expanded curriculum activities

4:30-5:00 pm Structured and free-play activities

5:00 pm Parent pick up /sign out

Restroom breaks are given as needed

Recruitment:

- The after-school staff is primarily recruited from current school staff whenever possible. However, external recruitment may occur to meet the needs of the program.
- Current staff has experience working with Transitional Kindergarten and Kindergarten students.

Training Staff:

- Johnstonville School District coordinates training with our transitional kindergarten and kindergarten classes, along with the Lassen County Office of Education with regard to developmentally appropriate curriculum, instruction, activities, and assessments for TK students.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Johnstonville Elementary School District is committed to offering the Expanded Learning Opportunities Program (ELOP) in a manner that is culturally and linguistically appropriate, ensuring all families have equitable access to information and services. As a small district with only one school, Johnstonville leverages its close connection with families and the community to communicate effectively and personally with all stakeholders.

The after-school program and Saturday Academy offerings are advertised at the beginning of the school year on the school's website, which is maintained with up-to-date information and accessible language, and in the school's front office. As additional activities are added, such as the introduction of Winter Wonderland or summer programming, those updates are posted on the website in close proximity to the scheduled event. In addition to digital communication, the school also uses personal outreach methods. For example, phone calls were made to families to promote the Saturday Academy and Winter Break sessions to encourage greater participation, particularly among families who may not regularly access the website or email notifications.

Enrollment for the after-school program primarily takes place at the beginning of the school year, though families are welcome to enroll their students throughout the year. For all other ELOP offerings, such as Saturday Academies, Winter Wonderland activities, or other enrichment events, families may contact the front office directly to enroll students. Enrollment forms for these activities are generally distributed by the staff supervising the activity on the day the program begins. In addition, all enrollment forms for the Expanded Learning Opportunities Program are available year-round in the front office to ensure ongoing access for families.

At this time, just like the regular school program, transportation services are not provided for ELOP programming. However, the school takes care to schedule programs in a manner that aligns with family availability and community needs to support access and participation. In addition, all ELOP activities occur on the Johnstonville School campus. Staff are available to answer questions, assist with enrollment, and ensure families understand the opportunities available to their children. All communication is designed to be clear, inclusive, and supportive of Johnstonville's school community.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Johnstonville Elementary School District does not have transportation and, as such, field trips are not conducted. All Expanded Learning Opportunities Program activities are conducted on Johnstonville School's campus.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Johnstonville Elementary School District does not charge a fee for the Expanded Learning Opportunities Program.

Sample Program Schedule- Regular Schoolday

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.**

Johnstonville Elementary School District does not have a California State Preschool Program. However, the following sample schedule would be for all students attending Johnstonville Elementary School.

Sample schedule with Expanded Learning Opportunities Program supports:

- Classroom opens for student access for twenty-five minutes prior to school start = 8:00 am - 8:25 am (includes breakfast)
- Regular six and a half hour school day = 8:25am - 2:40pm (includes lunch)
- Expanded Learning Opportunities Program for two hours and twenty minutes = 2:40 pm - 5:00 pm (includes snacks).

Sample Intersession, Summer Academy, and Expanded Learning Opportunities Program supports:

- Morning ~ academic/intervention and supports, physical activities
- Afternoon ~ enrichment program
- All Day ~ enrichment program

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 Schooldays 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.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, 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 childcare 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.