EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by: La Mesa-Spring Valley School District, Department of Extended Student Services
4750 Date Ave. La Mesa, CA 91942
619-668-5700

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

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

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

Name of Local Educational Agency or Equivalent:	La Mesa-Spring Valley School District
Contact Name:	Jennifer Montez, Director ESS & ELO-P
Contact Email:	jennifer.montez@lmsvschools.org
Contact Phone:	619-644-3800

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. Avondale Elementary
2. Bancroft Elementary
3. Casa de Oro Elementary
4. Fletcher Hills Elementary
5. Highlands Elementary
6. Kempton Literacy Academy
7. La Mesa Dale Elementary
8. La Presa Elementary
9. Lemon Ave
10. Loma Elementary
11. Maryland Avenue
12. Glen E. Murdock Elementary
13. Murray Manor Elementary
14. Northmont
15. Rancho Elementary
16. Rolando Elementary
17. Sweetwater Springs
18. La Mesa Arts Academy
19. Parkway Sports & Health Science Academy
20. Spring Valley Academy
21. STEAM Academy

Governing Board Approval Date: July 24, 2026

Review/Revision Date: May 1, 2027

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 with and operated by the LEA.

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 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.

Physical Safety

The ESS program prioritizes a secure environment by maintaining a presence directly on the school campus, ensuring a seamless and safe transition for all participants.

- Location & Transition: All programs are offered on the school site. Students in grades 1–8 walk safely to the program area, while a designated staff member escorts Transitional Kindergarten and Kindergarten students.
- Staff Identification: Staff are easily identifiable to students, families, and stakeholders through district/site-specific identification badges and signature blue ESS shirts or smocks.
- Safety Training & Preparedness: * Emergency Response: Staff at every site are certified in infant, child, and adult CPR and First Aid. Emergency drills (fire, earthquake, secure campus) are performed monthly and documented in a formal drill report log.
    - Compliance & Conduct: All staff receive comprehensive training in mandated reporting and appropriate workplace behaviors to ensure a professional and protective environment.
    - Behavioral Health: Training also includes understanding student behaviors and applying trauma-informed practices, enabling staff to respond effectively to students' needs while maintaining physical safety.
- Records Maintenance: Every program maintains an easily accessible list of student emergency contacts through the Eleyo software system and Aeries district-provided information.

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.

We foster a nurturing atmosphere where social-emotional development and school connectedness are at the forefront of the student experience.

- Relationship Building: Staff intentionally focus on building trusting, nurturing, and supportive relationships. By maintaining high expectations and actively acknowledging positive behavior, we build a culture of mutual respect.
- Behavioral Support: Our management system focuses on ensuring each child’s success. We utilize positive reinforcement to shape behaviors and implement restorative practices to help students learn from their choices in a supportive context.
- Engagement: We focus on providing a fun and exciting program; high levels of student engagement serve as a proactive tool to eliminate most unwanted behaviors.
- Professional Development: Staff participate in monthly professional development opportunities, allowing them to continually refine their skills in social-emotional support and student engagement.
- Collaborative Community: Students and staff share responsibility for building a sense of belonging. ESS staff facilitate student success by communicating regularly with teachers, parents, and school support staff via email, phone, and regular check-ins.

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.

Program design and activities reflect active, meaningful, and engaging learning. The ESS program implements fun methods that promote collaboration and expand student horizons, and create an environment that students enjoy coming to each day.

Social-Emotional Learning and School Connectedness:
ESS designed the ESSPN Sports League program to teach and/or reteach social-emotional strategies and concepts through team sports. Collectively, we implement a two-season sports league at selected LMSV schools, consisting of one day for Social Worker-led SEL lessons and two days for sports coaching. Student recruitment will focus on students identified as needing SEL support. Each season ends in a tournament where students can showcase their newly developed skills for the community. We intend to expand ESSPN to all sites next year. Additional ESS staff will be added to expand this program to all sites.

To support the instructional day, ESS conducts academic competitions for students in grades third through sixth, in the following areas: speech, math, and chess. Each of these academic competitions results in a culminating event that includes parent participation. Junior Achievement BizTown is held annually for fifth-grade students. This program introduces students to economics and business through classroom instruction (provided by the after-school program staff). After 5 months of lessons, students attend a field trip to JA BizTown, where they operate a life-size mini-municipality complete with banks, City Hall, professional offices, T.V. station, radio station, snack shop, and community charity. The JA BizTown curriculum addresses the California State Standards and makes learning relevant for students. Additionally, all students engage in group work, cooperate in the group accomplishments, and are accountable to one another. Team building among the students is done monthly (for example, get to know me, guess who, circles, etc.)

Part of the funding from the ELO-P grant will also be devoted to ensuring our students have access to safe facilities for their after-school programs, including adequate shade structures and safe playground and field areas for after-school recreation.

Academic Interventions and Support:
The ESS program provides quality academic enrichment as an extension of the school day. We do this by connecting with teachers and finding out current material and strategies. Site Leads reach out monthly to get updated homework planners in order to verify that children are completing assigned homework for the week. ESS staff set expectations and have all materials prepared. Both elementary and middle school programs offer homework completion time, both before and after school. Forty-five minutes of homework and enrichment time is required every afternoon, except Fridays, which is optional. Additionally, the ESS program utilizes modern technology to support student learning.

In addition to the ESS program, ELO-P funding supports districtwide expanded learning opportunities that extend student learning and engagement beyond the instructional day. These opportunities include supplemental academic support, enrichment experiences, student engagement activities, and expanded access to school library resources. Together, these services complement classroom instruction while providing students and families with meaningful opportunities to continue learning outside of the regular school day. These services are provided by Extended Learning and Early Intervention Teachers on Special Assignment

(ELEI TOSAs) and expanded access to school library resources through Library Learning Resources Technicians (LLRTs).

Extended Learning and Early Intervention Teachers on Special Assignment (ELEI TOSAs) provide supplemental learning opportunities for students beyond the instructional day. In response to identified student and school needs, ELEI TOSAs facilitate targeted academic intervention, enrichment activities, and student engagement opportunities that complement, but do not duplicate, the instructional day. These expanded learning opportunities provide students with additional time and support to strengthen academic skills, explore areas of interest, collaborate with peers, and increase their connection to school.

Library Learning Resource Teachers (LLRTs), help ensure students and families have expanded access to school library resources beyond the instructional day. Expanded access to school libraries provides opportunities for students and families to read, explore, conduct research, and access educational resources that support academic learning, personal interests, and continued engagement in learning outside of the regular school day

3—Skill Building

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

The program maintains high expectations for all students; intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery.

Social-Emotional Learning and School Connectedness:
One of the main goals of ESS is to create engaging and exciting programs that encourage social-emotional learning and school connectedness. Through the ESSPN sports league, students not only engage in fun, team-oriented sports activities but also participate in social-emotional learning (SEL). SEL is the way children and adults acquire knowledge and skills that impact their ability to manage emotions, manage behaviors, and set and achieve goals. They learn about teamwork and managing their emotions as they support each other on the playing field. Research has shown that integrating SEL strategies into instruction also has a positive impact on academic achievement. We intend to hire additional social workers to specifically support this program, as well as to continue to develop and expand the SEL work throughout the ESS program. In addition to the ESSPN program, we are cultivating partnerships and opportunities with Smart Mind Robotics, Arts for Learning, The Gift of Dance, and Cone 6 Ceramics. These opportunities allow students to explore and build skills in many areas of interest and build their connections to school. Students are provided multiple opportunities to work in groups where they practice skills such as team building and cooperation.

Academic Interventions and Support:
In addition to the information contained in the previous section, the ESS program works to create activities for students that integrate STEAM and Common Core standards. Students also have an introduction to financial literacy, work readiness, and entrepreneurship through Junior Achievement BizTown and an introduction to public speaking though speech competition. In addition, we create clubs/camps that support the skill levels of our students. We facilitate our students' use of current technology for research projects that allow them to deepen their understanding of concepts and ideas.

4—Youth Voice and Leadership

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

The ESS program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. It is designed to give participants a voice in the decision-making about the activities, arts, and sports they participate in. Students have a variety of staff-developed weekly clubs/activities to choose from, including music and sports, STEAM, and Cultural Awareness. They are also given recreational free time at the end of the day to interact with each other by playing board games, circle games, or participating in restorative circles. The ESS staff encourages positive behavior in students by rewarding them with small but meaningful leadership roles. (Kinder helper, snack helper, ball cart, Jr. Leader). They also provide participants with various additional academic enrichment choices to further extend the academic day. Students and families share their feedback through end-of-the-year surveys, parent input forums, and suggestion boxes at each site. The ESB (ESS student body) council consists of student participants who are "elected" by their peers. The ESB meets monthly with program staff to discuss program activities that are of interest to the students.

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 ESS program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle. Students are given a daily hearty dinner or snack that fulfills their required nutritional needs and meets state and federal requirements, which are based on the USDA Dietary Guidelines. A fruit and/or vegetable option is always provided. Our students have occasional input on what foods CACFP provides. Students also engage in cardio activities every week (circuits, Just Dance, obstacle courses, etc.). Students in grades 4th through 6th have the opportunity to engage in ESS recreational sports league/competition (Varsity Kickball, Hoopshoot Free Throw Competition). In addition, students are given a choice of clubs that include physical and nutritional education.

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.

The ESS program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/ or gender identity and expression. ESS staff are committed to creating an equitable and inclusive environment for all students. We are intentional about planning activities that reflect all of our students and their families, and about providing opportunities for students to build relationships with one another and participate in activities that focus on inclusion. All students are provided with the access and support they require to participate in ESS. If additional support staff is required for students with disabilities to access the program, those staff or services are identified and provided. If students require particular accommodations to access the program, staff are provided training in those accommodations.

7—Quality Staff

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

The ESS team members are focused on being professional, motivated, vocal and energetic. ESS staff are constantly engaged, take initiative, and act with integrity. In addition, team members are hired who are passionate, have positive attitudes, and take pride in their performance and in their ESS site.

ESS staff members participate in ongoing professional development in the areas of social-emotional learning, trauma-informed practices, restorative practices, behavior management, and youth voice and leadership. Staff members are also allowed to attend SDCOE and CalSac trainings to enhance their engagement skills. Our staff serves as peer coaches to support one another and to continually build quality staff.

Students also have the opportunity to engage with staff members through expanded learning opportunities. Staff serve as coaches and mentors via the ESSPN Sports League.

8—Clear Vision, Mission, and Purpose

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

Our purpose is to nurture and inspire every child to learn, achieve, and find their unique voice.

How do we fulfill this purpose?

- We take collective responsibility for the success of each and every child.
- We are committed to continuously improving as individuals in order to meet the ever-changing needs of children and their families.
- We cultivate and embrace a culture of belonging for all.
- We love and accept children for who they are, as they are, by celebrating their inherent worth.
- We will be relentless in our efforts to remove barriers, address disparities, and foster a true sense of hope and promise.

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*.**

The ESS program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and the community, to achieve program goals. The LMSV ESS program partners with KG Soccer, MaiTera Martial Arts, Transcendence Creative Arts Project, Junior Achievement, Offseason Academy, Sticky Fingers Cooking, the La Mesa Parks and Recreation, and Spring Valley Parks and Recreation to bring expanded learning opportunities to the LMSV students. The district is actively meeting with expanded learning opportunity providers and will continue to assess the needs of the students and families.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes, and impact. At a programmatic level, the ESS program collects data through parent and student surveys and through site observations. Supervisors use the behavior data to determine where programs, students, and/or staff could be struggling and provide support. At the staff level, the ESS program staff participate in bi-weekly team meetings, conduct daily check-ins, and receive written feedback from Supervisors

and Lead Program Assistants to support continuous quality improvement. Site Leads participate in monthly Leadership meetings, with a focus on professional development, team building, and sharing of best practices. At the student level, we conduct student surveys, student voting, and participate in daily conversations and relationship building to support quality improvement.

As we focus on the expansion of ESS through the ELO-P funding, we will be specifically monitoring student data in our annually administered student social-emotional survey that is part of our LCAP (CORE survey) regarding school connectedness. This data will help inform us as to whether our expanded efforts to build students' connections to school are having an impact. In addition, if funding permits the provision of targeted reading intervention to teachers, we will specifically monitor student reading scores in i-Ready in the areas of phonics, phonemic awareness, and sight words to ensure that the intervention program is achieving its desired effect.

11—Program Management

Describe the plan for program management.

The objective of the LMSV ESS program is to provide quality expanded learning opportunities to our families. Our team works collaboratively to support our students and our families in this endeavor. Our ESS program is overseen by supervisors who directly evaluate and support our staff, a program manager, and by Lead Program Assistants who conduct professional development and provide coaching and support to team members.
As we expand access to more students and build the program to include increased opportunities for social-emotional engagement and academic intervention, additional management will be required. This includes additional ESS supervisor and lead program assistant staff (due to the increase in ESS staff that will be required to serve additional students), a certificated coordinator to oversee academic intervention programs, and a certificated coordinator to oversee SEL staff and SEL programs. Additional clerical support will also be required to support ESS registration and management.

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 Program. How does this budget reflect the needs of students and families within the community?

The ELO-P budget is structured to supplement the existing ESS program, ensuring that all expanded learning opportunities are provided at no cost to qualifying families. The budget includes the following primary expenditures:

- Personnel: Funding for increased staffing ratios to provide targeted academic support and enrichment, ensuring a safe 10:1 or 20:1 ratio depending on grade level.
- Instructional Materials & Enrichment: Allocation for STEAM kits, literacy tools, and physical education equipment that align with the school day's California Common Core State Standards.
- Contracted Services: Partnerships with local community vendors to provide specialized enrichment (e.g., arts, coding, or athletics) that students might not otherwise access.
- Nutrition: Supplemental snacks and CACFP meals that meet USDA nutritional standards for extended day programming.
- Transportation: Cost-share items related to ensuring students can access off-site field trips or specialized district events.

Reflecting the Needs of Students and Families
The budget directly reflects the LMSV community's needs by removing the financial barrier to high-quality childcare and academic intervention. Based on district data and LCAP goals, our budget prioritizes:

1. Closing the Achievement Gap: By funding "Targeted Academic Support," we provide small-group tutoring for students performing below grade level.
2. Equity of Access: Funds are dedicated to ensuring that foster youth and students experiencing homelessness have immediate priority enrollment and the necessary supplies to participate fully.
3. Social-Emotional Health: Investment in staff training for trauma-informed care and restorative practices addresses the heightened need for mental health support within our community.

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

To ensure all costs are reasonable, necessary, and allowable, LMSV utilizes a multi-layered oversight approach:

1. Financial Oversight & Internal Controls
The Business Services department, in collaboration with the ESS Program Manager, reviews all ELO-P expenditures. We utilize a specific Resource Code to track ELO-P funds separately from the general fund and other expanded learning grants (like ASES), preventing the supplanting of funds.

2. Monthly Expenditure Review
On a monthly basis, the program leadership reviews budget-to-actual reports. This ensures that spending remains aligned with the approved program plan and that any "cost-share" items are proportionally and accurately billed.

3. Compliance with Education Code
LMSV ensures that all expenditures meet the requirements of EC Section 46120, specifically focusing on:

- Providing the required 9 hours of total instructional time (including the school day).
- Maintaining the 30 non-school day offerings.
- Documenting student attendance to justify the necessity of staffing levels and nutritional supplies.

4. Needs-Based Procurement
All purchases undergo a "Necessity Test" where program leads must justify how the item or service directly supports the ELO-P goals of school connectedness, social-emotional development, or academic support.

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.

Do you have an ASES Grant? ***X Yes ☐ No***

Do you have a 21st CCLC Grant? ***☐ Yes X No***

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

Programs that hold both grants (ASES and ELO-P) will use the ELO-P funding to grow our expanded learning opportunities. The expanded learning opportunities will meet the needs and interests of all students. The ELO-P funding will provide the program with the opportunity to serve more families in our school community. With the ASES grant, there is a cap or limit as to how many families we can serve. The ELO-P funding will allow us to expand beyond that cap. Programs will operate for the same number of hours and provide the same learning opportunities for all unduplicated pupils. Our main goals as we expand the program with ELO-P are to focus on both school connectedness/social-emotional development, and to provide targeted academic support for students who are below grade level.

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?

TK and kindergarten students who attend ESS have separate groups and separate schedules with developmentally appropriate activities and projects for their age. This also allows us to ensure the required staffing ratios are achieved for this age level. We work collaboratively with our human resources department and personnel commission to recruit staff for our program. We have hosted ESS-only job fairs to recruit for our program, and ESS program staff have presented and recruited specifically at local high schools and colleges to ensure that the appropriate staffing levels are provided to meet required ratios for every grade level. ESS staff members participate in ongoing professional development in the areas of social-emotional learning, trauma-informed practices, restorative practices, behavior management, and youth voice and leadership. Staff members are also allowed to attend SDCOE and CalSac trainings to enhance their engagement skills. Our staff serves as peer coaches to support one another and to continually build quality staff. To prepare staff to work with and support younger children, we will provide ongoing professional development in the area of early childhood. The expanded learning program for La Mesa-Spring Valley Schools has leadership committees that serve as work units of the organization, taking work and breaking it into meaningful and manageable chunks. They efficiently carry out the work of the program and provide training and resources for the team in a particular area. The Academic and Activity Support for TK-8th Grade leadership committee will help site programs develop appropriate TK/Kinder schedules, provide guidance and resources for a successful homework/enrichment rotation, along with social-emotional learning, music, and reading resources. The committee will collaborate with TK teachers, instructional assistants, and our Director of Early Childhood Education to support the work being done in the classroom.

Offer and Provide Access

Outreach and Communication
LMSV ensures that ELO-P opportunities are communicated through culturally and linguistically appropriate channels to reach all segments of our diverse community.

- Multi-Channel Communication: Information regarding ELO-P is distributed via the district website, school newsletters (Peachjar), and direct email/SMS through the ParentSquare platform.

- Linguistic Accessibility: All promotional materials, parent handbooks, and registration instructions are provided in both English and Spanish, the primary languages of our community.
- Direct Outreach: Site Leads and school office staff conduct targeted outreach (phone calls and in-person meetings) for families of unduplicated students (Foster Youth, English Learners, and Low-Income) to ensure they understand their priority enrollment status and the "no-cost" nature of the program.

Enrollment Process
The LEA utilizes a streamlined digital enrollment process to ensure ease of access and accurate record-keeping.

- Form Distribution: Families access the ELO-P registration via the Eleyo online portal. A digital "contract" or registration form is required for each student. For families without internet access, kiosks are available at school sites and the district office.
- Signature Process: The Eleyo system requires a digital signature at the time of submission. This signature indicates agreement with the program's terms and conditions, emergency medical release, and code of conduct.
- Record Storage: All enrollment forms and signatures are stored securely in the cloud-based Eleyo system, allowing for immediate retrieval by program staff and ensuring compliance with state auditing requirements.

Transportation and Barrier Identification
LMSV is committed to identifying and mitigating any obstacles that prevent students from attending expanded learning opportunities.

- Identifying Barriers: During the digital registration process, parents are asked to identify any barriers to participation, including transportation, scheduling conflicts, or specific student needs. This data allows the district to tailor support services.
- On-Site Access: Because all ELO-P programs are located directly on the school campus, the need for daily transportation to the program is eliminated. Students transition directly from their classrooms to the ESS area.
- Transportation Services: For specialized ELO-P events or programs not hosted on the student's primary campus (such as inter-campus sports leagues or district-wide enrichment), district-provided transportation is made available to ensure all students have equitable access regardless of their family's transit situation.

Field Trips

In alignment with state requirements, all field trips funded by ELO-P are intentionally designed as extensions of our academic and enrichment components. These trips are coordinated exclusively by the ELO-P staff and adhere to all district safety policies, including the maintenance of required staff-to-student ratios and instructional aide qualification standards.

Field Trip Overview & Learning Outcomes

Location	Grade Level(s)	Educational Significance & Learning Outcomes

iFly Indoor Skydiving (STEM)	6th – 8th	Purpose: To provide a hands-on physics and aerodynamics laboratory. Skills: Students apply the scientific method to understand terminal velocity, frontal area, and the force equation through a controlled wind tunnel environment.
San Diego Jr. Theatre	TK – 5th	Purpose: To foster literacy, cultural appreciation, and social-emotional expression. Skills: Students develop "Active Listening" and "Story Mapping" skills, identifying narrative arcs and character development in a professional performing arts setting.
Natural History Museum (The Nat)	TK – 5th	Purpose: To explore regional biodiversity and evolutionary biology. Skills: Students practice observation and categorization; older students analyze the impact of climate change on local ecosystems (California Next Generation Science Standards).
Maritime Museum of San Diego	6th – 8th	Purpose: To bring California history and maritime technology to life. Skills: Students engage in primary source analysis and historical role-play, gaining a deeper understanding of global trade, navigation, and San Diego's development as a port city.

Logistics and Implementation
Anticipated Dates & Duration: Field trips are primarily scheduled during intercession periods (Spring, Fall, and Summer breaks) and on select non-school days to maximize the nine-hour ELO-P requirement. Typical trips last between 4 and 6 hours.

Transportation: All transportation is coordinated through the District Transportation Department using certified school buses. This ensures that safety standards are met and that all students, regardless of socioeconomic status, have equal access to off-site learning.

Knowledge & Skill Development: Every trip includes a "Pre-Trip Activity" to activate prior knowledge and a "Post-Trip Reflection" where students document their findings in their ESS journals. This ensures that the experience is a measurable educational gain rather than a passive excursion.

Policy Adherence: All trips follow LMSV Board Policy regarding field trip safety, including background-checked chaperones and the presence of a staff member with a mobile emergency contact information containing student medical alerts and contact information (from Eleyo/Aeries).

Program Fees

Fee Structure Overview

The La Mesa-Spring Valley School District (LMSV) provides ELO-P services at no cost to students who meet the state's priority criteria. For families who do not meet the criteria for free access, the ESS program utilizes a transparent fee structure managed through the Eleyo system.

Mandatory Fee Waivers
In strict accordance with *EC Section 46120*, LMSV waives 100% of program fees for students in the following categories:

- Free or Reduced-Price Meals (FRPM): Any student eligible for the National School Lunch Program.
- Homeless Youth: Any child identified under the federal McKinney-Vento Homeless Assistance Act.
- Foster Care: Any student currently in a foster care placement.
- English Learners (EL): As part of our commitment to unduplicated pupil support.

Sliding Scale & Income Consideration
For families who do not qualify for the mandatory waivers, LMSV implements a sliding scale fee structure. This scale is designed to consider family income and the ability to pay, ensuring that the program remains affordable for the entire community.

- Automated Verification: The Arux registration system is integrated with district data to automatically identify students who qualify for waivers based on their FRPM or housing status.
- Subsidy Programs: We also accept third-party subsidies (such as CDA or YMCA childcare vouchers) to further reduce the out-of-pocket burden for working families.

The Verification Process
1. Identification: During the online enrollment process in Arux, our system checks the student's status against the district's Aeries database.
2. Immediate Application: If the student is flagged as FRPM, Homeless, or Foster Youth, the tuition fee is automatically set to $0.00 upon enrollment.
3. Confidentiality: This process is handled digitally to maintain the privacy and dignity of the families, ensuring that site-level staff and peers are not aware of a student's financial status.
4. Ongoing Review: Families whose financial situations change during the school year can update their status through the school office, and the ESS fee waiver will be applied retroactively to the date of eligibility.

Sample Program Schedule

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.

Transitional kindergarten students attend school for a full-day program and have access to the ESS program both before and after school. The program is open from 6:00 AM to 6:00 PM, inclusive of the school day during the school year, so all students, including TK students, have access to a minimum nine-hour day.

A sample day during a traditional year might look like this:

School Start Time: 8:00 AM		**Dismissal:** 2:20 PM	
ESS Student Enrollment: 100		**Tuesday Dismissal:** 1:05 PM	
AM Schedule		PM Schedule	
6:00 - 6:30 6:30 - 7:05 7:10 - 7:20 7:20 - 7:50 7:50 - 8:00	Read Aloud Board Games / Homework Help Clean Up / Roll Call Breakfast / AM Enrichment Dismissal / Kinder walk to class	2:00- 2:15 2:20 - 2:40 2:40 - 2:50 2:50 - 3:10 3:15 - 3:35 3:35 - 3:40 3:40 - 4:25 4:25 - 4:55 4:55 - 5:00 5:00 - 5:30 5:30 - 6:00	Arrival / Check-in / Prep Roll Call / Announcements Transition / Wash Hands CACFP Meal Recess Transition / Restrooms Homework / Academic Enrichment Art, Sport, Activity Rotations Transition / Wash Hands Board Games Group Activity
Kinder PM Schedule		Tuesday Schedule	
2:00 - 2:15 2:20 - 2:40 2:30 - 2:35 2:35 - 2:45 245 - 2:50 2:50- 3:10 3:20 - 3:45 3:45 - 4:05 4:05 - 4:30 4:30 - 5:00 5:00 - 5:30 5:30 - 6:00	Arrival / Check-in / Prep Kinder Pick-up / Roll Call Transition / Restrooms Check In Question Transition / Wash Hands CACFP Meal Transition / Restrooms Recess Academic Enrichment Recess Art / Sport Rotations Board Games / Group Activity	12:45 - 1:00 1:05 - 1:25 1:25 - 1:30 1:25- 1:45 1:45 - 1:50 1:50 - 2:15 2:15 - 2:25 2:30 - 2:50 2:50 - 3:00 3:00- 3:45 3:45- 3:50 3:50-4:25 4:25-4:45 4:50-5:20 5:25-6:00	Arrival / Check-in / Prep Roll Call / Announcements Transition / Restrooms Recess Transition SEL Transition / Restrooms CACFP Meal Transition / Restrooms ***Homework/ Academic Enrichment*** Transition/Restrooms Art, Sport, Activity Rotations Recess Board Games TV/Group Game
Kinder Tuesday Schedule		Friday Schedule	
12:45 - 12:55 12:55 - 1:15 1:15 - 1:20 1:20 - 1:45 1:45 - 1:50 1:50 - 2:25 2:25 - 2:30 2:30 - 2:50 3:00	Arrival / Check-in / Prep Roll Call / Announcements Transition / Restrooms MVPA Transition SEL Transition / Restrooms Recess *back to regular schedule*	2:00 - 2:15 2:20 - 2:40 2:40- 2:50 2:50 - 3:10 3:10 - 3:15 3:15 - 3:35 335 - 4:05 4:05 - 4:30 4:30 - 5:00 5:00 - 5:30 5:30 - 6:00	Arrival / Check-in / Prep Roll Call / Announcements Transition / Wash Hands CACFP Meal Transition / Restrooms SEL Friday Fun Clubs Recess Kid's Choice (Art, Sport, Activity) Board Games Group Activity

(MVPA- moderate to vigorous physical activity, SEL - social-emotional learning)

During summer or intersession, the ESS program is open from 6:00 AM to 6:00 PM. A sample daily schedule might look like this:

Time	Activity
6:00-6:30	TV Time
6:30-7:00	Indoor Activity
7:00-7:50	Board Games
7:50-8:00	transition/book check
8:00-8:20	Cardio - MVPA
8:20-8:30	transition
8:30-8:45	Singing/Announcements/Roll Call
8:45-9:00	AM Nutrition Break
9:00-9:20	AM Recess
9:20-9:30	transition
9:30-10:00	Academic Enrichment
10:00-10:05	transition
10:05-10:50	Specialized Clubs
10:50-11:00	transition
11:00-11:40	Art (5-9) and Sport (1-4) Rotations
11:40-11:45	transition
11:45-12:00	Singing/Announcements/Roll Call
12:00-12:30	Lunch
12:30-1:00	Lunch Recess
1:00-1:10	transition
1:10-1:30	Read Aloud
1:30-1:40	transition
1:40-2:40	Special Event
2:40-2:50	transition
2:50-3:05	PM Nutrition Break
3:05-3:35	PM Recess
3:35-3:45	transition
3:45-4:25	Art (5-9) and Sport (1-4) Rotations
4:25-4:35	transition
4:35-4:55	SEL
4:55-5:00	transition
5:00-5:45	Board Games
5:45-6:00	Clean Up / TV Time

TRANSITION	Bathrooms/Wash Hands
MVPA	Start with 3-5 minutes of stretching Mon - Walk-Jog w/ Stations Tues - Relays Wed - Fitness Spots/Yoga Cards Thurs - Wellness Lesson Field Trip Days - Walk-Jog w/ Stations

Also offered during the summer schedule:

- 1-2 field trips per week
- KG Soccer Club, grades K-8
- StickyFingers Cooking, grades K-8
- Esports, grades 3-8
- Dance, grades K-5
- CAD Modeling and 3D Printing, grades 6-8

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.

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 school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for

each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.