

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)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Alpaugh Unified 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. Alpaugh Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

AUSD is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff is dedicated to addressing issues that do arise on campus in a manner that involves staff, students, and families.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive Discipline” is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported.

Practices and activities to involve students in school in a meaningful way will continue to evolve. Parenting Partners will be used with AUSD, building the capacity of parents, thereby strengthening the connection between home and school.

AUSD is committed to protecting our students and staff during individual, school and District emergencies. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and the regular educational programs to ensure consistency.

Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly), Earthquake (quarterly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training they have done throughout the years at school.

2—Active and Engaged Learning

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

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities. The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve. We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students’ academic achievement and positive youth development over the summer. To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

3—Skill Building

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

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group and individual tutoring. Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

4—Youth Voice and Leadership

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

AUSD will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys. The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night. They also will take a leading role in campus beautification projects that they plan and execute from start to finish. Students will take field trips to multicultural events, such as plays and musicals and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

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 programing.

Students learn about how to live a healthy lifestyle. Our program educates our students on what it means to eat a balanced nutritional meal. Students are taught to make healthier choices when it pertains to their diet and they are taught the importance of exercise. Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Additionally, partnerships have been made with various contracted providers to offer students a variety of physical and outdoor options. The district's Food Services Department (FSD) will provide the after-school meal or snack that follows the district's wellness policy, which adheres to all state and federal guidelines.

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.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. One example of an activity is students developing collages from multiple sources of print literature that reflects the diversity of images in our community, region and country. Another activity includes a multicultural day. Students do research about their culture, including artifacts, costumes, instruments, artwork and/or crafts. Students design a poster or do a digital brochure to share out. During a special project review, staff and parents are invited to see the students present their project. In addition, students may bring a food item to share.

7—Quality Staff

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

All Program staff will be required to maintain ongoing assurance of compliance with AUSD requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All instructional aides involved in the program at the site level must meet the NCLB qualifications for their position. AUSD requires that instructional aides meet the following minimum requirements: i) have completed 48 units of college credit, ii) hold an associate of art degree or higher, or iii) score 70% or higher on the CODESP examination proficiency exam. Staff members are recruited primarily from the existing pool of regular school district employees.

8—Clear Vision, Mission, and Purpose

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

AUSD Vision: Every student will receive and work to attain a common core of knowledge and the life skills necessary to make transition to the next level of education and/or career.

Mission: The mission of Alpaugh Unified School District is to meet the education needs of every student.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack.

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.

AUSD solicited input from our stakeholders such as parents, community partners, district leadership, district staff, county offices of education, Non-profit organizations, public officials, local businesses, and our students. The ELOP program will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the expanded learning program. We will continue to engage potential partners (public and private) to sustain

and expand the offering of services we are providing for our students in the ELOP program. We will develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include, students, parents, community members and staff. The results will be used to drive improvement of the program. The Program Director and Site Directors will participate and review the Expanded Learning Field and site Coordinator Survey every year. This provides an opportunity for the staff to review the program and discuss possible changes in the program. We use this data to revise and refine our program and develop the program for the current school year. In addition, at the Staff meetings we will review current projects, success of projects, and possible changes to the yearly plans.

The AUSD Staff will meet frequently with CHOICES to review the Program Plan. This includes on-site visits to the site. A few goals are:

1. Communicate frequently with classroom teachers to ensure effective homework completion.
2. Ensure activities coordinate with the regular school day program.
3. Provide targeted staff development activities that focus on motivation, intervention, remediation and/or acceleration deepening on the need.

11—Program Management

Describe the plan for program management.

Our afterschool program partnership is established to focus on academic and enrichment supports. Program operations will be overseen by AUSD which includes but not limit to field trip expenditures, expenditures of district staff to assists in the program and an evaluation of facility improvements needed to provide program access to all students. The afterschool program leads will be responsible for the day to day operations. Meetings between AUSD and Leads will take place to ensure schools are informed about expanded learning activities and learning from the regular school day to the expanded learning program. Program Leads will track reports on a daily basis and school signs off on any in-kind expenses. An independent auditor audits the fiscal records annually for AUSD.

General Questions

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

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

ELO-P and ASES funding will be used in conjunction with all other funding sources to create a comprehensive program. The expectation is that the most stringent requirements will be adopted for program guidance. Students in the ELO-P program will have access to the same program resources as those who are participating in the ASES program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Training will be ongoing during the regular school year. To ensure the proper 10:1 ratio additional staff members will be hired to lower the ratio below 10: 1 and be available to fill in for any absences. Staff will be rotated where needed to maintain the proper ratio. The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Services will be provided for both TK and Kindergarten students

Transitional Kindergarten & Kindergarten daily schedule

8:00 – 2:30p.m. Regular grade level curriculum with classroom teacher

2:30-3:00 p.m. ELO-P receive students on site and snack time

3:00 3:15 p.m. Restroom break

3:15-4:00 p.m. Expanded curriculum activities

4:00-4:15 p.m. Restroom break

4:15-5:00 p.m. Crafts & outdoor activities 5:00 p.m. Parent pick up /sign out

Sample Summer or Intersession daily schedule

Regular Summer School

8:00 a.m. Welcome Sign-in

8:30-9:00 a.m. Morning snack
9:00-9:15 a.m. Restroom break
9:15-10:00 a.m. Summer school session with classroom teacher
10:00-10:15 a.m. Restroom break
10:15-12:00 p.m. Summer school session with classroom teacher
12:00-12:30 p.m. Lunch (CHOICES receives students)
12:30-1:00 Outdoor activities with CHOICES
1:00-2:00 p.m. Crafts/Extracurricular activities
2:00-2:15 p.m. Restroom break
2:15-3:00 p.m. Crafts/Outdoor activities
3:00-4:30 p.m. Expanded grade level curriculum activities
4:30-5:00 p.m. Pick-up time /Closing

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

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.