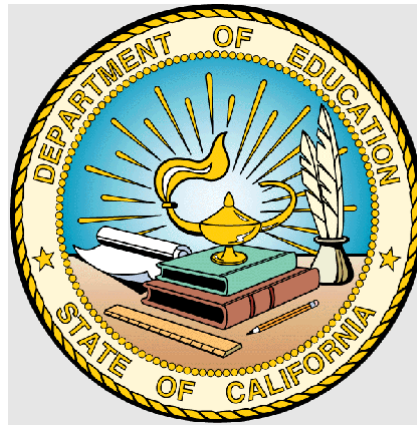


Expanded Learning Opportunities Program Plan Guide

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:	Oak Valley UESD
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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. Oak Valley 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.

Enrichment opportunities for students will be provided on site. School Administration is on site until 4:30pm and the HEART After School Program Site Coordinator is on site until all kids leave at 6:00pm. Students sign up for a desired enrichment activity that is lead by a program leader from the HEART after school program and or a teacher who is teaching the course. HEART and the school site will work collaboratively to ensure proper supervision of all students. If there are discipline issues, staff will report all incidences to the site administration the next day so that behaviors are corrected.

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.

Enrichment classes that will be offered to all students will consist of STEM, VAPA, Ag, Athletics, and Character Building/Community Service activities. The aforementioned are all offered during the instructional day but not every student is able to access the curriculum due to scheduling conflicts or age level. Therefore, teachers that instruct the content area during the instructional day will be able to provide supplemental supports to those students already engaged in the curriculum or provide a foundational introduction to the content area. The objective is that elective programs will be able to build or expand their curricular areas through designing experiences that promote interest and increase skill sets that will better prepare students to enter high school and select a career pathway that is offered through TJUHSD.

3—Skill Building

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

Enrichment activities will have a vast range of skill level in order to meet students at their skill level. Enrichment courses will be designed into modules in order for entry to and exiting from the curricular area is efficient and appropriate. Teachers and HEART Program Leaders will off scaffolds that will support each student's skill level and students will be placed in age-appropriate courses. The curriculum and instruction will be developmentally appropriate. The goal of the enrichment activities/programs is not to focus on intervention strategies but rather promote and encourage students to engage in elective areas that are of high interest to them that will increase their engagement with content, peers, and teachers. Skills acquired will be focused around team building and collaboration, communication and presentation skills, relationships, trust, and responsibility with the goal that students will become excited to come to school.

4—Youth Voice and Leadership

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

One focal area will be on 4H. 4H provides ample opportunities for students to create projects, compete in 4H in local, region, and state levels. The competition aspect creates leadership qualities in students. It creates self-confidence and encourages students to strive to better themselves and their community. Another potential curricular area that will be offered is Character Building/Community Services. This course will focus on how a student can positively impact their school and their community by engaging in community initiatives and activities that create a more caring, compassionate, supportive community.

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.

Healthy snacks are offered through the after school program and positive, respectful behaviors are expected and will be supported by the staff. Behavior expectations will be reviewed and modeled in order for students to participate in the program. More importantly, positive behaviors will be recognized by allowing those students to become leaders within the program. The PBIS program will bleed over into the ELO-P from the instructional day. 4H and Character Building curriculum teach healthy choices and behaviors.

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.

All students will be invited to participate in the ELO-P. Students have been surveyed on what curricular areas they are interested in so that as the program is being built, the appropriate staff will be hired to teach those areas. Students will have the opportunity to exit a content modular every 8 weeks and enter a new content area of their interests. Having 8 week entry and exit points allows for access to all areas. A late bus will be offered so that students that may not have a ride after school will be able to be taken home which will hopefully allow for equity and diversity in access to the program as well. The added 30, 9 hour days, will be offered throughout the year during holiday vacation times, Saturdays, and during the summer.

7—Quality Staff

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

Current teachers have been asked if they would like to teach an enrichment content modular after school based on their interest and or based off of what elective they are currently teaching during the day. Teachers who will be teaching within their area of interests creates buy-in and a commitment to their time spent in the program. Additional pay will be offered through the ELO-P at \$125/hour at maximum 4 hours a week. The hourly salary is created to attract credentialed, highly qualified staff. There will also be an increase in pay for Project Leaders in HEART in order to attract staff as well. There will be an increase of \$3.00 per hour for those that work directly with OV students in ELO-P. All Project Leaders are NCLB certified through the county and is a requirement for hiring.

8—Clear Vision, Mission, and Purpose

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

Vision: Graduates of OV are good, humble, fearless, and have a positive influence on others by being academically competitive with other students in surrounding school districts.
Mission: All students will be provided with and engage in a well-rounded education that exposes them to a wide variety of experiences that will spark their interest and intrinsically motivate them to reach for goals.
Purpose: To provide all students, specifically the unduplicated student group, opportunities beyond the instructional days and times that will engage them with unique enrichment curriculum that will increase their engagement and academic learning during the instructional time.

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 district is partnering with two community agencies: ProYouth HEART and 4H. ProYouth HEART is the district's current after school program and through multiple meetings the following collaborative program was created: 1) Students will complete the HEART application and HEART staff will maintain attendance records. 2) Students will be assigned a PL and sign up for an 8-week enrichment modular with a teacher. 3) When enrichment activity is over, student will return to the PL for the remainder of their time in HEART until parent picks them up. 4) Enrichment modulares will be offered at different times and days during the week and year. Students will sign up based on interest.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Pre and post survey's and or assessments will be given to students in order to gauge acquisition of skill sets. Sign ups and enrollment in enrichment modulares will be reviewed every 8 weeks to determine interests and satisfaction with the course. Teacher surveys will also be conducted to identify success and gaps in the program and then gaps in the program will be reviewed specifically and modifications will be made to improve the program.

11—Program Management

Describe the plan for program management.

The HEART Site Supervisor will manage the after school program ensuring the safety and security of the students and staff. District administration will meet with the HEART site supervisor monthly, and on an as needed basis, to discuss and review the program in an on-going, consistent manner to ensure it is running efficiently. District administration will manage the teachers and the enrichment programs including interest surveys and sign ups. Both entities will collaborate student placement and communication with parents.

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.

HEART and the LEA will work collaboratively to ensure a cohesive enrichment program. This includes selecting appropriate staffing and curriculum that will be offered throughout the year. The ASES grant requirements and guidelines will be adhered to as they are the most stringent requirements. ProYouth HEART administration will work collaboratively with the LEA to ensure all guidelines are adhered to i.e. 1:20 ratios, snacks, etc.

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?

Additional staff will be hired to maintain the required 1:10 TK ratio. TK students will have access to the HEART program after their school day until parents decide to pick them up. Depending on TK enrollment numbers, there may be a need to combine TK with K. Salary increases will be embedded into the budget in order to attract and retain PL's and teachers. HEART administration will post job openings at the local Jr. College, College of the Sequoias (COS), and participate in their Job Fair. The Early Childhood Education program at COS has a work experience program for students that our program will be open as a site so that they can receive college credit and help aid in supervision of the students. The district currently has an adopted TK/K curriculum called Frog Street. TK Program Leaders will have the opportunity to be trained in.

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.

August 10, 2022 thru June 8th, 2023 (180 days)

TK/Kinder

8:25-2:00pm Instructional Day

2:00-3:15pm TK/K HEART Program

3:15-6:00pm Expanded Learning

1st-8th Grade

8:25-3:15pm Instructional Day

3:15-6:00pm Expanded Learning

One Saturday a month during the 22/23 SY (10 days total)

Session 1 7:30-12:00

Session 2 12:00-4:30

Students can sign up for both sessions

Winter Intercession January 9-13, 2022 (5 days)

Session 1 7:30-12:00

Session 2 12:00-4:30

Students can sign up for both sessions

Summer School June 12-30 (15 days)

8:00-12:00pm Instructional day

12:00-5:00pm Expanded Learning

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.