

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

1. Happy 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.

HVESD is committed to educate the whole child in a small, safe, community supported school that provides a solid foundation to achieve academic, social, and emotional success. The ELO-P program will be offered at the school site. The school administration and ELO-P coordinator (if applicable) will meet with the support staff personnel to review and discuss the safety guidelines and procedures to be followed during the extended day programs. Classroom walk-throughs will be conducted to support staff in regards to academics, extra curricular activities, and most importantly, classroom management. Social emotional strategies and best practices will be implemented in the Extended Day programs to ensure that all students are developing the social and emotional skills they need to succeed in school and in life.

The Happy Valley Expanded Learning Opportunities Program (ELO-P), will be offered in partnership with the Boys and Girls Club (BGC) of Santa Cruz. BGC has worked collaboratively with many districts for many years to provide engaging, high-quality programming to area youth in a positive and safe environment. The HVESD ELO-P will be open to all TK-6th graders, with total enrollment numbers based on the availability of space. Priority enrollment will be given to “unduplicated” student groups, as defined by the California Department of Education as students from socio-economically disadvantaged homes, students who are English Learners, foster youth, and students experiencing homelessness. All program fees will be paid by the District for any unduplicated student. Additional scholarships may be available for families upon request through the BGC, based on financial need.

As part of the ELO-P enrollment process, staff will work with participating families to clearly identify the health and medical needs of students to ensure proper support is put in place. An additional component of enrollment will include parent notification as to the location, dates, and hours of program operation. Staff will also maintain regular communication with families, sending home information about program highlights and events. BGC ELO-P staff will follow established systems for participating in safety and first aid training, documenting and communicating incidents, and maintaining an easily accessible list of all student participants, including emergency contact information. Staff will also receive training on how to respectfully welcome and release students from the program, engage in positive behavior intervention and support, and build trusting and nurturing relationships with students.

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.

HVESD will assess the needs of the community, students, parents, and school staff with the use of surveys, state and local assessment data, discipline data, and attendance reports. Ongoing input and outcome-based decision making of the program administration will occur continuously with educational partners. In addition to homework help and tutoring, ELO-P participants will exercise choice in selecting enrichment clubs and activities aligned to specific areas of interest.

3—Skill Building

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

HVESD will provide additional support and intervention in the core areas of ELA and math which will be given to support our students according to their diverse needs. All program activities will support student development of 21st Century Skills such as creativity, critical thinking, and technology. All classes will provide opportunities for students to practice skills, learn from their experiences, and make a connection between the activity and their lives outside of the program, including creative arts, athletics and sports, lifeskills classes, and tutoring. Enrichment activities will support engagement with school, youth development and offer learning opportunities unavailable to students during the regular day o support the improvement of student academic achievement as well as overall student success.

4—Youth Voice and Leadership

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

Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs, interest and real world problems. The administrator will work with Student Council to elicit suggestions.

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.

The ELO-P will promote student well-being through the alignment to the MUESD Wellness Policy. All students in the district will receive free breakfast and lunch through the National School Lunch Program. The afternoon ELO-P programs will provide students with a daily nutritious snack in compliance with California Nutritional guidelines. Participants will be given the opportunity to engage in daily research-based nutrition and physical activities which support program goals.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities. The daily physical activity sessions also extend the activities students use in their regular day PE curriculum. The promotion of healthy practices integrated within the ELO program will include numerous options for daily physical activity to cultivate dexterity, teamwork, social skills, and fitness.

The health and safety of all students begins with a smooth transition from the regular school day to the after school program *when offered). Student attendance in after school programs is tracked at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Nutritious snacks are provided daily for every student in attendance.

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.

HVESD ELO-P will create an environment where 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. The program will create plans that outreach to all students and create a welcoming environment representing the diversity of participants. Program staff will participate in ongoing diversity an sensitivity training and adapt activities to accommodate the physical and developmental abilities of all participants. The District encourages all students to participate in its after-school program especially students with disabilities, English learners, Foster and Homeless Youth.

In order to best support the needs of diverse program participants, a survey will be periodically sent to expanded learning students, participants' families, as well as teachers who work with the program. The survey will gather feedback on ELO-P areas of strength and growth, in addition to recommendations for future program design and continuous improvement. The survey will also provide a platform for students to share their experiences, and provide valuable input to drive program practices, activities, and goals. Embedded social-emotional learning lessons will reinforce the development of healthy relationships, effective peer communication, and appreciation of the unique strengths and differences of others.

7—Quality Staff

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

Job openings are posted Online using Edjoin and through the newsletter. The ELO-P program will also solicit qualified outside agency personnel to engage with the ELO-Program which our students will benefit from their expertise and experience. All Staff will demonstrate professionalism, integrity, and competency as a positive role model. All Program contractors will be required to maintain ongoing assurance of compliance with CUSD's requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. HVESD will recruit and retain high-quality staff for the District expanded learning program. Staff will be focused on creating a positive learning environment for students and will embrace lifelong learning, attending ongoing professional development opportunities to hone professional skills. When assigning HVESD staff to work with the ELO-P, experience, knowledge, interest, diversity, and capacity for engaging children in age-appropriate and meaningful learning will be taken into careful consideration. Staff working with students will undergo rigorous federal background checks and will receive, as part of the onboarding process, robust safety training. Staff will be selected to work with ELO-P based on their ability to facilitate and integrate program curricula, evidence-based youth development principles, and best practices in designing and implementing program activities. Staff will be expected to facilitate learning opportunities that engage students in active and meaningful experiences to build skill development. As described in the previous plan section, an annual stakeholder survey will provide parents, participants, and school staff the opportunity to evaluate the expanded learning program, and to provide input with regard to areas of strength and growth. This information will identify areas of focus, goals, and specific actions to achieve identified goals, based upon the principles described within California Quality Standards for Expanded Learning.

8—Clear Vision, Mission, and Purpose

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

The purpose of the ELO program is to provide students with a safe environment to learn and grow outside of the traditional school day and year, enable students to form meaningful connections with peers and caring adult

professionals, ensure access to life-enhancing programs and character development opportunities, and instill self-confidence and growth mindsets in youth.

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.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Student progress will be measured by progress reports completed by ELO-P personnel regarding students' performance. Input will also be sought from the regular classroom teachers regarding areas of need and areas of improvement.

The District will continue to provide a rigorous, standards-aligned curriculum that meets the needs of our population. We will continue to obtain information on students' classroom performance, attendance, and participation to align our program to the needs of our students, parents, and community. 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.

11—Program Management

Describe the plan for program management.

The district director will collaborate with the site administrators to ensure that a comprehensive expanded learning site plan that is aligned to the programs vision, mission, and focused on the needs of the school. O

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.

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?

The district will be staffing our TK and K ELO-P classes with the 10:1 ratio. These staff members will be provided training in working with younger children as well as aligning curriculum to be developmentally appropriate for these students.

LBUSD transitional kindergarten (TK) and kindergarten students will be invited to participate in expanded learning opportunities. Students identified as unduplicated pupils, including students who are from economically disadvantaged homes, students who are English Learners, foster youth, and students experiencing homelessness will be given the opportunity to participate in the ELO program at no cost to families, and will be offered priority enrollment. Students will also be provided bus transportation from the elementary school sites to the BGC of Laguna Beach facility.

TK and kindergarten students will have dedicated program space designed for their age and unique needs within the BGC facility. The staff-to-student ratio for both grade levels will be 1 to 10. TK students attending half-day instructional programs at either El Morro Elementary School or Top of the World Elementary School will have the option to participate in expanded learning activities at the Boys and Girls Club facility after regular school hours. Kindergarten students will also be invited to participate in the expanded learning program after school hours, following the same schedule as students in Grades 1-6.

Kindergarten and transitional kindergarten students will gather in a dedicated learning space, Kinder Cove, focused on fostering self-confidence, creativity, and confidence through imaginative play, literacy and math-based games, and group projects. Staff assigned to work with TK and kindergarten students will have expertise in working with early childhood students, and will provide developmentally appropriate activities designed to bolster early math and literacy skills, support physical and cognitive development, and create opportunities for social-emotional learning. LBUSD staff will support the development and implementation of TK and kindergarten curriculum and will provide additional resources to support extended learning.

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.

The district's TK program will be enhanced with the ELO-P by providing programming immediately following the TK day and extended until 5:00pm. MUESD may offer a before school program 7:00am - 8:00am dependent on educational partner feedback.

TK Full Day Program: 8:00am - 2:00pm

TK ELO-P: 2:00pm - 5:00pm

The ELOP Summer Program may be offered at summer school. During summer school, the schedule will be 8:30am - 5:30 pm.

During the regular school year, the intersession days will occur on the first Saturday of each month. Saturday School will include 4 hours of academic focus with 5 hours of enrichment activities.

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.