

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:	Hope 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. Hope Elementary

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.

Hope Elementary School is a rural, single-site school district in Porterville, California, serving approximately 250 students in transitional kindergarten (TK) through the eighth grade. Our Tigers are an incredible source of pride for all of us here in the friendly, small town of Porterville. We are a family united in educating and preparing the rising generation—our future leaders. Approximately 78% of our students are considered low income, an English learner, and/or a Foster Youth student. The Expanded Learning Opportunity Program (ELO-P) will provide opportunities for students to experience a safe and supportive environment after school and during the summer. Both the summer program and after school program will be provided on school grounds and is open to all currently enrolled students.

A safe and supportive ELO-P begins with a well-trained staff in both safety protocols as well as best practices in student development. Safety procedures and plans are reviewed, practiced and implemented. All emergency drills and protocols are aligned to Hope School's procedures utilized. In addition, on-going training will be provided to ELO-P personnel: 1) First Aid, 2) CPR, 3) Child Abuse Reporting, 4) Safety drills and 5) Sexual Harassment.

Expectations for student conduct will be aligned to Hope School's Behavior expectations, focusing on Character Development.

The development of social and emotional skills is an important component of the ELO-P and is enhanced by the supportive nature of the program and the variety of activities provided. The ELO-P staff are guided to build trusting relationships with students and to encourage participation for inclusive activities that require problem-solving and effective communication. Certain lessons provided on a regular basis are geared toward developing social-emotional and communication skills.

Parents and caregivers play a significant role in supporting the ELO-P. Therefore, it is vital for ELO-P Supervisors/Leaders/Staff to reach out and involve the families of their students. Parents should feel comfortable working with the staff to actively support their children's learning and development.

Hope's ELO-P will take place at Hope School providing enrichment activities beyond the normal school day. In addition, 30 days of intersession are scheduled to take place during the summer with a 6 week summer program. Teachers will run program from 8:15-11:45 teaching art, cooking, and other enrichment activities. The after school program will run from 11:45-6:00 with Lunch and snack provided.

Due to global warming/increased heat outside during outside activities, a shade structure is needed to cool down the play area and reduce UV exposure. In addition, to keep make the activity area that includes basketball, volleyball, four-square, and other activities cooler, we will look into replacing the current blacktop area with concrete to reduce the heat exposure.

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 PUSD.

*Provide updated enriched learning environments to support flexible grouping, seating, and Social Emotional Well Being corners in each classroom.

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 CHOICES Program Leaders will build 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.

Additionally, the ELO-P will provide time for structured homework support and completion daily. Students work individually, in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the ELO-P staff. Creating time for homework in a classroom setting and/or similar learning environment offers students the time to focus on assignments without distractions they might otherwise face at home. In addition, this timeframe is to set an atmosphere for learning by teaching students about personal responsibility, self-discipline, prioritizing tasks, and keeping organized. Students who complete homework have access to independent academic enrichment opportunities appropriate for their grade level, such as Academic Literacy Activities, Science, Technology, Engineering, Arts, and Math activities.

The academic literacy and enrichment components in Hope's ELO-P are viewed as an expansion rather than an extension of the core day. Our approach for engagement of students in projects is grounded in the best practice of project-based learning that addresses multiple learning styles (auditory, kinesthetic, and visual) and allows for student input. STEAM activities will be a fundamental piece integrated into our ELO-P enrichment program. Course offerings are based upon needs of the students.

4—Youth Voice and Leadership

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

The students, staff, and families in the ELO-P will have opportunities to share their viewpoints, concerns, or interests in various ways in order to encourage and increase voice and confidence in the shaping of program success and expansion. Furthermore, enrichment activities will be inclusive of opportunities for students to engage in open discussions, topics oriented presentations, team presentations, team activities, etc., that support leadership and social skill development.

As part of the ELO-P, students will receive a survey which asks questions regarding the program content, activities, ideas for new projects, field trips, staff, safety and other issues in communication as a means to capture youth voice. The ELO-P Coordinator and District Liaison review the information in these surveys at the end of the year to prepare for training modules and to determine any adjustments or changes needed.

Students are also encouraged to volunteer to participate in beautification of the Hope School Campus by: Campus clean up; gardening; assisting teachers in the classrooms; peer buddies as well as supporting local events such as Relay for Life and Book drives.

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.

Hope School's Food Services Department will work closely with the ELO-P staff to guarantee healthy options and to provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. In addition, the staff will have access to the District's Wellness Plan and thus are able to plan activities that are in alignment with the plan. ELO-P staff members will be mindful of food allergies and ensure that all students with an allergy are provided a tasty alternative snack. The District's Food Services Department will prepare the meals for the ELO students. Some examples of healthy snacks are: Animal Shaped Whole Graham Crackers, Milk, Whole Grain Cheez-its, String Cheese and Fruit Juice 100%.

Healthy choices are also encouraged through specific classes taught such as a cooking academy where students learn to prepare simple healthy recipes. Students learn about the nutritional value of items and share that information as food is distributed.

Physical activities focus on safety and fun in a structured, inclusive environment in which all students are active participants for 45 minutes daily. Activities include non-competitive Basketball, Football, Karate, dance, yoga and Soccer.

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.

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.

Hope School District focuses on ensuring that all after school programs create environments 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. This is done through the ELO-P by creating a culture of belonging at the after school site, recruiting targeted populations to enroll, and reducing barriers to enrollment.

The ELO-P will stand and believe in the District's mission statement, "Hope Elementary School is a collaborative community that inspires learning and strives for stewardship". Meaning, the expectation is that the program will create inclusive environments and more equitable outcomes for all students through actions and services that

promote the development of our students academically and positive personal development. The ELO-P is designed to enroll, serve, and prioritize traditionally underserved students (low-income, foster youth and homeless students). In addition, the ELO-P will work to provide support to students with disabilities.

Students will explore a variety of learning experiences after school. Creating inviting non-threatening environments for students is a high priority and will be delivered through the following:

- *Team building activities to foster relationships between students, which increases trust. Increased trust will facilitate a sense of belonging, which increases students' sense of safety and confidence to explore and practice newly learned skills. Team building activities consist of both content and non-content related topics.

- * ELO-P staff will present information to students with consideration to the spectrum of student learning modalities.

- * Resources used for instruction will represent diversity that foster cultural awareness.

- * Plans will be made on an individual basis for students with special needs to ensure safety and success in the program. This includes plans for a safe transition from the regular day to the after school location and if necessary, activities and support will be based upon the child's need for services.

Finally, the ELO-P will have systems in place to respond to barriers to enrollment. The ELO-P will ensure all after school spaces are equipped with the same technology and chrome books students have access to during the day. The ELO-P Liaison and the School Administrator will communicate with families that need transportation support and/or other support. In addition, the ELO staff will work closely with the School's Special Education 504 Coordinator ensuring appropriate accommodations are in place for students in the ELO-P.

7—Quality Staff

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

The program provides opportunities for students to engage with quality staff. The staff is made up of credentialed teachers, as well as current classified aides. Both certificated and classified staff are trained in program policies and procedures including mandated reporting, safety procedures, CPR/First Aid, School safety/ emergency response/ student health, relationship building, classroom management, and youth development.

In order to ensure that ELO-P staff are able to support students' academic development, the staff are required to meet the minimum qualifications of an Instructional Aide. Minimum qualifications include: Completion of 48 semester units at an institution of higher education; or obtained an associate's, bachelor's or master's degree; or passed the Instructional Aide examination offered by the Tulare County Office of Education.

The ELO-P staff work closely with counselors, health aide and the Nurse at Hope School throughout the year.

8—Clear Vision, Mission, and Purpose

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

The following are goals to enhance and expand the ELO-P:

- * Provide targeted academic interventions for students: English Learners, foster youth, homeless, and other socioeconomically impacted students.

- * Provide high quality STEAM experiences that align with Common Core State Standards, NGSS standards, and project-based learning.

- * Provide Social Emotional Learning (SEL) programs that focus on developing the academic, social, emotional, and physical needs.
- * Provide extended learning educational and enrichment programming that connects Common Core State Standards and connects to and expands computer and visual/performing arts experiences.
- * Engage students in healthy choices, wellness, and physical fitness activities.

The ELO-P is designed to work collaboratively with all key partners of the School District, including School Site Administrators, Academic Counselor, school psychologist, school social workers, grade level teachers, community leaders, parents, and students. The ELO-P serves the whole child, both emotionally and physically by providing students with an enriching environment and opportunities to enhance their learning experiences. Expanded Learning Opportunities align with the regular school day needs assessment and LCAP goals.

To be specific the mission of Hope School's ELO-P is to design and implement a high-quality after-school program where students are thriving and engaged. In addition, it is the design of Hope School to build community connections, develop relationships with families, and most importantly create a culture where the after-school program is aligned with the regular school day.

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 primarily partnering with the Tulare County Office of Education's CHOICES After School program. CHOICES is the district's current after school program provider. The following collaborative program is being created: 1) Students will complete the CHOICES application and CHOICES staff will maintain attendance records. 2) Students will be assigned a Program Leader. 3) When enrichment activity is over, student will return to the Program Leader for the remainder of their time in CHOICES until their parent/guardian picks them up. 4) Enrichment modulars will be offered at different times and days during the week and year. Students will sign up based on interest.

The strongest partnerships are those established with site administrators and parents, and in addition to these, efforts are made to also integrate local partners from the community who have a mutual interest in promoting healthy student development. As community needs shift, partnerships are also likely to shift.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Hope School Administration will monitor the best practices and strategies of the ELO-P program. This will be done by site walk-thru and monthly administrative / leadership meetings. ELO-P staff will continuously monitor the program's effectiveness in supporting the school day through regular staff meetings, surveys, and collaboration with the school administration. The ELO-P will use data to assess their programs and develop improvement plans: implement, assess progress, and reflect. These plans will include ongoing professional development for staff. A goal for the ELO-P is to provide high-quality experiences for students and staff, now and in the future. Each session will be different based on data indicating their needs and community priorities. Regular school attendance will be an important determining factor in student success. As such, attendance will be monitored closely, and actions will be taken to address issues as they arise. Open, honest communication with parents and caregivers will be essential to ensure students receive maximum benefits from participation in the ELO-P. ELO-P staff members will be part of a collaborative team with site administrators and teachers with the goal of a seamless transition from regular day to after school.

11—Program Management

Describe the plan for program management.

The CHOICES Site Supervisor will manage the after school program ensuring the safety and security of the students and staff. District administration will meet with the CHOICES site supervisor regularly, 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.

CHOICES 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. CHOICES 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?

Hope School will hire additional staff for the 2022-2023 school year, as needed, so that the program can maintain the correct pupil-to-staff member ratio of 10 to 1 for Transitional Kindergarten (TK) and Kindergarten students participating in the ELO-P. Students in TK and Kindergarten who will be participating in the after-school program will remain on campus once school is dismissed at 2:15 p.m. and under direct supervision by ELO staff members until 6:00 p.m.

The lower pupil-to-staff ratio will be maintained by assigning no more than 10 TK or Kindergarten students to one ELO-P staff member. The ELO-P Coordinator will maintain the schedule of all classes for the ELO-P program to ensure required ratios are followed. TK and Kindergarten students will be using a classroom with appropriate desks and chairs. These students will start their after-school day with a healthy snack, then be offered homework time and assistance. During this time, Tutors will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. Students will participate in Physical Education games using playground and sports equipment suitable for their age. These students will end their day with an enrichment activity created by their Tutor based on STEAM activities. At the end of the day, students will be walked by staff to the bus or to their designated area for dismissal. The ELO-P staff will make sure these students are safe and welcome at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom that is monitored by an adult at all times. Staff will make sure the student knows at all times where they are supposed to be and what they are doing.

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.

All students at Hope School start the instructional day at 8:15 a.m. On a regular school day, all students are dismissed at 2:45 p.m. On minimum school days, all students are released at 1:00 p.m. The after school program commences immediately after dismissal from the regular instructional day program.

After School ELO-P Schedule:

2:45-3:15 Student check in/snack time
3:15-3:45 Homework/tutoring time
3:45-4:15 Enrichment Activity
4:15-5:00 Physical Activity
5:00-5:15 to 6:00 Clean-up/dismissal

Schedule for ELO-P Summer or intersession:

8:15 -10:00 Class time/Enrichment (by Hope teachers)
10:00-10:15 Recess/Physical Activity
10:00-11:45 Class time/Enrichment (by Hope teachers)
11:45-12:30 Lunch
12:30-2:00 Class time/Enrichment (by After school staff)
2:00-3:00 Physical activity (by After school staff)
3:00-3:30 Snack time
3:30-5:00 Class time/Enrichment (by After school staff)
5:00-5:15 to 6:00 Clean-up and dismissal (by After school staff)

While the ELO-P program will end at 5:15 in compliance with the 9 hour requirement, students are permitted to stay until 6:00 as required by the ASES after school program requirements. CHOICES after school staff will remain on campus to supervise students until all students have been dismissed.

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.