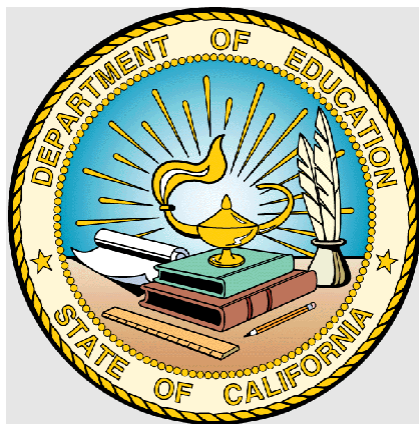


**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN**

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.**

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

Local Educational Agency (LEA) Name: Oak Park Unified School District

Contact Name: Tammy Herzog, Assistant Superintendent

Contact Email: therzog@opusd.org

Contact Phone: 818-735-3200

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. Brookside Elementary School
2. Medea Creek Middle School
3. Oak Hills Elementary School
4. Oak Park Independent School
5. Red Oak 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

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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>.

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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.

The OPUSD Expanded Learning Opportunities Program is designed to ensure that all participating students thrive within a safe, supportive, and caring environment. The program is held on the campuses of each of our elementary schools (Brookside, Oak Hills, and Red Oak) and our middle school (Medea Creek), utilizing classroom space, common spaces such as the libraries and multi-purpose rooms, and various outdoor recreation areas on each campus. Students enrolled in the Oak Park Independent School do not attend school in person daily, however, may access the program during after-school hours and on non-school days at one of our other program sites.

The comprehensive staff training program includes but is not limited to the following topics related to student safety:

- Structured procedures for student sign-in and sign-out by authorized adults only through our specialized child-care student information software, Eleyo;
- Supervision and accounting of student numbers via daily rosters and frequent checks;
- Close monitoring and tracking of headcounts and student whereabouts at all times;
- Positive student behavior support;
- Procedures for first aid, enforcing hydration, scheduled handwashing, and enforcing safety guidelines and expectations;
- Emergency procedures, including lock-down, shelter-in-place, earthquake, and fire.

The wellbeing of each student is a priority for the program. Staff are trained to engage with students at all times to build trusting relationships. Through these connections with adults, students are more likely to feel comfortable asking for help, expressing needs and concerns, and speaking up about physical, emotional, mental, or social challenges.

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2—Active and Engaged Learning

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

Program leadership is responsible for the coordination and preparation of each day's learning activities for all groups and will guide staff through the implementation of daily schedules, which are made up of rotations that include learning activities and lessons. The activities are specific to each individual age group, focusing on the academic and developmental needs of each cohort and are intended to be meaningful, engaging, and fun.

Included in the learning supports are lessons and hands-on games and activities in the areas of STEAM (science, technology, engineering, art, and mathematics). Examples are science experiments, exploration of engineering concepts and projects, and the use of computers to enforce coding and programming concepts.

Recent district-wide assessment data show a need to reinforce and provide support for students in mathematics. Therefore, staff will include supplemental math practice and support as regular rotations throughout program hours. Literacy will also remain an area of priority, with reading and writing integrated into the daily schedule of rotations.

Reading is built into each day's rotations, with support provided as appropriate based on student need. The ELO-P staff will maintain regular communication with school staff to identify areas of focus for individual and groups of students.

3—Skill Building

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

In addition to the math and reading components explained above, the Expanded Learning Opportunities Program's educational and literacy element also includes literacy work, skill building, and homework assistance designed to help students meet grade-level standards. Additional educational enrichment components will include skill building in the areas of fine arts, physical fitness, and STEAM, that reinforce and complement the school's academic program.

The growth and development of social skills and leadership skills are also part of the design of the ELO-P program and will build upon the programming established at each school.

ELO-P staff work with students daily to address interpersonal conflict, problem solve, and establish productive friendships.

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4—Youth Voice and Leadership

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

Students will be encouraged and guided to participate in opportunities to play leadership roles within the program, such as “Big Buddies,” staff assistants, and student activity liaisons. Within many of the daily activities, students develop abilities to work as a team and gain confidence. As part of the schools’ positive behavior systems, students practice using their voice to address conflict and to bring concerns to program staff. The culture in the ELO-P program is one that reinforces students speaking up when needed and nurtures a tight-knit 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 programming.

Students will be provided daily snacks that align with the OPUSD Wellness policy and staff encourage students to consume a healthy balance of nutrients. Built into the daily schedules are breaks for hand washing and visiting restrooms.

Staff utilize indoor and outdoor activities (team and individual recreation/athletics, mindfulness, yoga, stretching, and cardiovascular activities) to demonstrate the importance of movement and expose students to varying forms of exercise.

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.

Throughout the planning process there is special attention to ensuring activities are inclusive of all students' and staff members’ beliefs. Enrichment opportunities will embrace the diversity and rich cultural heritage students and their families bring to our schools and our Expanded Learning Opportunities Program. The partnership with Club Oak Park lends itself to ensuring access and equity because of the program’s fully inclusive model. Staff are added when needed to address individual health or behavioral needs. Students with disabilities are fully accommodated and encouraged to participate because of the many social-emotional and academic benefits the program can provide.

OPUSD and community partners will actively recruit staff members who reflect the demographics of our student populations.

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7—Quality Staff

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

Students participating in ELO-P will benefit from the established hiring and training practices of community partner, Club Oak Park. In line with the expectations of OPUSD and Club Oak Park regarding the rigorous recruitment of high-quality staff, ELO-P employees will be selected based on knowledge and experience. In addition, staff members must display an interest and ability to maintain a structured, safe, and nurturing environment for all students. In addition to ongoing professional development that includes targeted training in positive behavior intervention, health care, safety, etc., staff also engage in biweekly meetings to touch on topics of importance that arise within the program from day to day and week to week.

8—Clear Vision, Mission, and Purpose

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

OPUSD's vision for the ELO-P is to strengthen the District's Climate of Care by providing opportunities for students to participate in experiences promoting academic, social-emotional, and personal growth. The mission and purpose of the Expanded Learning Opportunities Program are clear: to provide all students with academic and social programming that extends beyond the school day and school year. This programming is intended to mirror the high-quality support, guidance, and instructional programming that OPUSD prioritizes throughout its curricular and cocurricular programs.

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 OPUSD ELO-P program functions through a direct partnership with Club Oak Park, the Extended Care Program that is available to OPUSD families. Club Oak Park is managed under the umbrella of the School District and provides the infrastructure needed to reach the objectives of the Expanded Learning Opportunities Program. The partnership allows unduplicated students to participate seamlessly with those students participating in the fee-based program and to have access to daily lessons, activities, and enrichment opportunities that are aligned with the mission of the ELO-P.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The team will work with corresponding school-site instructional staff to customize identified program components to the needs of individual students and student groups. Biweekly staff meetings will include time to discuss the progress and needs of ELO-P. Adjustments will be made as appropriate and more significant additions and changes will be made annually based on program review conducted with program staff.

Progress of ELO-P will be discussed in conjunction with the annual Club Oak Park Board Update.

11—Program Management

Describe the plan for program management.

The ELO-P Plan and Program will be managed by OPUSD Director of Extended Care Programs under supervision of OPUSD Assistant Superintendent, Educational Services. Beginning in the 2023-2024 school year, quarterly reviews will allow the Ed Services team to determine areas for adjustment and program progress.

The ELO-P Plan is intended to be fluid and updated every three years.

The Educational Services Team will meet monthly with the Business Services team to monitor ELO-P expenditures and budget.

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.

N/A (OPUSD does not qualify for ASES and 21st CCLC grants)

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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 ELO-P Program for Kindergarten and TK students is designed to meet the unique developmental needs of our youngest students. Under the supervision and direction of the Director of Extended Care Programs, a Site Leader possessing a background and certification or degree in Early Childhood Education or Child Development will coordinate the daily activities and lessons for TK and K students. Additional staff responsible for these students are Instructional Assistants I, Instructional Assistants II, and Club Oak Park Mentors. The program will maintain the staff to student ratio required for Expanded Learning Opportunities Program.

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 ELO-P program calendar and hours align with those of the Extended Care Program, Club Oak Park. The program operates all 180 days of the school year in addition to 34 non-school days for a total of 214 days.

School-Day Hours: 6:45 am – 6:00 pm

Non-School-Day Hours: 6:45 am – 6:00 pm

Summer Program Hours: 7:00 am – 5:30 pm

ELO-P students will attend after-school hours, while a smaller group will also choose to attend the morning hours before school. In total, each day's offerings exceed the minimum 9-hour ELO-P requirement.

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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

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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):

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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.