

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.

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

Local Educational Agency (LEA) Name: Vineland 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. Vineland Elementary
2. Sunset School
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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 Vineland School District will offer students opportunities to participate in expanded learning in a safe and supportive environment . The program will be offered at both school sites, Vineland and Sunset, and transportation will be provided. The program will be supported by school and district personnel.

Vineland School District implements Positive Behavior Intervention and Supports (PBIS) Districtwide. The goal is to facilitate a safe and supportive environment for all students by creating a school climate that includes; a feeling of safety, respect, engagement in learning, involvement in school life, shared vision, and involvement of teachers, students, and families. The support continues using the three tiers of approach, so that all subset students can benefit from the program.

The students will receive Expanded Learning Opportunities afterschool, intercession, and Summer School. The services will be provided by Certificated Staff and/or Expanded Learning Staff.

2—Active and Engaged Learning

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

The program will provide opportunities for all learners to experience active and engage learning that supplements, NOT supplants, the instructional day.

Supplemental learning materials will be purchased to support language arts and math for all extended learning programs. These materials will meet the diverse needs of all learners by providing instructors a way to fill in perceived gaps within the perceived instructional materials.

The District Director of Categorical Programs will direct and support the implementation of the Expanded Learning Programs during the year with regular meetings with site administrators, teachers and other staff to ensure active and engaged learning.

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3—Skill Building

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

Students who attend an Expanded Learning Opportunity Program are continuously engaged in learning through the supplemental programs and support being offered.

VSD offers the following after-school Programs; ASES, Migrant Program, and the Expanded Learning Opportunity Program. Funds will be utilized to expand services after school in grades TK-6 with the focus on skill building. Students will be supported after school through tutoring in small groups. Students have access to Ipads (K-2) and Chromebooks (3-6) in which they can log into Clever, to access all support and supplemental programs such as Lexia/Core 5, Reflex Math, and Power Up.

VSD will also provide our students with skill building throughout the school year through the arts and music education, academic support, social-emotional learning, sports and physical education training, nutrition, and healthy eating (Brighter Bites Program), and other enrichment activities such as educational field trips.

4—Youth Voice and Leadership

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

VSD students participate yearly in the Youth Leadership Conference sponsored by Kern Superintendent of Schools. The goal is to give all youth a voice by providing meaningful student leadership opportunities and skill building. The conference participants are educated and enlightened on issues that are important to students so that they can make healthy and informed decisions.

VSD provides students with many opportunities to participate in student youth voice and leadership. Students are encouraged to participate and compete in Oral Language Festival, History Day, Battle of the Books, and Extra Curricular Sports.

Students are also encouraged to participate in Student Council comprised of students and staff. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects.

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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.

All Expanded Learning Opportunity Program meals and snacks shall conform to nutrition standards and AR5030 for after school programs. Staff coordination with the District Director of Food Services will ensure students receive proper nutrition during expanded learning programs. The Food Service Director carefully follows guidelines while also keeping an open line of communication with the Expanded Learning Opportunity students on what food items they enjoy. Director also stays in touch with program staff to confirm what foods are being eaten and what foods students seem to not like. The district Wellness Policy provides structure for purchase and sales of food as well as nutrition awareness and physical fitness guidelines. Boys and Girls Club, contracted vendors, and district staff are expected to support the Wellness Policy through instruction related to nutrition and physical activity, supporting students to participate in developing healthy behaviors through constructed lesson plans, and promoting making healthy decisions through choice based activities.

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.

The Vineland School District is comprised of the majority of residents in which 99% are Hispanic, and whose primary language is Spanish. Over 60% of our students are classified as English Learners. The VSD recognizes the need to address cultural biases and the importance of having students examine and celebrate their own cultures and languages as well as being culturally and linguistically diverse. To this end, the district and school sites have been exemplar in community outreach and community events. Since the district is the center of the community, the parents feel welcomed and the participation rate is in district/school sponsored events.

The district provides methodology, curriculum ,and professional development , to all staff to support English Learners and students with disabilities.

The majority (90%) of our VSD staff, certificated, classified, and other support staff, are bilingual, and are available to speak Spanish and translate as needed.

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7—Quality Staff

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

The Vineland School District goal is to hire and retain quality teaching and support staff in addition to partnering with community organizations who have the same vision for Expanded Learning Opportunity Programs. Diverse and highly qualified district and school-based staff positively impact students. The district is committed to providing professional development to Expanded Learning Opportunity Program staff including administrators, teachers, paraprofessionals, as well as contracted employees from Boys and Girls Club and/or new educational partners. The district is dedicated to maintaining quality, consistent staff through relationship building, relevant professional development, meetings, and collaborative work groups. Staff will be recruited by the district, Boys and Girls Club of Kern County, other potential partners, and by existing staff. Job postings as well as advertisements for program enhancements with collaborative partners will be posted through district and partner agency means. The district and partners will ensure that all staff who directly supervise students meet the minimum requirements of an Instructional aide as the district schools are all Title I Schools. All prospective instructional aides and

8—Clear Vision, Mission, and Purpose

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

All subsequent plans, systems, policies, and procedures will be carefully aligned to the anchor points outlined here:

Vision:

The Vineland School District will be recognized as a premiere small school district and as a model of educational excellence and innovation.

Mission:

In a cooperative effort between students, staff, parents and community, Vineland School District will provide a caring, safe, and healthy environment where students may strive to reach their maximum potential in academic, intellectual, social, emotional, and physical skills. By integrating cultures through a common core of knowledge, students will have the opportunity to become positive, contributing members of society.

Guiding Philosophy:

The Vineland School District is committed to continuous improvement in every aspect of the District from promoting high levels of student achievement to

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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 Boys and Girls Club of Kern will collaborate with the Vineland School District to provide expanded learning opportunities under the educational direction of the Director of Categorical Programs.

Vineland School District will provide school site personnel for programs such as cafeteria, transportation. Migrant, Parent resource Center, and school sites.

Vineland School District will provide certificated personnel for small group tutoring.

Kern County Superintendent of school will provide Professional Development for Universal Design Learning, Math, and other topics.

SELPA- will provide on-going Professional Development for our Special Education student population.

Jill Hamilton Bunch will provide ELD support.

Brighter Bites will provide ongoing Healthy Nutrition education.

Clinica Sierra Vista-SEL support

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The VSD will provide supplemental instruction and support to students by offering expanded learning opportunities by:

1. Expanding instructional learning opportunities to provide English Language Learners, Foster Youth, Homeless, student at risk of neglect or abuse, disengaged students, student below grade level, and students with disabilities additional extended day services during the school year. Providing these students with additional opportunities to help close the achievement gap.

VSD will provide a robust summer school program with expanded summer hours. Credentialed teachers will provide intensive instruction and intervention to small groups of students. The primary focus of summer instruction will be English Language Arts and Mathematics, but may also include instruction in additional core content areas as needed.

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11—Program Management

Describe the plan for program management.

Expanded Learning Opportunity allows for expansions of programs to students in the Vineland School District. The plan will be managed by the District Office which includes the Superintendent, Director of Categorical Programs, Director of Migrant Education. At each school site, administration and teachers will oversee programming and work to support site staff in ensuring success. A master schedule of school and supplemental programming dates/times for each school site was developed and will be shared with staff, students, and educational partners.

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.

The VSD ASES program will provide supplemental program support for each of the school sites, Vineland and Sunset. Additionally, the ASES program will be available at each of the aforementioned sites at 2:00 pm after the school programming schedule to allow working parents the opportunity to utilize the program for additional expanded learning opportunities. During the course of the regular school year, the ASES program staff will work closely with the district and site staff to align support for students across the program. The ASES program staff will be operating one of the VSD learning hubs and will offer field trip opportunities to participating students to expand learning and enrichment opportunities.

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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?

Staff will work to support students in these grade levels with the reduced staffing ratio of 10:1 (from 20:1 across other grade levels). Site staff and staffing within the supplemental programs will provide programming to students in these grade levels and outreach for recruitment will be conducted through each individual site. Staffing to support students at these grade levels will include certificated and classified members. Activities and projects for students in these grade levels will be age-appropriate and aligned to reinforce relevant academic skills.

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.

Summer School / Intersession or Weekend classes - including Universal Preschool for children enrolled in transitional kindergarten or kindergarten
School begins at 8:00
School ends at 2:08
Expanded Learning continues until 5:15 (ASES)

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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.

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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

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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.