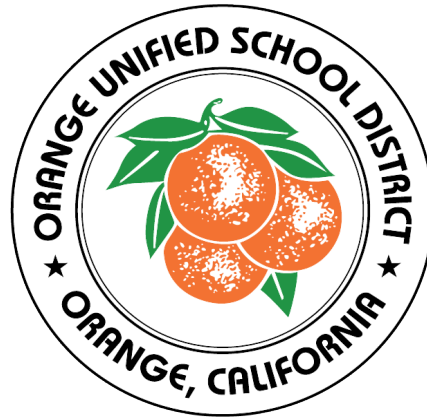


# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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Prepared by:

Accountability, Equity and School  
Support Department  
2022-2023

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Orange Unified School District

Contact Name: Adolfo Herrera

Contact Email: adolfo.herrera@orangeusd.org

Contact Phone: 714-628-5715

**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. Anaheim Hills Elementary

2. California Elementary

3. Cambridge Elementary

4. Canyon Ridge Elementary

5. Chapman Hills Elementary

6. Crescent Elementary

7. Esplanade Elementary

8. Fairhaven Elementary

9. Fletcher Elementary

10. Handy Elementary

11. Imperial Elementary

12. Jordan Elementary

13. La Veta Elementary

14. Lampson Elementary

15. Linda Vista Elementary

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16. Mc Pherson Elementary
17. Nohl Canyon Elementary
18. Olive Elementary
19. Palmyra Elementary
20. Panorama Elementary
21. Prospect Elementary
22. Running Springs Elementary
23. Serrano Elementary
24. Sycamore Elementary
25. Taft Elementary
26. Villa Park Elementary
27. West Orange Elementary
28. Portola Middle School
29. Yorba Middle School

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In the Orange Unified School District we use the acronym **EDGE** to communicate our four areas of focus:

- **E**xcellence in Academics & Leadership
- **D**edicated and Engaged Communication
- **G**enuine Wellness & Safety
- **E**fficient Utilization of Fiscal Capital

The Expanded Learning Opportunities Program (ELO Program) is designed to primarily increase access to educational and enrichment services for our Unduplicated Pupil Population (UPP), including ELL, Foster, Low Income students through our four areas of focus which directly correspond to our LCAP Goals. This funding will be utilized to expand on our current ASES STAR and OUSD CARES (parent paid program) offerings as well as create new spaces in our After-school Education and Safety (ASES) program that limits the number of students that access the program, based on funding level. This program plan is unique in that it not only supports students currently in ASES but also our unduplicated pupil population that could only access expanded learning opportunities through paid programming.

This program in collaboration with our before and after school partners will maximize the number of expanded learning opportunity programs offered across attendance areas, increase service offerings in academics, wellness and enrichment and give students and families the ability centered on their needs and interests.

## **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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

In the Orange Unified School District, creating a safe and supportive environment is vital to providing quality expanded learning programming. In conjunction with our district strategic initiative focus area **3.0 Genuine Wellness and Safety**, OUSD will utilize a system for tracking student enrollment and attendance through Aeries to ensure that eligible students are able to participate in ELO programs and full time STAR ASES and CARES Programs. Procedures will be in place to ensure that students are always accounted for.

The program is developed and facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. Each site will maintain a safe and supportive environment by implementing safety procedures that will include mandated reporting, suicide ideation, threat assessment, effective supervision, child abuse prevention, CPR/First Aid Certification, acceptable technology use training, inappropriate touching, etc. Additionally, (1) district counselor and one district social worker will be added to support the after-school

## **Expanded Learning Opportunities Program Plan Guide**

programs and can be called upon for assistance or guidance through a designated hotline. In cases when a social worker is not available, OUSD's school police will be contacted for consultation or support. Staff will be trained when to contact Orange Police Department, Anaheim Police Department, Garden Grove Police Department, Santa Ana Police Department, and the Orange County Sheriff's Department.

At the beginning of each school year, the school administrator will review the school site's safety procedures plan with the expanded learning program Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the ELO program. The ELO Program Site Supervisor is expected to communicate all school safety procedures and student health plans to their staff members. During the school year, all ELO Program staff adheres to any safe school announcements that may take place and limits outdoor instruction, if necessary, due to weather conditions. OUSD is committed to providing professional development for the Expanded Learning community-based partners on school safety on an as-needed basis. The district's Office of Student and Community Services (SCS) acts as a liaison between the partners and the local police departments to maintain a safe environment on all Expanded Learning school sites after regular business hours.

Students will be signed in at the start of their program each day that they attend. All elementary students must be signed out to a parent/guardian or approved adult over the age of 18 on their registration form in order to be dismissed from the program. During Fall daylight savings time, intermediate students who are walking home will be released at 4:30pm for their safety. This will ensure safe arrival home prior to it getting dark. In the Spring, when daylight savings ends, the walker release time will change to 5:30pm. Parents will be notified of the changes in release time via a parent letter. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus.

All program staff will be clearly recognizable and wear the designated district identification badges at all times. All school sites will be fully secured during program hours with established single entry/exit access points. Visitors must sign in at the front office prior to office closing and follow the district campus entry procedures (i.e. Raptor scan) and are monitored on campus at all times. After office closing time, visitors will proceed through the single entry access point to pick up their student at the designated location; however, they will not be permitted on school campus. Community enrichment providers will be required to be live-scanned through prior to working with students.

During the program, all staff will be expected to maintain line of sight of all students at all times. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, restroom breaks, going to the nurse's office or attending a parallel program on campus. Staff will have two-way district radios to ensure communication as part of emergency and safety procedures.

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Per the guidance of Student Community Services, the safety procedures in place during the school day will be strictly adhered to at all times. After-school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers and AEDs on their campus. Earthquake and lockdown drills will be conducted four times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to student emergency contacts and OUSD's Aeries student database. OUSD will provide health support (e.g. after-hours nurse extra duty) during program hours in the event of a health emergency or injury.

When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the school's AERIES database to find additional contact information, if needed.

The ELO Program will use a positive discipline model aligned with research-based Positive Behavior Intervention and Supports (PBIS) or similar site system. Each school's discipline model includes interventions including counseling, socio-emotional learning and support. Each school's behavior expectations will be integrated into the site's after-school program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment. ELO Program discipline practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

Comprehensive staff training will occur prior to the school year. The Accountability, Equity and School Support Department along with our partner organizations will provide: three (3) site level professional Expanded Learning days, which will be held during program closure days – district student free days. The sites will host monthly meetings, one per month, to discuss site specific protocols and revisit safety procedures as needed. All professional Expanded Learning days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

As part of Orange Unified School District's Multi-Tiered Systems of Support (MTSS) initiative, social-emotional, behavioral, and academic supports continue to be in place during the after-school program. Providing each student with what he/she needs to be successful is as big a part of our after-school education philosophy.

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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.*

In the Orange Unified School District, the program embraces active learning by providing interactive, hands-on activities and supports area of Focus **1.0 Excellence in Academics and Leadership**. Instruction in the OUSD ELO Program is standards based and driven by the California Content Standards and frameworks. Providers will utilize all available technology to support site programs including iReady. Our program embraces active learning by providing interactive, hands-on activities and community collaboration in designing adequate and appropriate programming specific to our students' needs and interests.

Our goal at Orange Unified School District is to provide our students with academic enrichment opportunities and activities designed to complement their regular academic program. We aim to assist with literacy and related educational Expanded Learning services for the families of our students, all in a safe, supportive environment.

Educational and literacy elements are designed to provide academic support in core content subject areas including language arts, mathematics, history, social science, and science. Students will have access to technology during the educational literacy component as well to assist with tutoring services and accelerate digital learning. The academic component consists of several the following: computer assisted instruction, STEAM, language practice for our Dual Immersion sites, homework time and assistance as needed, and general tutoring.

The tutoring activity will occur from one to five times a week depending on student and school need. We will develop a safe place where students can be supported and practice academic skills throughout the course of the school year. It is the intent of the program to recruit classroom teachers to support staff and students alongside staff trained on intervention strategies as well as community partners that specialize in skill building.

Students will have access to tutoring services in three ways:

- Certificated staff tutoring
- Expanded Learning staff Tutors - small group tutoring based on subject area.
- 1:1 Tutoring – Targeted tutoring pilot program via Chapman University

Engaged learning in our program is evidenced by student participation in activities, tasks, and interactions. This may include project-based, and tactile activities, through academic activities but also the arts, physical activity and leadership. In collaboration with our community partners and school site staff, we will design adequate and appropriate programming specific to our students' needs and interests.

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Orange Unified teachers and Classified staff will also be involved on a site-to-site basis to provide academic support, enrichment as well as extended library hours during the school year and non instructional days when the program is open (ie summer and intersession). In OUSD, the Expanded Learning Opportunity Program supports the instructional day by reinforcing the regular day curriculum, using, and extending access to district wide programs and implementing effective supplementary materials including all online programs such as iReady and Paper online tutoring.

## **3—Skills Building**

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

Before and After school programs provide an important educational and developmental setting for students in Orange Unified. Our Expanded Learning Opportunities program offers openings for students to learn, develop explore, and have enriching experiences beyond the normal school day.

STEAM activities will be offered weekly to improve academic achievement and overall student success. At multiple sites there will be a focus on an aspect of STEAM (e.g., Science, Technology, etc.) including Drone League, Vex and or Lego Robotics and Esports/Digital Citizenship & Cyber Safety. Digital literacy programs will be embedded within the enrichment cycle offerings. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st CCLC learner. These STEAM clubs will target TK to 6th grade students. During this rotation, students will work on STEAM based activities and projects where they will apply their science, technology, arts, and math skills. Students will have the opportunity to present their projects at the district run annual competition.

The program will further enhance the 21st Century skills of communication, collaboration, and critical thinking, and creativity (the “four Cs”) by engaging students in project-based learning activities. To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity. Mastery of skill is demonstrated by project presentation events and competitions. Expanded Learning Programs will seek to provide opportunities for competitions and field trips to colleges and universities to support the AVID mindset at OUSD on non-instructional days, utilizing funding for transportation where needed.

## **4—Youth Voice and Leadership**

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

Youth leadership is embraced in OUSD Expanded Learning Programs, by providing



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ample opportunities for expression and placing students in responsible roles supporting the program. Our area focus **2.0 Dedicated & Engaged Communication** is supported by expanding opportunities for students to provide input and encouraging participation. Youth are involved in the ongoing design and Expanded Learning of programs. Providing a balance of activities that are reflective of the interests and needs of youth has proven to be the most effective recruitment and retention strategy. Students in the lower grades will get to choose an activity while students in higher grades will be able to participate in activities that promote leadership opportunities. The program will elevate the voices of students by establishing student advisory groups meeting monthly at each school site. This student advisory group will reflect on past and current expanded learning activities, upcoming activities and/or events, and share ideas for program improvement as related to after-school.

The planning of educational enrichment activities will consist of compiling and reviewing student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site online survey and/or feedback focus groups where students will be able to select a club or activity. This site's student google survey and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. These will be administered at the beginning of the academic year to support in identifying the site's educational enrichment foci for the school year. This will give an opportunity for student voices to drive the selection of these activities. Individual site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

Once these programs have been identified, students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will make certain that all students and parents are informed about programs being offered on site and will give an equal opportunity for students to be able to self-select and participate in this enrollment process. If students are unable to participate due to lack of capacity, every effort will be made to see if a second space can be created offering the same activity. If not possible, a waitlist will be established for these enrichment programs to ensure students are given a chance to enroll in an alternative program when available.

Beyond the initial surveys, students at all grade levels are to be surveyed throughout the year to give students a formal voice in the development and impact of program practices, curricula, policies, and student leadership Expanded Learning opportunities. Their interests result in the creation of enrichment programs that are grade level appropriate. Some programs can include options such as: Cooking, Sports and other athletic activities, Conservation, Photography, Civics Leadership, Art Club, Robotics, Engineering Projects and Competitions, pep squad, DJ crew, dance and performing arts. Enrichment cycles will be developed, and students will have the opportunity to choose which enrichment activities they would like to participate in after school. The Accountability, Equity and School Support dept. will establish partnerships with community-based organizations who

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provide services in the areas that are most sought after.

For example:

<b>ABC Elementary School Enrichment Cycle #1 - August 30, 2022 - October 8, 2023 (10-weeks)</b>				
<b>Enrichment Name</b>	<b>Grades</b>	<b>Days</b>	<b>Times</b>	<b>Sign up here</b>
Lego Robotics	TK-2	Mon/Wed	2:30 - 3:30pm	<a href="#">Link</a>
Yoga	TK-6	Tues/Thurs	3:30 - 4:30pm	<a href="#">Link</a>
Gear Up with AVID	3-6	Mon	2:30 - 4:00pm	<a href="#">Link</a>
Spanish Literature	TK-2	Tues/Thurs	2:30 - 3:30pm	<a href="#">Link</a>
Drone League	3-6	Mon/Tues	3:30 - 4:30pm	<a href="#">Link</a>
Ballet Folklorico (Dance)	TK-2	Wed/Fri	2:30 - 3:30pm	<a href="#">Link</a>
Coding	2-4	Tues	2:30 - 3:30pm	<a href="#">Link</a>
Art Club	TK-6	Tues/Thurs/ Fri	2:30 - 3:30pm	<a href="#">Link</a>
Soccer Club	TK-6	Wed/Fri	3:30 - 4:30pm	<a href="#">Link</a>
Chess Club	4-6	Wed/Fri	1:30 - 2:30pm	<a href="#">Link</a>

### **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.*

In the Orange Unified SD, the program provides opportunities for students to engage in healthy choices and behaviors by incorporating physical and socio-emotional learning activities into their daily programming. These opportunities support focus area **3.0 Genuine Wellness and Safety** in achieving our district mission and vision. These activities are structured and teach specific skills that students can develop throughout the year. Activities are rotated so that students are exposed to many different varieties. Physical exercise also provides opportunities for students to socialize outside, make new

## Expanded Learning Opportunities Program Plan Guide

friends and foster leadership skills. Expanded Learning staff along with collaborative partners will facilitate games and activities to ensure that everyone is given an opportunity to participate. Aspects of the OUSD Social Emotional Learning Curriculum and the district Mental Health and Wellness program will be incorporated into the program offerings including the implementation of CASEL (Collaboration for Academic, Social and Emotional Learning) Signature Practices. Staff will be expected to engage in:

1. Welcoming Inclusion Activities, Routines and Rituals
2. Engaging Strategies, brain breaks and anchor thinking
3. Optimistic Closures.

Via training by OUSD district staff, the CASEL SEL Signature Practices will be an important tool for fostering a supportive environment and promoting SEL. ELOP staff access to SEL lessons found in Nearpod, built by OUSD elementary counselors will also be an additional source of assistance as is the OUSD SEL Calendar of Activities that incorporates a CASEL competency each month.

Students receive meals/snacks in the following structure: Students are served a nutritious snack that conforms to the Nutritional Standards established by the standards identified in *Education Code Section 49430*. The Expanded Learning program supports the district wellness plan, by including such activities as intramural sports, a nutritious snack, a variety of recreational activities, lessons on healthy choices and good nutrition, and positive decision-making. The snacks are provided by the Orange Unified School District's Nutrition Services Department. The Nutrition staff ensures that all snacks that are provided daily meet the requirements and nutrition standards as established by the U.S. Department of Agriculture and in accordance with the guidelines set forth in Senate Bill 19.

### **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.*

In the Orange Unified School District, the Expanded Learning Opportunities program is designed to provide equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Diversity, access, and equity are embraced in an environment that promotes diversity and provides opportunities to celebrate students' cultural and unique backgrounds. This is demonstrated by activities including multicultural fairs, performances, and showcase

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activities that involves celebrating the families and students' culture and backgrounds throughout the year. Recruitment of program staff that include adults with backgrounds like the students they serve will be prioritized. Staff will be provided with on-going training on equity, inclusion and diversity to ensure the program creates an environment that celebrates the students' cultural and unique backgrounds.

## **Support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program:**

The Expanded Learning Program is open to all students in grades TK-6 in the Orange Unified School District. This includes students with disabilities, English language learners and other students who may have potential barriers to participate. Specifically, the Orange Unified School District will work to provide similar accommodations as provided during the regular school day, to the extent possible. The Expanded Learning Department will collaborate with the Special Education Department to provide professional learning to build the skills and strategies of staff needed to work effectively with students with special needs. Special Education, Student Community Services, and Expanded Learning will collaborate on reasonable accommodations as they relate to student's IEPs and 504 plans to determine a communication and support plan. Students with other barriers to participation will be addressed on a case-by-case basis to ensure barriers are reviewed and accommodation is made, as appropriate.

To meet the needs of English Learners (EL), staff will be trained on English language development and GLAD strategies to support ELs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be trained on effective strategies to support EL students and program activity plans will incorporate intentional use of the EL supports to ensure these students have access to the material and content via the Accountability and Equity Department.

## **7—Quality Staff**

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

The program designs intentional opportunities for students to engage with quality staff by collaborating with our partner Community Based Organizations (Boys & Girls Clubs of Central Orange Coast, Camp Fire, THINK Together, and YMCA of Orange County) in the hiring of qualified staff that reflect the community of the students served. Candidates are recruited for employment through a variety of methods including local colleges and universities, job fairs, and on-line employment sites. The district ensures that all staff members who directly supervise students meet the qualifications for an instructional aide. The contracted organizations provide evidence of qualifications to OUSD. The criteria to meet OUSD's minimum requirements for an instructional aide are:

1. Complete at least two years of study at an institution of higher (defined as 48 college units transferable to a 4-year Institution of Higher Learning as verified by a college transcript from an accredited institution of higher education) OR

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2. Obtain an associate (or higher) AA degree, or Bachelor's degree from an accredited institution of higher education
3. Meet a rigorous standard of quality and demonstrate through an academic assessment developed by OUSD, which included knowledge of, and the ability to assist in instructing reading, writing and mathematics.

All Expanded Learning Program staff members are expected to receive orientation and additional hours of training during the year, provided by OUSD and through CBO CARES training staff. Some of the topics for training include:

- Best Practices of support for English Learners
- Best practices in before and after-school programming
- Program rules, regulations, and administration
- How to recognize and respond to possible child abuse
- Emergency preparedness training
- Behavior management and motivation of students
- Cultural diversity
- Social emotional well-being
- Supporting TK and Kinder students
- Supporting students with special needs
- Training in the delivery of specific program curriculum
- Common Core State Standards
- 21<sup>st</sup> Century skills including technology and STEAM

The program will additionally utilize three non-student days during the school year for on-site professional Expanded Learning. The professional development topics/outline are developed collaboratively, between the Expanded Learning Opportunity Program office and the CARES/ASES leadership.

### **8—Clear Vision, Mission, and Purpose**

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

The vision of the OUSD Expanded Learning Opportunity Program is:  
Inspiring our learners of today to be purposeful leaders of tomorrow.

The mission is:

In partnership with our community, we will provide a safe, equitable, and innovative culture of learning for each scholar to have a competitive EDGE as a leader.

In the Orange Unified School District, the Expanded Learning program intentionally supports the LEA's mission utilizing an assessment process that collected the needs of the students, parents and each school and was conducted through a comprehensive review of multiple sources of school, community, and other local data.

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## **OUSD District Priorities: EDGE**

- **Excellence in Academics & Leadership:** Leading with a positive growth mindset, all Orange Unified staff emphasize meaningful, productive interactions and practices that create equitable, high learning opportunities.
- **Dedicated and Engaged Communication:** Strong and effective communication builds trust and promotes positive relationships. Orange Unified will effectively communicate with schools, students, staff, parents and the community in a timely relevant, and consistent way that promotes optimal student outcomes.
- **Genuine Wellness & Safety:** A safe and respectful environment is essential to student success. By knowing each student's name, face and story, Orange Unified promotes a culture that nurtures the emotional health, safety and well-being of students, staff and parents.
- **Efficient Utilization of Fiscal Capital:** It is imperative for the district to operate efficiently and effectively with the limited resources available to meet the organization's educational goals and operational needs.

To ensure that all resources are optimized by the district to meet the needs of students, parents, and the community, program goals are aligned with the District's priorities. The following program goals were developed incorporating the Quality Standards (QS) for Expanded Learning Programs, its purpose being to

1. Support student achievement academically, physically, and socially (QS 1,2,3,5) and develop 21st Century and Leadership skills (QS 3,4)
2. Provide a setting for strong and effective communication (QS 9) that promotes optimal student outcomes and opportunities for students and parents to engage in activities and events with each other and the community (QS 3,6)
3. Provides an environment where students feel safe at school both physically and emotionally (QS 1,6)
4. Demonstrate sound fiscal and administrative practices to operate efficiently and effectively supported by well-defined and documented policies and procedures that meet grant requirements (QS 11)

## **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.*

In the OUSD Expanded Learning Program, the program partners with parents, youth, representatives from schools and governmental agencies, such as local law enforcement and individuals from community-based organizations and the private sector. The program was developed and is facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. This partnership supports student learning and engagement by providing a safe physical and emotional, nurturing environment that evokes the Expanded Learning of 21<sup>st</sup> century skills

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for all students.

The key partners to the program are Boys and Girls Clubs of Central Orange Coast, Camp Fire, CARES, THINK Together and YMCA of Orange County. It allows students to participate in unique hands-on project-based learning and activities that develop and demonstrate 21<sup>st</sup> Century Skills via the unique contributions each partner brings to the school site.

## **Partnership Contracts**

A Memorandum of Understanding (MOU) and contracts are created on a yearly basis to define roles and expectations, organization, and financial structures between Orange Unified School District and the community-based organizations (Boys & Girls Clubs of Central Orange Coast, Camp Fire, THINK Together, and YMCA of Orange County) involved in the ELO Program. The MOU and contracts are reviewed by Purchasing and presented to both the OUSD Board of Education and the any other involved board for approval on a yearly basis.

## **Program Administrators:**

Elena Rodriguez, Executive Director, Accountability, Equity and School Support  
Adolfo Herrera, Administrator, Innovative and Expanded Learning Opportunities  
Abril Liu, Teacher on Special Assignment (TOSA)

## **CBO Program Administrators:**

Sandra Rutherford, Executive Director of Council Services, Camp Fire  
Jane Avila, Senior Program Director, YMCA of Orange County  
Randy Barth, Chief Executive Officer, THINK Together  
Robert Santana, Chief Executive Officer, Boys & Girls Clubs of Central Orange Coast

## **OUSD Expanded Learning Opportunity Program Sites**

<b>Site Name</b>	<b>Community Bases Organization</b>
Anaheim Hills Elementary	OUSD CARES
California Elementary	THINK Together
Cambridge Elementary	Camp Fire
Canyon Ridge Elementary	OUSD CARES
Chapman Hills Elementary	OUSD CARES
Crescent Elementary	OUSD CARES
Esplanade Elementary	YMCA of Orange County
Fairhaven Elementary	THINK Together
Fletcher Elementary	OUSD CARES
Handy Elementary	Camp Fire
Imperial Elementary	OUSD CARES

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Jordan Elementary	YMCA of Orange
La Veta Elementary	OUSD CARES
Lampson Elementary	THINK Together
Linda Vista Elementary	OUSD CARES
McPherson Magnet School	OUSD CARES
Nohl Canyon Elementary	OUSD CARES
Olive Elementary	OUSD CARES
Palmyra Elementary	OUSD CARES
Panorama Elementary	OUSD CARES
Portola Middle School	THINK Together
Prospect Elementary	YMCA of Orange
Running Springs Elementary	OUSD CARES
Serrano Elementary	OUSD CARES
Sycamore Elementary	Boys & Girls Clubs of Central Orange Coast
Taft Elementary	Boys & Girls Clubs of Central Orange Coast
Villa Park Elementary	OUSD CARES
West Orange Elementary	Boys & Girls Clubs of Central Orange Coast
Yorba Middle School	Camp Fire

In addition to the services provided by our main partners, The OUSD ELO-P will seek community providers/enrichment programs through a Request for Proposal (RFP) process. Providers selected through the RFP process will be awarded contracts. The RFP will require community providers to address the following in their proposals:

- Understanding of services required.
- Demonstrated competence and professional qualifications necessary for successfully performing the work required,
- Background and related experience of the principal individuals to be assigned to provide services.
- Organizational operations – staffing, professional Expanded Learning, etc.
- Budget

Community Providers are essential partners to EXPANDED LEARNING implementation. In addition to awarded contracts, the Expanded Learning administrative office collaborates with partners to establish written agreements, hold standing meetings, including at the site level, to provide feedback on program goals, design, program impact and areas of growth based on program evaluation.

### **10—Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement plan.*

In the OUSD Expanded Learning Program, the program engages in continuous quality



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improvement by utilizing an effective program improvement process that is carried out at the site and district level. It is ongoing and involves a continuous cycle of assessment, planning, improvement, and monitoring. The cycle of improvement revolves around the Quality Standards for Expanded Learning in California. OUSD Expanded Learning Program, in collaboration with OUSD Cares, Boys & Girls Club of Central Orange Coast, Camp Fire, THINK Together and YMCA of Orange County, is committed to continuous improvement and high-quality programs, as defined in *The Quality Standards for Expanded Learning in California*. All staff are trained on the Quality Standards and the essence of CQI.

## I. Assessment Phase

OUSD and ELO-P partners engage stakeholders in an annual survey. Stakeholders include students, parents and teachers at the school sites that maintain an after-school program. Surveys are age appropriate and include all students in TK through sixth grade. The data gathered from the surveys is analyzed to determine program strengths and areas of improvement at each site and with the program overall. Based on trends in the data, some areas are determined to be short-term goals, while others are part of the long-range plan for improvement.

During the year, the Expanded Learning Program Administrator and TOSA will visit every Expanded Learning Program site on a rotating basis to observe the programs as well as to present at ELAC/DELAC meetings and collect parent feedback. Every trimester, the Directors of Boys and Girls Clubs of Central Orange Coast, Camp Fire, OUSD CARES, THINK Together, and YMCA of Orange County meet with the Administrator and the Accountability, Equity and School Support TOSA to discuss strengths observed during site visits, areas for improvement, needs for professional Expanded Learning, and other pertinent topics. To monitor academic needs, iReady data will be reviewed in grades K-6 as well as other internal assessments such as the Acadience, iReady and site based common formative assessments.

## II. Planning Phase

Moving into the Planning Phase, OUSD involves a variety of educational partners including program leaders/staff, parents, teachers, students, and administrators to analyze data to determine short and long-term goals for the program. The principal and site leader will meet regularly to discuss the program, develop best practices for student success, and share ideas and concerns. They collaboratively work on the Quality Improvement Plan to identify trends in data, strengths of the current site program, and areas that may require improvement. The *Quality Standards for Expanded Learning in California* located on the CDE Quality Crosswalk Web page at <http://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> is used during this process.

Each site will focus on covering all six Point of Service Quality Standards to address in the plan. Sites write goals and describe activities to be implemented to support the goal.

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Also included are personnel responsible for the activities and the date(s) that the activities will take place.

## **III. Implementation**

Implementation of the Continuous Quality Improvement (CQI) Plan is critical to the overall success of the Expanded Learning Program at each site. The site leader is responsible for sharing the plan with the staff so that they can successfully understand the priorities of the year and address areas identified as needing improvement. Collaborative directors are responsible for ensuring that the plan is implemented with continual support from the site principal, district TOSA and district administrator. Site leaders monitor the plan's implementation on a regular basis. District personnel monitor implementation through site visits and discuss observations with the partner directors.

Boys & Girls Clubs of Central Orange Coast, Camp Fire, OUSD Cares, THINK Together and YMCA of Orange County provide professional development and coaching to their staff. In addition, OUSD provides professional development and coaching to site leads, directors, and principals at each trimester meeting. OUSD surveys directors on an on-going basis to see what needs they must develop and deliver meaningful, relevant professional development. The CQI plan is formerly revisited yearly and on an as-needed basis throughout the year. The plan is adjusted if needed throughout the year based on input from parents, staff, and the principal.

## **IV. Monitor**

District staff will monitor the CQI process annually to ensure that the plan for every site is being implemented with fidelity. OUSD submits required annual outcome-based data for evaluation as required by CDE. This includes before and after school program attendance, instructional day attendance of program participants, Benchmark assessments, and other performance measures selected by district partners. The program's effectiveness is evaluated using the recently noted factors, as well as student, parent, teacher, principal, and staff surveys to measure program satisfaction and a variety of program outcomes such as academic improvement and changes in student behavior. Modifications to the specific site Expanded Learning Program Plan are made based on examination of all the data.

The Orange Unified Expanded Learning Opportunity program is a continuation of the school day, with academic 21<sup>st</sup> Century Skills, youth leadership enrichment, healthy choices and behaviors, and diversity, access and equity aligned to the regular program. Our partners will use district issued computers and software to provide continuity of program to the students and support with homework as needed. The site leaders work collaboratively with the principal and the teachers to understand grade level expectancies and provide student support to the extent possible.

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Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

## **11—Program Management**

*Describe the plan for program management.*

After school program funding (ELO Program) fully supports the vision of the district and the goals of the after-school program providing a positive and safe environment for children that will lead to academic achievement and improved school and community safety. Specifically, funding supports the goals listed below:

- To provide students with a safe and supervised before school and after school learning environment.
- To improve students' academic skills using materials that complement and reinforce the core curriculum.
- To provide students recreational activities that serve as healthy alternatives to juvenile delinquency; to compliment the educational component by weaving academic enrichment into fun activities that entice students to learn; and to foster in students, a sense of community Expanded Learning and responsibility.

The organizational structure of the program is one of shared collaborative leadership between OUSD and the Directors of Boys and Girls Clubs of Central Orange Coast, Camp Fire, OUSD CARES, THINK Together, and YMCA of Orange County. The Expanded Learning staff, OUSD TOSA and Administrator meet and communicate on a continual basis throughout the year to coordinate activities, review outcomes and identify areas of improvement needed. Email, virtual and in person meetings are utilized to communicate with one another.

At the district level, the program management consists of one Administrator of Innovative and Expanded Learning Opportunities, one (1) Teacher On Special Assignment from the Accountability, Equity and School Support Department and two (2) OUSD Classified Support Staff.

The fiscal management is overseen by the OUSD Budget/Business Services Dept. This is communicated to the Expanded Learning Opportunities Administrator and all partner Directors.

At the site level, the programs include a Site Leader, After-school Instructional Providers (20:1 ratio 1-6 grade; 10:1 ratio TK/K), Before School Instructional Providers (at select schools).

*The positions noted in the table below are supported by Expanded Learning Opportunity funding.*

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Job Title	Duties	Direct or Indirect Services
Administrator of Innovative and Expanded Learning Opportunities	Responsible for overall ELO-Program at all sites, meets with OUSD personnel, provides all documentation for accountability	Direct
Expanded Learning Site Leader	Supervises staff, coordinates program activities, meets with parents as needed, and serves as liaison to the classroom teachers.	Direct
Expanded Learning Staff and Collaborative Partners	Facilitates recreation and activities; provides academic assistance to students, coordinates group/class activities	Direct
OUSD Classified Staff	Processes grant funding; runs quarterly expenditure reports	Direct
OUSD Classified	Monitors attendance; runs semi-annual attendance reports	Direct

*The positions noted in the table below are supported by **NON-ASES funds**.*

Job Title	Duties	Direct or Indirect Services
ASES Administrator	Oversees ASES S.T.A.R. program, supports the singular unification of both the ASES and ELO Program programs to operate as a single comprehensive program.	Direct
OUSD TOSA	Coordinates meetings and professional Expanded Learning, meets with ELO-P Directors, visits all ELO-P sites, attends required county meetings, assists with accountability	Direct
OUSD Executive Director	Oversees all Expanded Learning programs	Direct

Additional potential support positions have been identified to support students during the ELO program:

- Counselors: Two (2) Counselors will support the Expanded Learning program paid for via extra earnings.
- Nurses: Two (2) Nurses will support the Expanded Learning Program paid for via extra earnings

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- Special Education Instructional Assistants: Based upon student need paid for via extra earnings

o Resources have been allocated to ensure students with disabilities have necessary support during the after-school program. Expanded Learning will collaborate with Special Education to determine and secure support, as needed.

### **COMMUNITY PROVIDERS (CP)**

OUSD will award contracts to qualified after-school enrichment partners to offer services that support the below areas:

1. Arts and Culture (i.e., Music, Instrumental, Fine Arts)
2. Science Technology Engineering and Math (STEM)
3. 21st Century Skills (i.e. Technology Skills, Computer Science)
4. College and Career Readiness (i.e. Study Skills, Organizational Skills, Tutoring Services)
5. Health and Wellness (i.e., Karate, Dance, Sports)

The enrichment activities that are designed and implemented by Community Providers, enhance the Expanded Learning Program, and provide opportunities for students outside the expertise of OUSD EXPANDED LEARNING partner organization. In addition, the enrichment providers support the district's mission and vision. Like our CARES and ASES Partners, Community Providers play a distinctive role as they are responsible for teaching their own group of students on a rotating schedule, they are provided with specialized professional development in their discipline, behavior management, and child abuse policy by their agency. All CARES, ASES and CPs will go through professional development that will review OUSD student safety, effective engagement, and interaction. Leads from both teams are involved in department and site collaboration meetings.

Site Leaders meet to check in with their staff team, including Community Providers on a regular basis. In addition, Site Leaders meet with their own teams to review procedures and provide key program updates and events.

OUSD's Risk Management and Human Resource Departments provide comprehensive oversight and the district have the appropriate insurance to protect staff, administrators, volunteers, students, and parents.

Program policies and procedures will be reviewed and updated, as needed, on an annual basis. Additionally, Expanded Learning staff will receive professional development on new or updated procedures.

### **Periodic Review of the Program Plan**

The Program Plan is formally reviewed on an annual basis to ensure the plan continues to meet the needs of the program participants, academically, socially and physically. As

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assessment data is reviewed for the Expanded Learning program, the Administrator of Expanded Learning and the TOSA for Student and Family Engagement will review other district data available, as well as local health related data, etc. to determine if additional services are needed. They will all assess if activities need to be modified to meet the needs, if curriculum needs to be adjusted, etc. While this process formally occurs on an annual basis, there continues to be on-going formative assessment of the program to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates.

### **Fiscal and Attendance accounting and reporting**

In line with district Focus Area **4.0 Efficient Utilization of Fiscal Capital**, the Administrator of Innovative and Expanded Learning Opportunities is responsible for creating and revising all program budgets, reviewing, and approving all program expenditures (with additional approval requested by the Executive Director of Accountability, Equity and School Support to ensure compliance with grant spending allowances and guidelines. Monthly reports are submitted by each CARES/ASES provider detailing expenses. These are reviewed by OUSD before grant funds are disbursed. OUSD has assigned a budget technician to oversee the Expanded Learning department budgets. The budget technician ensures that all fiscal accounting is responsible and sound as well as ensures quarterly reports are submitted accurately and timely.

The Administrator maintains grant budget expense tracking records to ensure that spending is within the guidelines and within the budget amounts per object code. Additionally, the Administrator submits all attendance reports accurately and timely. The Administrator will work collaboratively with the Accounting Technician to ensure all reports are completed and ensure the district complies in all areas of spending once a system has been established by the California Department of Education. Due dates of all reports will be calendared at the beginning of each year to provide ample time for report preparation and submission.

Attendance report information is maintained through a monthly report created and maintained by the Expanded Learning office staff member responsible for attendance gathering from sites daily, auditing for accuracy. OUSD also requires that attendance be inputted into the Aeries System. These reports are reconciled monthly by the Attendance Information Specialist who will contact the Expanded Learning Program provider if any discrepancies are noted. The TOSA verifies that enrollment forms are signed by parent/guardian and kept on file per the requirement of LEAs to offer the ELO Program to all transitional kindergarten through 6th (TK/K-6) classroom based unduplicated pupils and to provide program access to at least 50% of enrolled TK/K-6 classroom-based unduplicated pupils.

### **Enrollment Tracking: Offer and Access**

Orange Unified will satisfy the offer requirement by conducting outreach to their pupils and families using culturally and linguistically effective/appropriate communication channels.

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Examples include, but are not limited to: website, email communication, handouts, announcements, etc.

Being that OUSD has a UPP lower than 80%, it will offer the ELO Program to all TK/K-6 classroom based unduplicated pupils and provide program access to 50% of enrolled TK/K-6 classroom-based unduplicated pupils.

- OUSD will demonstrate the provided access requirement was met by showing the appropriate number of classroom-based students were enrolled in the program.
- OUSD Expanded Learning Program assures this by providing every parent with an enrollment form to be filled out and signed.
- Expanded Learning Programs will collect each signed enrollment form and keep these on file.
- Alternatively, OUSD can also provide other appropriate evidence to show the provided access requirement was met by saving evidence of families having opted out, demonstrating staff, and building capacity.
- The above requirements are for program offering and pupil access. The actual attendance of a student is based on the individual needs of the student and their family.

## **Daily Attendance Tracking**

- The site staff picks up prepared Expanded Learning Program attendance sheets from the school front office and takes attendance every day at the start of the program in their own management system software.
- At the end of each day, the site leader inputs attendance into the district Aeries system. Attendance is positive; all students are present EXCEPT those marked absent
- Staff leader is notified by the office if there is a new student.
- District Attendance monitors all inputs and reconciles numbers. Corrections are due immediately.

## **Early Release**

- Every student who attends the Expanded Learning Program is signed-out by their parent/guardian per the ASES/CARES Sign-Out Policy.
- Parents/guardians are required to enter the school campus at the designated Location and physically sign out their child from the program.
- In some cases, middle school students are allowed to sign themselves out of the program. This is indicated in their registration form by the parent.

## **Late Release**

- Expanded Learning Program staff will call the parent/guardian if a student is not picked-up by the conclusion of the 9-hour program.
- If the parent/guardian cannot be reached, ELO-P staff utilize alternate phone numbers.
- ELO Program staff will remain with the student on campus waiting for the

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parent/guardian. As a last resort, ELO-P staff will contact the local police agency to assist. The parent is counseled regarding pick up times. If the student is picked up late three times, he/she may be removed from the program.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> 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.*

In the Orange Unified School District, a universal Expanded Learning program has been developed by leveraging existing ASES sites and CARES sites through integration of design. In both structures, the Expanded Learning will not be considered a separate program but a continuation and expansion of current before school and after school offerings. Scheduling and rotations will also be uniform at the site level, maintaining the same program name with no discrimination between one funded activity over another. The current policies and procedures of both ASES and OUSD CARES will be reviewed and updated to ensure requirements and policies of all grants and funding are satisfied to ensure accessibility and flexibility to students and families (e.g. attendance requirements, early release policy).

It is the intent of the Orange Unified School District to use Expanded Learning Program funding to enhance and expand current program offerings in the ASES and OUSD Cares programs. To ensure seamless program operations, the current site staff structure will be leveraged to support the expansion of programs in collaboration with the school site administrator. A site leader will continue to be assigned to each campus and support all programs/services including overseeing day to day program operations of their assigned program site, supporting Community Providers, communicating with parents, etc. They in turn will be supported by a ASES/CARES supervisory team member that will serve in a management capacity and oversee all operations of the Expanded Learning programs under their watch. They will ensure staff to student ratios are followed, provide coaching and support, collaborate with the school administration, and coordinate with the district office.

Funding streams will be separately managed internally within the program, but the external services will be uniform to all students. In the case of the ASES grant, the Expanded Learning funding will be used to implement before school programming for the



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first time at these sites and provide additional space for students on waiting lists for the after-school section. For the OUSD CARES program, Unduplicated Pupil Population students will be able to attend programming for free that was only available at a fee prior to this collaboration. In both cases more students will be supported during the academic school year and the thirty non-school days.

Guidelines being considered when leaning on existing ASES program expectations will yield to the more stringent requirements with the exception that actual attendance in the Expanded Learning Program will be based on the individual needs of the student and their family.

## **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?*

Current before and after school programs have served transitional kindergarten and kindergarten students at a 20:1 ratio. Staff will be trained in supporting TK/K students in developing skills needed to be successful in school from within the Accountability, Equity and School Support dept and its TK Teacher on Special Assignment. Expanded learning staff will coordinate with Kinder and TK Teachers and Paraeducators in meetings and attend training sessions that are applicable to early childhood education beyond those offered by the Accountability, Equity and School Support Dept. Additional staff development is available through our curriculum instruction department in classroom management, PBIS, and early literacy curriculum.

To maintain the lower pupil-to-staff ratio, Expanded Learning Program will work with our ASES and CARES partners to provide additional staffing to maintain the ratio numbers. 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.*

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In OUSD Expanded Learning, the program has crafted a nine-hour day by creating a comprehensive program using Expanded Learning and ASES funding. Below you will find an expanding learning schedule that takes place during an instructional day. Before and after school activities are incorporated into the schedule. During the non-instructional days there are two samples shared. One sample is focused on a program solely run by expanded learning staff while the other is run simultaneously with certificated teachers and staff to incorporate an academic and expanded learning component where staff is available.

Daily School (Instructional Day) SAMPLE	
TIME	Description
7:00 AM-8:15 AM	Before School Care <ul style="list-style-type: none"> <li>● Breakfast served</li> <li>● Homework help</li> <li>● Enrichment</li> </ul>
8:15 AM-2:30 PM	Regular School Hours
2:00 PM-2:15 PM	Check in, Eat Snack, transition to Expanded Learning rooms or spaces,
2:15 PM-4:00 PM	Expanded Learning Program Start Time: Tutoring, Intervention, Crafts/Projects/Clubs and Enrichment blocks.
3:50 PM-4:00 PM	Expanded Learning Program Dismissal: students released home or transition to ASES/CARES programs
4:30 PM-6:00 PM	ASES and CARES Dismissal:

Summer/Intersession Day Non-Instructional Day SAMPLE	
TIME	Description
7:30 AM-8:00 AM	Check in/Breakfast
8:00 AM-8:30 AM	Physical Activity
8:30 AM-9:30 AM	Group Activity: Team building Collaborative Game
9:30 AM-11:30 AM	STEAM and Project Based activity
11:30 AM-12:15 PM	Cleanup Lunch Time
12:15 PM-1:30 PM	Organized Physical Activity/CATCH
1:30 PM-3:00 PM	Hands on Enrichment: Crafts, DIY, Art
3:00 PM-3:15 PM	Afternoon Snack

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Summer/Intersession Day NON-Instructional Day SAMPLE with Certificated Teacher support	
TIME	Description
7:30 AM-8:00 AM	Check in/Breakfast
8:00 AM-8:30 AM	Physical Activity
8:30 AM-9:30 AM	Targeted Reading and Writing Support
9:30 AM-9:45 AM	Recess
9:45 AM-11:00 AM	Mathematics targeted support and interventions
11:00 AM-12:30 PM	Science, Social, Studies, and Physical education
12:30 PM-1:15 PM	Lunch
1:15-2:00 PM	Organized Physical Activity/CATCH
2:00 PM-2:20 PM	Check in, Eat Snack, transition to homework rooms
2:20 PM-3:05 PM	Homework Assistance, Tutoring, Intervention
3:05 PM-3:20 PM	Afternoon Snack
3:20 PM-4:20 PM	CATCH or other outdoor recreation activities or sports
4:20 PM-4:30 PM	Clean Up and Dismissal

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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 school sites, 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 Non schooldays, 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 school sites 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 program 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.