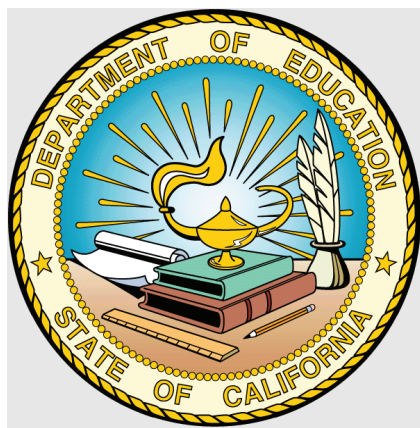


Expanded Learning Opportunities  
Program Plan Guide

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

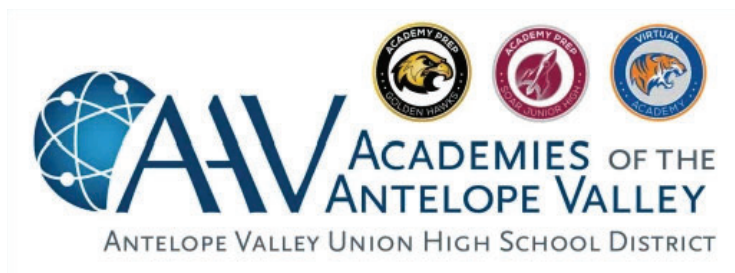
Prepared by:  
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This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.



# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Academies of the Antelope Valley  
Contact Name: Dr. Jennifer Slater-Sanchez  
Contact Email: jslater-sanchez@avhsd.org  
Contact Phone: 661-948-7655, ext 2501

**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. Knight Prep Academy
2. \_\_\_\_\_
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

# Expanded Learning Opportunities Program Plan Guide

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>.

# Expanded Learning Opportunities Program Plan Guide

## 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.

KPrep 6th grade students will participate in their normal classroom(s) immediately after school. Teachers with whom the students already feel safe will support them with project-based lessons that will encourage creativity, teamwork, and culturally-relevant self-expression. Student feedback will be used to monitor the effectiveness of the program, as well as to modify it as necessary.

## 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.

KPrep 6th grade students will receive additional lessons on specific aspects of Math or Language Arts, as determined by classroom data collection. These lessons will reinforce and complement the work being done in class during the day; alternatively, if data suggests that targeted students are missing specific skills not directly addressed in class, lessons will be developed to address these skills. An emphasis will be placed on creative, project-based learning. The students will receive either one-on-one or small group support from their teachers.

# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

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

KPrep 6th grade students will receive additional lessons on specific aspects of Math or Language Arts in a project-based environment that supports these identified concepts. The students will be surveyed for their personal interests--ranging from recreational interests to future job interests--so that the lessons may be geared towards the students' personal wants and needs. The lessons will emphasize fun, creativity, and cultural self-expression.

## 4—Youth Voice and Leadership

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

KPrep 6th grade students will be provided lessons that enhance their communication skills in the interpersonal domains, as well as the public speaking domains. By soliciting the input of the students, the teachers will be able to gear their lessons to student interests, such as to incorporate causes for which the KPrep 6th grade students may wish to advocate.

# Expanded Learning Opportunities Program Plan Guide

## 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.

As part of their project-based learning, KPrep 6th grade students will learn how to live a healthy lifestyle that emphasizes nutrition, physical activity, and a healthy mental well being that celebrates their cultural diversity. The students will be provided time between the end of the school day and the start of the program to eat a healthy snack of their own; funding will also be used to purchase snacks that meet the current health standards used by educational food services.

## 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 program will be administered by KPrep 6th grade students' current teachers who already have an understanding of each student's specific needs, including IEP and 504 requirements, etc. The program's lesson plans will be developed by teachers who have been trained in diversity, access, and equity. As part of their project-based approach, the teachers will emphasize diversity and equity in a culturally supportive environment.

# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

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

The program will be administered by the KPrep 6th grade students' current teachers who have already met the criteria requirements to teach in California. The program will also be overseen by the school's administrator, who has also meets district and state professional guidelines.

## 8—Clear Vision, Mission, and Purpose

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

**Purpose:** The KPrep ELOP plan was designed for the purpose of bridging the knowledge gap between the under-served students of our school versus the greater community.

**Mission:** The KPrep ELOP plan will address learning gaps by using classroom data to identify student needs and developing lessons that specifically address those areas.

**Vision:** The KPrep ELOP plan intends to raise KPrep's 6th grade standardized testing scores above and beyond those of the nation as a whole.

# Expanded Learning Opportunities Program Plan Guide

## 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.

KPrep will work with mentors who are employed by local aerospace firms such as Lockheed Martin and Northrop Grumman to inspire and teach KPrep 6th grade students.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

**Identify:** The KPrep ELOP will use classroom data (including attendance, achievement, and perception data) to identify areas of student learning need.

**Plan:** KPrep 6th grade teachers will collaborate to develop the best lesson plans to address the identified areas of need.

**Execute:** The KPrep ELOP will administer lesson plans to KPrep 6th grade students who are identified as needing additional support; at the end of the lesson, assessments will be administered to determine the effectiveness of the lesson plan.

**Review:** Post-lesson assessment results will be reviewed, and reteaching of the individual lesson concepts and/or modifications to the overall program will be implemented.



# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

KPrep 6th grade teachers will be responsible for developing data assessment and collection strategies, as well as lesson planning and execution. The Vice Principal will meet and review data with the 6th grade teachers on a monthly basis with the goal of determining the success of the program and making modifications, as necessary.

## 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, 21<sup>st</sup> 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.

KPrep is the only school in the Academies of the Antelope Valley with 6th grade classes; therefore, it will serve as the sole program for the LEA.

# Expanded Learning Opportunities Program Plan Guide

## 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?

N/A

## 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.

Pd. 1	8:00	8:49	49
Passing	8:49	8:52	3
Pd. 2	8:52	9:38	46
Break	9:38	9:48	10
Passing	9:48	9:51	3
Pd. 3	9:51	10:37	46
Passing	10:37	10:40	3
Pd. 4	10:40	11:26	46
Lunch	11:26	11:56	30
Passing	11:56	11:59	3
Pd. 5	11:59	12:45	46
Passing	12:45	12:48	3
Pd. 6	12:48	1:34	46

# Expanded Learning Opportunities Program Plan Guide

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.

# Expanded Learning Opportunities Program Plan Guide

## **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

## Expanded Learning Opportunities Program Plan Guide

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.