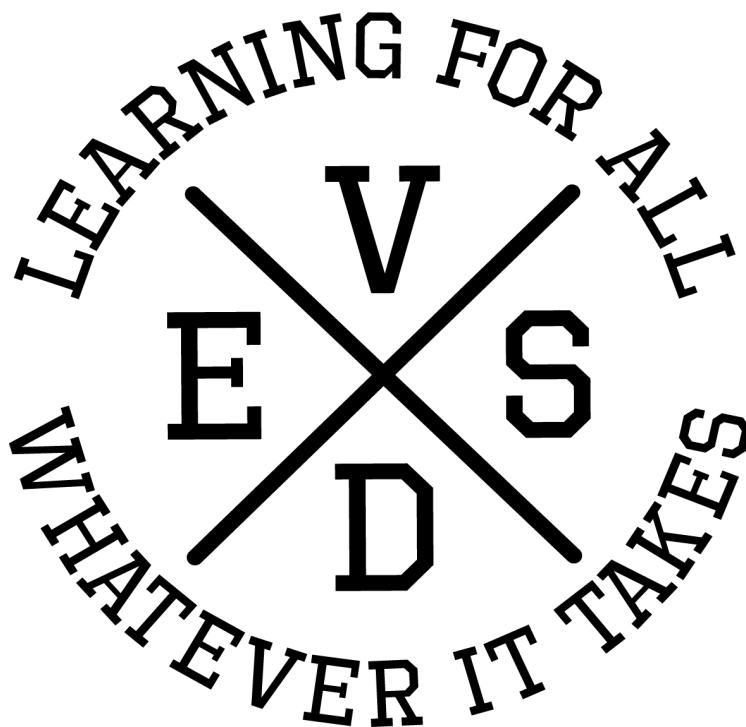


Victor Elementary School District

Expanded Learning Opportunities

Program Plan

2023-24



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ELOP Plan- 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.

Below is a breakdown of the current measures in place to ensure a safe and supportive environment for our students participating in the Expanded Learning Opportunities Program in VESD:

- Expanded learning in VESD will be held on our school campuses
- School sites have procedures in place to safely transition students from their regular school day to after school program
- Sites have measures of security in place, including a check in system for student release
- Sites pass an annual safety inspection which includes general cleanliness, facilities in good working order, hazards, safe egress and ingress, and earthquake safety (secure large items to walls)
- Staff is provided with safety training which may include monthly safety meetings, active shooter training, mandated reporting
- Contact information, including directories, have been shared to and from each provider to ensure high levels of communication
- Champions transports up to 9 students to an alternative school site at this time. They utilize their own bus.

ELOP Plan- 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 chart below projects samples offered throughout the school year at various school sites and how they support learning in academic areas. Delivery of content utilizes instructional teaching strategies supported by the Educational Services Academic Plan, including but not limited to Thinking Maps, and Kagan Cooperative Learning. Please contact your child's school to determine what content is being offered each trimester.

	ELO Courses Offered		Academic Areas of Support
The Arts	<ul style="list-style-type: none"> ● Jewelry Making ● Painting ● Readers' Theater ● Paper Mache ● Puppetry ● Origami ● Crocheting 	<ul style="list-style-type: none"> ● Video Production ● Tap Dance ● Guitar ● Choir ● Photography ● Recorders ● Cultural Dance 	Visual and Performing Arts
Physical Fitness	<ul style="list-style-type: none"> ● Baton Twirling ● Basketball ● Volleyball ● Softball ● Junior Olympics 	<ul style="list-style-type: none"> ● Zumba ● Running ● Yoga ● Soccer 	Physical Education
Life Skills	<ul style="list-style-type: none"> ● Spanish ● Cooking 	<ul style="list-style-type: none"> ● Gardening 	World Languages Health
Leadership and Strategy	<ul style="list-style-type: none"> ● Debate ● Chess ● Girls' Empowerment 	<ul style="list-style-type: none"> ● Business Ownership ● Journalism ● Leadership 	History/Social Sciences
STEM	<ul style="list-style-type: none"> ● Rocketry ● Robotics ● Beginning Drones ● Graphic Design 	<ul style="list-style-type: none"> ● E-Sports ● Lego Engineering ● Coding 	Science and Engineering

VESD ELOP Plan- Skill Building

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

The chart below illustrates samples offered throughout the school year at various school sites, along with the examples of skills embedded students will have opportunities to learn and reinforce. Please contact your child's school to determine what content is being offered each trimester.

	ELO Courses Offered		Skills Embedded
The Arts	<ul style="list-style-type: none"> ● Jewelry Making ● Painting ● Readers' Theater ● Paper Mache ● Puppetry ● Origami ● Crocheting 	<ul style="list-style-type: none"> ● Video Production ● Tap Dance ● Guitar ● Choir ● Photography ● Recorders ● Cultural Dance 	<ul style="list-style-type: none"> ● Fine motor ● Confidence ● Creativity
Physical Fitness	<ul style="list-style-type: none"> ● Baton Twirling ● Basketball ● Volleyball ● Softball ● Junior Olympics 	<ul style="list-style-type: none"> ● Zumba ● Running ● Yoga ● Soccer 	<ul style="list-style-type: none"> ● Self-Regulation ● Gross motor ● Character and Team ● Rules for competition and gaming
Life Skills	<ul style="list-style-type: none"> ● Spanish ● Cooking 	<ul style="list-style-type: none"> ● Gardening 	<ul style="list-style-type: none"> ● Social Skills ● Basics of nutrition and food handling ● Healthy Living ● Safety
Leadership and Strategy	<ul style="list-style-type: none"> ● Debate ● Chess ● Girls' Empowerment 	<ul style="list-style-type: none"> ● Business Ownership ● Journalism ● Leadership 	<ul style="list-style-type: none"> ● Perseverance ● Problem-Solving ● Strategic thinking ● Self-Awareness
STEM	<ul style="list-style-type: none"> ● Rocketry ● Robotics ● Beginning Drones ● Graphic Design 	<ul style="list-style-type: none"> ● E-Sports ● Lego Engineering ● Coding 	<ul style="list-style-type: none"> ● Fine Motor ● Problem-Solving ● 21st Century Skills

ELOP Plan- Youth Voice and Leadership

Describe how the program will provide opportunities for students to be engaged in youth voice and leadership

For VESD site-based ELO-P offerings, input opportunities include, but are not limited to:

- Trimesterly student focus groups
- Surveys
- Site committees.

For Think Together, input opportunities include:

- Surveys
- Program Huddles

For Champions, input opportunities include:

- Surveys

ELOP Plan- Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors.

Many school-aged children do not have the opportunity to eat breakfast regularly because of working parents, long bus rides, or the inability of families to provide enough food. These children are hungry when they reach school. They will continue to be hungry until lunchtime, or they may eat less nutritious food to stave off hunger pangs. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems, and their learning ability is enhanced. Students participating in the morning ELOP program will have access to a quality breakfast meal each day served through our school breakfast program. Our breakfast program follows all state and federal meal pattern requirements and dietary specifications established by U.S. Department of Agriculture (USDA). The VESD breakfast and lunch program is designed uniquely to improve nutrition and establish healthy eating habits in school and after-school settings.

Describe how students will be served nutritious meals and/or snacks during the ELOP hours of programming.

All students participating in the morning ELOP program will have access to the same breakfast options that our department offers to all VESD students across our 18 schools:

- (1) Breakfast entrée that is at least 80% whole grain rich
- ½ cup of fruit (fresh produce, dried fruit, or liquid juice)
- Two choices of milk (fat-free or low-fat)

All students participating in the after school ELOP program will have access to a snack which contains full servings of any two of the following four food components:

- Fluid milk;
- Meat or meat alternate;
- Fruit, vegetable, or 100% juice; and
- Grain or bread product.

The snacks provided generally consist of fruit juice and a whole grain product. The grain component rotates each month for variety. Below is a sample snack menu:

- Mondays - Tiger Bites Crackers and Fruit Juice
- Tuesdays - Cheddar Goldfish Crackers and Fruit Juice
- Wednesdays - Honey Bear Graham Crackers and Fruit Juice
- Thursdays - Trix Cereal Bar and Fruit Juice
- Fridays - Whole Grain Sugar Cookie and Fruit Juice

ELOP Plan- 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 opportunities for students with disabilities.

VESD Site-Based ELO-P

VESD site-based expanded learning opportunities encourage students to work together and positively with others. Our schools include collaborative opportunities including academic centers, STEAM team projects, team sports, and other team-based atmospheres to foster tolerance, support, and inclusion for all. Data collected from teachers and administrators to drive the programs leads to planning for equitable environments and materials distribution. All students in VESD are offered access and encouraged to participate regardless of student group or disability status.

THINK Together ELO District Plan

District and Think Together value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. District and Think Together do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

As our after school program partners, Think Together's core organizational values includes a value for **treating others with dignity & respect** and **embracing diversity**. The program design's focuses on equity, connection, and well-being are in alignment of CDE's expectation for Diversity, Access, and Equity as well as EC section 220. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their cultural. unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects, and exploration. The District thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs. Multiple factors are considered in this assessment including but not limited to; ELL, incomes, parent graduation rates.

Champions ELO District Plan

Children of all ages are able to learn how to practice empathy, compassion, and understanding. And everything they do—from reading books and making art to even having lunch—can be experienced through an inclusive lens.

The lessons they learn now will build on new ones as the child grows, helping them develop a foundation for empathy, compassion, and understanding.

- **Create diverse experiences.** Read books that show different cultures, identities, and characters than those in your own home, listen (and dance) to new music genres, enjoy a wide variety of flavors when you eat, and look at art created by artists all over the world. As you build these experiences, they create new thought patterns that help your child see differences as attributes.
- **Acknowledge similarities and differences.** Bring your child's attention to things they can see that are different and the same about themselves and yourself! Pointing to and naming parts of your body that are the same (i.e., "We both have eyes") or describing the qualities that are different (i.e., "You have green eyes and I have brown eyes") can help your child learn to appreciate and accept the ways we are alike yet also unique.
- **Name feelings in themselves and others.** When your child has big feelings, give them a name (i.e., "I see that loud noise made you feel scared") and let them know it's okay to express their feelings. Then, you can help them recognize that feeling in others (i.e., "Your friend feels scared right now. Remember when you felt scared?"). These are building blocks for empathy and understanding, which can help interrupt the development of biases before they start.

ELOP Plan- Quality Staff

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

VESD students enrolled in Expanded Learning Programs at our sites will work with qualified staff which may include certificated and fully credentialed teachers, Instructional Assistants, and other support staff as needed. Below are the minimum qualifications for the district, and our two partner service providers THINK Together and Champions..

VESD Minimum Qualifications:- High School Diploma or equivalent

- To be in compliance with federal and state laws applicant must meet one of the below requirements:

(A) Complete a minimum of 48 college credits; OR

(B) Obtain an Associate's (or higher) degree; OR

(C) Successfully pass a District-developed test assessing your knowledge of, and ability to assist in instructing reading readiness, writing readiness and mathematics readiness.

THINK Together Staff- Program leaders must take and pass a pre employment test, which aligns to the qualifications in a typical school district instructional aide test.

Champions Staff- Program teachers are required to have completed a minimum of 12 units in the following: child development, early childhood education, education, psychology, sociology, recreation, and physical education. They are also required to have a minimum of 1 year experience working with children. Staffing ratios depend on grade level, but there is typically 6 teachers and 1 director per 100 students.

ELOP Plan- Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program in VESD align's to our district Vision and Mission statements:

Vision: *VESD provides a path to success for all students to define their own future as lifelong learners.*

Mission: *VESD is dedicated to each student developing foundational, educational skills through a comprehensive approach for all.*

With a focus on a comprehensive approach, our Expanded Learning Opportunities Program contains various options and approaches to fit the needs of our students. We offer flexible schedules and have partnerships with multiple entities to increase our menu of options.

Our program includes opportunities to strengthen student academics which align with foundational educational skills. The arts, sciences, and physical education lessons in our program allows students to explore a range of activities to suit their interests.

The Expanded Learning Opportunities Program aligns with VESD Board Goals and Objectives.

Goal 1: All students will develop foundational educational skills.

We know students have developed foundational skills when we see:

- All students will read at or above grade level by Third grade.
- All students will have an attendance rate of 95%.
- All students will respond positively at a rate of 95% on the SEL survey.

Goal 2: All staff will use a comprehensive approach to support foundational educational skills for all students.

We will know all staff is using a comprehensive approach when we see:

- An Ed Services Plan that includes all academic subject areas and SEL.
- All MTSS teams will have academic and SEL data to inform the use of tiered interventions.

Goal 3: VESD will support an educational team that includes students, staff and families.

We will know VESD is supporting the educational team that includes students, staff and families when we see:

- All parents are actively engaged with their child's school.
- All schools will ensure all families have access to needed resources.

In previous ELO-P offerings, the academic enrichment portion focused on literacy at 81% of our sites. Social and emotional learning has explicit structured time built into 82% of our programs. Data is utilized to formulate groups for targeted interventions. LCAP committees and students are providing input to actively engage them into the school community and increase interest to bolster attendance. Instructional strategies utilized in the program supported by the Educational Services Academic Plan include Thinking Maps, Guided Reading, and Kagan Cooperative Learning.

The intent of the Expanded Learning Opportunities program is to serve as another pillar to drive our district mission and vision forward. In conjunction with the regular school day, services and resources for our families, universal school meals, high quality professional development, focus on social-emotional well being, and preparing our students with universal pre-kindergarten, expanded learning across our school sites provides an additional support for our students' success.

ELOP Plan- 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.

THINK Together

Founded in 1997, THINK Together is a nationally recognized expanded learning program with focus areas on early learning, afterschool, student support services, and school improvement initiatives. VESD has collaborated with THINK Together for eight years as a partner with the ASES grant. THINK has traditionally operated at twelve schools in VESD. In August of 2022, VESD expanded THINK to all 16 public schools in the district. We began the before school program and Transitional Kindergarten to serve all families in the winter of 2023. Our teams meet quarterly to review and improve systems and provide updates on ever-evolving laws and policies.

Champions

Champions partners with principals, teachers, and parents to create more than 600 before- and after-school and year-round learning environments that spark wonder in children. A member of the KinderCare Education family of brands, Champions is backed by the resources and expertise of one of the world's largest education companies. Champions has partnered with VESD for 22 years, and is currently located at seven VESD school sites, providing expanded learning before and after school, maintaining a 90% fill rate. Champions has shown favorable results from surveys to VESD administration and continues to be a valued partner with VESD.

ELOP Plan- Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

VESD

Each school site ensures consistent progress monitoring through pre and post assessments each trimester for each site-based ELO-P offering. Sites will review data to improve systems at trimester increments.

Think Together

Below are examples of how the Think Together program ensures continuous data collection, analysis, and continuous improvement for their programming:

- Surveys to district, site, parents, students
- Monthly meetings with school administration

Champions:

Below are examples of how the Think Together program ensures continuous data collection, analysis, and continuous improvement for their programming:

- Monthly meetings with school administration

ELOP Plan- Program Management

Describe the plan for program management.

VESD ELO-P Site Plans

VESD Assistant Principals (APs) have the lead role in Expanded Learning at each school site. Prior to launching their program each trimester, APs must share their completed plans with an assistant superintendent for approval before submitting to the Educational Services department. The construct for site ELO-P plans have been derived from guidance from The California Department of Education Program Planning template and local needs. District departments which utilize and reference site ELO-P plans include:

- Custodial- outline which rooms will be in use to adequately map out custodial services needed
- Facilities- ensure all HVAC and other utilities are functioning after the regular school day
- Nutrition Services- To maintain adequate stock and delivery of snacks to meet all students' health needs
- Pupil Services and district RNs- identify students with medical needs for support
- Fiscal Services- to ensure supplies, payroll, and other expenditures are monitored and budgeted appropriately
- Educational Services- to ensure training and supplies are in place, as well as collaborating on data collection and visualization as needed

VESD also holds monthly operational meetings consisting of directors, supervisors, school administrators and Cabinet to review systems and procedures for safe and orderly environments. Directors and Supervisors also meet weekly.

Click [HERE](#) to view the VESD ELO Site Plan Planning Template

THINK Together ELO-P District Plan

VESD department representatives meet quarterly with THINK Together officials to review staffing, updates, and any other two way needs. Consistent communication between the Assistant Superintendent of Educational Services with two Directors of Programs and Operations and two Quality Assurance Coaches ensures minor details are exchanged on a frequent basis. Site walk-throughs are scheduled throughout the year with the assistant superintendent and THINK Together officials to view the program in action. School site administrators meet with their THINK Together Leads monthly to discuss ways to improve the program.

Champions ELO-P District Plan

Our system of communication with the school administration looks like at our Champions sites is the following:

Formally:

- Monthly Principal meetings with the Site Director
- Monthly Newsletters of the upcoming events at Champions

Informal:

- Touch base with the teachers discussing how Champions can help with a child's academics (like if homework is given)
- Daily check-ins with the office staff
- Touch base with the Principal if any questions arise that need immediate attention.

ELOP Plan- Connection to ASES

ASES, 21st Century CCLC Elementary/Middle School, and 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.

THINK Together has operated on 12 of our 16 public campuses for after school programming since 2014. This option will continue as part of our ELO-P plan. Additional funding from ELO-P will be used to provide access for all students, which will in turn cause for the expansion of our invitations to increase by one-thousand percent (1,200 students currently enrolled in ASES to 12,000 students overall). Below are the additional resources needed to be funded through ELO-P:

- Site-based planning for ELO-P (including payroll for staffing, training, and supplies)
- Expansion to 4 additional sites with THINK
- Expansion to 4 additional sites with snacks
- Subsidizing Champions for our families
- Expanding THINK with before school programs
- Expand THINK with TK personnel
- Expand Champions with TK personnel
- Operations to support this expansion

ELOP Plan- TK and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. 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?

VESD Site-Based TK/K ELO

Recruitment and Preparation of Staff

VESD has hired 64 general education instructional assistants to support 10:1 staffing ratios for Transitional Kindergarten. Preparation for our newly hired staff includes induction from the Educational Services Department, professional development opportunities in TK curriculum and Thinking Maps, and behavior management training. Each school site has an On Site Curriculum Coordinator (OSICC) to provide support to instructional staff if requested.

Maintaining the Lower Pupil-to-Staff Ratios

VESD has a fill rate of 100% of all employees. This is due to an aggressive and vigilant hiring and recruitment system. The personnel department monitors job classifications and promptly posts, tests, and interviews candidates to meet timelines for Board Agendas. Employees are processed in a timely manner to ensure compliance with adult to student ratios.

Developmentally Informed Curriculum

VESD has adopted the Frogstreet Transitional Kindergarten curriculum in all subject areas. This curriculum can be supplemented to support student social emotional and academic needs. In addition, VESD offers Twig Science for Transitional Kindergarten as another possible avenue for developmentally appropriate enrichment for the students.

Think Together TK/K ELO

In addition to the critical elements of the classroom environment, HighScope curriculum selection and use is supported by Think Together's Early Learning department. Wherein Learning objectives are detailed to include:

- Social Emotional Learning including self-awareness, social interactions, and relationships
- Language and Literacy including listening and speaking, alphabet recognition and Writing
- Mathematics including number sense, classifications and patterns, shapes, measure (compare), problem solving

HighScope's work over the past 50 years has been devoted to early childhood education, professional development, and learning. Curriculum is uniquely designed to provide a rich academic foundation while promoting independence, decision making, cooperation, creativity, and problem solving in young children.

HighScope lessons are relevant to these early learning stages in support of developing routines and identifies eight content areas including approaches to learning, social and emotional learning, Mathematics, Science and Technology, language, literacy, and communication, social studies, creative arts, and physical and health development. It offers hands-on exploration and will provide guidance on how to establish daily schedules and well-organized environments.

Champions TK/K ELO

At Champions, our teachers use the Early Foundations Curriculum developed by KinderCare. Early Foundations focuses on the development of the whole child by including activities for language and literacy, math and science, and creative arts, as well as social and emotional, and physical development. Children in the program are taught the essential skills needed for school readiness through comprehensive literacy and mathematics strands. The program also supports the children's social development and executive-function skills, both of which are necessary for children to function independently and become capable, confident learners in the classroom. Our program provides a rich environment where children are encouraged to explore and challenged to learn, all while making friends and developing self-confidence.

Program features include:

- Portfolio collections that capture each child's work and unique creative expression.
- Standards that align to six development domains: Cognitive, Creative Expression, Executive Function, Language & Literacy, Physical & Wellness, and Social & Emotional
- Thematic units that encourage curiosity and self-direction and confidence.
- Project-related learning activities
- Hands-on experiences to heighten cognition and problem-solving skills.
- Daily small-group instruction that promotes skill development.
- Regular communication with teachers and families to keep each family informed about their child's day

ELOP Plan- Sample Program Schedules

Sample Program Schedules

- Think Together Breakdown
- Champions Breakdown
- VESD ELO Breakdown

Sample Offering derived from possible combination of programs at VESD schools. Each site has developed their schedule from contributing factors including but not limited to start time, district personnel, and current agreements in place

Time	VESD	Champions	Think Together	Intercessions
7:00-8:10 AM		ELO-Student Led Experience	ELO- Breakfast program with enrichment activities	8:00-8:35 Welcome, announcements, Teambuilder, SEL 8:35-8:50- Transition 8:50-9:30- Breakfast and mini games 9:30-9:45- Transition 9:45-10:35- Rotation 1 10:35-10:50- Transition 10:50-11:30- Physical Activity 11:30-12:10- Lunch 12:10-12:25- Transition 12:25-1:15- Rotation 2 1:15-2:05- Rotation 3 2:05-2:20- Transition 2:20-3:00- Team Builder, raffles 3:00-3:15- Transition 3:15-3:40- Snack 3:40-5:00- Raffles, closing
		ELO-Fitness and Games		
		ELO- Snack		
8:10-8:40 AM	Breakfast Program			
8:40 AM-2:55 PM	Regular School Day			
2:55-5:55 PM	ELO-Guided Reading and Robotics	ELO- Welcome Activities	ELO - Snack	
		ELO- Rotating Curriculum	ELO - Learning Supports	
		ELO- End of Day Meeting	ELO - Clubs, Camps, Connections	
		ELO- Fitness	ELO - Physical Activity	
		ELO- Clubs		

