

# DINUBA UNIFIED SCHOOL DISTRICT

## EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

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<https://www.dinuba.k12.ca.us/>

**Expanded Learning Opportunities  
Program Plan Guide**

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

**Local Educational Agency (LEA) Name:** Dinuba Unified School District

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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Grand View Elementary
2. Wilson Elementary
3. Jefferson Elementary
4. Kennedy Elementary
5. Roosevelt Elementary
6. Lincoln Elementary
7. Washington Intermediate
8. Dinuba High School

**Purpose**

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

**Definitions**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

## 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 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.**

Our highest priority is providing a safe, nurturing environment in which Dinuba Unified School students can experiment with learning, develop their potential, and grow in the District's **Extended Learning Opportunity Program (ELO-P)**. Dinuba Unified has cultivated partnerships with several community partners; the Tulare County Choices After-School Program, the City of Dinuba After-School Program, ELEVO Program, VDA Inc. and others to support our ELO-Program. All partners aim to provide safe environments in expanded learning in all 6 elementary sites, one Jr. High school and one comprehensive high school while serving approximately 900 TK-12th students before/after-school and summer school programming.

A safe and supportive ELO-P begins with a well-trained staff in both safety protocols and best practices in student development. Schools have made a copy of their safety plans to ELO-P supervisors to review and implement (e.g., set procedures, escape routes, important telephone numbers, etc.). Schools will facilitate practice emergency drills after-school that are aligned to emergency procedures utilized by the school district. In addition, on-going training will be provided to ELO-P administration staffing: 1) First Aide, 2) CPR, 3) Child Abuse Reporting, and 4) Sexual Harassment.

Expectations for student conduct will be aligned to those established by the school campus on which the ELO-P operates. The Positivity Project, Classroom Management Techniques, Positive Behavior Intervention, and Supports (PBIS) will be used as standardized systems of support at all ELO-P sites.

The development of social and emotional skills is an essential component of the ELO-P and is enriched by the supportive nature of the program and the variety of activities provided. The ELO-P staff are guided to build trusting relationships with students and to encourage participation for inclusive activities that require problem-solving and effective communication. Certain lessons provided on a regular basis are geared toward developing social-emotional and communication skills. All elementary school sites have full time counselors working with students throughout the school day. Counselors are trained in restorative practices, trauma informed practices and social emotional learning.

Parents and caregivers play a significant role in supporting their ELO-P. Therefore, it is critical for ELO-P Supervisors/Leaders/Tutors to reach out and involve the families of their students. Parents should feel comfortable working with Dinuba's ELO-P to actively support their children's learning and development. All parents and caregivers are provided an onboarding experience where they can meet staff and ask specific questions to convey concerns and ways in which they can become involved.

## Expanded Learning Opportunities Program Plan Guide

The District's ELO-P will work on expanding its support personnel to maintain a safe and supportive environment at each site. The district has hired a classified coordinator to oversee the ELO-Program functions and activities. This individual works effectively with all ELO-P partners, school principals, teachers, school staff, and parents for the purpose of maintaining good communication and keeping everyone informed and involved in the program.

The District's ELO-P will take place at 6 elementary sites and one Jr. High School while providing enrichment activities 3 hours beyond the normal school day. In addition, 30 days of intersession are scheduled in the following manner: 15-20 days of summer school (June), and 15 days of summer camp (July) sessions.

### **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.**

Working in conjunction with the Tulare County Choices Program, Dinuba Unified teaching staff, and the City of Dinuba After-School Program, the District's **Expanded Learning Opportunity Program (ELO-P)** is dedicated to the active implementation of researched-based program designs, instructional strategies, and best practices for multiple dynamics of our population (i.e. those performing below grade level, special needs, English Learners, poverty and other socio-economic impacts, and learning styles).

Enrichment programs will incorporate Social Emotional Learning and Physical Activities and hands-on educational experiences. The enrichment activities will include research-based instructional activities, which incorporate: 1) Connecting learning to prior learning and current knowledge, 2) Reinforcing effort, 3) Providing recognition, 4) Use of modeling and creation of models, 5) Use of open-ended questions, 6) Scaffolding of information, 7) Experiential learning, and 8) Engaging hands-on activities. Student engagement and activity outcomes will be monitored by ELO-P Site Coordinator and Site Program Leaders to gauge the level of success and make adjustments, if needed.

The ELO-P will provide an array of physical activities, games, sports, STEAM activities, and student-centered activities designed to engage and foster student interest, and curiosity. Student field trips are also essential in the ELO-P. They offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Such field trips may include: 1) Monterey Bay Aquarium, 2) Railroad Museum, 3) Kingsburg Historical Museum, and 4) Tech Museum. Finally, the ELO-P staff is supported by coaching and professional development provided by the ELO District Coordinator, Choices Director, and City After-School Program Director.

Literacy will be emphasized at all sites to promote a love of reading in all students. Literacy skills are integrated through speaking, listening, reading, and writing. Students are introduced to these skills through a variety of activities such as silent sustained reading, journaling, writing to pen pals, performing and writing plays, topic presentations, read-a-longs, and vocabulary readiness. In addition, the ELO-P will emphasize Achieve 3000 and Accelerated Reader to assist

## Expanded Learning Opportunities Program Plan Guide

students in building their literacy skills. Students in the ELO-P will have access to their chromebooks which will allow them to access application software from the regular day. Applications include: Nearpod, Brainpop, Achieve 3000, and Learning A-Z. Finally, each ELO-P site will plan on coordinating days and times for students to access the tools, services, and resources of their site's library. Each site's library will provide a space for personalized learner success; learners are encouraged to explore the integration of technology into the curriculum.

Special programs developed in collaboration with community partners will be offered at multiple sites that include on-stage theater production, robotics, girls on the run, chess clubs, book clubs, and gardening clubs. Activities are designed to be engaging, informative, and to foster a love of lifelong learning and exploration. Real-world enrichment opportunities provide students with a rich learning experience. College and Career presentations, visits from community members such as the Fire or Police Departments will occur regularly. These opportunities make learning come alive and add relevance to the experience of the ELO-Program.

### **3—Skill Building**

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

All sites in our ELO-P will provide opportunities for homework support and completion daily. Students work individually or in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the ELO-P Leads and Tutors. Creating time for homework in a classroom setting and/or similar learning environment offers students the time to focus on assignments without distractions they might otherwise face at home. In addition, this timeframe is to set an atmosphere for learning by teaching students about personal responsibility, self-discipline, prioritizing tasks, and keeping organized. In addition to homework, students have access to independent academic enrichment opportunities appropriate for their grade level, such as:

- Girls on the Run
- Intramural Sports
- Robotics
- On-Stage Theatre Productions
- Book Clubs
- Science, Technology, Engineering, Arts, and Math activities.

The academic literacy and enrichment components in the District's ELO-Programs are viewed as an expansion rather than an extension of the core day. Students have several opportunities to participate in athletics and physical fitness activities, which will promote healthy lifestyles and support gross motor skill development. STEAM activities will be a fundamental piece integrated into our ELO-P enrichment program. Course offerings are based upon needs of the students served at each site. The list of resources/curricula below responds to priorities that are expressed by the regular day program:

- Book Clubs
- Achieve 3000
- On Stage Theatre
- Kids Lit

## Expanded Learning Opportunities Program Plan Guide

- Kids Math
- Girls on the Run
- Accelerated Reader
- Academic tutorial support
- Science Camps

Intersession opportunities will be offered during June and July. These opportunities will focus on special events such as science camps and field trips to make up the opportunities for students to experience skill, team, and capacity building. In addition, each site will provide breakfast, lunch and supper meals for students.

### **4—Youth Voice and Leadership**

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

The students, staff, and families in the ELO-P will have opportunities to share their viewpoints, concerns, or interests in various ways in order to encourage and increase voice and confidence in the shaping of program success and expansion. Furthermore, enrichment activities will be inclusive of opportunities for students to engage in open discussions, topics oriented presentations, team presentations, team activities, etc., that support leadership and social skill development.

As part of the ELO-P, students and parents will receive a survey regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, field trips, and other issues in communication as a means to capture youth voice. Student surveys will allow for student input regarding program design and activities. Students will also have choices of clubs and enrichment opportunities based on their interests. The Choices Director, City After-School Program Director, and the District Coordinator for Expanded Learning will review the information in these surveys at the end of the year to prepare for training modules and to determine any adjustments or changes needed.

Finally, students at all grade levels are encouraged to participate in service learning opportunities in their community, and to make suggestions for areas of need they would like to address through a group effort.

## 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.**

The Dinuba Unified School District's Food and Nutrition Department will work closely with the ELO-P staff to guarantee healthy options and to provide breakfast, supper, and snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. In addition, sites will have access to the District's Wellness Plan and thus are able to plan activities that are in alignment with the plan. ELO-P staff members will be mindful of food allergies and ensure that all students with an allergy are provided a tasty alternative snack. The District's Food and Nutrition Department will prepare and deliver food to all ELO-P sites. Some examples of healthy snacks are:

- Animal Shaped Whole Graham Crackers
- Milk
- Whole Grain Cheez-its
- String Cheese
- Fruit Juice 100%

Through Elevo staff, sports' activities focus on safety and fun in a structured, inclusive environment in which all students are active participants. Activities include non-competitive Basketball, Cheer, Flag Football, and Soccer. ELO-P staff (Choices) are provided training in the development and implementation of a variety of physical activities as part of an annual Summer Training Institute and during regular professional development opportunities through Saturday Academies offered six times per year.

Healthy choices are also encouraged through physical activity, nutrition education, healthy meals, and outdoor education. Students in grades 1-6 will have options to participate in various organized and developmental sports activities. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Outdoor education programs will be available during intersession programs. Outdoor programs will increase student awareness of local natural environments and encourage healthy exploration of the natural world.

### 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.**

Dinuba Unified School District focuses on ensuring that all after-school programs create environments in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is done through the ELO-P by creating a culture of



## Expanded Learning Opportunities Program Plan Guide

belonging at each after-school site, recruiting targeted populations to enroll, and reducing barriers to enrollment.

The ELO-P will stand and believe in the District's vision statement, "Ending Generational Poverty Through Education". Meaning, the expectation is that all schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students academically and positive personal development. The ELO-P is designed to enroll, serve, and prioritize traditionally underserved students (minorities, low-income, foster youth, homeless and English Learners). In addition, the ELO-P will work with their respective sites to provide support to students with disabilities.

Students will explore a variety of learning experiences before and after-school. Creating inviting non-threatening environments for students is a high priority and will be delivered through the following:

- Team building activities to foster relationships between students, which increases trust. Increased trust will promote a sense of belonging, which increases students' sense of safety and confidence to explore and practice newly learned skills. Team building activities consist of both content and non-content related topics.
- ELO-P staff will present information to students with consideration to the spectrum of student learning modalities.
- Resources used for instruction will represent diversity that foster cultural awareness.
- Plans will be made on an individual basis for students with special needs to ensure safety and success in the program. This includes plans for a safe transition from the regular day to the after-school location and if necessary, activities and support will be based upon the child's need for services.

Finally, the ELO-P will have systems in place to respond to barriers to enrollment. The ELO-P will ensure all after-school spaces are equipped with the same technology and chromebooks that students have access to during the day. The After-School Coordinator and the ELO-P Coordinator will schedule one-on-one meetings with families that need transportation support and/or other support. In addition, the ELO-P staff will work closely with case managers and site 504 coordinators assuring appropriate accommodations are in place for students in the ELO-P.

## Expanded Learning Opportunities Program Plan Guide

### 7—Quality Staff

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

To ensure that ELO-P staff are able to support students' academic development, Choices' staff are required to meet the minimum qualifications of an Instructional Aide. Tulare County Office of Education works with the California Teaching Fellows Foundation to manage hiring, both permanent and substitute staff members. Minimum qualifications include: Completion of 48 semester units at an institution of higher education; or obtained an associate's, bachelor's or master's degree; or passed the Instructional Aide examination offered by the Tulare County Office of Education.

Professional Development (PD) is a central key to providing effective education after-school. The Professional Development strand of the ELO-P (Choices) is created in collaboration with the California Teaching Fellows Foundation to ensure workshops and training schedules meet the needs of staff. PD is aligned to the expectations of the Tulare County Office of Education and the California Department of Education and reflective of the Quality Standards for Expanded Learning Programs.

Along with on-going one-on-one coaching, Choices' staff receive a minimum of six PD opportunities throughout the year in the form of a Saturday Academy: three in the Fall semester and three in the Spring semester. Each academy is a 4-hour learning experience taught by practitioners from multiple educational and community-based agencies. Sessions may be conducted by school teachers, district administrators, California Teaching Fellows Foundation staff, and/or Tulare County Office of Education staff representing Educational Resource Services, school nurses, etc. Program training and workshops focus around, but are not limited to the following:

- Twelve Quality Standards for Expanded Learning Programs
- Summer Matters
- Continuous Quality Improvement (CQI)
- Staff roles and responsibilities
- Program policies and procedures
- Mandated Reporting
- Safety procedures
- CPR/ First Aid
- Substance Prevention
- School safety / emergency response / student health
- Relationship building and communications
- Classroom management / Positive Behavior Interventions and Supports
- Inclusion and effective strategies for working with English Learners
- Youth development principles and practices
- Program alignment: connecting the core day to after-school
- Academic support
- Reading, ELA, Math, and STEAM

## Expanded Learning Opportunities Program Plan Guide

- Project-based and service learning
- Workplace professionalism
- Social-Emotional Learning workshops

The ELO-P District Coordinator will work with the District's Human Resources Department for the recruitment and hiring for the following positions:

- **School Counselor:** Several hours a week at each school site. Provide Social Emotional Learning to students individually and in small groups.
- **Licensed Vocational Nurse:** Several hours a week at each school site. Provide health care services to students.

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

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

The following are goals to enhance and expand the ELO-P:

- Provide targeted academic interventions for students: special needs, English Learners, foster youths, homeless, and other socio-economically impacted students.
- Provide high quality STEAM experiences that align with Common Core State Standards, NGSS standards, and project-based, and inquisitive-based learning.
- Provide Social Emotional Learning (SEL) programs that focus on developing the academic, social, emotional, and physical needs.
- Engage students in healthy choices, wellness, and physical fitness activities.

To ensure site-specific needs are being met, a needs-based assessment during the final month of the program will be conducted. Tools to conduct research and evaluation may include all or some of the following:

- Surveys
- Interviews
- Usage of the Quality Self-Assessment Tool
- Twelve Quality Standards for Expanded Learning

Feedback will be solicited from site administrators, site resource teachers, school day teachers, ELO-P staff, Tulare County Office of Education staff, parents, students, and other community agencies that support the ELO-P's development.

With input from students, parents, teachers, staff, and administrators, the district will adjust goals to meet students' needs. The program's goals include:

1. Build collaboration with teachers, site principals, district leadership and parents to provide robust enrichment programs based on site and district goals and initiatives.
2. Provide students with structured physical fitness and healthy nutrition and safety practices that are aligned to the district Wellness Policy and to the California Physical Education Content Standards to promote healthy lifestyles and physical development.
3. All after school program staff will promote the social emotional development of all students and will develop relationships with students so that every student feels valued, safe, and respected.
4. Provide students and parents with opportunities to give feedback about the program,

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

participate in leadership roles, and develop ideas for programs.

### **9—Collaborative Partnerships**

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

The primary partners of the ELO-P are the Choices’ After-School Program, VDA Inc., Elevo and the City of Dinuba’s After-School Program. The Choices and City Programs’ provide direct staffing and coordination at each of our ELO-P sites and work closely with Dinuba Unified School District in the development and implementation of curriculum and enrichment activities.

The strongest partnerships are those established with site administrators and parents, and in addition to these, efforts are made to also integrate local partners from the community who have a mutual interest in promoting healthy student development. As community needs shift, partnerships are also likely to shift. The list below names parties that will support the program through in-kind services, community events, and opportunities for students to become involved in the community, school or that will provide resources to parents.

- CHOICES Prevention Intervention Education
- The City of Dinuba Parks and Recreation
- District’s Counseling Program
- District’s Health and Human Services
- District Food and Nutritional Services
- Tulare County Health and Human Services Agency
- Tulare County Office of Education
- Tulare County Office of Education School Health Programs
- Tulare County Office of Education CHARACTER COUNTS!
- School Sites’ Booster Clubs
- Tulare County Employment Connection / Employment Development Department
- College of the Sequoias
- Food Link of Tulare County
- Dinuba Sunrise Rotary
- Dinuba Lions Club
- Tulare County Step Up Youth Challenge
- Dinuba Police Department

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

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

The Coordinator of Expanded Learning Opportunities for Dinuba Unified School District will monitor the incorporation of best practices and strategies at monthly and year-end staff meetings. The ELO-P Coordinator will meet monthly with the principal, after-school program coordinator/specialist, Choices Lead, and City Facilitator at each of the elementary school sites to

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

debrief and discuss aligning the program to the school day and any issues that arise in the ELO-P. ELO-P staff will participate in continuous monitoring of the program effectiveness in supporting the school day through regular staff meetings, surveys, and collaboration with the school administration.

The ELO-P will use data to assess their programs and develop improvement plans: implement, assess progress, and reflect. These plans will include ongoing professional development for staff. A goal for the ELO-P is to provide high-quality experiences for students and staff, now and in the future. Each school site implementation plan will be different based on data indicating their needs and community priorities. Dinuba Unified will collect the following quantitative data for baseline program review: program attendance, regular school day attendance, ELL status, and CAASPP performance levels for language arts, math, and science. Dinuba Unified will assist in generating reports from our Achieve 3000 and Accelerated Reader database. In addition, qualitative data will be collected through surveys of the instructional day teachers, after-school program leaders, students, and parents to determine perceptions of the program's impact on student learning.

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The continuous quality improvement process will incorporate feedback from staff, parents, students, and partners. Such feedback will inform program goals within the framework of the District's Mission and Vision and the Quality Standards for Expanded Learning in California. The district coordinator will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, teachers, program staff, and other administrators, the district program administrator will review program data through the lens of the Quality Standards for Expanded Learning.

Regular school attendance will be an important determining factor in student success. As such, attendance will be monitored closely and actions will be taken to address issues as they arise. Open, transparent communication with parents and caregivers will be essential to ensure students receive maximum benefits from participation in the ELO-P. ELO-P staff members will be part of a collaborative team with site administrators and teachers with the goal of a seamless transition from regular day to after-school.

### **11—Program Management**

#### **Describe the plan for program management.**

The District's ELO-P is in partnership with the Choices After-School Program and the City After-School Program and other partners. The design, direction, and administration of the program are under the direction of the District Coordinator for Expanded Learning Opportunities while working with site principals, After-School Program Coordinators/Specialists, CHOICES Director, and the After-School City Director. The ELO-P Coordinator, Choices Director and the After-School City Director assumes responsibility for assuring that the flow of service to students at 7 school sites remains consistent. Together with the ELO-P staff, they conduct ongoing self-evaluation to identify and/or monitor program strengths, weaknesses, opportunities, and

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

threats related to professional development, student attendance, program compliance, and program quality. This process also involves reflection regarding whether systems are in place to ensure that services provided align with the vision of the district.

To build capacity and ensure a quality program, the ELO-P staff across all levels will collaborate and exchange ideas regarding best practices. The site team consists of one ELO-P Coordinator/Specialist, Site Lead, Site Facilitator and one Tutor per twenty students staff each program. The site team is responsible for implementation of program components every day as provided in the program assurances. In addition to working with the ELO-P staff, the After-School Coordinator/Specialist collaborates with the school principal, classroom teachers, parents, and students whose feedback makes it possible to adjust where necessary and continual.

### **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 ELO-P.**

To create one comprehensive and universal Expanded Learning Opportunities Program propose to use the Quality Standards for Expanded Learning as an overall program guide. The district receives funding to operate the After School Education and Safety (ASES) program at seven of its nine schools. By adopting local ASES program policies and procedures for the ELO-P and using funds from ELO-P to expand and enhance ASES enrichment programs, such as music and sports, expanded learning programs in the Dinuba Unified School District will be one comprehensive program. ELO-P funds will help increase the number of students currently served in the ASES-funded program and will allow the district to create additional after school opportunities at Dinuba at no cost to families. ELO-P funds will pay for program staff to increase the number of students served and also materials for new sports and arts programs.

### **Transitional Kindergarten and Kindergarten**

**Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?**

The Dinuba Unified School District, and VDA Inc., will hire additional staff for the 2024-2025

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

school year so that the program can maintain the correct pupil-to staff member ratio of 10 to 1 for Transitional Kindergarten (TK) and Kindergarten students participating in the ELO-P. Students in TK and Kindergarten who will be participating in the before and after-school program will be enrolled at the facilities by Sierra Vista High School.

The ELO-P District Coordinator and VDA Inc., Director will work directly with all new staff to support working with younger children. The lower pupil-to staff ratio will be maintained by assigning no more than 10 TK or Kindergarten students to one ELO-P staff member. The After-School Program Coordinator will maintain the schedule of all classes for the before and after-school program to ensure required ratios are followed. TK and Kindergarten students will be using a classroom with appropriate desks and chairs. These students will start their before and after-school day with a healthy breakfast, lunch, supper and snack, then be offered homework time, and assistance. During this time, Tutors will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. Students will participate in Physical Education games using playground and sport equipment suitable for their age. These students will end their day with an enrichment activity created by their Tutor based on STEAM activities. At the end of the day, students will be walked by their Tutor to the bus or to their designated area for dismissal. The ELO-P staff will make sure these students are safe and welcome at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom that is monitored by an adult at all times. Staff will make sure the student knows at all times where they are supposed to be and what they are doing.

### **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.**

TK and Kindergarten AM programs start at 8:00 am each day of the week and end their regular school day at 11:20 am. For TK and Kindergarten PM programs, they start at 11:35 am each day of the week and end their regular school day at 3:00 pm. Students in grades 1st-3rd start at 8:30 am each day of the week and are dismissed at 2:10 pm. Students in 4th-6th start at 8:30 am each day of the week and are dismissed at 2:55 pm. All students who participate in the ELO-P report to the after-school program immediately after being dismissed from class at the end of the school day. Each student who participates in the ELO program will be on campus until 6:00 pm.

#### **ELO-P AM Schedule:**

7:30-7:45	Greetings - Free Exploration
7:45-8:00	Whole Group Time
8:00-8:10	Restroom/Hand Washing
8:10-8:30	Breakfast
8:30-9:10	Small Group Time
9:10-9:50	Outside Exploration

## Expanded Learning Opportunities Program Plan Guide

9:50-10:00 Transition  
10:00-10:45 Inside Exploration - Project Building  
10:45-11:00 Group Time  
11:00-11:15 Departure

### **ELO-P PM Schedule:**

11:30-11:15 Greetings - Free Exploration  
11:45-12:00 Whole Group Time  
12:00-12:30 Lunch  
12:40-1:25 Small Group Time  
1:25-2:25 Inside Exploration  
2:25-3:20 Outside Exploration  
3:20-3:50 ESP  
3:50-4:00 Transition  
4:00-4:25 Inside Exploration - Project Building  
4:25-4:50 Snack  
4:50-5:00 Departure

In order to accommodate a nine hour summer or intersession day students will need to attend school from 7:30 am until 4:30 pm.

### Schedule for Summer or intersession:

7:30-8:00 Breakfast  
8:00 -10:00 Class time  
10:00-10:15 Recess/Physical Activity  
10:00-12:00 Class time  
12:00-12:30 Lunch  
12:30-1:30 Class time  
1:30-2:30 Student check-in/ all group games/ character counts activity  
2:30-3:00 Physical activity  
3:00-3:30 Snack time  
3:30-4:30 Class time  
4:30-5:00 Clean-up and dismissal



## **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 non school days, 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 child care 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 was 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.