

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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.

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

Name of Local Educational Agency or Equivalent:	Denair Unified School District
Contact Name:	Terry Metzger
Contact Email:	tmetzger@dusd.k12.ca.us
Contact Phone:	209-632-7514

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. Denair Middle School
2. Denair High School
3. Denair Charter Academy

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 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>.

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.

Denair Unified School District (DUSD)'s LCAP goals include the Maintenance of Progress Goal: Provide a safe and positive environment where all students can be successful. Actions aligned to this goal include a multi-tiered system of support (MTSS) and behavior intervention and supports systems that are deeply integrated into the school culture. All ELOP programs will be held on the school site in our well-maintained and well-equipped library/learning hub and other communal learning spaces, classrooms, and large and safe athletic fields. Programs will be staffed by current employees who receive regular training and already know well our students' needs.

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.

ELOP programs will support enhanced learning for our students through a focus on academic practice opportunities, small group intervention and individual tutoring. Additionally, DUSD staff recognize and value the importance of active learning for our students. Therefore the program is being designed to include a balance of calm and active activities, with hands-on activities to connect classroom learning with real life application. For example, students will have opportunities to work on the school farm and participate in clubs and enrichment activities such as our drama program.

3—Skill Building

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

DUSD's LCAP contains a broad goal (All students will develop a foundation for post-secondary success.) and a focus goal (80% of students will demonstrate literacy in all content areas by the end of the 2023-24 school year), both of which will be supported through ELOP. Students will have opportunities to practice and reinforce literacy skills through reading programs, peer tutoring, adult mentoring, and intervention programs. Students will also have opportunities to develop skills that will support their post-secondary success, such as self-regulation, technology skills, social-emotional wellness, and leadership roles. Mindprint learning profiles will help guide staff as they help students build relevant skills for their future.

4—Youth Voice and Leadership

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

ELOP programs will offer students a variety of leadership opportunities in which students can exercise their voice and choice. We will offer K-12 opportunities wherever possible, allowing older students to mentor younger students and foster positive relationships throughout the district. For example, clubs such as the Gardening Club (grades TK-5), Environmental Club (grades 6-12), and Twilight on the Farm (grades TK-12, plus families) will offer students opportunities to learn about food production, animal care, and weather considerations while giving them avenues for speaking up on environmental issues that are important to them. Leadership opportunities will also come through programs such as Safety Patrol (grades 4-8), Student Council/Associated Student Body (grades 4-12), Committed Coyote (grades 9-12), Future Farmers of America (FFA, grades 6-12).

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 programing.

Our district already operates a Community Eligibility Program (CEP) that provides three free meals per day for all students: breakfast, lunch, and supper. For before and after school programs, breakfast and supper are built into the program schedule. For summer and intersession programs, all three meals are built into the schedule.

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.

With an expanding Dual Language Program, cultural and linguistic diversity are embraced in DUSD. ELOP programs will include activities and experiences that celebrate the cultures of our students, including World Languages Club, art, music, culinary, world literature and discussion/interaction with local experts and organizations. We are committed to equitable access for all students to all programs, including promoting program participation through IEP meetings for students with disabilities, and in multiple languages for our families who do not speak English.

7—Quality Staff

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

ELOP programs will be staffed by current classified and certificated staff members, all highly qualified under ESEA.

8—Clear Vision, Mission, and Purpose

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

ELOP programs and activities will all contribute to the District's Vision: "Denair Unified School District empowers tomorrow's leaders through exemplary instruction and powerful innovative programs. Our exceptional school environments are the best educational choice for all students." Additionally, ELOP programs and activities are aligned with all three LCAP goals (see Sections 1 and 3 above).

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.

DUSD has a strong partnership with Legacy Health Endowment (LHE) and EMC Health Foundation (EMCHF) to provide health and mental health support and resources to students and their families. These services will be available during ELOP before/after school programs and during intersessions. In addition, we have partnerships with CSU Stanislaus, local athletic groups, and agricultural organizations, all of whom can provide opportunities for our students before/after school and during intersessions.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Using the "Quality Standards for Expanded Learning in California" as a guide, the district will monitor and evaluate the ELOP program as part of the LCAP continuous improvement cycle, including progress toward our LCAP goals through the identified metrics. As the district has not operated a comprehensive after school or intersession program in the recent past, the needs assessment will be completed throughout the first year of the program through parent, student, staff, and partner surveys and interviews. The initial ELOP program will include components from our highly successful Summer 2021 and Summer 2022 programs in which students could enroll in activities ("camps") that interested them. All camps focused on building relationships (adult to student, student to student), social emotional/mental health and wellbeing (developing positive outlets and habits) and academics (real-world experiences and problem-solving).

As recommended in CDE's Quality Program Improvement Plan for Expanded Learning Programs in California, DUSD will only focus on one Point of Service and one Programmatic Quality Standards for 2022-23 since we are engaging in this process for the first time.

- * Point-of-Service Quality Standard: Safe and supportive environment
- * Programmatic Quality Standard: Quality staff

Persons Responsible for CQI plan development: Directors of Elementary and Secondary Education, Principals, Campus Supervisors

11—Program Management

Describe the plan for program management.

ELOP programs will be managed by the DHS, DMS, and DCA administration teams, along with a campus/program supervisor. Teachers and classified staff will work together to develop and implement activities that fit within the ELOP and LCAP goals.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

DUSD is not an ASES or 21st CCLC grantee.

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

Clarification: DUSD has a very small group of TK/K students who participate in the homeschool program at Denair Charter Academy (DCA). As a non-seat based charter, DCA does not receive ELOP funds and will have limited participation in the DUSD ELOP program. If funds are available, DUSD will offer ELOP opportunities to DCA students. If TK/K students participate in ELOP, the 10:1 pupil-to-staff ration will be maintained by existing certificated staff and curriculum and activities will be aligned with the district-adopted curriculum and standards.

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.

Sample 9-hour instructional day:

7:30 am ELOP begins: Zero period/Advisory period; Learning hubs open for group/individual work, tutoring, homework help

8:00 am Breakfast and Social time

8:30 am School Day begins

3:00 pm School Day ends; ELOP begins: Snack and Social time

3:00 pm Clubs and Enrichment Activities

3:00 pm Learning hubs open for group/individual work, tutoring, homework help

4:30 pm ELOP ends

Sample 9-hour intersession or summer day:

7:30 am ELOP begins: Learning hubs open for group/individual work, tutoring, quiet reading/writing time

8:00 am Breakfast service and Social time

8:30 am Summer School Day begins

11:30 Lunch and Social time (30 min)

1:00 pm Summer School Day ends; ELOP begins: Clubs and Enrichment Activities; Learning hubs open

4:30 pm ELOP ends

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.

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 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.