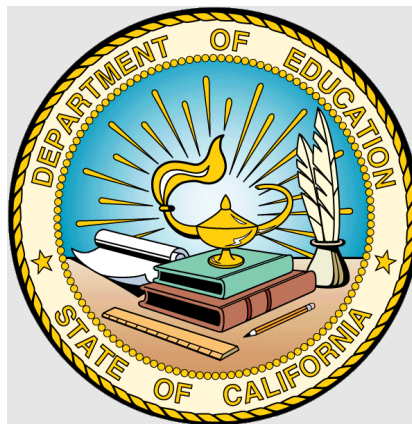


**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM
PLAN GUIDE**

Prepared by:
Expanded Learning Division

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

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

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

Desert Trails Preparatory Academy

Local Educational Agency (LEA) Name: _____

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Contact Email: debbie.tarver@dtpacademy.com

Contact Phone: 760-530-7680

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. Desert Trails Preparatory Academy

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

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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>.

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students

1—Safe and Supportive Environment

Describe how the program will provide opportunities for _____ 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.

The ELOP program will be offered on the school campus. The school has a health and safety plan in place that will be used to ensure the safety of participants. School staff are trained in first aid and safety procedures including emergency drills. Health, safety, and behavioral expectations are communicated to staff, parents, and students at the beginning of each school year. Staff is trained on the procedures for documenting accidents and incidents. Clear procedures will be in place as to the location of the program and the staff involved in running the program.

If the school should use an outside agency to provide ELOP services, a list of the participants and their emergency contacts will be provided. Also, the staff will be trained in our emergency procedures. The agency itself will be responsible for providing safety and first aid training and providing this documentation to the school. The staff from the outside agency will be easily identifiable to participants and parents/guardians by wearing distinctive shirts and/or badges. They will greet the students respectfully and develop an atmosphere of trust, nurturing and support.

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.

The program will provide opportunities for students to engage in active learning activities such as journalism, foreign language studies, visual arts, performing arts, STEM activities, science projects, indoor and outdoor activities. Scholars will be offered the opportunity to participate in collaborative groups and be able to present culminating projects that demonstrate their learning.

Any outside agency that may be chosen will provide a variety of activities that are expand student learning, motivation, and engagement. a number of hands-on, project based activities will be provided that lead to a final feasible product or outcome. Students will work in collaboration with peers to problem solve, think critically, and produce their ideas in various mediums. The student participants in

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program will provide opportunities for students
this program will have access to such activities as sports, visual arts, performing arts, S.T.E.M., and literacy. This program will be in addition to what is offered during the instructional day and will not duplicate.

3—Skill Building

Describe how the to experience skill building.

Whether an internal or external program is utilized, the program will include learning-based projects completed collaboratively that include activities meant to increase 21st century skills, including critical thinking, creativity, collaboration, and use of technology. Collaborative work enhances social skills and encourages cultural inclusivity. Literacy will be an integral part of the success of not only students' academic careers but their entire future. Small group tutoring will be offered for cooperative learning based on CCSS. Theater, dance, and music will provide a creative outlet and students benefit by developing character and enhancing their social skills. A sports program will increase physical fitness, reduce stress, and promote positive use of leisure time, appreciation for the environment, and interpersonal skills. Students will investigate the wonders of the many scientific fields and collaborate on S.T.E.M. activities.

Students' input will be elicited to gain insight into their interests and they will provide constructive feedback about their experiences so that the program can be improved.

4—Youth Voice and Leadership

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

The voice of the students and their families have been considered as part of the process for developing the ELO-P plan. Our scholars and parents have voiced that they would like a broader range of enrichment courses. For this reason, DTPA is considering partnering with an outside agency to provide these extended enrichment opportunities for our scholars.

DTPA will partner with the agency to ensure that students have the opportunity to voice their opinions on the types of extended learning activities they would like to participate in. Surveys and student forums will be utilized to ensure maximum student voice, leadership, and engagement while maintaining goals related to content and desired outcomes.

Positive relationships between participants within the program will be developed through collaborative projects and organized games and activities. Students will

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program will provide opportunities for students to develop leadership skills within these activities that can be carried on beyond the program allowing the students to use those skills to have a positive impact on others.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

In response to the needs of the children in our community, who often struggle with poor nutrition and sedentary lifestyles, lower self-esteem, and poor academic performance, the program will promote healthy choices and behaviors. Students are taught positive character traits during the school day that will be carried on during participation in the program.

Physical activity and healthy choices will be encouraged during program hours through interactions with staff members and other students and using age-appropriate curricula and other resources. Students will participate in active games and healthy food choices.

Behavioral expectations will be made clear to students and their families from the beginning and reinforced throughout each student's participation.

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.

Diversity, access, and equity are of utmost importance at DTPA. DTPA hires and maintains a staff that is diverse and reflects the community of students we serve providing for connection between staff, students, and families.

The Extended Learning Program is offered to all students, including those classified as unduplicated and students with disabilities. The leadership at DTPA is committed to assisting all students in developing the necessary skills to become independent and self-sufficient adults who will succeed and contribute responsibly to a global community.

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program will provide opportunities for students

Any outside agency will provide a diverse staff drawn from the community in which they serve. The afterschool program is offered to all scholars, particularly those classified as unduplicated as well as scholars with disabilities. The leadership is committed to assisting all students in developing the necessary skills to become independent and self-sufficient adults who will succeed and contribute responsibly to a global community.

7—Quality Staff

Describe how the program will engage with quality staff.

The staff of DTPA is hired through a very rigorous process. Applications are submitted and reviewed by administration. The applicants then go through an interview process whereby administration is able to determine the applicant's qualifications, along with how they are a match to our school's philosophies, mission, and vision.

Any outside agency that might be brought on to run the ELOP will engage in their own hiring processes. There will be transparent communication between the school and the agency to ensure that quality staff are involved with interactions with the students and families. A site director will be the liaison between the program and the school, helping ensure that high standards are being met. Other coordinators will ensure that academic activities align with school and state standards. The school will gain input from families on a regular basis to ensure they have an opportunity to provide feedback on staff quality.

8—Clear Vision, Mission, and Purpose

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

DTPA's mission is to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom and develop character within a rich, diverse and nurturing learning environment. Our plan for the ELOP will encompass this mission.

The purpose of the extended learning program will be to provide an environment for students after school hours that enhances the learning that has taken place during the school day. We will provide a safe, fun, enriching environment for students where they can continue to grow and learn.

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program will provide opportunities for students

The mission and purpose of the extended learning program will be communicated to staff, parents, and students during the enrollment process. The mission, vision and purpose will be regularly reviewed. The success of the program will be monitored by administration to ensure achievement of these goals. Stakeholders will be involved in the process of reviewing program success and any necessary adjustments, including budgeting, policies, and program adjustments using surveys and direct communication methods.

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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.

DTPA has begun communicating with local agencies who provide after school programs to schools within our community. All available options of non-LEA entities will be researched to find a program that is the best fit and offers the highest quality program for our students.

If interest in the program is indicated, a partnership will be agreed upon and formalized. The school will maintain ongoing communication with the outside agency to ensure a positive partnership is maintained throughout the duration of the program and that program goals are met. Program strengths and areas of need will be addressed and necessary adjustments will be made.

Available resources, including funding for the program will be sought out, even if those resources come from outside the school's community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Continuous quality improvement will be a collaborative process. The school leadership will be in constant contact with the leadership of any outside agency contracted to provide after school services.

A clear outline of the structure of the ELOP and the goals of the program will be developed prior to the start of the program and reviewed and adjusted on a regular basis using stakeholder input.

On a regular basis, a review of the current program will occur which includes input from the staff, students and families. This input will be used to make necessary changes or enhancements to the program. It will be a continuous effort to ensure the program remains aligned with the school's mission, vision and purpose.

11—Program Management

Describe the plan for program management.

DTPA has a clearly defined organizational structure that includes job descriptions, who to go to in a variety of situations, and the guidelines for the enrichment program offered by the school. This structure is communicated to staff at the beginning of each school year. The school already has a well-established

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budget and processes in place for allocation decisions. Stakeholder input is collected and considered as part of the review process prior to programmatic and budgetary decisions are made.

Should it be determined that an outside agency will be responsible for the ELOP, that program will be required to have their own organizational structure. DTPA will be responsible for funding the program. DTPA will work in collaboration with the agency to create a parent-student handbook which clearly defines policies, procedures, practices, and staff responsibilities. These handbooks will be provided in both English and Spanish to support the language of our community. The organizational structure will also be clearly outlined in the handbook. That structure will be communicated to the school.

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.

DTPA does not currently hold any grants for after school programs. DTPA plans to extend instructional learning beyond what is required for the school year by providing students will access to an enriching afterschool program. We will seek out an agency that we can partner with to extend our day and additional 3 hours. The chosen program will meet the criteria of the ELO-P grant. Sustainability of the program will be determined by participant interest, progress toward meeting program goals, and the quality of the program.

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?

Based on our experience with providing transitional kindergarten, DTPA will continue to maintain low pupil-to-staff ratio. DTPA will maintain a 10:1 ratio and provided access to classroom support through a paraprofessional with early childhood background. DTPA has provided age appropriate and developmentally-

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informed curriculum to TK/K students and will continue to do so in accordance with the guidelines of the ELO-P. As part of the planning process, specific staff and/or agencies will be sought out in order to provide a high-quality program for our younger students. Those staff members (or agency's staff) will be required to fulfill California state requirements for persons who work with young children. The pupil-to-staff ratio will be achieved and maintained based upon enrollment. The enrollment will be established prior to the beginning of the school year 2023-2024. The staff or non-LEA agency will present curriculum to administration for review and approval prior to the beginning of the program to ensure it is age and developmentally appropriate for the students who will be participating.

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.

7:30 am - 8:00 am Breakfast

Instructional Day (175 days)

Mondays 8:00 am - 3:00 pm

Tuesdays & Wednesdays 3:00 pm – 4:00 pm -After school tutoring and homework help

Thursdays 8:00 am – 4:00 pm -Staff-led enrichment activities

ELO-P (with addition of non-LEA afterschool program) (175 days)

3:00 pm – 6:00 pm Mon. - Thurs.

Summer Camp (30 days) to be provided through an outside agency from the last day of school until the beginning of the next school year. Intersession hours will depend upon the program. Typically these programs run from 6 a.m. to 6 p.m. M-F.

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple 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.

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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

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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.