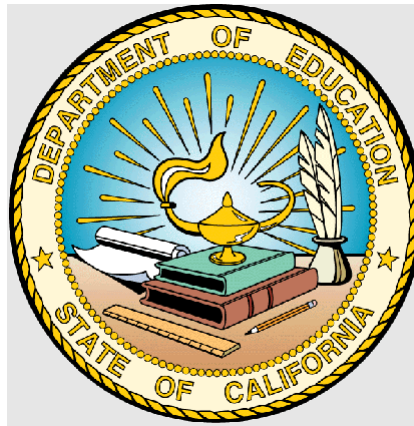


**Expanded Learning Opportunities
Program Plan Guide**

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.

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

Local Educational Agency (LEA) Name: Fontana Unified School District

Contact Name: Yubleni Cazares

Contact Email: cazayu@fUSD.net

Contact Phone: (909) 263-5689

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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. Alder Middle
2. Almeria Middle
3. Almond Elementary
4. Beech Avenue Elementary
5. Canyon Crest Elementary
6. Chaparral Academy of Technology
7. Citrus Elementary
8. Cypress Elementary
9. Date Elementary
10. Dolores Huerta International Academy
11. Dorothy Grant Innovations Academy
12. Fontana Middle
13. Harry S. Truman Middle
14. Hemlock Elementary
15. Juniper Elementary
16. Kathy Binks Elementary
17. Live Oak Elementary
18. Locust Elementary
19. Mango Elementary
20. Maple Elementary
21. North Tamarind Elementary
22. Oak Park Elementary
23. Oleander Elementary
24. Palmetto Elementary
25. Poplar Elementary
26. Randall Pepper Elementary
27. Redwood Elementary
28. Shadow Hills Elementary
29. Sierra Lakes Elementary
30. South Tamarind Elementary
31. Southridge Tech Middle
32. Ted Porter Elementary
33. Tokay Elementary

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34. Virginia Primrose Elementary
35. Wayne Ruble Middle
36. West Randall Elementary

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

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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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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.

Front line program employees practice active supervision and create a safe and supportive environment by establishing clear program and behavior agreements, rewarding positive behavior and redirecting students when necessary. Program employees actively supervise students and keep a clear line of sight. Students will be signed out of program only by a designated adult with a proper form of identification.

Students participate in regularly scheduled fire, earthquake and active shooter emergency drills. All program employees will be First Aid and CPR certified.

Program employees will also possess a Food Handler's License.

Students participate in social emotional wellness lessons and will be provided opportunities to practice learned skills in natural ways during daily interaction.

The program will work in collaboration with the District's Multi-Tier System of Supports to provide student support and referrals to specialized services when needed.

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.

Students in program will participate in various hands on STEAM learning activities and projects such as robotics, coding, fine art lessons, theater, dance and interactive math games. The current ASES program partners with companies such as Garner Holt Education Through Imagination to offer project based learning STEAM activities. The current ASES program also offers bilingual coding through Skill Struck computer science company which offers grade appropriate coding curriculum. Students will have opportunities to create and design by incorporating these disciplines through research, writing and working in teams.

Students will have the option to participate in learning foreign languages such as Spanish and American Sign Language.

The program will also include music lessons. The program will provide instruments for students.

Culminating events will include STEAM demonstrations, dance recitals and music concerts.

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3—Skill Building

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

Students will be afforded opportunities to work in small groups to create and develop assigned projects. Through small groups, students will have opportunities to collaborate with peers and strengthen communication skills. These skills will be layered and built upon to progress through various lessons and activities to allow students to achieve mastery of those skills.

Students will be encouraged to progress through various opportunities to strengthen their creative skills and refine their group's collaboration and communication. Learning opportunities and projects will be linked to personal experiences for real world application.

Students will also participate in career fairs and attend host a variety of guest speakers including motivational speakers.

Program employees will collaborate with teachers to help students stay on track with assignments and to provide targeted academic support to build on the classroom experience.

4—Youth Voice and Leadership

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

Students have opportunities to provide feedback through small group discussion and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of individual school sites. Students have the opportunity to choose themes and decorate their learning environments to create a sense ownership.

Students in the program will also have opportunities to be class and group leaders.

Student leaders receive training from program employees to learn how to support their peers by providing direction, guidance and helping to lead small group activities.

Interested students are coached to go through an application and interview process.

Student leaders may also have additional opportunities to participate in service and community projects. Student leaders mentor and train incoming student leaders.

These groups and opportunities will be continuously monitored by program employees to ensure the development of leadership skills.

Students will participate in restorative practice circles to express needs and celebrate successes.

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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.

The program will adopt the existing district wellness policy to ensure students have opportunities for nutritious meals and snacks, engage in appropriate physical activity, and learn about healthy habits, including drug and alcohol prevention. The district Nutrition Services department will provide supper for all children enrolled in the program in accordance with SB 1169 and the California Department of Education. Physical activities will focus on skill development and good sportsmanship. Students will be exposed to a variety of sports and will also have the option to participate in sports clinics.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program will provide lessons and opportunities for students to learn about diversity and develop sensitivity skills. Thereby, creating safe learning environments where students feel comfortable sharing their diverse backgrounds, abilities, and celebrating their differences. Activities will be adapted to ensure the participation of students with various physical and developmental abilities. The program will create a culturally diverse environment through program materials and displays. Students will learn about different cultures through cultural celebrations. Materials and parent information will be available in Spanish for families whose primary language is Spanish. The program will strive to hire employees that reflect the community of the students served.

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7—Quality Staff

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

All program employees will be required to meet the district requirements for paraprofessional which include a high school diploma and two years of college, a degree or to pass the district paraprofessional assessment (Education Code Section 45330). Employees are offered competitive pay and have clear job descriptions to understand the level of support and administrative responsibilities assigned. All employees will be held to high levels of professionalism and competency. New employee onboarding will include training to understand their role and how to best support and engage students. All employees will have access to equipment, materials, and supplies to be successful in their roles. Employees will be required to attend multi-day bi-annual professional development, district, county and state sponsored trainings that are content focused to actively engage students, learn the latest inclusive practices, and improve student-centered supports. Employees will also be provided with on the job coaching and technical assistance when needed.

8—Clear Vision, Mission, and Purpose

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

Through strong relationships with families, schools, and communities, it will be the goal of the program to provide quality educational, recreational, and cultural programs. We will aim to promote the social, physical, intellectual, and emotional development of the youth served. Students will be guided and supported to reach their full potential as productive, caring, responsible citizens. The program vision, mission, and purpose will be clearly communicated to a variety of stakeholders, including students, parents, employees, community partners, and school site partners.

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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.

The district will partner with the Boys and Girls Club, and the City of Fontana to offer the program. Organization leaders will meet regularly to review and discuss program quality and make suggestions for improvement. Appropriate personnel will be identified for follow up on suggested changes or additions to the program. Regular meetings with consultants, field experts, site supervisors and principals will occur to collaborate, reflect, and debrief about the program.

The program will work to align with the school day to provide supplemental activities that will support students and provide a wider range of opportunities.

The program will collaborate with community, county, state and private agencies and companies to enhance student experiences during program and develop employees.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Assessment tools will include internal assessments for program quality, employee evaluations, and stakeholder surveys. Resources will include the Quality Standards for Expanded Learning in California, California AfterSchool Network, and program assessments provided by the Boys and Girls Club of America, and the City of Fontana.

Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions.

School site will participate in daily debriefing sessions where they are able to address any concerns, successes, and questions that may arise.

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11—Program Management

Describe the plan for program management.

The program will adhere to the ASES model of program management to ensure the highest level of compliance standards:
The program will be budgeted per district fiscal practices. The program will adhere to all district, county and state fiscal procedures for tracking expenses and maintaining records (including attendance records). Expenditure logs and files will be retained for a minimum of five years. The district program manager will review all expenditures including those charged by community partners.
The district will update procedures for the program as needed per funding requirements to ensure adherence with local, state, and federal laws.
The district and community partners will collaborate to ensure all reports and records are collected and submitted to corresponding agencies by the respective deadlines.

Parent handbooks will be available to all parents upon student enrollment in English and Spanish. The program will have a clear organizational structure so students, parents, and staff know whom to contact to address concerns or inquiries.

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.

ELO-P funds will be used to further provide programming to students without creating division between programs. Students will be able to enroll into program with no distinction between an "ELO-P" and "ASES" program. Parents will fill out the same enrollment form for both programs and be considered enrolled into the same one. All enrolled students will be able to participate in existing after school programming. Funds will be used to provide additional programming and staffing to supplement the needs of the students at sites. All programming will use the same clear guidelines and expectations to ensure a safe and engaging program.

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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?

In collaboration with the district, the program will create programming specific to younger students. An increased number of employees will be hired in January of 2022 to maintain a 10:1 ratio for kindergarten students. Employees working with younger grades will receive specialized training upon onboarding to become familiar with the needs and behaviors of young students. Employees will modify lessons to make each lesson age appropriate.

The program will work with the San Bernardino County Superintendent of Schools, Early Education department to provide specialized professional development.

The district currently has all day kindergarten. Upon release from the school day, Kindergarten students will attend the after school program and will be placed in assigned groups with students in the same grade.

Employees will be given sufficient time to prepare for the day as well as to close at the end of the day.

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.

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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 11434a), or for a child who the program knows is in foster care. A program

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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.