

# 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)

Name of Local Educational Agency or Equivalent: Round Valley Joint Elementary 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. Round Valley Joint Elementary School District is a single school Basic Aid district and will operate out

### 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.

The ELO-P at Bishop Unified will provide a safe and supportive environment for participating students in numerous ways. The program will hire and train staff dedicated to supporting the whole child, and will provide opportunities for enrichment, play and social-emotional support. RVES students will be offered transportation to the Bishop Unified ELO-P site. The ELO program will be provided at the end of the school day with transportation occurring via two Honda Pilots or school bus.

## **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 ELO-P at Bishop Unified will provide opportunities for students to experience active and engaged learning by planning activities, programs and events that support and supplement the instructional day. Students will engage in art programming, literacy development, active play, field trips, hand-on learning opportunities, and STEM based activities.

## **3—Skill Building**

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

Students will have the opportunity to experience skill-building by engaging in various programs and activities, such as: garden based learning, art programs, robotics, science activities, etc. The ELO-P at Bishop Unified will focus on academic, career, social-emotional, and leadership skill building. Students will also 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.

## **4—Youth Voice and Leadership**

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

Through the Bishop Unified program, students will have the opportunity to participate in groups that allow them to practice using their voice and learn valuable leadership skills both in and out of school. Students will 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 of ownership. Students will participate in restorative practice circles to express needs and celebrate successes.

## **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.

Through the Bishop Unified program, students will be given the opportunity to engage in daily, active play times, with both structured and unstructured activities. Students will also have the opportunity to participate in after school

gardening activities, where they will learn how to grow their own healthy food, and develop healthy eating and lifestyle habits. Students will also be provided with a healthy after school snack, as well as a nutritious hot meal at the end of each day, provided by the BUSD cafeteria staff, that meets meal and snack requirements.

## **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 at Bishop Unified 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.

## **7—Quality Staff**

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

Bishop Unified endeavors to hire a quality staff. BUSD 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 various professional development activities, 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 is BUSD's goal of the program to provide quality educational, recreational, and cultural programs. We will aim to promote the social, physical, intellectual, and social-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.

## **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.

BUSD's program will collaborate with various non-LEA entities to provide quality and diverse programming to meet the needs of all students. Numerous organizations, businesses, and groups have agreed to partner in our program to provide activities centered around the arts, cultural events, sciences, hands-on learning, field trips, among many other exciting opportunities.

## **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

BUSD's 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 and California AfterSchool Network. Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions. School site will participate in weekly debriefing sessions where they are able to address any concerns, successes, and questions that may arise.

## **11—Program Management**

Describe the plan for program management.

BUSD's program will be managed collaboratively by the District After School Coordinator, District staff, school site staff, and after school grade-level leads and aides. The After School Coordinator will be responsible for day-to day operations, as well as long-term goals for the program, while working collaboratively with district personnel, school-site leadership, after school staff, parents, and community members.

## 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.

Round Valley Joint Elementary and Bishop Unified do not have ASES or 21st CCLC grants. ELOP is the only source of funding to facilitate this 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?

BUSD's program will create programming specific to younger students. The TK/Kindergarten group will be limited to 20 students and 2 employees to maintain a 10:1 ratio for those 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.

### 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.

RVJESD School Day: 8:00am - 2:15pm  
2:15 - Board bus to afterschool program  
2:15 - 3:00 - Snack provided on bus/Arrival at Program  
3:00 - 3:20 - Reading time (group or individual)  
3:20 - 3:45 - Homework/academic skill building time  
3:45 - 4:00 - Recess  
4:00 - 4:45 - Planned Activity (grade level specific) or Activity Rotations  
4:45 - 4:55 - Clean up classroom  
4:55 - 5:15 - Supper in BAC

**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.