

# 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)

<b>Name of Local Educational Agency or Equivalent:</b>	Mesa Union 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. Mesa Union School

### Purpose

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

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning 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 Expanded Learning Opportunities Program will provide a safe and nurturing environment for students where learning and social development can extend beyond the school day. The program will support the physical and social-emotional needs of students through an emphasis on restorative practices, support for ongoing literacy needs and provide an overall learning extension. Mesa Union is a single-school district, therefore the program will only be run on the campus.

## **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 will engage student participants in activities that promote collaboration and extend learning experiences from the school day. Enrichment opportunities will include a variety of hands-on activities that promote socio-emotional learning, literacy, numeracy and collaboration. At this time, Mesa Union undertakes after school programming via Full STEAM Ahead in grades 2-8. The FSA program will serve as a blueprint as expansion extends to grades TK-1. A teacher liaison will continue to support learning activities by working with program staff to ensure continuity with the day program. Additionally, the FSA Coordinator will continue to work with other providers to develop coherence within the program.

## **3—Skill Building**

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

The goals of the ELO-P will be consistent with those of the LCAP and with the recently developed Mesa Union Framework for the Future. In terms of skill building, there will be coherence with the day program through a focus on socio-emotional learning (SEL) and CHAMPS. Enrichment activities will promote active engagement appropriate to the age/grade span. In lower grades, there will be a focus on early learning consistent with programming developed Spring 2022. Students will develop SEL skills through participation in activities like Community Circles, which build trust and community as well as practicing mindfulness. Students will also engage in STEAM activities that develop cross-curricular connections and promote learner agency. Students will also have several opportunities to participate in physical fitness activities, which promote a healthy lifestyle and support gross motor skill development.

## **4—Youth Voice and Leadership**

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

The ELO-P will provide students with opportunities to contribute to program design and provide access to leadership roles via the participation in after-school events and performances. Full STEAM Ahead has historically put on community wide events where other students and families participate and experience STEAM-related activities. There will also be the development of feedback opportunities from families and students via surveys in order to allow students voice and choice over the direction of the program.

## 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.

Through regularly scheduled tutoring, academic. social learning opportunities, students will be encouraged to develop healthy habits and behaviors. The program will support student wellbeing and healthy decision-making through physical activities and opportunities to learn outdoors. All students participating in the ELO-P program will participate in the school lunch program, as well, and receive snacks after-school.

## 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 create a safe environment for all students that values diversity and equity. The program will actively recruit staff that reflect the community of students served. Outreach and messaging will focus on reaching families in greatest need. Consistent with the goals of LCAP, the ELO-P program will focus resources on students in or more of the following groups: low-income, English Learner/Emerging Multilingual and Foster/Homeless youth.

## 7—Quality Staff

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

The program will recruit and retain high quality staff and provide ongoing professional development and opportunities for collaboration. Staff will continue to receive support prior the start of the school year and within, as well. The role of the teacher liaison will include instructing and developing staff in order to establish coherence across an instructional day. External opportunities for professional development and learning (conferences, workshops, etc.) will also be explored according to areas of focus.

## 8—Clear Vision, Mission, and Purpose

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

The vision of Mesa Union's expanded learning program and current Full-STEAM Ahead program, is that of the district. Moving forward, the mission and purpose of the program will increasingly align with the goals of the LCAP and the recently developed Mesa Union Framework for the Future.

## 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 collaborates with both internal and external community partners. Internal community partners include parents/families and staff. Mesa Union has also developed partnerships with outside agencies who will provide additional resources, support and training. These include Ventura County Office of Education and other local community partners. Mesa Union will continue to seek partnerships with outside agencies and entities who can provide resources to the program and its students, Partnerships will be informed by program goals, as well as student needs and interests.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The continuous quality improvement process will incorporate feedback from staff, parents/families and students. Such feedback will inform program goals and services. Furthermore, Mesa Union already utilizes surveys like the YouthTruth survey to capture information from educational partners and inform decision-making about the program.

## 11—Program Management

Describe the plan for program management.

Academic achievement for student program participants will be reviewed on an ongoing basis consistent with the "Plan, Do, Study, Act" (PDSA) cycle. Information about the program (student participation, enrollment, activities, budget, etc.) will be regularly reviewed with the After-School Program Coordinator.

## 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 funding will be used in conjunction with all other district funding sources to create a comprehensive program to augment learning, extend the school day and mitigate learning loss. Mesa Union will utilize the ELO-P program to support students who need additional instructional support above and beyond the regular school day to access the core instructional program (day program). Mesa Union does not participate in ASES or 21st Century Community Learning Centers at this time. Additional program funding will continue to be explored in the future.

### 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?

Transitional Kindergarten and Kindergarten students identified with the highest areas of academic need will participate in the ELO-P program consistent with the targeted student groups of LCAP. Kindergarten and Transitional Kindergarten teachers will provide feedback on the program, including schedules, instructional materials and instructional routines. In particular, Transitional Kindergarten teachers will also support the existing gap of time between dismissal (1:00 p.m.) and the dismissal for all other students in grades K-5.

### 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.

The ELO-P program for Mesa Union will build from the current Full-STEAM Ahead program in order to support students extending the school day and receiving additional instructional support.

The following represents a sample schedule for Transitional Kindergarten, which are currently not a grade served through Full-STEAM Ahead.. Enrollment will be based upon several factors and criteria, including available staffing, facilities, parent/family interest.

Sample TK Schedule;

Dismissal 1:10 p.m.

Transition 1:10 p.m.-1:15 p.m.

Programming (including cafeteria snack) 1:15 p.m.-5:00 p.m.

Pick-up/Closing 5:00 p.m.-5:30 p.m.

The following represents a sample schedule for Kindergarten and First Grade, which are currently not grades served through Full-STEAM Ahead. Enrollment will be based upon several factors and criteria, including available staffing, facilities, parent/family interest.

Sample K-1 Schedule;

Dismissal 2:40 p.m.

Transition 2:40 p.m.-2:55 p.m.

Programming (including cafeteria snack) 2:55 p.m.-5:00 p.m.

Pick-up/Closing 5:00 p.m.-5:30 p.m.

The following represents a sample schedule for Grades 2-5, which are currently grades served through Full-STEAM Ahead. Enrollment will be based upon several factors and criteria, including available staffing, facilities, parent/family interest.

Sample 2-5 Schedule;

Dismissal 2:50 p.m.

Transition 2:50 p.m.-3:05 p.m.

Programming (including cafeteria snack) 3:05 p.m.-5:00 p.m.

Pick-up/Closing 5:00 p.m.-5:30 p.m.



**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.