Orange Center School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Orange Center School
District

3530S. Cherry Ave
Fresno, CA 93706

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

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

Local Educational Agency (LEA) Name: **Orange Center 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. Orange Center 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 school site 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 program's goal is for students to feel successful and empowered while gaining skills and strategies that will help them during the regular school day and prepare them academically and socially for ensuing years. Where feasible, staff are trained in the district's behavior intervention program (e.g., PBIS) and social-emotional learning curriculum. Facilities are clean and well-maintained. School-aligned health and safety procedures and policies are in place, including a minimum of two staff members certified in CPR/First Aid. Collaborative meetings are scheduled with school leaders to further develop a safe and supportive environment. The program staff collaborates with site administrators and teachers to identify participant strengths, interests, and learning styles. Staff development includes how to encourage and develop youth skills related to their strengths and interests. Most activities address a variety of learning styles. Families are provided resources of support. Programs will be offered on school sites; transportation is coordinated within the district to allow for safe travel to and from the program.

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.

Academic and enrichment activities are developed with target Common Core Standards and provide the experience of learning through multiple senses (e.g., project-based learning). Learning is supported by frequent use of technology. Daily structured tutorial programs are adopted, designed and implemented through collaboration with parents, teachers, administration and other stakeholders. Homework is monitored through communication among program site staff, students, parents, and teachers. Assistance is provided in small groups with attention to individual needs. Consistent communication between regular day teachers and program staff is encouraged and ongoing. Staff provides a variety of activities that are hands-on and seek youth feedback in the development of lessons. Youth regularly work in groups that have a clear purpose, and plan activities that are project-based and result in a culminating event or product. ELP staff work collaboratively with FCSS' Project Specialists and school and district administrators to facilitate discussion regarding aligning the goals of the program with the regular day, reviewing program assessments and student achievement scores, exploring opportunities for family literacy, and ongoing academic development throughout the school year and summer.

3—Skill Building

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

Staff facilitates activities and conversations that increase participants' 21st Century skills, sense of personal and social responsibilities and understanding of life and career options. Participants are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. A specific focus is placed on Science, Technology, Engineering, and Math (STEM) topics, as well as art (both performing and visual) and Social-emotional learning (SEL) skills. Additionally, staff supports mastery by facilitating youth reflections and offering constructive feedback to help youth learn from their experiences. The educational literacy and educational enrichment activities are aligned to academic goals of the regular day, building skills and strategies. Certificated staff are consulted on a consistent basis. Tutorial programs focus on closing achievement gaps and instruction is differentiated to meet individual needs and interest.

4—Youth Voice and Leadership

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

ELP youth leadership committees are formed to market expanded learning program, review program practices and policies, impact lessons and activities based on student interest feedback and assess community need. Students from lower grades are involved in focus groups. Additionally, lessons include student reflection activities where students provide daily feedback and have opportunities to make recommendations for future activities. Building relationships is key for expanded learning program staff and students, oftentimes once a strong relationship is built and students have trust, staff learn more about student viewpoints, concerns and interests. In addition to lessons including reflection activities, staff integrate opportunities for choices throughout activities (e.g., choosing materials, distributing responsibilities, selecting projects etc.). Products of leadership council's assessments of community needs often result in youth-led projects serving the community. All activities are age and grade level specific.

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.

The expanded learning staff collaborates with school administration to identify healthy

practices to implement and contribute to the school wellness plan. In designing lesson plans, staff tie in healthy choices and behaviors when appropriate to the lesson. Staff also model these healthy behaviors. Types of healthy practices and activities include healthy cooking classes, sports, structured physical fitness, and nutrition lessons. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition and healthy lifestyles during the program. FCSS Wellness and Nutrition staff collaborate with programs promoting youth to share their wellness knowledge to influence families, peers, programs, and the community. Students will be provided with access to outdoor play areas such as, a tricycle/riding track, an outdoor musical instrument area, and play structures that are accessible to students of all developmental ages and stages.

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.

Staff development plans include on-going diversity and sensitivity training. Activities are adapted to accommodate the physical and developmental abilities of all youth. Program celebrates the various cultural and unique backgrounds of their community through activities and lessons in program and community events. We have seen an impact in program culture when we have staff working in expanded learning who match the ethnic and cultural backgrounds of the student population they work with. This is one way towards creating an environment that is safe, supportive and diverse. Often our expanded learning staff are role models for our expanded learning students and having a positive adult that reflects their culture and ethnicity really contributes to build a positive school climate. When any student who may have potential barriers to participate in program is enrolled, the Site Lead, FCSS Project Specialist, site administration, and parent meet to review program structure and form a supportive plan for the student so they can participate and are successful in the program. This includes any student with disabilities or special needs. The expanded learning program collaborates with the school district to coordinate extra support for students with disabilities or special needs. Some programs, if budgets allow, hire the certificated teacher or paraeducator in expanded learning so students with disabilities and special needs are supported. Expanded learning programs provide a space for low-pressure opportunities for English language learners to practice oral language in a safe, informal environment while actively engaged in fun, hands-on games or learning activities. One support provided to English language learners is hiring bilingual staff who are able to help students during the program. School day staff and administrators also provide support, coaching and training to program staff specifically focused on strategies and curriculum that program can implement to help support English language learner students. Computer based programs used during the school day that are tailored to English language learners are available and used in the expanded learning program

as well.

7—Quality Staff

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

Staff are recruited through our district, local colleges, websites and county office postings. FCSS Activity Instructor positions are available for occasions when a specialized skill is required to respond to student interests. Interview questions are structured to meet the needs of program and extract candidates experience, knowledge, skills and interests. Expanded learning staff in the FRESH consortium, regardless of hiring agency, are surveyed annually to determine relevant staff development topics and schedule availability. FCSS Project Specialists and Area Supervisors convene monthly with site leads as a learning community and offer on-site coaching for line staff. Additionally, technical assistance is available through the Region 7 Lead, Joshua Blecha. Outside staffing agencies also provide targeted staff development.
Students are supervised by program staff with a maximum average of 20 students per staff member, grades 1-12, and 10 to 1 for Kinder and TK. Site Leads also provide general supervision and support of staff and students during the program and regularly observe student-staff interactions and levels of involvement.

8—Clear Vision, Mission, and Purpose

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

The expanded learning program site lead works collaboratively with students, parents, school site councils, principals, and district office personnel to ensure that the expanded learning program supports and promotes the academic and behavioral goals of the regular school day. Students and parents provide input either directly or through surveys and communicate individual and family needs. School site councils are attended and serve as a discussion forum to assist in developing and promoting community goals. The FCSS Project Specialist performs an annual program assessment to expand the needs assessment to include best practices for program content, delivery, staffing and program management.

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.

A variety of service clubs, institutes of higher education, foundations, and community organizations contribute to the enrichment of FRESH expanded learning programs. This includes, but is not limited to: California State University of Fresno, City of

Reedley, CSUF Foundation, Educational Resource Consultants, Fresno Pacific University, California Teaching Fellows Foundation, Community Youth Ministries, City of Fresno, Fresno City College, Reedley College and West Hills Community College. In addition to these institutions, the district collaborates with local community partners, police and fire departments, and site parent groups.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The FCSS Project Specialist performs a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. The program data and evaluation results are shared with stakeholders for feedback. Staff collect and utilize data to influence program planning and goal setting. Formal feedback is requested of youth regarding enrichment activities. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Students are surveyed annually for the purposes of eliciting student perception of program quality, aligned with CDE's 6 Point-of-Service Quality Standards for Expanded Learning. Additionally, FCSS Project Specialists complete an annual program assessment based on the 12 Quality Standards of Expanded Learning in California. Results from the assessment are shared with key stakeholders and are the driving force behind the CQI Action Plan. CQI Action Plans are created in the Fall and implemented throughout the Spring.

11—Program Management

Describe the plan for program management.

The program plan will be updated annually to build a clear organizational staff structure to focus on the needs of youth. Written agreements define roles and responsibilities of subcontractors and partners. Fiscal management includes user-friendly guides for on-site staff to make allocation decisions. Managers at all levels develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs. At the start of the school year the FCSS Project Specialist will engage in a "kick off" meeting with the site administration and site lead. At this time, the program plan is reviewed and if any changes need to be made, they discuss and implement a plan to involve additional stakeholders in the modifications before moving forward. During the school year, the FCSS Project Specialist will hold a midyear check in with the site administration, as well as another at the end of the year. This is to ensure the program is meeting site expectations and to see where additional support is needed. At minimum, four times a year the expanded learning staff representative attends the school site council meeting where there is opportunity to discuss the program and review the plan.

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.

Currently, Orange Center School District has an ASES and/or 21st CCLC program at the TK-8th grade school site. The school will use ELO-P funds to ensure every student from TK-8th grade has access to expanded learning programs. Orange Center will begin with a summer program utilizing ELO-P funding and will plan to expand current ASES/21st CCLC funding in the upcoming school year, as well as plan for winter/spring/summer. A before-school program will be assessed, gathering feedback from the community to determine need. Sites will send out interest forms each spring to all parents to ensure families have space in the program for the coming school year. The opportunities provided through ELO-P will mirror those in ASES/21st CCLC as well as follow the policies and procedures currently utilized to maintain consistency and alignment to the most stringent requirements.

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?

Program staff will receive specific training focused on working with younger children. FRESH will collaborate with the FCSS Early Care and Education department to develop age-appropriate program structure and curriculum. Program will collaborate with school leaders and certificated teachers to continuously review curriculum and activities geared towards younger children. In addition, the FCSS Educator Effectiveness Grant Program will support program staff through high quality professional learning opportunities and coaching. Program will maintain a 10:1 ratio for transitional kindergarten and kindergarten pupils. The proposed schedule is to have TK-K students begin the expanded learning program at 2:30 pm on regular days and 1:30 pm on minimum days and end at 6:00 pm to ensure 9 hours of programming is

available to TK-K students.

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 school day begins at 8:20 am and ends at 2:30 pm, a total of six hours and 10 minutes. The expanded learning program will begin at 2:30 pm and end at 6:00 pm, a total of three hours and 15 minutes. All students will receive the required nine hours of programming (total 9.6 hours). On minimum days, school ends at 1:30 pm, and the expanded learning program will begin at 1:30 pm and end at 6:00 pm, ensuring students still receive the required nine hours of programming. The proposed intersession and summer schedule is to run from 7:30 am to 4:30 pm, a total of nine hours.

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 school sites, 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 on school days, 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 school sites 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 opportunity 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.