

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
SVUSD - Expanded Learning Division

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Saddleback Valley
Unified School District



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

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

Local Educational Agency (LEA) Name: Saddleback Valley Unified 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. Cielo Vista, Del Cerro, Del Lago
2. de Portola, Foothill Ranch, Ralph A. Gates
3. Glen Yermo, La Madera, Lake Forest
4. Linda Vista, Lomarena, Melinda Heights
5. Montevideo, Olivewood, Portola Hills
6. Rancho Cañada, Robinson Ranch, San Joaquin
7. Santiago, Trabuco Canyon, Trabuco Mesa
8. Valencia

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

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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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 (ELOP) will operate under the SVUSD TLC program and will be referred to as TLC+. TLC+ will follow all SVUSD district health and safety policies and procedures to ensure a safe after school environment for all students and staff. These health and safety procedures will be outlined in the Parent Handbook that is given out annually to parents. The handbook also outlines behavior expectations for students in the program. These behavior expectations are aligned with each school site's PBIS program expectations. In addition, staff procedures to ensure student safety are included in the staff handbook. This handbook addresses student supervision from arrival to departure, health and first aid, emergency procedures, and behavior procedures. Staff training is provided annually to ensure that all health and safety policies and procedures are followed.

Please see attached Parent Handbook and Staff Handbook.

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.

TLC+ will offer a variety of hands-on, child interactive environments that weave academic concepts into fun-filled art, science, and movement activities focused on complimenting SVUSD content standards. TLC+ curriculum is based on a variety of instructional and recreational choices throughout the day utilizing STEM-based activities incorporating multiple-intelligence theory. Students have opportunities to work in collaborative mixed age groups. In addition, students will have opportunities to provide feedback and input on these activities on annual surveys. Please see attached lesson plan for a sample of active and engaging learning activities that will be provided daily to students.

For TK students, age appropriate activities that offer dramatic/sensory play options, and opportunities to engage in stories, songs, crafts, and games will be offered.

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3—Skill Building

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

In this program, students will develop their 21st century skills of critical thinking, creativity, collaboration, and communication, as they work in collaboratively mixed age groups. For each child, mixed age grouping will offer a different advantage. For older children, being able to play with younger children will provide important emotional and cognitive support. New leadership abilities and cooperative working skills will develop children's self-esteem. Younger children will learn a variety of new social and intellectual skills from observing and interacting with older children. Both younger children and older children will benefit cognitively when their ideas conflict and they must think through and articulate differences to solve problems and communicate with one another.

4—Youth Voice and Leadership

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

SVUSD students will share ownership in the design of the extended learning program activities by participating in discussions for input and problem solving. Students will be involved in the improvement of existing programs, and or implementation of new practices in the programs in which they participate, with guidance and support from the program leaders and staff.

Participation in leadership clubs and taking an active role in creating surveys and other means of gathering input from fellow participants to inform content and experience opportunities will engage students in problem solving and decision making. This will provide a valuable opportunity to further take ownership of their own learning and growth as they work to address program participant interest and needs.

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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.

TLC+ will offer a variety of child interactive environments and recreational choices that involve movement activities daily, utilizing the school site play equipment as well as the fields for supervised games and activities.

Meals and snacks will follow both state and federal guidelines, as TLC+ will work with the District's Food Services Department. TK students will have the option to bring their lunch or have one provided for them. Students who participate on non-school days will also have the option to bring their lunch or be provided with one.

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's commitment to diversity and equity will be reflected as staff participate in training throughout the year, and students are given opportunities in the program to share and celebrate their diverse experiences and backgrounds.

TLC+ program environment will reflect this in the way that materials and displays are intentionally selected to represent diversity as students have access and opportunities to engage in, and explore different perspectives and experiences.

Guest speakers, activities, and materials reflecting cultural diversity will be incorporated into the program for all students TK-6. For access and opportunity for students with disabilities, SVUSD will ensure that the facilities are accessible to everyone and activities will be reviewed to accommodate the abilities and needs to facilitate safe and active participation by everyone in the program.

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7—Quality Staff

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

Students in the Extended Learning Program will engage with highly qualified staff who will be trained to engage children of varying ages and cultural backgrounds.

All staff will receive mandatory training at the beginning of the year and will participate in workshops and periodic training throughout the year so that they can effectively use district resources/curricula and best practices in planning and maintaining program activities that value and celebrate diversity.

Staff will use a variety of instructional materials and strategies to enhance a positive educational environment. In addition, staff must meet proficiency requirements in English usage, language arts, and mathematics. Please see attached job descriptions for each of the four ELOP positions.

8—Clear Vision, Mission, and Purpose

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

The SVUSD TLC mission is to support "Every Child, Every Day" by providing excellent care in a safe and fun environment.

The philosophy of the program is to attend to the growth and development, creative expression, self concept, social awareness and interaction of each child. TLC+ will provide quality care by meeting the needs of the total child: social, emotional, physical and intellectual.

The program values to promote kindness, responsibility, integrity, and respect will be maintained by keeping the following goals in mind:

- Provide a safe and positive environment for children.

- Foster growth and development by instilling self-worth, confidence, and respect.

- Teach skills of living and working with others.

- Promote creativity, health and wellness.

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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.

SVUSD will coordinate a collaborative and integrated partnership between the instructional day and expanded learning program by working in partnership with the existing fee-based childcare program, TLC. Every staff member will receive training on how to work with community partners. Staff will engage parents, community, and district leadership throughout the year to make informed decisions.

Family engagement will be encouraged by using culturally and linguistically appropriate strategies that offer opportunities for community gatherings and family meetings that celebrate different cultures represented in the program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Scheduled meetings will be held throughout the year to discuss and review program design and goals along with the roles and responsibilities of the program staff.

In addition, opportunities to attend professional development will be available for all staff. Workshops offered throughout the year will be designed to give staff specific tools to be successful in developing the necessary skills to maintain a successful environment in the afterschool program.

Annual meetings incorporating staff, parents, students and community partners will collect feedback to evaluate the program. Feedback will be incorporated into the program review in order to support staff in building positive relationships with the diverse community of students. Records and feedback will be collected via survey, both digital and print, and results will be made available to the community.

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11—Program Management

Describe the plan for program management.

The Expanded Learning Coordinator will work with Fiscal Services and TLC leadership staff to create an annual budget based on the state apportionment and the identified needs of the program. Each site will be provided a budget to purchase necessary materials. Any outside organizations that will be providing enrichment activities will be approved by the Board of Education through the Consultant Agreement process.

The Expanded Learning Coordinator and TLC leadership will work with site administrators to identify eligible students on an on-going basis. Site administration will work with support staff to communicate with parents and assist in enrollment.

Both the Staff Handbook and Parent Handbook will be reviewed and updated annually.

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.

SVUSD does not currently operate an ASES or 21st CCLC 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?

SVUSD will maintain the 10 to 1 ratio in transitional kindergarten and kindergarten through recruitment and hiring. TLC+ staff serving these pupils will have the minimum qualifications for an instructional aide for SVUSD and will receive orientation training, regular check-ins with the program managers, along with virtual and/or asynchronous training.

In addition, The California Preschool Learning Foundations as well as The California Preschool Curricular Framework will serve as a resource to inform planning and implementation of the program in order to support TK and Kindergarten childrens' learning and growth.

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.

Transitional Kindergarten with ELOP hours:

8:30 - 11:50 a.m.	Regular TK Instructional Time
11:50 a.m.-12 p.m.	Dismissal and Sign in to ELOP
12:00 - 12:40 p.m.	Lunch and Outdoor play
12:40 – 1:00 p.m.	Story Time
1:00 - 1:30 p.m.	Indoor Rest time
1:30 - 2:30 p.m.	Dramatic Play / STEAM Exploration
2:30 - 3:30 p.m.	Enrichment with SEL embedded (Art, Music, Soccer, Dance)
3:30 – 4:00 p.m.	Fitness Circles/ Outdoor Play
4:30 - 5:30 p.m.	Afternoon Snack and Open Activity Centers
5:30 p.m.	Check out

**Please see Summer / Intersession Day schedule attached

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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.