

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:	Davis Joint 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. Birch Lane Elementary
2. Cesar Chavez Elementary
3. Fred T. Korematsu Elementary
4. Marguerite Montgomery Elementary
5. North Davis Elementary
6. Patwin Elementary
7. Pioneer Elementary
8. Willett Elementary

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the 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 DJUSD Program will be hosted on each school site, supervised by trained staff. DJUSD is partnering with a community based non-profit organization, Davis Kids Klub (DKK), to provide after school programs on DJUSD school sites. DJUSD is undertaking the care for TK and Kindergarten students during the school day (when they are not in their morning or afternoon TK/K class)

The program at each site will be under the oversight of the site administrative team and District Expanded Learning Opportunities Program (ELOP) Coordinator. Our ELOP provider, DKK, will meet regularly to review:

- * Safety protocols including emergency responses
- * Consistency of behavioral interventions including site PBIS protocols
- * Behavior responses including restorative practices and de-escalation strategies
- * Sharing of best practices for social emotional support
- * Best practices for student grouping

Staff training includes:

- * Mandated reporter
- * Suicide prevention
- * SEL supports such as Kelso's choice and Second Steps
- * Developmentally appropriate instruction, play, and redirection strategies

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 ELOP provides a safe, engaging place for students to experience enrichment, recreation, and academic support. Academic support is provided by tutors and counselors and DJUSD plans to expand access to our i-Ready personalized curriculum to students participating in afterschool programs. Recreation and physical activities include structured and unstructured activities outside on playgrounds and fields.

Enrichment:

Enrichment activities regularly rotate among school sites including the following activities:

- * Fencing
- * Yoga
- * Art
- * Lessons on insects and bats
- * Personal safety
- * Gardening
- * Chess
- * Robotics
- * Drama/Theater
- * Dance
- * Environmental education
- * Origami
- * Bike maintenance and safety

* Conversational Spanish and English for language learners

The enrichment activities will continue through our summer programs and expand in future years.

3—Skill Building

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

Through accessing the academic supports and activities mentioned in the previous section, DJUSD students have the opportunity to build skills related to academic success, physical fitness and health, and exposure to new activities. Activities such as environmental and animal education and chess help students build critical thinking skills that will help them become engaged and thoughtful members of society and the ability to advocate for causes they feel are important. Physical activities such as fencing, biking, and personal safety help students build confidence through taking on new challenges. The well-rounded art offerings, including dance, painting and drawing, and theater give students the opportunity and confidence to try new things and find personal strengths and passions.

4—Youth Voice and Leadership

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

Student feedback on the engagement and quality of the enrichment programs is critical to our ongoing programming efforts. Frequent surveys and informal check-ins with students help our enrichment team decide which facilitators are invited to return and provide information and ideas for future activities.

While our ELOP predominantly serves students in grades TK-6, we engaged early in outreach with High School administrators, activity coordinators, and CTE mentors seeking to engage high school students in programs as teachers, mentors, counselors, and activity facilitators. At this stage in planning high school students have facilitated activities such as art and robotics at elementary schools and students can meet required community service outreach hours related to their CTE pathway program by volunteering at elementary after school enrichment programs. We are working to make arrangements to compensate high school students interested in working as junior counselors and tutor ambassadors in after school programs.

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 enrichment activities described in section two intentionally include a variety of topics and subjects designed to engage students in physical and mentally stimulating activities.

Currently healthy snacks and nutrition are provided by our community partner overseeing after school enrichment programming, DKK. Funding to support these snacks is built into our Memorandum of Understanding (MOU) with DKK.

As programs expand the DJUSD Student Nutrition Department will provide daily snacks and we will explore providing an early evening meal with our SNS team and participating families.

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.

As the current fee-based after school program coordinated by DKK expands and DJUSD funds and subsidizes enrollment for students in our unduplicated population, outreach and student/family recruitment is targeted and personal. School site counselors, English Learning Specialists, Special Education teachers, and staff are personally reaching out to families they believe could benefit from access to this programming. Additionally, staff in our Multilingual department are reaching out to families whose primary language is not English and partnership will expand with our Foster/Homeless support coordinator and Native Family alliance to provide access to families and students in these groups. Students receiving Special Education services are also served by ELOP. Services and supports articulate in a student's Individualized Education Plan and mirrored during after school activities.

Our team is continually seeking to expand enrichment offerings to reflect the culture and interests of students participating. Feedback from families and students will help guide this programming topic expansion and we will seek input from staff and committees such as the Native family alliance, Spanish Speaking parent network, and Ethnic Studies working team as we continue to grow in whom we serve.

7—Quality Staff

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

Current staff employed by DKK undergo screening and training. As the Expanded Learning Opportunity program shifts under DJUSD oversight, all employees will be hired on contracts and/or Variable Service Agreements. As DJUSD employees they will undergo the same screening and training as all employees. Including:

- * Fingerprint screening/background checks
- * Current TB clearance
- * Mandated reporter training
- * Suicide prevention training
- * Passing the paraeducator employment test

As programs become more integrated into the daily operations of our schools, ELO staff will be part of school site training to include PBIS systems and interventions, restorative practices, culturally responsive teaching and learning, Universal Design for Learning, SEL signature practices, and Non-violent Crisis Intervention.

8—Clear Vision, Mission, and Purpose

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

The ELOP mission, vision, and purpose will mirror the goals and objectives currently articulated in the District LCAP and will evolve with the rest of the district as we finalize and adopt the DJUSD Strategic Plan.

As the plan develops, we anticipate the four goals to include: Student Well-being & Belonging, Equitable Access and Opportunity, Student Engagement & Continuous Academic Growth, and Confident Graduates, Prepared for Life. The participation in an extended day allows additional and improved experiences on school sites toward each of these goals. As extended day is primarily in service of our unduplicated students and families, is on campus, designed to be inclusive and attentive to whole child needs, and increases support in academic programming, it is the belief of DJUSD leadership that the ELO and Strategic Plan are in alignment.

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.

DJUSD has not hosted a comprehensive after school program on our campuses in the past, thus we are relying on partnerships with community based organizations to build our ELOP. The most important partnership is with a long time local non-profit organization, Davis Kids Klub (DKK), which has hosted after school programs on our elementary campuses for over two decades. DKK is planning to operate our after school ELO Programs at all eight elementary school sites in the 2023-24 school year and will more than double the attendance in these programs from past years. The program will host students in the unduplicated population with tuition subsidized by DJUSD and continue to operate the fee-based program they have run for years.

Beginning Winter 2022-23, DKK began bolstering the enrichment opportunities for students in these afterschool programs. The activities brought to our school sites were coordinated in partnership with several additional community organizations such as Bike City Theater, Mirror Image Dance, Davis Fencing Academy, Barefoot Yoga, The Bike Garage, Davis Food Co Op, etc.

Though part of DJUSD, the Davis Bridge program is another organization that supports some of our students most at risk during the school day and after school. As part of building out our ELOP, we are planning to expand the Bridge program to other elementary schools in the future. This will involve bringing tutors from UC Davis to campus to work with students in small groups and build supportive relationships with students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

DJUSD is dedicated to continuous improvement with all our programs and conducts regular reviews of program effectiveness and impact to make adjustments, additions, and omissions to program components as feedback indicates. As we follow the Continuous Quality Improvement (CQI) process for the ELOP we will implement the following:

1. Fall Community Engagement and Information meetings

2. Ongoing feedback from students, families, and staff on the quality of programming, engagement of enrichment offerings, and customer service.
3. Specific feedback, in native languages, from families of students whose home language is other than English.
4. Regular student engagement sessions conducted at scheduled times and randomly asking about engagement, interest, climate, and fun with ELO Programs.
5. In partnership with school staff, ongoing monitoring and evaluation of student growth and progress on academic standards.
6. Winter and Spring surveys for families and staff.
7. Regular review of student attendance monitoring for unduplicated student enrollment and attendance.
8. Regular review of staffing ratios, employee satisfaction, and need/s for additional training and support.
9. Ongoing updates for and feedback from District Advisory Committees.
10. Regular meetings at each site hosting ELO Programs and between sites (bringing site leads together) to calibrate, lift up, and share best practices.

This process will be overseen and facilitated by our DJUSD Expanded Learning Opportunity Program coordinator. The coordinator will maintain regular contact with childcare providers and our community partners (such as DKK) to conduct all the CQI activities noted above.

11—Program Management

Describe the plan for program management.

District coordination by Superintendent designee in the Instructional Services Department/Director of Elementary Education/ ELO-P Coordinator

- Ensure systems are created and in place for site programs to run
- Develop and approve MOU's with community partners (DKK) and enrichment providers
- Oversee and monitor hiring, training, and onboarding practices (in coordination with Personnel Services)
- Background checks
- Mandated trainings
- Employee eligibility
- Oversee and monitor site/program enrollment and attendance
- Produce reports and data for state auditing purposes
- Coordinate partnerships and collaboration with district departments including fiscal, technology, HR, Special Ed
- Oversee and monitor equitable outreach to unduplicated student community

Site oversight and coordination by School Principal / Elementary Site TOSA

- Oversee onboarding and training of new site staff
- School policies and procedures
- Emergency response protocols
- PBIS systems
- Coordinate use of site facilities for program base and expansion
- Oversee communication between school and afterschool staff teams related to behavior, SEL, academic growth, and individual student needs
- Support in monitoring daily enrollment and attendance for auditing purposes

ELO Program Site Lead

- Oversee daily attendance of students and staff

- Daily supervision of site ELO staff
- Coordination of daily schedule including academic support, recreation, and enrichment activities
- Report unusual incidents to Elementary Site TOSA and Principal

ELO Program Aid

- Conduct daily programming activities
- Support student engagement and participation
- Monitor and support student relationships and behavior
- Report to Site Program Lead

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.

DJUSD does not receive ASES funding and will be funding the ELO Program solely with ELOP funds.

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?

DJUSD will hire ELOP Aides and site leads to facilitate our AM/PM "Kindercare" program (during the Elementary school day, when TK and Kindergarten students are not in their classes. Hiring will be done to maintain the 1:10 ratio during the "Kindercare" program and in the afterschool program when TK/Kindergarten students are part of a student cohort. Using ELOP funds, we are purchasing furniture and supplies to equip the classroom/childcare spaces that TK/K students will be served with furniture and supplies consistent with what we use in TK/Kindergarten classrooms. Including appropriate sized tables and chairs, station for dramatic play, carpets, and manipulatives designed for 4 and 5 year old students. Staff in these settings will receive training in Early Childhood Education pedagogy and have opportunities to observe in and collaborate with Early Childhood Learning classrooms.

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.

School Day and After School Program Schedule

Time	Sample Activity
8:10-8:30 AM	Greeting, Free play, Breakfast
8:30-11:50 AM	Regular School Day
11:50 AM-12:30 PM	Lunch and Active Break
12:30-2:35 PM	Attend Expanded Child Care Program
	Enrichment activities, recreation, academic support

2:35-5:55 PM Attend After School Childcare with Davis Kids Klub
Enrichment activities, recreation, academic support

Summer School Program Schedule

Time	Sample Activity
8:00-8:15AM	Greeting, Breakfast
8:15 AM -12:00 PM	Regular School Day
12:00 - 12:30 PM	Lunch and Active Break
12:30-5:00 PM	Attend Expanded Child Care Program hosted by Davis Kids Klub Enrichment activities, recreation, academic support

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.