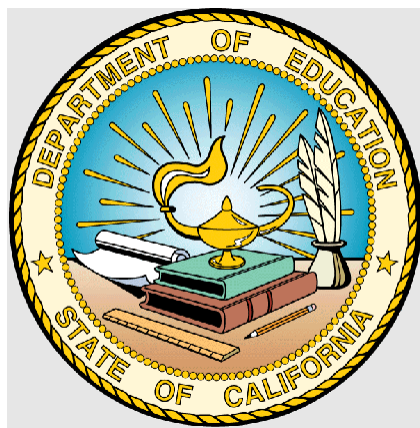


Expanded Learning Opportunities
Program Plan Guide 2022-2023

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

California Department of Education
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Sacramento, CA 95814-5901
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Dehesa Elementary School District

4612 Dehesa Rd
El Cajon, CA, 92019
619-444-2161



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

Local Educational Agency (LEA) Name: Dehesa Elementary School District

Contact Name: Bradley Johnson

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Contact Phone: 619-444-2161

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. Dehesa Elementary 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

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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 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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Program Plan Guide

The Expanded Learning Opportunities Programs (ELOP) are designed to increase access to educational and enrichment services beyond current offerings. Currently Dehesa does not offer a before or after school services.

ELOP will allow schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

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.

Dehesa District will utilize a system for tracking student enrollment and attendance through Synergy and Google Sheets to ensure that all students are able to participate in ELO-Programs. Procedures will be in place to ensure that students are always accounted for.

Safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district administration is available to support the after-school programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff's Department will be contacted for consultation or support.

All program staff will be clearly recognizable and wear the designated, easily identifiable school ID Badges, at all times. All school sites will be fully secured during program hours with established single entry/exit access points. Educational Partners will be required to go through a thorough background check, prior to working with students.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

The safety procedures in place during the school day will be strictly adhered to, always. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers on their campus. Earthquake and lockdown drills will be conducted two times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to printed student emergency contacts. Dehesa Elementary School District will provide health support (e.g., after hours nurse or LVN) on call during program hours in the event of a health emergency or injury.

The after-school program will use a positive discipline model aligned with the district's research-based Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention System (PBIS). Dehesa Elementary school's MTSS model includes interventions including restorative practices, socio-emotional learning, and support. Each school's MTSS expectations will be integrated into the sites after-school program. This alignment will ensure high levels of student social-emotional learning services that supports a safe and nurturing environment.

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During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, ELOP Coordinator will have a district site cell phone.

Comprehensive staff training will occur prior to the school year. The ELOP Coordinator will provide: 2-4 professional development days prior to the school year. The school will host monthly meetings, two (2) hours per month, to discuss site specific protocols and revisit safety procedures as needed. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the districts and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and district administrators.

What and how should the program provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students?

MTSS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. To reinforce continuity and alignment, principals will include an after-school staff on their school's MTSS team. To generate a culture where students model exceptional behavior, the staff will develop a behavior matrix with student input. The published matrix will be communicated to students through large/small group assemblies or on an individualized basis. Additionally, our "Areas of Focus and Program Highlights tool," will be used when program administrators walk through program sites to support technical assistance, coaching and feedback.

All staff will be trained in Positive Relationship Building and how to develop positive mentoring relationships with students. Additionally, all program sites will align with MTSS practices:

- Align program-wide expectations with the school day expectations
- Students will be trained and practice MTSS expectations
- Expectations will be reinforced by staff and retaught, if needed
- When expectations are not met interventions will be provided with documentation

To support social emotional learning of students, and in alignment with the core day, staff will be trained and will implement ASSETS series designed specifically for expanded learning programs that teach leaders trauma-informed behavior management tools and purpose-driven systems that sustain quality while creating replicable success in any after school setting(Afterschool Unlimited, 2022). Additionally, the after-school program will implement and train all staff on the Collaborative for Academic, Social and Emotional Learning (CASEL) three (3) Social Emotional Learning (SEL) Signature Practices:

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1. Welcoming/Inclusion Activities,
2. Engaging Strategies, Brain Breaks, and Transitions, and
3. Optimistic Closures.

These signature practices will be embedded throughout the program and are one of many tools for fostering a supportive environment and promoting SEL. They will intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills (CASEL, 2019).

“The SEL 3 Signature Practices will support the ABCs of an effective learning environment (Richard M. Ryan and Edward L. Deci):

- **A—Autonomy:** The need to be in control of oneself and empowered to make decisions. Participants make personal choices about what they say and do in each of the activities.
- **B—Belonging:** The need to be accepted and valued by others. The activities are designed so that every person can be heard and seen without judgment, and to help build relationships with others and with content.
- **C—Competence:** The need to be effective or to accomplish things. The 3 SEL Signature Practices give participants opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the school day, in out-of-school-time experiences, or at work.”

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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.

Educational Literacy

Staff will use techniques aligned with the core-day classroom to assist students. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment cycle offerings. Digital literacy can include, but is limited to, coding, creating podcasts, Dehesa TV and website development. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st learner. All educational partner organizations and programs (e.g. NSSI (National Summer School Institute), Sycuan Learning Center, Recreation Center and Cultural Center) to be considered will need to be reviewed and discussed with a team (ELOP coordinator, teachers and IAs) based on what each organization or program offers.

With literacy as an ongoing focus, all programs will work in partnership with each site's librarian/librarian media technician to develop a reading program that will promote student literacy, incentivize reading challenges, and increase student scores. Literacy programs to be offered include, but are not limited to reading clubs, literacy circles, read aloud, community reading goals and site reading competitions. These programs will be planned in collaboration with each site's instructional media technician, administrators, and school and community educational partners so that all voices are heard during the planning process. This process will take place months before the literacy component is finalized. Educational Partners, such as the Sycuan Learning Center curriculum will be leveraged to incentivize reading challenges.

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

Educational Enrichment Activities

The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. These surveys and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys and/or focus groups will be administered at the beginning of the ELO program planning to support in identifying the site's educational enrichment focuses for the school year. This will give an opportunity for student voices to drive the selection of these activities. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for all students to be able to self-select and participate in this enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available. Some programs can include options

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such as: Cultural Awareness, Character Development, Community and Civic Engagement, Historical News and Events, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage educational partners, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

What educational literacy and educational enrichment activities, aligned with the regular school day, should be offered to enhance academic performance achievement and positive youth development?

Positive Youth Development Strategies:

Positive Youth Development Strategies utilizing the BUIC model (described below) will be embedded in all academic and enrichment activities. All staff will be trained in these youth development focus areas, strategies. Our staff onboarding will review these strategies and ensure that all are made aware of how to incorporate them within their programs. Staff will identify student leaders who can provide peer to peer mentoring when needed. Peer to peer mentoring and a student support group will be established to give students a sense of belonging.

Successful character development, club programs, and services will promote and enhance the development of Dehesa School District students by instilling:

B- A Sense of Belonging

- Students know they are welcome and feel that they fit in and are accepted.

U- A Sense of Usefulness

- Students know the satisfaction of doing something of value to others.

I- A Sense of Influence

- Students know their opinions are heard and valued and that they can influence decisions.

C- A Sense of Competence

- Students feel proud and confident when they acquire new skills and know they can do something and do it well.

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3—Skill Building

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

What types of educational literacy and educational enrichment programs and/or activities can be offered that contribute to the improvement of student academic achievement as well as overall student success?

The ELOP Program will offer rotations that reinforce literacy. For TK-8th Grade students, staff will lead students through various activities each day for a minimum of 30 minutes where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive lessons.

In addition to educational literacy reinforcement, a STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activity will be offered weekly to improve academic achievement and overall student success. Each month will focus on an aspect of STEAM (e.g., Science, Technology, etc.). The Sci Tech Program and curriculum and Art in the Classroom will target TK to 8th Grade students. During this rotation, students will work on STEAM and Art based activities through hands-on science investigations on everything from solar car design to household chemistry. Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

What types of enrichment programs/activities can be offered to develop 21st Century Skills of Communication, Collaboration, Creativity and Critical Thinking?

The program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the “four Cs”) by engaging students in project-based learning activities. Furthermore, these projects can have a STEAM based focus to further enhance using 21st century skills. As elaborated in the section above, groups of students will collaborate with each other to address a topic, challenge, or question. At the end of the project, student groups will share their findings/results/product with their peers in a presentation and discuss which skills they learned and utilized to complete their project.

To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity.

Reinforcement at home of the four Cs (communication, collaboration, critical thinking, and creativity) is essential to ensure students internalize and apply these skills. Each project will include a take home portion that will ask families to provide their input. The “take home” section will be inquiry based and will allow students and family members alike to explore and problem solve together. Additionally, information on 21st Century skills will be shared with parents along with the inquiry-based learning model so they can create an environment at home where these skills and learning model can be practiced and reinforced.

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What types of enrichment programs/activities can be offered to develop skills for students to be College and Career Ready?

ELOP Program will provide intentional opportunities for students to develop skills to be college and career ready. To encourage students and their families to think about a college pathway, sites will provide parent information bulletins on how to navigate their child through the education system. With the goal of empowering parents with this knowledge as soon as possible, these informational bulletins will be offered to parents of all grade levels.

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4—Youth Voice and Leadership

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

What opportunities can be provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?

Student input is critical to program design. A diverse student advisory group will be established with students in fourth through eighth grade and will meet monthly. The advisory group (student council and ASB) will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The advisory group will also participate in leadership development, along with service learning through our, which provides access to issues-based lesson plans and more to help students take action on local and global issues while building skills like resilience, empathy and problem-solving.

Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after school activities.

How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning)?

Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations who provide services in the areas that are sought after.

The enrollment and attendance of the enrichment programs will be monitored to determine if the program should be offered in the next enrichment cycle.

Service learning will be leveraged to connect students to their community. Each semester the department will have an established service-learning theme and resources will be shared. Staff will work with their student advisory groups to determine which service-learning activities they will host (1-2 activities). Students' participation will be logged monthly. All students who participate in service-learning hours will receive a certificate and those who have more than 30 service-learning hours at the end of the school year will receive special recognition.

What opportunities can be developed for students to mentor, lead curricula and activities?

Typically, after-school staff are trained in and will go through the "Club Development Process" before introducing new clubs to students. To encourage mentorship and leadership, students of all ages can develop their own club following the "Club Development Process - Student edition."

1. Assess and determine the club topic/focus
2. Ask an afterschool staff to serve as a facilitator

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3. Calendar out the club and plan benchmark events (e.g., frequency of meetings, length of time, location, etc.)
4. Complete a program planning tool
5. Create a flyer and market the club to students to sign up
6. Conduct the club and track attendance
7. Host the showcase, culminating event or project

An example of a student led club is the Green Sustainability Club. The goal of this club is to establish a recycling program on campus and teach other students about the benefits of recycling.

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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 programming.

What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?

The program will align its wellness initiative with the district's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. One-third of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning.

At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-8th grade students will have the opportunity to participate in a physical fitness club program. All sites will be able to leverage site experts, such as Playworks.

These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks.

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.

Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Milk and Muffin	Yogurt and Graham Crackers	Cheese and Apple Slices	Juice and Granola Bar	Milk and Muffin

What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?

Social Emotional Well Being

In efforts to support the mental health of students, mental health resources and social emotional learning signature practices will be offered daily to ensure the well-being of students is a primary focus to our ELO-programs. Please reference the Social Emotional supports below.

Social Emotional Learning (SEL) Signature Practices

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SEL signature practices will be embedded in all components within the ELO-program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

Mental Health Awareness

Mental Health Campaigns (e.g., Mental Health Awareness Weeks/Months, challenges, self-care, and mindfulness) will continue to be the focus of our ongoing support. These campaigns will target how to recognize the signs of mental health issues, how to identify when to ask for help and will highlight students who are advocates for their peers.

Another component to mental health awareness is to equip the students' parents/guardians with the tools that are needed to recognize mental health concerns/issues. This will build the capacity of parents to recognize mental health behaviors that require additional support and will allow them to request this sooner.

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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.

How can the program create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds?

The ELOP Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture in clubs through activities, projects, presentations, and/or performances. Furthermore, activities that involve the family will bolster the celebration of students' culture and backgrounds.

To promote diversity, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the students' appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month, Women's, History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in these month-long highlights. The program will explore different culture from around the world each month. The curriculum will highlight a day in the life of a child from different countries, along with words and phrases they use, food they eat, and an art activity that will be displayed for families.

How can the program ensure support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program?

Access to ELOP Programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation.

For students with disabilities, the ELOP Programs will provide support staff who have training in working with students with special needs. The ELOP Programs Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support with special needs students. Furthermore, Special Education and ELOP Programs will collaborate on reasonable accommodations as they relate to student's IEPs and determine a communication and support plan.

To meet the needs of English language learners (ELL), staff will be trained on English language development and best practices to support ELLs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be

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trained on effective strategies to support ELL students and program activity plans will incorporate intentional use of the ELL supports to ensure these students have access to the material and content.

ELOP Programs have often been a safe-haven for students who experience challenges at home or attending school. Staff trained in Youth Development and Mentoring will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful with their interactions with adults and peers. Furthermore, the enrichment components of the program (e.g., student clubs, enrichment, etc.) provide students who struggle academically with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate more fully in the program.

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7—Quality Staff

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

Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Program administration will conduct regular visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (ELOP Coordinator) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visit will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

The positions within the ELOP Programs at a site level comprehensively create a supportive, safe, and engaging environment for students. (ex. ELOP Coordinator and other committees). Each position has a detailed list of job duties and responsibilities that are tied to their experience requirements. Each applicant is vetted through the Dehesa School District Human Resources and ELOP Department. A thorough background and interview process takes place, to ensure students engage with highly qualified staff.

Recruitment process is a comprehensive outreach approach that is comprised of workforce hiring databases, local colleges, and universities in-person job fairs, flyers and electronic communication, local businesses, and word of mouth. Collectively, hiring communication is disseminated to target key stakeholder employment.

Describe the type and schedule for the continuous professional development that will be provided to staff.

The ELOP Programs staff will take part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in a three (3) to four (4) day professional development days.

Throughout the year, ELOP coordinator will attend monthly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. ELOP Coordinator will then take the information back to their school sites and inform their team at their staff meetings. Each site is given two hours a month of site level meetings. OST Regional Leader will work at the site level as coaches to provide support and additional resources on implementation of staff professional development. The Regional Leaders will attend training on effective coaching practices, this will be provided by our curriculum resource teachers.

Online professional development will be provided to all staff throughout the year, as technical support is requested, and/or new information is being introduced.

Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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8—Clear Vision, Mission, and Purpose

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

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The ELOP Programs Department supports the Dehesa School District through quality child-centered preschool and school-age programs that provide a safe environment and a variety of opportunities that enrich the lives of children and youth.

The ELOP Programs Department conducted an Educational Partner survey that was shared with students, parents, and staff for the 2021-2022 school year. Based on the results of the survey, key program focus areas were identified. Furthermore, the district's LCAP Goals provided guidance on how to address the needs.

Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

To ensure that all resources are optimized by the district to meet the needs of students, parents, and the community, program goals will align the district's priorities.

- Teaching and Learning
- Educational Partner communication and engagement
- Safety and Wellness

Therefore, to align the program with the district's overarching LCAP priorities, the following program goals were developments incorporating the Quality Standards for Expanded Learning Programs.

1. The program provides an environment where students feel safe at school both physically and emotionally. (QS 1, 6)
2. The program supports student achievement academically, physically, and socially. (QS 1, 2, 3, 5)
3. The program provides opportunities for students to develop 21st Century skills and Leadership skills by engaging in the enrichment development process. (QS 3, 4)
4. The program provides opportunities for students and parent to engage in activities and events with each other and the community. (QS 3,6)

Describe how the program has engaged or will engage educational partners (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

The program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected.

Over a period of several months, Program Administration held a series of workshops with all site level leadership. The existing program's mission, vision, goals were shared, alongside the

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Expanded Learning Quality Standards.

A series of monthly workshops were held by Program Administration and educational partners were asked to participate and share out in several activities that engaged and provided feedback towards the creation of the revamped program's mission, vision, goals and expected outcomes.

The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any currently or additional goals. In addition, progress and outcomes related to program goals will be shared out to educational partners via the Out of School Time Parent Newsletter.

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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.

Describe the collaborative partners that will be involved in the process used to plan, implement, and update the after-school program plan.

A collective effort of departments and school site educational partners were involved in the process to develop, implement, and update the ELOP ELOP Programs department after-school plan. The Human Resources, Business Services and Education Services were key members in the process alongside, school site personnel, students, and parents.

Each department met each month to assist with the implementation of ELOP in our ELOP Programs. Collaborative meetings allowed for departments to assist in hiring and recruitment, planning and training of the California Quality Standards, and assistance with creating TK/K programs for before and after school for the 2022-2023 school year.

List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Certificated Teachers- Tutoring

Educational Partners- Based on MOU (Sycuan Educational Department)

Curriculum and Development Department– Professional Development

Human Resources – Hiring and recruitment

Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.

The ELOP Programs Department continues to seek opportunities to partner with the City of El Cajon and hopes to partner with local businesses and higher educational institutions to provide college and career readiness for students. For example such local businesses include Sycuan Learning Center, Cultural Center, and Recreation Center.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other educational partners, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring.

The department will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site.

Through ongoing stakeholder survey, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

The CQI tool will be assessed semiannually by a key educational partner, District Administrators, parents, and ELOP Coordinator to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each before and after school program on how well they are implementing the California State Quality Standards for ELOP Programs. District Administrator will use the CQI model of Asses, Plan, and Improve.

Asses (Data Analysis and Reflection)

1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals

Plan

1. Specify objectives
2. Create a plan to meet objectives

Improve

1. Provide resources and collaboration for staff to meet objectives
2. Provide on-site training and professional development for staff in areas of focus that address the planned objectives

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11—Program Management

Describe the plan for program management.

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

The design will increase access to educational and enrichment services beyond current offerings. By increasing access to educational and enrichment services, it will enhance our department's program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

Education partnerships will allow for all students to gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students the opportunity to enhance their horizons and expose them to continuous learning opportunities.

Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Program organizational structure is comprised of the following staff roles:

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DEHESA SCHOOL DISTRICT

Position Description

TITLE:	ELOP Coordinator	CLASSIFICATION:	Certificated
DEPARTMENT:	Student Services	WORK YEAR:	181 Days + 30 non instructional days
REPORTS TO:	Principal	SALARY:	Stipend

GENERAL SUMMARY:

Under the supervision of the Superintendent/CBO, the Expanded Learning Opportunity Program (ELOP) Coordinator will oversee the operation and management of the before and after school, including intercession, expanded curriculum and enrichment program. The ELOP Coordinator will coordinate training and programming of curriculum and enrichment activities. The ELOP Coordinator will oversee instructors and support staff for before and after school programs, including intercessions programs, to ensure students successfully transition from the regular school day to the ELOP program. The ELOP Coordinator will evaluate the social and academic growth of students through data analysis and recommend changes to improve the quality of programs. This position requires flexible, non-traditional work hours and work year calendar.

EMPLOYMENT TERMS:

- Supervises, oversees, and evaluates all Expanded Learning Programs to include ELOP during the school year and intercession(s) and extended learning opportunities on minimum day Wednesdays.
- Monitors school site to ensure program components, enrichment activities, and documents meet compliance with state and federal grant requirements.
- Maintains student and staff records, analyzes program data, and prepares and submits required reports.
- Facilitates and/or provides professional development for program staff, provides onsite coaching support, and parent education workshops to improve program quality.
- Collaborates with District and site administrators to design, implement, promote, and supervise student achievement and enrichment activities for all expanded learning programs to include ELOP.
- Evaluates ELOP program effectiveness by utilizing multiple assessment measurement tools, including analyzing results and providing information to students, staff, parents, and community collaborators.
- Evaluates and works collaboratively with school sites to design/select curriculum and instructional materials.

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- Coordinates the Expanded Learning Program program interfacing with other community-based organizations (ie: Sycuan).
- Makes connections with community and outside vendors to provide a rich robust program.
- Develops, implements, and monitors supplemental after school intervention programs.
- Maintain manual and electronic documents, files and records.
- Works directly with the educational partners to address parent concerns and student investigations regarding all the expanded learning programs.
- Communicates with parents regarding expanded learning programs.
- Prepares a variety of documents, reports, written materials, and recommendations for the purpose of communicating information to parents and staff.
- Effectively communicates and maintains cooperative relationships with those contacted in the course of work.
- Adheres to and implements the certificated and classified collective bargaining agreements, as applicable.
- Performs related duties as assigned.
- Non instructional work days and hours to be scheduled with Superintendent/CBO.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- Budget planning and monitoring
- Laws, regulations and procedures governing school district administration
- Applicable Education Code rules and regulations related to district and school policies and procedures
- Principles and practices of establishing and maintaining good community relations
- Principles and practices of developmentally appropriate academic enrichment and recreational programs.
- Record-keeping techniques
- Federal and State laws, rules, regulations, and policies related to categorically funded programs.
- In-service training and staff development procedures
- Program assessment and evaluation
- Principles and practices of preparing, producing and disseminating public information

PRINCIPLE DUTIES AND RESPONSIBILITIES:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students
- Express, communicate and build high-functioning relationships in order to work with diverse groups of people such as (but not limited to) District Office Personnel, Teachers, Students and Parents
- Analyze and evaluate data for specific use
- Maintain confidentiality

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- Prioritize workload and conflicting demands
- Effectively work in a demanding environment
- Work in a diverse socio-economic and multicultural community
- Demonstrate honesty, integrity, openness, and a strong sense of confidence in oneself and others
- Effectively communicate orally and in writing, with a variety of public, staff, and management groups
- Maintain consistent, punctual, and regular attendance
- Apply effective employee supervision and evaluation techniques

Training, Education and Experience:

- Valid California Administrative Credential
- Valid California Teaching Credential
- Master's Degree or higher
- Successful school site principal and teacher experience
- Valid California Driver's License
- Bilingual in Spanish preferred

WORKING CONDITIONS:

- May be required to lift up to 30 pounds.
- Must be able to feel attributes of objects, grasp, push, stand/walk/run, reach, and stoop/kneel/crouch, climb.
- Ability to multi-task and handle varying levels of stress.

Job Description Adopted: June 29th, 2022

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Describe the process and time frames for periodic review of the program plan and how community partners and other external educational partners were involved in the process.

Phase 1: Program Administration met with educational partners in San Diego County, inquiring of their educational enrichment programs and services.

Phase 2: An enrichment survey was shared out to staff, parents, and students to gain feedback on enrichment program interest.

Phase 3: Based on the stakeholder interest from staff, parents, and students, program administration was able to identify key educational partners that met the need.

Phase 4: Program Administration worked closely with senior leadership to develop a comprehensive ELOP Funding Budget Plan. In addition, an RFP process took place to ensure equitable opportunity for all educational partners.

Describe the system in place to address the following program administration requirements:

- *Fiscal accounting and reporting requirements.*
 - *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
 - *Attendance tracking, including sign-in and sign-out procedures.*
 - *Early release and late arrival policies and procedures (EC Section 8483[a][1]).*
- Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.*

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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?

The Transitional Kindergarten and Kindergarten programs Instructional assistants who work with our transitional kindergarten during the school day will continue to provide learning opportunities in our TK/K program as part of a wraparound service. Instructional Assistants will work to create and implement planned curriculum and activities. The TK/K program will maintain the pupil-to-staff ratio by a 2:20 ratio.

Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and Enrichment curriculum will be provided as education enrichment activities that adapt to early childhood education.

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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.

Instructional Day Sample Schedule (Regular School Schedule)

TK/K

7:30-8:00	Check in
8:00-8:10	Bathroom Break
8:10-3:00	REGULAR SCHOOL DAY
3:00 – 3:15	Bathroom Break
3:15 – 4:30	STEAM Activities/Enrichment/Outdoor Activity
4:30–5:00	Closing

1st – 8th Grade

7:30-8:00	Check in
8:00-8:10	Bathroom Break
8:10-3:00	REGULAR SCHOOL DAY
3:00 – 3:15	Snack
3:15 – 3:30	Bathroom/Water Break
3:30 – 4:00	Brain Power (HW)
4:00 – 4:30	Enrichment (STEM/VISUAL)
4:30 – 5:00	Closing (Indoor Games/Activity)

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Summer and Intersession School Schedule

Time	Description
8:00-8:15	Morning Drop Off/Walking Club
8:15-8:30	Morning Exercises/Huddle
8:30-8:45	Connection/Celebration/ Challenge
8:45-9:35	Novel Studies
9:35-10:25	Close Reading
10:25-10:40	Break
10:40-11:30	Math Problem-Solving
11:35-12:20	Math Foundations
12:20-12:30	Pack up/Line up/Transition to Enrichment
12:30-1:00	Lunch
1:00-2:45	Enrichment Class Bumblebees
2:45-3:00	Break/Transition
3:00-4:45	Enrichment Class Butterflies
4:45-5:00	Pick-up/Dismissal

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;

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(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 program 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 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 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.