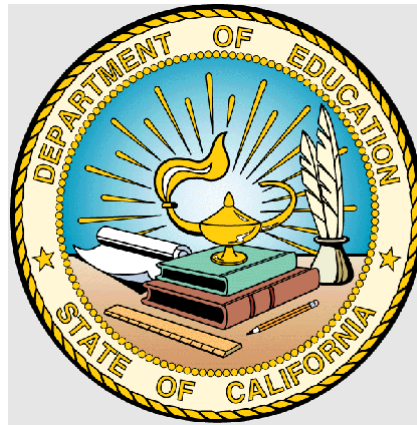


Expanded Learning Opportunities Program Plan Guide

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: | Jurupa 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. Camino Real Elementary
2. Del Sol Academy
3. Glen Avon Elementary
4. Granite Hill Elementary
5. Ina Arbuckle Elementary
6. Indian Hills Elementary
7. Mission Bell Elementary
8. Pacific Avenue Academy of Music
9. Pedley Elementary
10. Peralta Elementary
11. Rustic Lane Elementary
12. Sky Country Elementary
13. Stone Avenue Elementary
14. Sunnyslope Elementary
15. Troth Street Elementary
16. Van Buren Elementary
17. West Riverside Elementary
18. Mission Middle School
19. Jurupa Middle School
20. Mira Loma Middle School

Purpose

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

Definitions

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

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

Instructions

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

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

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

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

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Jurupa Unified School District partners with community-based organizations (CBO) to implement high-quality, student-centered after-school programs that comply with all state and/or federal grant funding requirements. Think Together is a CBO partner with JUSD to offer an expanded learning programs will operate from the end of the school day to expand the learning day to a total of at least 9 hours. For those sites who also have ASES, the campus will operate these programs seamlessly. Other vendors such as SPARKS and 100 Mile Club partner with JUSD to offer intramural opportunities and fitness activities including but not limited to flag football, soccer, basketball, and field and track. JUSD also expands learning opportunities with tutorial support and summer LEAP for all elementary and middle school students. LEAP provides engaging, enrichment, and academic learning opportunities for 4 hours. Think Together program provides a bridge of expanded learning from end of LEAP to offer a 9 hour learning day. Each student's physical and emotional safety is the number one priority of all program operations. Fundamental elements include safety protocols which include appropriate staff-to-student ratios; staff safety trainings; daily attendance tracking, and safe release procedures. As needed, for sites unable to provide a 9 hour program for TK/K students a contract a will be established with a community childcare provider and transportation will be provided. All employees affiliated with the ELO programs are considered Mandated Reporters and are legally required to report any suspicion of child abuse or neglect to identified law enforcement or child protective services agencies. Additionally, personnel, food, and supplemental items will be supported through ELOP to appropriately maintain the program (i.e. feed students, clean facilities, and additional materials). Funds may be used for maintenance and infrastructure as it relates to child safe and supportive programs.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The ELO-P will engage student participants in activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities and support tools provided (including curriculum, technology exc) will allow for a variety of hands-on activities to take place; they will promote social emotional learning, literacy, and communication, collaboration, critical thinking, creativity and caring activities may include athletics, art, music, outdoor education, STEM, public speaking, and homework help. District leaders will coordinate with contracted staff to communicate how supportive learning activities are enhanced in after school learning activities to support regular instruction.

3—Skill Building

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

Expanded Learning offers a wide variety of learning experiences that increase 21st century learning skills such as communication, team building, critical thinking, and creativity. Through a variety of enrichment opportunities students will be a part of projects and activities to expand and gain new skills. By creating and maintaining productive relationships with school site administrators, teachers, staff, and community, the ELO-P program is well positioned to support the needs of students and the school.

4—Youth Voice and Leadership

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

The district is committed to fostering opportunities for student leadership at school sites, and integrating student voice into the ELO-P. We will engage students in restorative practices and have staff conduct SEL surveys to better understand student perspectives and needs in the ELO-P. Through building student leadership and self-advocacy within the education setting, we are empowering students to take ownership of their learning, as well as advocate for what type of learning and enrichment experiences. By effectively building student leadership, these students will increase agency and success in the academic setting and beyond. Survey data will be reviewed to take into account the perspective and ideas of our youth. Student voice and input is also gathered informally throughout the school year at each school campus to ensure activities taking place reflect the voice of program participants.

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.

School meals are a powerful educational support: improving behavior, ability to focus and academic performance. School meals are also an important source of nutrition for all school-age children with school meals/snacks being more nutritious than what most children buy from outside sources. Many students rely on school meals/snacks as their most consistent source of quality food. Our goal is to provide school meals/snacks to improve health both during the school day and through the ELO-P. While academic success for each child is our primary goal, creating a healthy environment that allows children to learn and grow into the leaders of tomorrow through nutrition works seamlessly behind the scenes to achieve that goal. A nutritious meal is provided to every after school ELO-P student at no cost. During intersession programs, a nutritious breakfast and lunch will be provided at no cost to enrolled students. These meals/snacks are provided by the District's Nutrition Services Department and are in compliance with federal regulations and the District's Wellness Policy. Students will also be provided the opportunity to engage in a variety of physical activities on a daily basis.

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.

JUSD and CBOs value and appreciate diversity in all forms. All entities are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. JUSD and CBOs do not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. The ELO-P's design's focuses on equity, connection, and well-being are in alignment of CDE's expectation for Diversity, Access, and Equity as well as EC section 220. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their culture, unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects, and exploration. The District thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs. Multiple factors are considered in this assessment including but not limited to; ELL, incomes, parent graduation rates.

The ELO-P will provide a safe, caring, and engaging learning environment for all students in Transitional Kindergarten through eighth grades, including students on an IEP or 504 plan. Students with disabilities or who otherwise have potential barriers to participate in the program are afforded opportunity to fullest extent possible and will ultimately be decided between the individual, their families, the LEA, and the organization.

Program information is distributed to all currently enrolled students in TK-6th grade. In collaboration with Human Resources, the ELO-P works to recruit a diverse team that reflects the community of the students served. The program celebrates diversity through learning and special events. The ELO-P Department works collaboratively with the Pupil Services team and the expectations of California Department of Education.

When deemed necessary, the District will provide transportation to students so that equal access to our programs is ensured.

7—Quality Staff

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

JUSD is committed to recruit and hire a diverse and talented workforce. The ELO-P employees are hired based on a combination of education and experience that demonstrates a strong understanding and sensitivity to the educational and social needs of children. All employees meet the employment specifications in accordance with the employment policy of JUSD and CBOs. JUSD sub-contracts with CBOs and outside vendors for portions of the ELO-P services. Established partnerships ensure the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives, and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the District.

8—Clear Vision, Mission, and Purpose

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

The ELO-P supports JUSD's promise: By fostering a growth mindset in every child, Jurupa Unified School District empowers each child to unlock their potential and succeed in school, in career, and in life. We call this Learning Without Limits—the promise we make and pledge to uphold—to our students, their families, and our community. The ELO-P's mission is to successfully provide a safe, positive environment that will nurture academic achievement and improve school attendance, while promoting health and physical fitness through enrichment and recreational programs for our students. The ELO-P delivers an expanded learning/after school program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school.

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.

JUSD and Think Together collaborate extensively around planning, implementing, and updating the expanded learning/after school program plan. The ELO-P through a formal process builds partnerships with internal and external educational partners to achieve the program mission and vision. On-going site observations, refresher trainings, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the District/school site promotes transparency and allows for shared ownership,

commitment & accountability to identified program improvements. The ELO-P works in collaboration with all departments within the district to provide an extension of the core day.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

On an annual basis, in collaboration with the Riverside County Office of Education, the ELO-P obtains feedback from program participants, parents, teachers, administrators, and ELO-P employees. The Expanded Learning Program is a part of the District's Strategic Plan meetings to review assessment data and align program support and offerings and adjust programmatic goals. Additionally, JUSD in partnership with CBOs which are committed to ensuring that the expanded learning/after school program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve.

11—Program Management

Describe the plan for program management.

JUSD partners with CBOs and outside vendors to offer expanded learning opportunity programs and utilizes data and feedback of principals, staff, parents, students and community members to inform the areas of enrichment, academic alignment and recommendations to support all students' academic outcomes and emotional well-being. The ELO-P has a clear organizational structure with job descriptions to support the program mission. Departments meet routinely to review and set the program budget in collaboration with Business Services to review the budget process and ensure the program expenditures adhere to the program grant requirements. In order to support the continued expansion of the program the district will hire necessary staff to support the day-to-day management and oversight of the program.

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.

The Jurupa Unified School District Expanded Learning Program office will provide oversight for both the existing After School Education & Safety (ASES) grant and ELO-P grant. Expanded Learning opportunities will be marketed to families in a uniform manner regardless of the funding stream. Program participants will be enrolled into each respective program while adhering to the grant guidelines and meeting the needs of the community. Grants are awarded through external collaborative partnerships. Grants can provide additional funding for training, curriculum, supplies, field trips, experiences, or excursions. Activities and resources provided through grant initiatives help our students experience more opportunities to expand their horizons while making learning more active and meaningful. ELO-P funding is in support of one comprehensive and universal program. Any and all related educational developmental services are anchored in locally-driven Expanded Learning Opportunity Programs, including After School Education and Safety Programs (ASES) that partner with schools and communities to provide academic and literacy support, safe, constructive alternatives for youth. Additionally, grant guidance from 21st Century Community Learning Centers (21CCLC) provides opportunities to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy.

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 ELO-P currently offers programming to transitional kindergarten and kindergarten students. The ELO-P team will work in collaboration with the Director of Elementary Education to develop age appropriate play based learning and program offerings to support the development and learning needs specific to transitional kindergarten and kindergarten students. Additionally, professional development opportunities will also be offered with a focus on supporting transitional kindergarten and kindergarten students. The pupil-to-staff member ratio of no more than 10 to 1 will be maintained in all programs serving transitional kindergarten or kindergarten pupils. (EC Section 46120[b][2][D]).

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.

[View attachments.](#)

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.