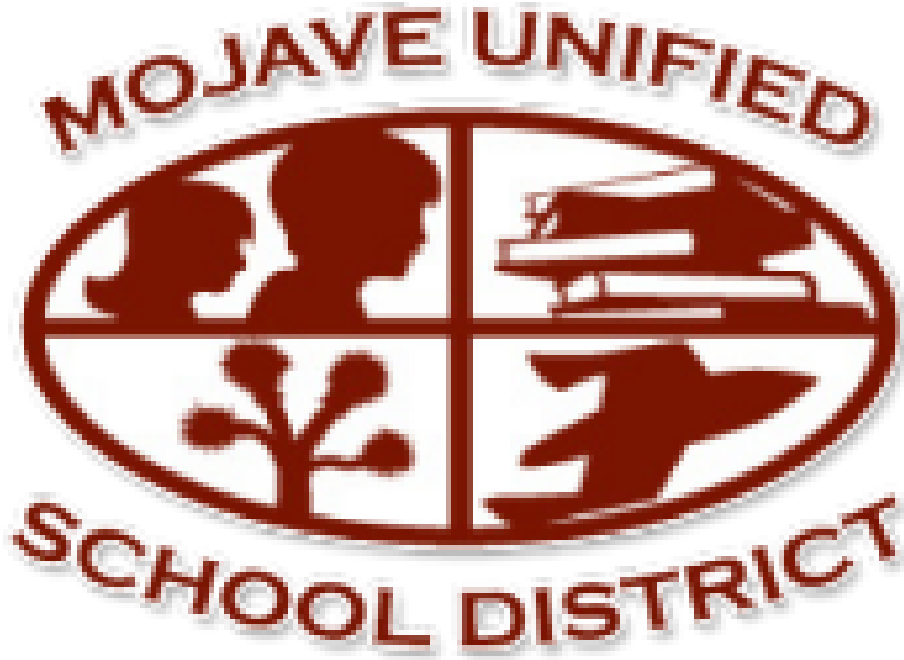


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

For Mojave Unified School District

Prepared by:
Ed Beleno, Director of ELOP



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

Local Educational Agency (LEA) Name: Mojave Unified School District

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Sites that our LEA has selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Mojave Elementary
2. Mojave Junior/Senior High School
3. Robert P. Ulrich Elementary
4. Hacienda Elementary
5. California City Middle School

As allowable, programs will also be operated at:

6. California City High 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 120[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 Mojave Unified School District plans to offer students opportunities to participate in expanded learning (engagement in enrichment, literacy development, play, nutrition, and other developmentally appropriate activities) at appropriate school sites and off campus at various locations through field trips and experiential learning. To accomplish this, transportation will be provided, with buses purchased as current seat capacity requires. Our sites will offer after school enrichment opportunities through literature, art,

music, and physical activities including organized sports. Required materials and supplies will be purchased to allow these activities to continue. Field trips will focus on universities/colleges, museums, local historical sites, nearby beaches, and the California Channel Islands. Additionally, participants will be provided with appropriate snacks and/or meals.

To varying degrees, each of our school sites implements Positive Behavior Intervention and Supports (PBIS) to support a safe and supportive environment. PBIS is an evidence-based three tiered framework

that focuses on proactive approaches to promoting positive behavior as well as supporting school safety. The Mojave Unified School District is part of a five year implementation grant through the Placer County Office of Education. Each of our sites have a PBIS team led by the site Principal. Each team has had training in each tier of PBIS and are at different levels of implementation. PBIS utilization during Expanded Learning Opportunity Programs will focus on developing effective learning environments with predictable routines and expectations. Positively stated expectations will be clearly posted and thoroughly discussed with students along with reviewing the student handbook. Adults will focus on a 5 :1 ratio of positive feedback to constructive correction while actively engaging in activities with ELOP participants. The overall goal of our extended learning program, including PBIS, is to ensure that each student's emotional, physical, and educational needs are met so that they can achieve their highest potential.

Staff, including teachers, paraprofessionals, campus safety, custodial staff, child nutrition services personnel, bus drivers, administrators, and volunteers are focused on the district's two priorities: 1. Are the emotional and physical needs of each student being met? 2. Are students reading at their grade level? Each staff member has been trained in Youth Mental Health First Aid and each site's PBIS team is composed of members of both certificated and classified staff. As an additional means of ensuring the safety of our staff and students, the district uses Bark, a web based content monitoring system for all devices connected to the district computer network. Any item flagged as a possible safety concern is sent to a variety of administrators for review and possible intervention.

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.

During on site Extended Learning Opportunities, students will participate in hands-on lessons, project based learning, and literacy support. Strategies such as writers workshop, reader's theater, and lab practicals will be used to continuously engage students in enrichment while reviewing standards based skills such as computation, decoding and reading comprehension. Project Based Learning and hands-on activities, such as lego activities and more, will provide students with opportunities to work together and cooperatively complete tasks.

Off site field trips will focus on enriching student's knowledge of the world around them. Increasing prior knowledge helps students to make connections from classroom instruction to practical application and use. In addition, students explore parts of the community that they might otherwise not visit, including universities, museums, historical sites, and different regions of California. Experiences during off-site trips will not only help students academically but will afford them opportunities to interact with each other socially and build stronger relationships.

PBIS will also play a huge role in ensuring that students are engaged and active in the learning by recognizing the positive behaviors exhibited and helping students to feel accomplished when showing improvement in both academics and interactions with others. Acknowledgements of improvement in the

form of certificates and other incentives will be used regularly through weekly assemblies or spontaneous celebrations.

3—Skill Building

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

Throughout the intervention and enrichment components of the program, students will build a variety of skills, with an emphasis on: literacy, critical thinking, collaboration, creativity, and project based learning. This could include hands-on events such as lego activities, robotics, career/technology education activities and experiences, and more. Through PBIS tiers, students will build skills in appropriate interactions and reactions to different social and academic situations. Included in these skills will be techniques in managing emotions, negotiating with others for favorable outcomes for those involved, compromising, and learning good sportsmanship.

4—Youth Voice and Leadership

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

Participants in the program will have opportunities to share their voice through participation in the selection process for field trips, and giving their opinion through various surveys.

Leadership will be a theme that is covered throughout, and integrated as an area of priority with field trips (i.e. Cesar Chavez center field trip will include a focus on his leadership).

Students will be provided with opportunities to lead activities by being team captains, having different levels of responsibility in a variety of clubs, during field trips, and assisting in the recognition of others who are making progress or achieving milestones.

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.

All Expanded Learning Opportunity Program meals and snacks shall conform to nutrition standards and AR5030 for after school programs. Staff coordination with the District Director of Support Services (transportation and child nutrition services), and partners as applicable, will ensure students receive proper nutrition during expanded learning programs. The Director of Support Services carefully follows guidelines while also keeping an open line of communication with the Expanded Learning Opportunity staff to make any needed adjustments to service times or food item selections.

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.

All extended learning opportunities will be offered to all students. Service providers will include staff specialized in providing accommodations or specialized care for any medical needs. Primary language support will be provided by our English Language Learner paraprofessionals. Students will be provided transportation to and from all extended learning opportunities. The learning opportunities provided through field trips will reflect a wide range of culturally and linguistically diverse backgrounds. Activities provided on school sites will be designed to also address many different cultural backgrounds. As our district serves a wonderfully diverse community we will plan various activities to celebrate our community members.

7—Quality Staff

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

Quality staff will be recruited, trained, and retained to the greatest extent possible. Employee evaluations will rely on expectations established in the California Professional Standards. Additionally, partnerships with high quality programs, such as the Boys and Girls club, will be built upon.

8—Clear Vision, Mission, and Purpose

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

MUSD is committed to ensuring that every student graduates from high school with all opportunities open to them. This is defined as graduating high school with all a-g courses completed, strong interpersonal skills, a strong work ethic, and sense of community.

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.

MUSD is planning on increasing the number of **Boy's and Girl's** clubs in the district. Currently we have one afterschool program and plan to expand. This expansion would provide after school programs to all elementary students in the district.

Additional Partnerships and trips may include, but are not limited to:

Bakersfield Art Museum - field trips

Museum of Tolerance - Field Trip

Gene Autry Museum - Field Trip

Los Angeles Zoo- Field Trip

Skirball Cultural Center - Field Trip

Olvera Street and Museum - Field Trip

Cesar Chavez Memorial - field trips

Los Angeles County Museum of Art - Field Trips

California Science Center - Field trips

CSU Bakersfield - Field trips

CSU Northridge - Field Trips

UCLA - Field Trip

Channel Island Harbor and State park - Field trips

Ronald Reagan Library - Field Trips

Junior Test Pilot School Summer Program - Educational partnership

STARBASE Edwards Air Force Base - STEAM enrichment

Little Whisk Cooking Academy - Educational/Enrichment partnership

Summer Science Academy through Space Port - Enrichment partnership

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Baseline data will be established utilizing the following: student, staff and parent surveys; program attendance and participation data; and academic achievement growth demonstrated by participating students on local assessments. Student behavior data will also be monitored to measure PBIS effectiveness. Once baseline data has been established, progress data will be collected to monitor the continuous improvement of the program. Surveys will also be utilized to collect data on the effectiveness of the ELOP. Parent, student and staff feedback surveys will be utilized.

11—Program Management

Describe the plan for program management.

On site programs will be planned and managed by the Curriculum and Instruction staff including the Assistant Superintendent of Curriculum and Instruction, Director of Early Literacy, Director of Curriculum and Instruction, Director of Extended Learning Opportunities and support staff. Staff dedicated to PBIS will assist with implementation of tier one and two supports for both on-site and offsite activities. Additionally, PBIS staff will assist in organizing acknowledgement ceremonies and rewards.

Support staff for all activities will include transportation services, child nutrition services, paraprofessionals, teachers, and administrators.

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.

ASES grants money is used to support Mojave Elementary School's current Boy's and Girl's club program. Expansion of this program as well as all additional program opportunities will be funded using ELO-P funds.

ELO-P funding will be used to support all aspects of the ELOP at each additional site. This includes materials, transportation, entrance fees for field trips, and staffing.

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?

Students at every grade level will be afforded the opportunity to participate in ELOP. Appropriate staffing levels will be met with the help of teachers and paraprofessionals. Each TK and K team will participate in both on site and off site field trips.

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.

Sample Elementary Schedule

8:50 - 3:30 Regular School Day

3:30 - 4:00 Social Emotional Instruction/Check In

4:00 - 5:00 Literacy focused activities, homework support

5:00 - 5:15 Snack

5:15 - 6:00 Enrichment Activities

Sample Middle School Schedule

7:15 - 2:30 Regular School Day

2:30 - 2:45 Social Emotional Instruction/Check In

2:45-3:00 Snack

3:00-3:45 Literacy focused activities, homework support

3:45-4:15 Enrichment Activities

Summer or Intersession 9 Hour Day

8:00 - 8:30 Check in/Breakfast

8:30-9:00 Social Emotional Instruction activity

9:00-10:00 Structured Outdoor Activities

10:00 - 11:30 Literacy Focus and Support

11:30 - 12:00 Art Focus

12:00 - 12:40 Lunch

12:40- 2:00 - Math Focus and Support

2:00-2:40- Enrichment Activities

2:40-3:00 Snack, Structured Outdoor Activities

3:00-5:00 Hands-on Learning, Project Based Learning, STEM activities, Assemblies, etc.

Saturday Extended Day Start Time:8:00a.m.

Saturday Extended Day End Time:2:00p.m.

Saturday Field Trip Departure time:6:00a.m.

Saturday Field Trip Estimated Return Time: 3:00p.m

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.