

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Orick Elementary School
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Expanded Learning Opportunities Program Plan Orick 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.

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

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Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Orick Elementary School

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.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and in good working order. All program staff will be trained in safety protocols and trauma-informed learning practices.

Our program will be located on our campus, we consider the ELO-P program an extension of our school day and will structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

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.

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 proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on student need include:

- Homework Assistance
- Academic Tutoring - Math and English
- Mathematics Enrichment
- Young Scientist Kits
- LEGO MindStorm challenges
- Visual and Performing Arts: (i.e.: drawing, theater, music)
- Service Learning
- Cooking
- Team Sports
- Fitness and Well Being
- Hiking

Skill Building

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

In our program, we will offer academic enrichment including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring may be provided for each student based on their needs and supports achievement in English Language Arts and Mathematics.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities while promoting through-provoking discussion, and building cooperative skills that will contribute to future success.

Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

The ELO-P will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's behavior support plan.. This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. 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.

Youth Voice and Leadership

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

Orick Elementary School 's ELO-P program will actively involve students in designing academic, enrichment, and physical education activities offered in the program. This will be done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

Orick Elementary School conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use a locally developed survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Orick Elementary School will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. These may include service learning projects such as a beach and creek bar cleanup, campus and community beautification, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these conversations.

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.

Our ELO-P health and wellness programs will align directly with Orick Elementary School 's wellness policy and practices, as well as national best practices for health and wellness. Orick Elementary School seeks to integrate additional physical activity before, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Orick Elementary School 's wellness programming emphasizes social emotional and physical health, both of which are supported through healthy practices and program activities.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities include a focus on interactive games, fitness and well-being and sports. Physical activity programming utilizes curriculum designed to help students

- Enjoy and seek out physical activity;
- Develop a variety of basic movement and manipulative skills experience fitness success and enjoy physical activity;
- Develop and maintain acceptable levels of physical fitness; and,
- Develop the ability to get along with others in movement environments
- Learn to work as a team and collaborate together to reach shared goals.

Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking classes, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of eating a balanced diet. All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines.

Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Orick Elementary School will serve diverse students from backgrounds that include white, Native American, African American, and other non-white Americans. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff orientation and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

The ELO-P program will seek partnership with our local state park and the Yurok Tribe to provide students with opportunities to learn about our local Native American culture and history.

During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

Quality Staff

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

Orick Elementary School ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, the superintendent/principal is involved in the interviewing process for ELOP program staff.

Orick Elementary School will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. The program will aim to recruit employees with at least two years of college experience. Orick Elementary School's Director of Expanded Learning will oversee the management of our program.

Staff will receive training in conflict management, and mediation skills.

Clear Vision, Mission, and Purpose

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

Orick Elementary School's vision is that the whole Orick school community creates an atmosphere where learners are involved and accountable for their academic, social, and emotional growth. Learners view the school as the place in their community that provides the resources, human and technological, to prepare them for the challenges in their futures.

Orick school is a place where students, staff, community, and business interact and interchange as they offer experiences and services to one another. Aligned with this, Orick Elementary School will offer an Expanded Learning Opportunities Program for students in TK- 8. Our Expanded Learning programs will be designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching arts programs that offer students exposure and access to visual and performing arts
- Fitness and sports focused on developing physical and social skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders.

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.

The Orick Elementary School ELO-P team works collaboratively with school administrators, school personnel and families to gather feedback, design programming, and implement high-quality afterschool programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students.

Partnerships include:

Collaborative Partner	Duties/Responsibilities and/or Contributions
Yurok Tribe - Laura Woods	Native studies and connection
Trinidad Lions Club	Food access for families
Redwood National and State Park	Field Trip experiences

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Orick Elementary School will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, Orick Elementary School will collect attendance data on a weekly basis by the Site Supervisor.

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Orick Elementary School is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to

generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic, staff, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Orick School, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

Program Management

Describe the plan for program management.

Program operations are overseen by the Director of Expanded Learning-Superintendent/Principal. Roles and responsibilities are outlined below.

Director of Expanded Learning is responsible for

- Program oversight
- Site Based Staff supervision
- Program evaluation and quality improvement data analysis
- Curriculum and program selections
- Tracking and reviewing attendance data

Site Based Staff will be responsible for

- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized, safe environment for students

Monthly meetings between the Director of Expanded Learning and the site based staff will ensure that the district is informed of expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program.

General Questions

Existing Afterschool Programming

Orick School does not have an existing afterschool program.

Transitional Kindergarten and Kindergarten

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios.

Sample Program Schedule

Sample School Day Schedule

Time	Activity
8:00 - 8:30	Homework Club (ELOP morning offering)
8:30 - 12:35 (TK/K)	Regular instructional day (literacy/math activity and structured play until 3:00)
8:30 - 3:00 (1st - 8th grade)	Regular instructional day
3:00 - 3:30	Snack and physical activity/fitness
3:30 -4:30	Club Choice/Tutoring
4:30 - 5:00	Structured games or supervised free play

Summer Offering/Intersession Days

Based on community partner, family, staff and funding analysis, Orick School will not be offering a summer program or intersession days at this time.

Additional Legal Requirements for the ELO-P

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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Based on community partner, family, staff and funding analysis, Orick School will not be offering a summer program or intersession days at this time.

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.

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>.