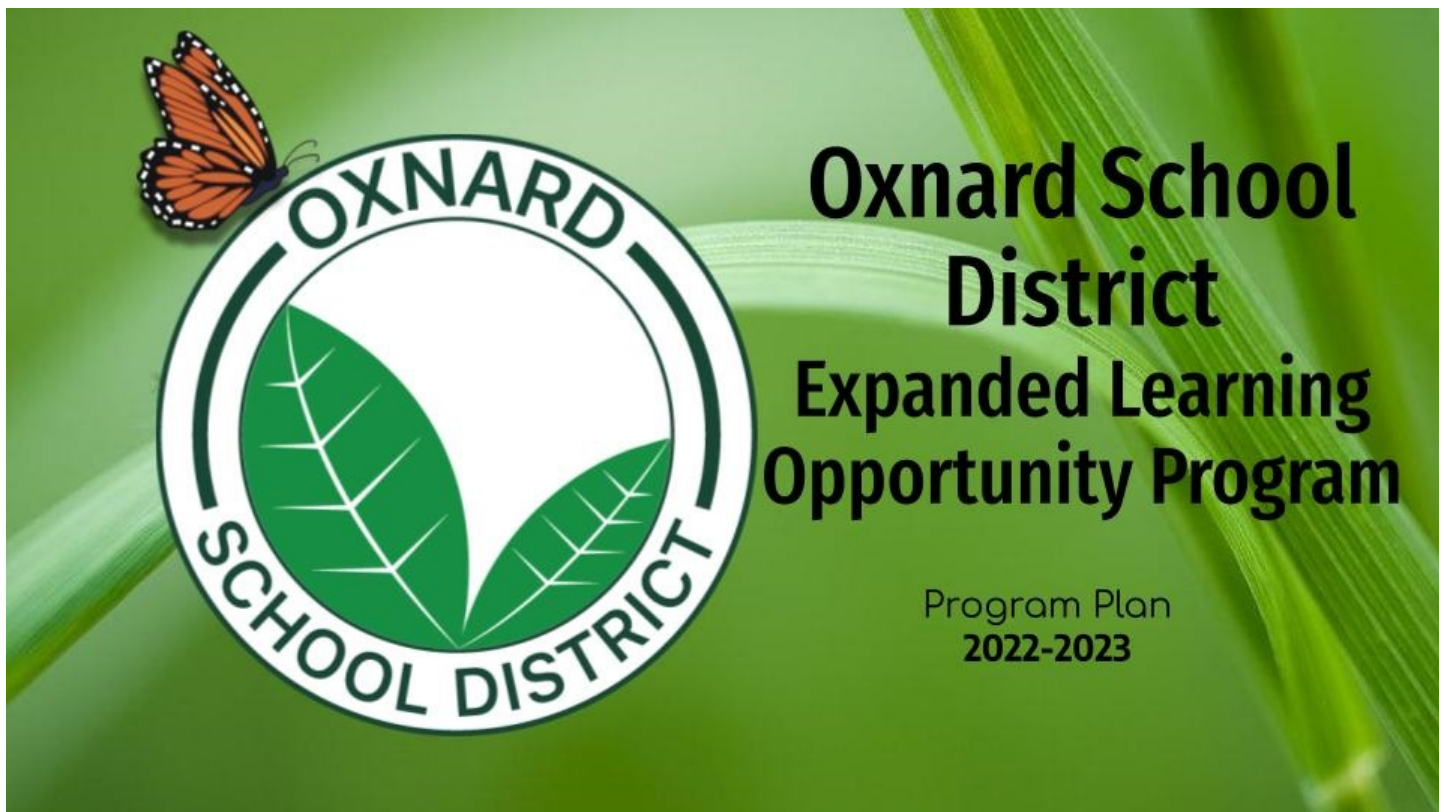


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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916-319-0923



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:	Oxnard School District
Contact Name:	Dr. Karling Aguilera-Fort
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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. Cesar E. Chavez Elementary
2. Christa McAuliffe Elementary
3. Curren Elementary
4. Dr. Manuel M. Lopez Academy
5. Driffill Elementary
6. Elm Street Elementary
7. Emily Ritchen Elementary
8. Fremont Academy of Environmental Science and Innovative Design
9. Harrington Elementary
10. Juan Lagunas Soria
11. Kamala Elementary
12. Lemonwood Elementary
13. Marina West Elementary
14. McKinna Elementary
15. Norman R. Brekke Elementary
16. R. J. Frank Academy of Marine Science & Engineering
17. Ramona Elementary
18. Rose Ave. Elementary
19. Sierra Linda
20. Thurgood Marshall Elementary

Purpose

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

Definitions

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

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

Instructions

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

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

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

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

1—Safe and Supportive Environment

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

Oxnard School District offers an expansive expanded learning program at each of the 20 schools in Oxnard School District. The program trains staff to build relationships with and use CHAMPS to create a safe and supportive environment. Relationships are built using the Search Institute Relationship Framework. Activities are planned and designed around experiences. Students engage in Social and Emotional Learning lessons with program staff and counselors (such as kid-grit, Beat the Odds, and Every Monday Matters). Students are connected to global events The physical activity program is based on a Fun for All philosophy that teaches non-competitive sports and utilizes SPARK for Afterschool.

The District emphasizes safety both during and outside of the instructional day through closed campuses, campus supervisors, and structured activities that keep students participating in school. The program is included in each school's safety plan and follow district requirements for volunteers, fingerprint and TB testing. The District's Expanded Learning Opportunities Programs (ELO-P) sites create a safe environment for students through training, resources, and practices for staff that align with the instructional day. ELOP staff are first-aid and CPR trained and are able to administer epi-pen if necessary. The program practices fire, earthquake, and intruder drill procedures; classroom management; and Positive Behavioral Interventions and Supports (PBIS) that are in alignment with Oxnard School District policies and requirements. Resources for staff include emergency guidelines posted in every classroom during regular and expanded day. The program runs earthquake, fire and lockdown drills in partnership with the school administration. Staff are issued hand radios to aid in site communication.

Staff wear badges and clearly recognizable uniforms that make them clearly recognizable on campus.

All visitors must enter through the main office or contact the site coordinator cell phone to receive a visitor badge before accessing campus. Staff take daily attendance to identify absent and participating students. At the end of each program day, parents or authorized designees must sign out students, and a minimum of 2 staff members greet them, check identification, and re-verify authorization for unfamiliar designees. Any incidents or injuries are thoroughly documented, including witness statements. Family members and appropriate emergency response and district personnel are contacted immediately by phone or emergency radio.

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.

Students who attend the Scholars program (Monday-Friday) engage in activities to support homework time, literacy, math, art, recreation and STEAM activities. Activities are designed to be hands on and build language skills through opportunities to talk and share about learning.

Students who participate in special enrichment activities (limited term), engage in content focused on specialized topic or skill. These activities include dance, science, engineering, art, music and other topics requested by students and families.

All activities allow students to think critically, collaborate, work individually, go at whatever pace they can, there is opportunity for peer leadership and hands on advocacy projects. Lessons and activities are planned to coordinate with topics the students learn during the school day.

Special events and field trips are included to provide real world experiences. These include but are not limited to Fun Fest, Rock n2 Sports, theater performances, sporting events, college visits and many more.

Program staff are included in the CoST meetings to review student support when needed. Student data (EL status, STAR 360, CST,...) to provide academic support and extend student application and understanding of content. Relationship building and connectedness are intentional to support the Social and Emotional Learning of students. Curriculums such as kid-grit, Every Monday Matters and SPARK provide opportunities to intentionally build on the social and emotional learning of students. Counselors also provide opportunities to help students engage with each other and process their feelings.

3—Skill Building

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

The program works with academic and social-emotional data from the school day to support building the skills of students who participate.

Students have opportunities to engage in hands on activities where they can apply the lessons learned from the school day. Students engage in art, math games, literacy, nutrition, physical education and special enrichment. Students demonstrate problem solving skills through experience based learning that includes critical thinking, communication, collaboration and creativity. Homework time is provided daily.

Activities through our art program support English development for our English Learner students. The projects build academic language by identifying specific vocabulary

Counselors provide skill building support by offering Social and Emotional Lessons and coaching for students who attend. They also support a college going mindset by providing information on high school and college requirements for student and their parents.

Teacher Liaisons support student skill building by using data from the school day to help plan activities and supports for students attending the program.

Skills are further developed during summer and intersession activities. The summer program is a camp environment that focuses on Writing and STEAM activities and provides opportunities for students to connect learning with the outside world with field trips to visit the concepts they are learning in action in the real world. Enrichment activities are planned to support career exploration and connect the students to the community around them.

4—Youth Voice and Leadership

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

Students are provided an opportunity to have a voice and say in program activities. This happens through student surveys, feedback, requests and by providing leadership opportunities during the program. Older students mentor and lead Fun Friday Activities and help lead some of the recreation activities.

Students also participate in leadership clubs such as the Superintendent Fellows, Student Leaders, Friday Night Live and ASB. The program provides caring relationship with adult role models, high expectations and opportunities for meaningful engagement.

Students that participate in clubs are encouraged to select a project to focus on for the year. They develop and produce a project connected to the new founded self-awareness and exploration of social issues that will be presented in whatever format suits their learning style i.e.: iMovie, PowerPoint, diorama, song, hip-hop, interpretive dance, spoken word, poetry, social justice project or service learning.

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 programing.

Counselors work with students in the program to build resilience and focus on SEL. The program uses programs like kid-grit to build social and emotional skills. Counselor have been hired to staff the program

The program has worked to earn Distinguished After School Health Recognition from the State. Students are offered 30 minutes of physical activity on a daily basis through the SPARK curriculum for after school. Students participate in the Fun for All Program. This includes sports for all students in a non-competitive environment.

All snack and drink items conform to healthy food guidelines of the USDA. The Child Nutrition Services Department provides supper program meals. Students are allowed adequate time to consume supper meal. Water is available for all students. Water bottle refill stations are located in each school's cafeteria.

The program uses healthy programs from Ventura County Public health: ReThink Your Drink, Fun and Healthy Snacking, Staff and students are encouraged to model healthy eating practices and engage in lessons around nutrition.

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.

The program recruits staff that reflect the cultural and linguistic diversity of the community. The school district and partners are equal opportunity employers who provide training to help staff appropriately work with diverse populations and provide pathways for all students to access the program.

The program supports the participation of all students working with the district to ensure student success. Students with disabilities are supported by the school team working with the program to ensure proper supports are in place for student success. Foster and homeless students have priority enrollment.

Students are comfortable sharing and are given opportunities to share from their own experiences. The program is committed to diversity and equity and includes this in their materials and policies. The program seeks information and strategies to support all students.

Activities are planned to address the exploration of race and ethnicity. Connecting to youth voice and leadership, there are activities that also bring to light inequalities with youth and asks students to come up with their own solutions.

7—Quality Staff

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

Active recruitment of staff is ongoing. Job opportunities are shared with volunteers, parents and community. All staff are required to be Para-Educator qualified as outlined by Ed Code. Staff are TB and DOJ screened. Active recruitment and partnerships are key to maintaining quality staff. Partnerships with the high school career academies and with local community colleges assists with recruitment. The program and partners advertise through multiple methods including newspaper, social media, internet job boards and fliers. Staff that are hired are trained in classroom management, emergency procedures and content/activity delivery. We actively seek staff who have specialized enrichment skills and talent such as visual and performing arts, music, athletics, and science. We partner with the local high school academies to provide opportunities for older youth to volunteer with the students in the program who then once they graduate come back to the program as employees. Additionally, we work with the local community college to advertise and recruit. All volunteers are partnered with staff or a school teacher while they work with students. Volunteers must follow our volunteer process.

Program staff are hired to fulfill the following roles in the program: Site coordinator, lead staff, counselor, liaison, coach, and enrichment lead. Program administration staff include: Director of Enrichment and Specialized Programs, Administrative Assistant, Secretary, Assistant Principal. As the program expands, there may be a need to expand staff to include additional school site positions and other logistical positions such as warehouse staff, custodial support, human resources support and payroll support.

Coordinators work with the principal, office manager, liaison, cafeteria and custodial staff to communicate needs of the program. The coordinator facilitates the safe and organized participation of students in the multiple activities afterschool. They are responsible for ensuring the enrichment staff have what they need for the day. The Coordinator is also responsible for collecting and marking attendance in Q.

Site staff attend monthly training to support the activities they do with the students. The staff experience all lessons as if they were a student and are shown how to lead the activity or teach the content to students. Staff are first aid and CPR trained, Staff are supported with challenges and share best practices. Credentialed regular day teachers (liaisons) support the after school program at each site by modeling lessons, supporting behavior management and coaching the staff in the program.

8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunity Program encompasses everything that happens outside of the regular school day.

Vision: CHANGING THE WORLD! Nurturing Inspired, Accomplished, Multilingual Global Citizens ~ In School and Beyond

Mission: The Expanded Learning Opportunity Program will support the Oxnard School District mission by helping (to champion) students develop twenty-first century skills through activities which promote communication, collaboration, critical thinking and creativity, supporting the development specific strand of each site.

The goals of the program are to:

1. Align with the regular day
2. Academic focus on writing applications, reading comprehension, algebra functions and geometry
3. Provide enrichment and physical activities
4. Develop a connection to the community.

The program seeks to support the vision and mission through a Continuous Quality Improvement process that focuses on the 12 Quality Standards for Expanded Learning. Each school site sets goals related to point of service standards: safe and supportive environment, active engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, and diversity, access and equity. Sites set goals, implement the goal, review the goal, adjusted and continued. The program management additionally uses the quality standards to focus on quality staff, having a clear vision and mission, collaborative partnerships, continuous improvement, program management and sustainability.

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.

Collaborative partnerships are a vital component of our program delivery to our students. Providing opportunities for our community agencies to learn more about the regular day and how they can support through the Expanded Learning Opportunity Program is vital to supporting our program goals. The site coordinator position facilitates the variety of activities that happen after school. They work with all partners to ensure the successful enrollment and participation of students in the activities.

The district team supports partners with professional development and regular meetings to ensure successful delivery of the program at the schools. All partners participate in the Continuous Quality Improvement process and operations at the school site. As other partners are added, they are included in this process.

The program mission includes aligning each schools individual strand focus for the activities and experiences brought to students in the program. As the ELOP Expansion of our program continues, we are seeking new and innovative partnerships to bring in opportunities for our students. Some of our current partners are:

- Scholars Program
- Catalyst Kids
- Art Trek
- Parker Anderson Enrichment
- Hip Hop Mindset
- Dance Masters
- Drumtime
- UCSB Scripts Writing Program
- Lego
- Percussive Storytelling
- Music Center
- Math Hoops
- Positive Adventures

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Each school site sets goals related to point of service standards: safe and supportive environment, active engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, and diversity, access and equity. Sites set goals, implement the goal, review the goal, adjusted and continued. The program management additionally

uses the quality standards to focus on quality staff, having a clear vision and mission, collaborative partnerships, continuous improvement, program management and sustainability.

The site coordinator, liaison, site administrator and counselor reviews academic and SEL data to identify and create opportunities for student success through group support in the expanded learning environment.

The CQI process for the school sites is facilitated by the district twice a year. After analyzing the program at the site with feedback from staff, students and parents, the coordinator sets a goal for the site in one of the quality standard areas, works toward that goal and analyzes their own progress. At the second review of CQI, the site determines if they have met their goal or need to make changes to achieve the goal. This process provides ownership at the school site level. The CQI process at the district level is reviewed each year and then every three years, the CQI process is used to update the program plan through an open community process that includes representation of all stakeholders.

Through partnership with regular day staff, our Expanded Learning Programs collect and analyze data throughout the year that pertains to student achievement and behavioral outcomes. Our program goals strive to create a responsive environment for diverse youth and to eliminate social and educational disparities. Outcome measures include the acquisition of knowledge and pro-social skills that create a foundation of long-term academic, behavioral and social success. Following the CDE's Guidance for a Continuous Quality Improvement Process for Expanded Learning, our program sites develop an annual Quality Improvement Plan to address priority needs. Site coordinators and liaisons consult with stakeholders, select assessment tools and strategies, and determine areas of focus for improvement accompanied by an action plan. In the interest of continuously improving program offerings and meeting the needs of the communities served, Oxnard's after school programs have mechanisms for gathering feedback from stakeholders throughout the year. We elicit student input through direct surveys, student enrichment selection, feedback and student engagement data such as Panorama Data. Family input is gathered through multilingual parent surveys and conversations with families at site-specific Family Night Meetings held 2-3 times per year all of which may be provided virtually if required by health guidelines. Staff input is collected using the California School Climate Staff Survey and the CDE's recommended Quality Self-Assessment Tool, where staff use Quality Standards to self-report on and review program areas. Expanded Learning staff also analyze site-level surveys to identify growth targets for individual sites. Specific sites address these goals through their CQI plan. Expanded Learning staff use a range of measurements to assess student performance and identify areas of intervention.

Throughout the year ELO-P staff use district data systems inform academic interventions, student support groupings and academic enrichment offerings to create the best possible outcomes for all students. Site Coordinators and teacher liaisons use these materials for evidence-based intervention and to implement targeted instructional strategies to improve student achievement. Site Coordinators use these data to track students' regular day progress and align ELO-P interventions and support with instructional day practices. Small group tutoring supports students who are struggling to meet monthly academic targets, have behavioral or social goals, or would benefit from language and vocabulary development. Our ELO-P program provides multi-tiered offerings and group projects that support all students at an individual level including GATE activities for accelerated students as well as intervention activities for students who need additional reinforcement to master concepts and supports for students with disabilities.

As a component of the annual CQI cycle, the Expanded Learning team gathers stakeholder input from family meetings held at school sites in the fall. At these meetings, after school staff explain the CQI process to families and distribute surveys both in person and via email or online platform. The surveys include multiple choice questions and additional space for comments and suggestions. Expanded Learning administration analyze both site-specific and district-wide data collected from the surveys.

Expanded Learning staff also engage in team reflection using the Quality Self-Assessment Tool (QSAT) recommended by the California Afterschool Network to determine program strengths and areas to target for improvement. Each site has identified 1-2 areas of focus with 2-3 action items for each area. Site Coordinators have formed professional learning communities around similar needs to collaborate on identifying resources and achieving similar goals. They also created progress monitoring timelines and implemented action items.

11—Program Management

Describe the plan for program management.

Our program uses our vision and mission and the student profile as a guide to designing a fiscally responsible program that aligns its offerings with stated goals and desired outcomes. ELO-P staff work to close the opportunity gap and create successful outcomes for youth through the use of qualified personnel and coordination with our community partners. Our program selects contracted providers, program staff, instructional materials, healthy meal options and educational field trips for experiential learning that directly support our vision, mission and goals. Site coordinators manage core programs designed to provide individualized academic, behavioral, social-emotional and language support in after school and summer through the use of regular day resources including technology, apps, classroom equipment, and the school library. Teachers, paraeducators and community partners implement CHAMPS strategies to maintain physically and emotionally safe environments. Core enrichment activities and daily meals meet physical activity and nutritional needs. Based on expanded learning policy recommendations, sites operate a working budget to support the implementation of enrichment offerings and to respond to community needs. Sites provide training and resources for staff who have an interest, talent or passion they wish to share with students.

Overseeing this structure are the Expanded Learning Director and Assistant Principal whose roles and responsibilities include but are not limited to the following: developing new programs; providing support for and evaluation of all programs and site coordinators; identifying and creating resources for program use; communicating with community partners, regional and state technical assistance, multiple district departments, families, program staff and other stakeholders to ensure that student needs are met program-wide; submitting reports and ensuring compliance for all areas of grant management; participating on state and district leadership teams; facilitating monthly meetings with all site coordinators to provide professional development and keep all sites apprised of current research and best practices in expanded learning; coordinating and facilitating CQI meetings to gather program input; facilitating quarterly professional development meetings with clerical staff; and monitoring budgets and spending to ensure programs are effectively using resources and operating within grant parameters. The director hold current administrative leadership credentials, clear teaching credentials (multiple subject and education specialist), and master's degrees. The director who is a member of the district leadership team, manages the Expanded Learning department and oversees programs that are grant- and district-funded for the entire district. The district administration reports directly to the director and provides the primary support for grant-funded programs. District hired site coordinators are in the process of being hired.

Additionally, site coordinators hold parent nights; gather stakeholder input; and design and implement the annual Continuous Quality Improvement plan. They conduct regular staff meetings and coordinate meetings and professional development opportunities for site staff. Throughout the duration of after school and summer programs, site coordinators are a visible presence on campus and work directly with staff, families and students as any needs arise. The site coordinators are supported by both the district administration and the school sites' administrative teams. All programs align with explicit and implicit governance within Oxnard School District policies and procedures. Certificated teachers provide support for academic interventions and career explorations. They also mentor paraeducators and assist with curriculum design. Lead staff are qualified as paraeducators. The paraeducators are each responsible for supervising one class comprising no more than 20 students (10 for TK). They provide homework support and student supervision, and they ensure the safety of all students during recreation and meal times.

Curriculum is created by the district and training is provided to the front-line staff. Companies specializing in enrichment have been contracted by the district and provide their own content.

Front line staff design lessons for students in select enrichment areas; follow schedules and escort students to planned activities; adhere to district guidelines and Board policy regarding employee conduct, student safety, and emergency procedures; and model best practices for health, habits of mind, and character.

Additional special education paraeducators and Health technicians are available at sites based on students' needs, health plans, and Individual Education Plans (IEPs). Paraeducators are supervised and evaluated by the site coordinators. Additional staff members support Oxnard's ELO-P include yard supervisors, a budget technician, an Expanded Learning program educator, food and nutrition staff, health assistants, custodial and bus drivers.

Coordinators use a dedicated program cell phone number. These methods allow families and community members to reach the program at all times.

Site coordinators attend monthly meetings to receive program updates, professional development, budget support, and current materials on best practices and relevant research.

Site coordinators hold regular weekly or bi-monthly staff meetings to share current and pertinent program information with all staff members. The district administration and site coordinators also meet regularly with our community partners.

The director oversees collaboration with CDE, brings in community partners, and facilitates networking opportunities and represents program interests by attending meetings and participating on committees with regional partners. Contracted providers and other community partners are invited to meet with the district administrator and site coordinators on a regular basis and participate in advisory meetings quarterly. Other key stakeholders, families, students, and community members provide a critical role in guiding programs will continue to be asked to provide feedback for the program in multiple ways.

Parents, families and community members are encouraged to participate on the District Expanded Learning Family Advisory Committee which meets biannually. Family nights and community partner events are held at every site a minimum of twice per year with virtual meetings offered as needed based on current health and safety guidance. Information, surveys, and invitations regarding the ELO-P are offered in multiple languages and translation services will be offered at meetings. Ongoing communication with external stakeholders uses multiple methods including email, phone calls, text messages, and website announcements. Site coordinators are visible during program hours. They talk with families at dismissal, collaborate with community partners during after school and regular day, and check in with subcontractors and vendors when they are on campus. Site coordinators attend monthly collaborative meetings focused on current research and best practices in Expanded Learning Programs to develop leadership skills and best support program goals and outcomes. These meetings are facilitated by the district administration to disseminate up-to-date information from the California Department of Education, the California Afterschool Network, and other vetted sources; to offer professional development provided by specialists in the field of expanded learning; and to dedicate time for site coordinators to share promising practices, collaborate, and problem-solve site issues as part of a professional learning community. Site coordinators host bi-monthly staff meetings for all members of the ELO-P site team. Site coordinators also use Oxnard's Expanded Learning Programs' vision and mission statements and the program goals and outcomes as a guide to identify areas of need and determine resources for professional development that support site staff. Frontline staff have multiple opportunities for leadership in chosen areas of interest.

Due to the ongoing expansion of this program to meet the ELO-P requirements, the program may need to secure additional resources to meet the growing demands of the program. This may require the purchase or leasing of warehouse space, portable classrooms, training space, additional office space for program staff, purchase of vans or busses to support after hours program operation. Additionally, this may require building out steam labs, music labs, and dance space, and other facilities that meet the needs of added enrichment.

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.

ELO-P funding will be used in Oxnard School District to provide one comprehensive universal program. The program will include daily programming for families who need enrichment programming Monday-Friday until 6:00PM every day. ELO-P funding will be used to recruit staff to expand availability in the daily program. Clubs and seasonal enrichment will be offered to families who would like limited programming for a short period of time or once a week. All activities will have attendance collected that will contribute to both ELO-P and ASES attendance expectations. The program will run as one comprehensive program with options that families can select to meet their needs.

Transitional Kindergarten and Kindergarten

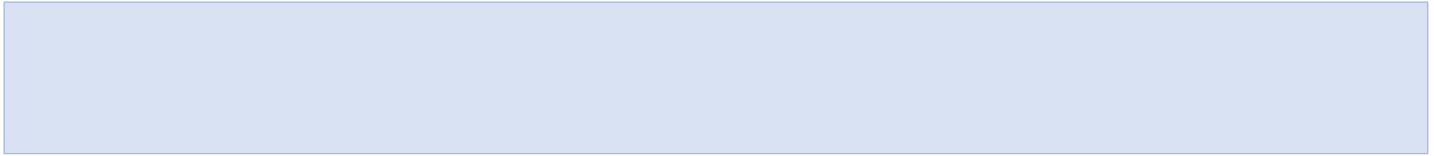
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand 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 district will contract with a provider with expertise in early childhood education to provide after school programming to students in TK and K. The district will secure age appropriate facilities for these classes to operate. The staff to student ratio will be 10:1.

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.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-1:20	Snack	Snack	Snack	Snack	Snack
1:20-1:45	Welcome and SEL Circle	Welcome and SEL Circle	Welcome and SEL Circle	Welcome and SEL Circle	Welcome and SEL Circle
1:45-2:00	Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
2:00-2:15	Sing/Dance	Sing/Dance	Sing/Dance	Sing/Dance	Sing/Dance
2:15-2:30	Read Aloud	Review	Read Aloud	Read Aloud	Review
2:30-2:50	Journal/Writing	Journal/Writing	Journal/Writing	Journal/Writing	Art
2:50-3:20	Outdoor/PE	Outdoor/PE	Outdoor/PE	Outdoor/PE	Outdoor/PE
3:20-3:40	Quiet Time/Resting	Quiet Time/Resting	Quiet Time/Resting	Quiet Time/Resting	Quiet Time/Resting
3:40-4:00	Math Art/Math	Journal	Math Art/Math	Journal	Math
4:00-4:15	Sing/Dance	Sing/Dance	Sing/Dance	Sing/Dance	Sing/Dance
4:15-4:30	Exploration	Exploration	Exploration	Exploration	Board Games



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.