

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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

**Note: This cover page is an example, programs are free to use their own logos
and the name of their program.**

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: University Preparatory School
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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. University Preparatory School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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 ELO-P program provided by University Preparatory School will be an opportunity to participate in extended day experiences that offer enrichment opportunities beyond the instructional school day. UPrep will continue to partner with the Shasta Family YMCA, as a third party organization, who will provide a program until 6:00 pm throughout our schools academic calendar. Additionally, Holiday Intersession and Summer Camps totaling 30 days of extended learning opportunities will be offered outside of the school calendar (non academic school days).

2—Active and Engaged Learning

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

The UPrep ELO-P program will include a well organized schedule of activities each afternoon which will engage students in movement, creativity and exploration. To also include tutoring and mentoring by Shasta College and Simpson University. Other opportunities include enrichment, personal development and social interaction. Healthy snacks will be included as well as time for academic/homework support.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

The program will be developed with a variety of enriching activities that will engage students in exploratory learning experiences. Focus areas may include sports, design challenges, computer science, art or other areas which naturally integrate applications of math and/or literacy and support the development of social and emotional skills.

4—Youth Voice and Leadership

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

Students will have opportunities to select enrichment activities that best align to their interests. Through exploratory activities, participants will have opportunities to make decisions throughout their experiences. The program will blend age groups together, providing leadership opportunities as students progress to the older grades.

Expanded Learning Opportunities Program Plan Guide

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.

A variety of healthy snacks will be provided to students which follow all nutrition requirements. The program will incorporate movement and/or fitness activities daily to support healthy lifestyles.

Two meals are provided during Intersession and Summer Camps.

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.

Activities and materials will be selected to reflect the cultural diversity of our students. Cultural awareness will be fostered wherever possible.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

The YMCA will provide sufficient program staff for the number of students attending. This includes supervising, hiring and training. The YMCA will work to develop positive relationships with students and engage with them on activities of their choice while also supporting their academic, social & emotional needs.

8—Clear Vision, Mission, and Purpose

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

The program will align with the UPrep vision to engage, inspire, and empower all learners. Furthermore, it will support the school mission to inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

Expanded Learning Opportunities Program Plan Guide

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.

UPrep has partnered with the Shasta Family YMCA to provide staffing for after-school programs. Together, through collaborative planning and ongoing communication, the program will provide a robust enriching extended day experience for all students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Quarterly visits will be made to the ELO-P programs by UPrep staff. Enrollment and survey data will be reviewed at regularly scheduled meetings with program leaders. Data reviews will inform program improvement efforts on an ongoing basis.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

UPrep is working with Shasta Family YMCA to operate the after-school program and Holiday Intersession Camps. The YMCA will have the following site level staff: Site Supervisor and an Assistant Site Supervisor to work directly with students and families daily. UPrep will monitor students enrolled in the program to ensure equal access to all students.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The University Preparatory School does not operate ASES or CCLC programs.

Expanded Learning Opportunities Program Plan Guide

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 University Preparatory School serves students in grades 6-12 therefore we do not have a TK/K program.

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.

8:00-3:31 School Schedule
3:31-3:45 Students are bussed to YMCA
3:45-4:00 Welcome and Attendance
4:00-4:30 Fitness (Basketball, weight room, etc.)
4:30-4:45 Snack time
4:45-5:15 Homework/Study Time/Tutoring
5:15-6:00 Creative Play/Discovery Learning Stations