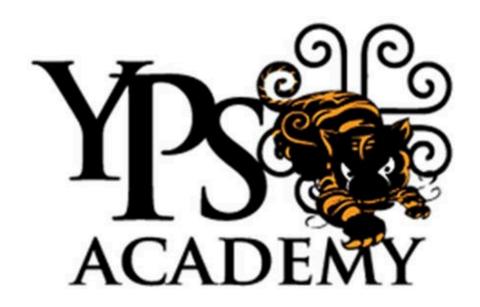# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Yav Pem Suab Academy

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

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

Local Educational Agency (LEA) Name: <u>Yav Pem Suab Academy</u>

Contact Name: Mary Lor

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Contact Phone: <u>(916) 433-5057</u>

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. Yav Pem Suab Academy

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])

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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 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.

The Yav Pem Suab Academy (YPSA) ELO-P program is offered to grades TK-6. It takes place at the school, before or after school, and on 30 non-instructional Fridays The program follows the same operational protocols prescribed in the school's employee handbook, parent/scholar handbook, and health and safety plan, which is overseen by the school principal, designated administrator or program coordinator.

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2—Active and Engaged Learning

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

The ELO-P program at YPSA is composed of two components. The first component is tutoring. It supports the students' reading and math skills development. The other component is enrichment. It offers supplemental learning opportunities to build self-confidence, self-esteem, and social emotional skills.

More specifically, one hundred percent of the students identified in Tier 2 and 3, from the Monday-Thursday program, according to the criteria for ILPs and/or unduplicated pupils, are invited to participate in tutoring/enrichment program to occur on the non-instructional Fridays. This program is specifically designed to support students with their needs as they are making progress toward meeting the basic reading and math skills required to participate in the Tier 1 instructional program.

At the same time, advanced students including unduplicated pupils and Tier 1 students are also invited to participate in enrichment programs. The enrichment component of the ELO-P at YPSA offers a variety of supplemental learning opportunities designed to build self-confidence, self-esteem, and social-emotional skills. The program provides students with diverse experiences that support their overall development through activities including, but not limited to: STEAM (Science, Technology, Engineering, Arts, and Mathematics), coding, visual arts, music, dance, photography, Hmong language, Spanish, Taekwondo, sports, gardening, lifeskills, social-emotional learning, and Hmong sewing or "paj ntaub." These enrichment activities complement the regular school day, allowing students to explore new interests, develop various skills, and enhance their cultural awareness in a supportive environment.

3—Skill Building

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

The program offers students extra practice to gain reading and math skills to help them close the gaps identified in their ILPs to bring them from Tier 2 and 3 toward Tier 1. Achieving this outcome allows students to participate and understand during the first teaching in the classroom.

The enrichment component is based heavily on the integration of computer coding and STEAM to provide an experiential learning opportunity that fosters critical thinking through coding and hands-on activities within the arts as part of the STEAM curriculum.

Students gain skills to work together in learning clubs and express themselves in group settings, improve self-confidence, build stage presence, maintain self-discipline in challenging situations, participate in teams, enhance hand-eye coordination and social skills, be responsible individuals, and connect with others which supplements the LIFESKILLS of the overall school program.

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The YPSA ELO program offers skill building opportunities for students to develop academic and life skills and afforded the opportunity to continue receiving a reinforcement of the YPSA's Highly Effective Teaching (HET) LIFESKILLS components. The students will continue to build skills that they have been taught in the regular school days.

4—Youth Voice and Leadership

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

Each classroom teacher facilitates a whole class discussion through the use of *Town Hall* to generate ideas from the students to develop learning activities that will best yield the outcomes of each enrichment opportunity listed under number *3 – Skill Building*. Through this approach, students have opportunities to lead small group discussions and develop their leadership skills.

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.

The program allows the students to work in small groups to solve problems while they transition from one activity to another throughout the day.

The instructors will continue to teach and reinforce YPSA LIFESKILLS strategies to help students make healthy choices and conduct appropriate behaviors according to given settings. The students are expected to adhere to regular school day behavior expectations.

The YPSA charter authorized Central Kitchen to continue to provide meals (breakfast, lunch, and dinner) to ELO-P students consistent with all federal nutrition standards.

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 ELO-P is inclusive of staff and student participants from diverse backgrounds. Students are heterogeneously grouped into small cohorts by design and transition throughout the day.

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Students with disabilities are provided with the same support that they receive in their regular Monday-Thursday schooling in order to participate in this program. For example, a student with special needs requiring a one-to-one aide would continue to receive the service in the ELO-P.

7—Quality Staff

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

YPSA ELO-P recruits and hires from within the high quality YPSA employee pool. This will help the school maintain consistent academic, behavior, and attendance expectations and procedures. The students will be able to engage with staff that they are familiar with. In the event that internal staffing resources are exhausted, YPSA may extend its recruitment efforts externally to maintain optimal program staffing levels and quality.

8—Clear Vision, Mission, and Purpose

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

The YPSA vision is to grow and nurture underserved scholars to become high-performing individuals through a body-brain compatible education. The purpose of the ELO-P is to provide additional academic support to students to achieve academic mastery in English and math and to provide student interest-based enrichment programs to strengthen their interest in school and further enhance their areas of interest.

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.

YPSA has established partnerships with Galileo and Create and Learn, local educational agencies, to enhance the ELO-P curriculum with STEAM and coding instruction. Galileo will provide comprehensive STEAM curriculum and training for YPSA's ELO-P staff. This collaboration includes the provision of necessary materials and curriculum resources to facilitate effective implementation. While Galileo will primarily conduct the training, YPSA has ensured program continuity by preparing experienced staff or coordinators to lead training sessions in the event of Galileo's unavailability.

For computer coding education, YPSA has partnered with Create and Learn. Their expert coding instructors will deliver lessons via Zoom, creating an interactive virtual learning environment. To maximize the learning experience, YPSA staff will be present in the classroom, offering direct support to students as they engage with the online instruction. This blended approach combines the expertise of specialized coding instructors with the personalized attention of on-site staff, ensuring students receive comprehensive support in developing their coding skills.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The school uses the *YPSA Recording Standards Based Formative and Benchmark Assessments Master Excel Spreadsheet Metric* to progress monitor and identity interventions to improve services for students.

Lifelong Guidelines and LIFESKILLS criteria are included in the *Classroom Walkthrough Observation Tool* for teachers to use to evaluate student mastery of the Lifelong Guidelines and LIFESKILLS components.

YPSA ELO-P will maintain student enrollment, attendance, and subject specific achievement data to assess program quality. The ELO-P Coordinator and YPSA administration will monitor and analyze data to inform program offering and instructional decisions.

Parent satisfaction and input surveys, along with student feedback, are used throughout the school year to help drive program improvement.

11—Program Management

Describe the plan for program management.

The YPSA ELO-P is managed by a program coordinator under the supervision of the school
Principal or designated administrator. The Principal or designated administrator. is responsible for the overall operation and decisions of the program. The program coordinator will manage the daily operation. The program coordinator is expected to perform the following key responsibilities:

• Ensure the successful implementation of the ELO-P programs

• Communicate and report to the school principal or designated administrator

• Collaborate with external agencies that provide services to ELO-P

• Supervise ELO-P staff

• Evaluate program effectiveness and needs

• Interview and make hiring recommendations

• Ensure that YPSA ELO-P is in compliance

• Communicate with parents

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- Recruit and enroll students

- Student attendance

- Complete and submit required documents as required by the program

- Ensure health and safety at the students

- Other ELO-P program related duties and responsibilities as required

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.

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?

YPSA hires staff for a 10:1 ratio. Staff currently serving at the school are recruited to provide services in the program to ensure a seamless interface between school and the ELO-P. Employees are trained to produce a developmentally appropriate environment conducive for learning for the TK/K students. The program has a specific curriculum for our youngest students, ensuring they are happy, safe, and educated.

Ongoing support is provided by the principal to the TK team on lesson planning, teaching materials and resources, teaching strategies, assessment and data collecting, homeschool partnership, and essential strategies that help to align the TK and K-6 program.

The principal provides induction to onboard the teacher and IA about the roles, responsibilities, support, and expectations required for TK services. An evaluation of the effectiveness of the program is

conducted through a survey to parents and the TK team in June to collect data for continuous improvement.

YPSA intends to hire sufficient staff to maintain the maximum student-to-staff ratio of not greater than 10:1. To maintain high quality staff, YPSA will recruit and hire the current YPSA TK and K staff to teach our ELOP classes. This will ensure that the staff has established a positive relationship with our students and are familiar with the developmentally appropriate curriculum, instructional strategies, and environment.

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.

Grade	Regular Schedule Monday-Thursday		ELO-P Friday TK-6th		
				7am-4pm	**8am-5pm**
TK/ Kinder	Doors open	7:00 a.m.	Doors open	7:00 a.m.	8:00 a.m.
	Breakfast	7:30 a.m.	Breakfast	7:30 a.m.	8:00 a.m.
	Warning Bell	7:55 a.m.	Morning Bell	8:10 am.	8:40 a.m.
	Class Begins	8:00 a.m.	Session 1	8:15 -9:45 a.m.	8:45-10:15 a.m.
	AM Snack	9:15 – 9:30 a.m.	AM Recess	9:45-10:00 a.m.	10:15-10:30 a.m.
	AM Recess	9:30 – 9:45 a.m.	Session 2	10:00 – 11:30 a.m.	10:30-12:00 p.m.
	Lunch/Recess	10:30 – 11:10 a.m.	Lunch	11:30– 12:15 p.m.	12:00-1:00 p.m.
	PM Recess	12:45 - 1:00 p.m.	Session 3	12:15 – 1:45 p.m.	1:00-2:30 p.m.
	Dismissal	2:00 p.m.	Supper/Recess/ tutoring	1:45 – 2:15 p.m.	2:30-3:00 p.m.
	ELO-P	2:00-5:00 p.m.	Session 4	2:15-3:45 p.m.	3:00-4:45 p.m.
			Dismissal	3:45-4:00 p.m.	4:45-5:00 p.m.
			Doors closed	4:15 p.m.	5:15 p.m.

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1st – 6th	Doors open	7:00 a.m.			
	Breakfast	7:30 a.m.			
	Warning Bell	7:55 a.m.			
	Class Begins	8:00 a.m.			
	1st, 3rd, 5th Recess	9:45 – 10:00 a.m.			
	2nd 4th, 6th Recess	10:00 – 10:15 a.m.			
	1st Lunch/Recess	10:50 – 11:30 a.m.			
	2nd Lunch/Recess	11:10 – 11:50 a.m.			
	4th & 5th Lunch/Recess	11:30 – 12:10 p.m.			
	3rd & 6th Lunch/Recess	12:15 – 12:55 p.m.			
	MobyMax	3:00 – 5:00 p.m.			
	Supper/Recess	3:45 – 4:05 p.m.			
	Dismissal	5:00 p.m.			
	ELO-P	5:00-6:00 p.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.

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(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.

***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):**

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[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 was 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.

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(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.

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