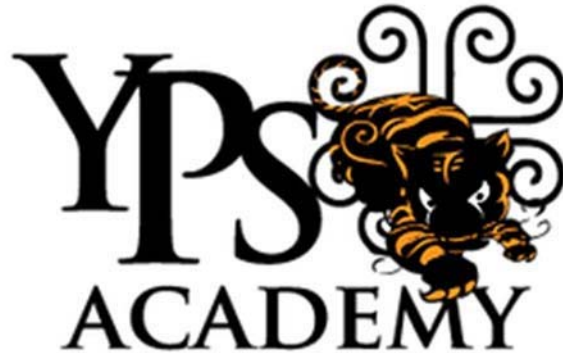


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



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: Yav Pem Suab Academy

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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. 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])

Instructions

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with

partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

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

1—Safe and Supportive Environment

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

The Yav Pem Suab Academy (YPSA) ELO-P program is offered to grades TK-6. It takes place at the school, before and after school, and on non-instructional Fridays beginning the second trimester of each school year. 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 or the program coordinator.

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, which is part of the overall Monday-Thursday school program. 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 a half-day 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 an enrichment program such as photography, qeej, acting/drama, guitar, dance choreography, art/watercolor, and media production.

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 outdoor learning, performing arts, and community service activities that are skills-based, fun, and interesting such as:

- Photography
- Qeej
- Acting/Drama
- Guitar
- Dance Choreography
- Art/Watercolor
- Media Production

Students gain skills to 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.

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 programing.

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

A cold breakfast and supper are provided each day. Meals are provided by the central kitchen operated by our charter authorizer, utilizing the same system implemented in the Monday – Thursday regular school program.

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 through two of the following multi-learning activities each day:

- Tutoring
- Photography
- Qeej
- Acting/Drama
- Guitar
- Dance Choreography
- Art/Watercolor
- Media Production

Students with disability 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.

Fully credentialed teachers and staff are selected within the existing employee pool. They are equipped with the skills, tools, and resources to accomplish the YPSA Petition goals, outcomes, and objectives. Each staff member has the expertise to align the teaching and learning activities to the goals and strategies listed in the petition, which includes the purpose of the ELO-P.

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. To compliment this vision, the purpose of the ELO-P is to advance students from Tier 2 and 3 toward meeting Tier 1 standards so they can access the grade level teaching and learning provided by the classroom teacher and to facilitate students toward mastery of the Lifelong Guidelines and LIFESKILLS essential for a successful life in society.

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 does not partner with another agency to administer the ELO-P.

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 identify 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.

11—Program Management

Describe the plan for program management.

A Program Coordinator will be retained to manage the program. The program coordinator is expected to perform the following key responsibilities:

- Ensure the successful implementation of the ELO-P
- Communicate and report to the school principal
- Work with community organizations to develop partnerships
- Supervise teachers and staff
- Identify staff and program needs
- Interview and make hiring recommendations
- Ensure compliance with applicable state and federal laws
- Communicate with parents
- Recruit families and students
- Take reasonable steps to secure full and regular attendance of the students enrolled in the program in accordance with established policies
- Complete and submit required documents as required by the program
- Oversee program finances to maintain up-to-date financial records
- Ensure health and safety at the school

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.

N/A

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 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.

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/Kinder	ELO-P 7:00 a.m. Warning Bell 7:55 a.m. Class Begins 8:00 am. AM Snack 9:15 – 9:30 a.m. AM Recess 9:30 – 9:45 a.m. Lunch/Recess 10:30 – 11:10 a.m. PM Recess 12:45 - 1:00 p.m. Dismissal 2:00 p.m. ELO-P 2:00-6:00 p.m.	Warning Bell Class Begins Session 1 AM Recess Session 2 Lunch Session 3 Supper/Recess Session 4 Dismissal	7:55 a.m. 8:00 am. 8:00 -10:00 a.m. 10:10 – 10:15 a.m. 10:15 – 12:15 p.m. 12:15 – 1:00 p.m. 1:00 – 3:00 p.m. 3:00-3:20 p.m. 3:20-5:00 p.m. 5:00 p.m.
1 st – 6 th	ELO-P 7:00 a.m. Warning Bell 7:55 Class Begins 8:00 a.m. 1 st , 3 rd , 5 th Recess 9:45 – 10:00 a.m. 2 nd 4 th , 6 th Recess 10:00 – 10:15 a.m. 1 st Lunch/Recess 10:50 – 11:30 a.m. 2 nd Lunch/Recess 11:10 – 11:50 a.m. 4 th & 5 th Lunch/Recess 11:30 – 12:10 p.m. 3 rd & 6 th 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.

(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.