

Board Office Use: Legislative File Info.	
File ID Number	22-0565
Introduction Date	3/23/22
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Andrea Bustamante, Executive Director, Community Schools Student Services
Martha Pena, Coordinator, After School Programs

Meeting Date March 23, 2022

Subject Expanded Learning Opportunities Plan Approval

Ask of the Board Approval by the Board of Education of District’s 2021-2022 School Year Expanded Learning Opportunities Plan accepting California Department of Education (CDE) allocation of \$10,452,170.00 and authorization for the Superintendent of Schools or designee to submit Plan to CDE.

Background In 2021-2022, the California Department of Education allocated new funds to most districts in California to provide additional learning opportunities for students. Funds are allocated based on the district’s unduplicated pupil percentage (UPP) population, Oakland’s 2021-2022 allocation is \$10,452,170.00. Districts must develop a plan to provide after school, weekend, intersession, and summer programs for TK-6th grade students who desire them for a total of 205 days of supplemental out of school time programming for students. In order to access the funds for program implementation, the Board of Education must approve the locally developed plan.

Discussion The Expanded Learning Opportunities Plan is provided to the Board for discussion feedback on the Plan to expand programming for students.

Fiscal Impact Beginning in July 2021, the CDE implemented a new apportionment program. Upon approval, OUSD will access an additional \$10.45 million in new funds for the 21-22 school year.

Attachment(s)

- Expanded Learning Opportunities Plan
- Copy of CDE Webpage: [Expanded Learning Opportunities Program](#)
- Presentation

**OAKLAND UNIFIED SCHOOL DISTRICT
EXPANDED LEARNING OPPORTUNITIES PROGRAM
(ELO-P) PLAN**



**Prepared by: Oakland Unified School District's Community School Services Department
1000 Broadway Suite 300
Oakland CA, 94607**

Table of Contents:

Name of Local Educational Agency	
Expanded Learning Opportunities Program (ELO-P) Sites	3
1—Safe and Supportive Environment	4
2—Active and Engaged Learning	4
3—Skill Building	6
4—Youth Voice and Leadership	7
5—Healthy Choices and Behaviors	8
6—Diversity, Access, and Equity	9
7—Quality Staff	11
8—Clear Vision, Mission, and Purpose	11
9—Collaborative Partnerships	13
10—Continuous Quality Improvement	13
11—Program Management	15
General Questions	15
Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.	15
Transitional Kindergarten and Kindergarten	17
Sample Program Schedule	17

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

Local Educational Agency (LEA) Name: Oakland Unified School District

Contact Name: Andrea Bustamante

Contact Email: andrea.bustamante@ousd.org

Contact Phone: (510) 879-3657

Expanded Learning Opportunities Program (ELO-P) Sites

ACORN Woodland Elementary	Greenleaf Elementary (ASES)	Sankofa United
Allendale Elementary	Greenleaf Middle (21st)	Sequoia Elementary
Bella Vista Elementary	Hoover Elementary	Think College Now
Bret Harte Middle School	Horace Mann Elementary	United for Success Academy
Bridges Academy	International Community School	Urban Promise Academy
Brookfield Village Elementary	La Escuelita Elementary	West Oakland Middle School
Burckhalter Elementary	Laurel Elementary	Westlake Middle School
Carl Munck Elementary	Life Academy	Chabot Elementary
Claremont Middle School	Lincoln Elementary	Crocker Highlands
Cleveland Elementary	Lockwood STEAM Academy	Redwood Heights
Coliseum College Prep Academy	Madison Park Academy 6-12	Hillcrest
East Oakland PRIDE Elementary	Madison Park Academy TK-5	Montclair
Edna M Brewer Middle School	Manzanita Community School	Montera
Elmhurst United Middle School	Manzanita SEED Elementary	Thornhill
Emerson Elementary	Markham Elementary	Joaquin Miller
EnCompass Academy	Martin Luther King Jr Elementary	Prescott School
Esperanza Elementary	Melrose Leadership Academy	Ralph J Bunche High School
Franklin Elementary	New Highland Academy	Reach Academy
Fred T. Korematsu Discovery Academy	Oakland Academy of Knowledge	Glenview Elementary
Frick United Academy of Language	Peralta Elementary	Global Family School
Fruitvale Elementary	Piedmont Avenue Elementary	Grass Valley Elementary
Garfield Elementary	Prescott School	

1—Safe and Supportive Environment

OUSD is committed to providing safe spaces to operate Expanded Learning Programs (ExLP) during the school year and in the summer that supports students academically and socially emotionally to be college, career, and community ready. Currently, all OUSD ExLP are located at school sites, so transportation will not be an issue. However, we are exploring new partnerships with community organizations such as park and recreation that are co-located next to our schools. If these partnerships come to fruition we will ensure the partner staff develop safe walking protocols for our students.

ExLPs are critical components of OUSD's overarching Full-Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports. Expanded Learning Opportunities Program (ELO-P) funding will provide more access to free, comprehensive after-school programs and resources for low-income students and their families across all OUSD's schools. These services include TK-K after-school care, before-school programming, and additional enrichment opportunities. Providing more students with safe and supportive environments.

OUSD stands behind a commitment to ensure schools are safe and inclusive environments for all students and their families, regardless of immigration status, as outlined in the OUSD Sanctuary Resolution. In keeping with the resolution, schools, the after-school staff are trained to follow protocols if Immigration Customs Enforcement (ICE) actions occur. In addition, On June 24, 2020, the Oakland Board of Education formally and unanimously passed the George Floyd Resolution, which dissolved the Oakland School Police Department (OSPD). The George Floyd Resolution provides an alternative, non-police response grounded in culturally-responsive trauma-informed and de-escalation practices. This resolution includes a plan to promote trauma-informed, restorative, and anti-racist culture throughout schools to advance more positive learning conditions.

OUSD is exploring partnerships with other community organizations such as Oakland Parks and Recreation to enhance the offerings available to our students during the school year and summer. Many Parks and Recreation facilities are co-located near Oakland Schools and within safe walking distance. We would prioritize partnerships with facilities that are located near the sites.

2—Active and Engaged Learning

The Expanded Learning Office (ExLO) purchased Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) curriculum for all elementary schools across the district for use during expanded learning. The ExLO will provide training and support for Site Coordinators and Line Staff to ensure successful implementation of this supplemental reading program. SIPPS is the curriculum used by the district and will supplement teaching during the school day.

In addition, the ExLO Managers and Site Coordinators review attendance and academic data in Aeries (attendance tracking software) to identify early warning signs and grades each marking period. This review takes place with school leaders and Quality Support Coaches (academic liaisons between the school day and ExLP). The outcome of this review is to design academic supports for struggling students. Programs recruit and enroll these specific students, who receive daily academic support via homework help/tutoring

and/or credentialed-teacher-led small group intervention classes, focusing on ELA and Math skills. ExLP and school staff collaborate to customize support for each student to address their individual needs. Newcomers and other English Learners have opportunities in the ExLP to practice conversational and academic language to accelerate their English proficiency.

The Expanded Learning Office is committed to supporting OUSD's Multi-Tiered System of Support in both wraparound social-emotional supports and academic supports through:

- ✓ Academic acceleration to bring students on or above grade level;
- ✓ Wraparound supports: Mental Health, Peer Restorative Justice, Student Council;
- ✓ Attendance supports to improve students' attendance at school;
- ✓ Robust Family Engagement supports to empower families;
- ✓ Staff to Build Community Partnerships to support students and families;
- ✓ Build Expanded Learning Opportunities with After-school and Summer Learning;
- ✓ Restorative Justice Supports;
- ✓ Health Services & School-Based Health Centers; and
- ✓ Joyful schools with expansive arts, music, and sports programming

3—Skill Building

Our elementary school ExLP supports the OUSD Graduate Profile by helping students become resilient thinkers developing their social-emotional skills, integrating positive identity-based activities that focus on students' cultural assets through enrichment activities that are culturally based and reflective of the community. For example, at Melrose Leadership Academy, they provide students with Capoeira and Latin dance. Sites engage in service learning and advocacy to become community leaders while addressing real-world problems. Staff is trained to help students think critically by asking open-ended questions and engaging in inquiry. Coordinators are trained in Social-emotional Learning to help staff and students develop their ability to make decisions responsibly and communicate clearly and effectively. Many elementary programs also have maker spaces, STEAM classes, cooking, etc., to expose students to many fields of study, help them become creative problem solvers and critical thinkers, and give them exposure to many future opportunities.

OUSD defines student success through our Graduate Profile, which names a set of skills and habits of mind we want for all OUSD graduates. Our overall goal is to make sure all students graduate college, career, and community ready. OUSD students are/will be:

Resilient Learners

- Explore interests and advocate for needs as a continuous learner
- Set clear goals and persist in the face of obstacles
- Make informed, responsible, and well-reasoned decisions
- Manage time, workspace, and responsibilities effectively
- Develop a positive identity based on personal and cultural assets

Collaborative Teammates

- Communicate clearly and effectively
- Use restorative practices to strengthen relationships
- Manage collaborative tasks, seek help, and give help
- Honor the experiences, cultures, and languages of all
- Demonstrate professionalism and build networks

Community Leaders

- Analyze complex local and global issues with a race, gender, equity lens
- Build relationships with diverse individuals and groups
- Make decisions democratically
- Engage and empathize with multiple perspectives
- Take action with others to address societal problems

Critical Thinkers

- Demonstrate mastery of college and career skills and knowledge
- Research thoroughly when approaching a topic, question, or problem
- Analyze and synthesize ideas from complex texts
- Write convincing, evidence-based arguments
- Present evidence-based arguments using various media

Creative Problem Solvers

- Empathize with the real-world problems experienced by others
- Define the design challenge to be solved

- Ideate a wide range of creative solutions
- Prototype using professional tools and techniques
- Test prototypes based on effectiveness, ethics, equity, and sustainability

4—Youth Voice and Leadership

OUSD's ExLP offers leadership opportunities unavailable to students during school. Our ExLP lead agencies and other partners actively engage youth in planning and implementing their ExLP, developing leadership skills in the process. We intentionally use these opportunities to give students a voice in shaping activities for themselves and their families, strengthen students' sense that they are meaningfully engaged in their education, and equip students to be on track to be career and community ready when they graduate from high school.

Each ExLP will have a youth leadership team to ensure participants have an ongoing voice in the program. The group will include 10-20 students selected by their peers in different after-school classes. It will meet weekly as an enrichment class in a designated classroom, the library, or other space on each campus, facilitated by a program staff member, to help plan program rules and behavioral expectations and plan and improve academic support and enrichment activities. In addition, they will represent and serve as a conduit of input from their peers in the ASP classes that select them and report back to their peers on leadership team activities. They will also help us conduct surveys of their peers and families as part of the program evaluation.

The ExLO is partnering with the OUSD's Behavioral Health Office to provide youth leadership opportunities to become Restorative Justice (RJ) coaches for elementary ExLPs. Over 60 high school students from three different schools will work alongside an OUSD RJ mentor to design a curriculum for elementary school ExLP. The curriculum will be incorporated into the elementary ExLP and supported by youth mentors. These mentors will also be assigned to elementary schools to provide RJ circles.

5—Healthy Choices and Behaviors

OUSD’s Board-approved Wellness Policy serves as the wellness plan for schools across the district. The following healthy practices and program activities in our ExLPs will be aligned with the three areas of the district Wellness Policy.

*Nutrition. All students will receive a free nutritional snack each day they attend the program. Some schools will also provide a regular supper for students. Snacks and suppers will support the Wellness Policy to “ensure no OUSD student goes hungry.” Snacks, suppers, and food and beverages served to students and families during celebrations, or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The programs will provide adequate facilities for students to eat their snacks and meals and ensure clean drinking water is available during the program. All programs will include nutrition education.

*Physical education and physical activity. Each school program will give students opportunities for physical activity—such as team sports (e.g., soccer, basketball, flag football, volleyball, track, lacrosse through our partnership with Oakland Athletic League (OAL)), cycling, martial arts, yoga, dance, and conditioning programs—that include regular exercise and promote students’ fitness and motor development. These activities will intentionally incorporate a focus on fostering pro-social skills, such as communication, cooperation, and teamwork in achieving common goals. Growing evidence supports the correlation between exercise and cognition (Donnelly et al., 2016; Hillman, 2014). Other benefits include reducing the risk of obesity, diabetes, and other diseases, improving self-confidence and mental health; assists with academic performance (Caldwell et al., 2005; Janssen and LeBlanc, 2010). <https://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pd>.

This year, The Expanded Learning Office partnered with Coaching Corps to train and support Agency Directors on the updated CDE Physical Activity requirements. In addition, through the partnership with Oakland Athletic League (OAL), students will have the opportunity to learn and participate in various sports. ExLO and OAL will begin by implementing seven Saturday Skill-building camps to introduce students to the basics of Basketball, Baseball, Flag Football, Soccer, Track and Field, Cheer Camp, and Volleyball. The goal is to introduce students to these sports so, in the fall of 2022, OUSD can begin implementing a full elementary school sports program.

Participants will have access to structured sports leagues and skill development classes. In addition, we will partner with our older athletes and provide leadership opportunities for them to work with the elementary students. Student coaches will receive a stipend and training on coaching and youth development and be supported by our Oakland Athletic League partners. Over 1000 students from low-income families will have access to trained coaches, equipment, and uniforms.

*Comprehensive health education. The ExLPs will include health education—through culinary arts and gardening programs; sports, fitness, and dance activities that address self-care and fitness; yoga and mindfulness programs where students learn about stress, anger, and drug use and their management; life skills groups for boys and groups that engage students in weekly conversations about their lives, relationships, emotions, and health risks such as sexuality and risk, STIs and HIV, and substance use; and career exploration activities and internships related to health care fields.

6—Diversity, Access, and Equity

Each OUSD school serves youth from different ethnic and cultural communities; 93% of students at the target schools are students of color. OUSD and our lead agency partners design our ExLPs as spaces where students from different backgrounds can come together and build community within and across groups. Each program will create an inclusive environment that promotes, respects, and celebrates the vast diversity of our students and families and our city's communities.

Our ExLP lead agencies prioritize hiring staff representative of the diversity of our school communities (in race/ethnicity, language, life experiences, gender identification, etc.) who grew up in or had first-hand familiarity with the inner-city neighborhoods where our students live and go to school. Partners that bring particular activities to the sites are grassroots local organizations with staff that reflect Oakland's diversity. This factor helps create an inclusive environment where students have positive adult role models from similar backgrounds.

ExLP staff is trained to infuse social-emotional learning into all programming, based on OUSD's adopted SEL standards. These SEL skills strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age. In addition, ExLPs include daily activities designed to build community across groups, including opening rallies, closing reflection sessions, and assemblies. Sites also have buddy systems, in which participants support Newcomers or other new youth to the program.

ExLP arts programs are vital venues for students to explore and celebrate their cultural backgrounds. Examples are Attitudinal Healing Connection's "ArtEsteem" visual art program, East Side Arts Alliance's graffiti art program; Today's Future Sound's Hip Hop music and culture (beat making, music production, and performance) program, and dance programs in genres including hip hop, Aztec, Asian, and Zumba. At each school, arts programs will include on-site displays, exhibits, and performances of student products—paintings, murals, Day of the Dead altars, photography presentations, videos, spoken word jams, storytelling, music, dance, or theater performances—for the school community, including families. In addition, some art programs will extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of identity and cultural background.

Several sites will offer weekly discussion groups for specific student groups, focusing on building self- and social-awareness and life skills, including Girl's Inc.'s program for girls at Elmhurst Community Prep, gender-specific groups for 7th and 8th-grade students at Life Academy, and groups for African-American young men and young women at various sites. In addition, the ExLO is partnering with OUSD's Office of Equity to bring intentional and explicit programming focus on African American, Arab American, Asian Pacific Islander, and Latinx youth and their families. With an equity mindset, orientation, and approach, the Office of Equity and the Expanded Learning Office will continue to deepen equity efforts across the District.

Another important way we promote diversity and inclusiveness in all of our ExLPs is through the restorative justice lens adopted across OUSD schools and integrated into our ExLPs. This summer, high school students will work with Restorative Justice Coaches to design and implement the RJ curriculum in all TK-6 grade programs. In addition, high School students will become mentors and support the elementary expanded learning programs during the 2022-23 school year. The practice of having students lead restorative justice circles is a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different backgrounds.

Finally, we are partnering with our Special Education Department to support after school program staff to increase their capacity to serve our students with disabilities. We have provided additional training to after school staff on how best to support students with disabilities and ensure that our summer offerings are available to all students. We will also work with the on site special education staff to ensure students and families are aware of the additional after school offerings available to schools.

7—Quality Staff

OUSD's expanded learning lead agencies intentionally recruit staff who believe all youth deserve opportunities that will prepare them to be college, career, and community ready. This commitment frames the recruitment process. They seek staff with a passion for working with youth, strengths in particular academic areas, skills related to leading arts, sports, or other enrichment programs, and who are open to being coached and continuously improving their work. They usually hire people from the local community who reflect students' backgrounds and experiences and are well-qualified to serve as leaders and educators.

Lead agencies frequently grow their own staff from students who used to be in their programs. Many Site Coordinators in our middle school ExLPs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholder groups at their schools. OUSD is piloting a new after-school teacher pipeline pilot project, helping to recruit ExLP workers interested in careers in teaching and supporting them to advance on that pathway.

Agencies use their websites, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools to recruit staff. For example, OUSD's Talent Development Department supports ExLP staff recruitment by sharing available positions through district recruitment outlets, social media, job fairs, and OUSD's pool of instructional aides, and screening viable candidates to ensure they meet minimum requirements qualifications.

8—Clear Vision, Mission, and Purpose

OUSD Expanded Learning Vision: In collaboration with community, the Expanded Learning Department cultivates transformative experiences for children through adults on their journey as they become thriving, productive leaders. of Oakland's Expanded Learning.

Oakland, across the Bay from San Francisco, population 444,956, has a 27.8% childhood poverty rate for children ages 6-11 years old and the highest crime rate of California's ten largest cities. While OUSD has made steady gains in student outcomes, most students still struggle, especially in secondary school. ExLO aims to provide high-quality after-school and summer programs to over 9,000 students. This will provide students and families with the highest needs, access to enriching and supportive environments and caring adults. To identify the needs of students and families in the target school communities, ExLP will use demographic and socioeconomic data; various indicators of academic achievement, high school readiness, dropout risk, and family educational attainment; 2020-21 California Healthy Kids Survey (CHKS) and state Fitness Test findings; and conducted youth and family surveys in spring 2022.

Low family educational attainment contributes to students' need for added learning time and support. 28% of OUSD parents are not high school graduates; another 25% did not go beyond high school. Too often, parents lack academic/study skills, English literacy, or knowledge to navigate the school system and effectively support their kids' education. OUSD schools have a shortage of resource teachers and paraprofessional staff to provide academic assistance to struggling students. Due to a shortage of counseling staff, most students do not receive adequate counseling on high school options and college requirements. Our ExLPs are crucial in bridging these gaps and supporting transitions from elementary to

middle school and middle school to high school.

Many Oakland youth wrestle with stress and trauma from realities such as family instability, pervasive community violence, COVID, or recent immigration. These stressors make it hard for them to fully engage in school and contribute to risk-taking and other problems.

In addition to needing academic support, our students need help building developmental assets, such as social-emotional, leadership, and other 21st Century skills, and caring relationships with their peers and adults to better engage them in school and equip them to reduce their risk-taking and navigate their teen years safely and successfully. High-quality ExLPs can help promote these assets. Many students also need health-promoting physical activity and nutrition education.

Outside of school, students at these schools have few options for daily, comprehensive after-school programming. Most families cannot afford high-cost fee-based programs, and community violence limits access to some community-based programs. In recent focus groups (n=115 OUSD students), students said if it weren't for their school ExLP, they would "have nowhere to go," "to get work done," or "for help." They said the ExLP was a place to "keep us out of trouble" where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative." Students reported learning in their ExLP "how to explore English," "study skills," "how to work as a team," "better communication skills," and "creative problem-solving."

OUSD schools have well-established ExLPs that offer vital academic support, enrichment, and other needed services. Many of our schools have both 21st CCLC and ASES funding. With the Expanded Learning Opportunities Program, these services (after-school and summer) will be provided to all unduplicated TK-6 graders in OUSD.

Our ExLPs prioritize connecting students from high-need groups to the academic supports, SEL, STEM, career exploration, and other enrichment/youth development activities detailed in this proposal. These groups include students who are struggling academically, have poor school attendance or behavior challenges at school; long-term ELLs; Newcomers. Each site engages parents in workshops and other activities to equip them to support their children's success.

9—Collaborative Partnerships

Our ExLPs and their school sites have many ongoing partnerships to build upon and are glad to explore possible new partnerships that align with the schools' vision and goals and to emerging student and family needs. Lead Agencies seek potential partners that have independent funding to support programs' sustainability. OUSD's Community Partnerships Unit maintains a database to assist in tracking the breadth of community partners that serve Oakland and provides a directory of these organizations for after-school Lead Agencies.

Each year, as part of the ExLP planning process, lead agencies and school partners determine which types of activities to offer the next year and select community partners, typically for arts, sports, STEM, health and wellness, and career-related programs. Programs also receive offers from local organizations interested in providing services at the schools.

With the support of ELO-P funds, the Expanded Learning Office will also partner with other OUSD departments to bring school day offerings into the ExLP. For example, The Office of Equity will provide programming that will focus on developing programs that address systemic inequity associated with race, gender, and class; and directly support students who have historically been underserved. Oakland Athletics League will provide students with physical education and skill-building opportunities. The Mental Health Office will work with high school students to offer Restorative Justice circles in the Elementary School Programs. In addition to our internal OUSD partners, ExLO will collaborate with Coaching Corps to recruit, train and support community members to teach students in under-resourced communities valuable life lessons so they can inspire students to reach their full potential.

The lead agency manager or SC will request information from potential new partner organizations, including their mission, vision, program materials, existing service sites, clientele, and outcome data. If the program is aligned with the priorities and goals of the school and the ExLP, the SC, Principal, and Community School Manager will interview the program manager to explore a potential partnership and discuss service options, target population, scheduling, funding, and cost-sharing.

10—Continuous Quality Improvement

OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ExLP lead agencies, students, families, and evaluators to lift the quality of all ExLPs. OUSD's Truth, Hope, Change, Curiosity, and Celebration CQI (TH3C) cycle, is based on Peter Senge's Creative Tension framework. This process was designed to be malleable, sustainable, and accessible to all stakeholders.

OUSD's CQI process incorporates extensive staff PD and a tiered system of support to help staff strengthen their program to encourage a positive school climate, increased student attendance, and engagement both in the school day and expanded learning programs. It also supports students' academic achievement, social-emotional development, health and wellness, and readiness for college, careers, and the community. The CQI process also incorporates planning and collaboration between program staff, school leaders, and other stakeholders.

OUSD's Culturally Responsive tool, developed by 13 OUSD expanded learning providers in partnership with Social Policy Research, designed a CQI framework that captured the stories of OUSD expanded learning

programs through the voices of the community. This culturally responsive tool, which aligns with CDE Quality Standards and OUSD district initiatives, is designed to specifically reflect the unique needs of the Oakland community.

The Truth, Hope, Change, Curiosity, and Celebration (TH3C) framework will incorporate the following elements.

In the **Truth step**, October through November, program site teams and stakeholders (including youth leaders and, at some sites, the principal and parents) reflect on the prior year's evaluation data. They gather current qualitative and quantitative data through various data points; self-assessment process, program data, and community feedback. Finally, site leaderships identify challenges or growth areas based on the data they received and identify their Hope for the program.

In the **Hope step**, in December and January, the ExLP team utilizes data from the "Truth" step to reflect and identify 2-3 SMART goals for the upcoming school year. Then, each site team develops a Program Plan that documents its improvement goals, action steps to achieve the goals and a timeline for improvement.

In the **Change step**, over the second semester of the school year, each site implements the shifts in their Program Plan to support their "hope." Site teams may receive training from the site's Quality Support Coach. They may participate in training on particular aspects of program quality offered by the OUSD ExLP or in our content-specific learning communities, such as those focused on building students' literacy skills or working with English Language Learners.

In the **Curiosity step**, ExLP staff identify areas of curiosity and take time to research other opportunities, and ask questions that could help lead to better outcomes for youth.

In the **Celebration step**, ExLP staff intentionally acknowledges the program's growth and strengthening over the process. This step allows each site to determine multiple venues for celebration as a way to share growth with families, students, and staff.

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

11—Program Management

Funding will enable us to augment ASES-funded programs to serve more students across all OUSD schools, expand enrichment program offerings, and provide summer programming. OUSD allocates 15% of grant funding for ExLP staff to provide training/technical assistance and CQI support for sites; custodial services; services such as program evaluation and the Aeries data system; and indirect costs. We will allocate the bulk of grant funding to our lead agency partners. These efforts reflect OUSD's commitment to the school-community partnership model and respect for lead agencies' expertise in youth development. Each agency works with school leadership to align its yearly budget to the school's priorities and goals for student achievement, within OUSD's overall focus on equipping students to graduate college, career, and community ready.

Expanded Learning Program Managers work alongside Agency Directors, Site Coordinators, and Site Leaders to coordinate and implement comprehensive after-school programs that are designed to complement learning and enhance the achievement of students. These services include regular site visits with an opportunity for feedback. Professional development opportunities will be provided to support sites and their staff based on data retrieved from site visits. In addition, ExLP Managers assist schools in implementing operational procedures that will fulfill the goal of becoming full-service schools by integrating after-school programs with the regular daily academic curriculum

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.

OUSD's Expanded Learning Programs will provide a single comprehensive after-school program to all unduplicated TK-6th grade students across all elementary and secondary school sites. As a result of ELO-P funding, OUSD will think bigger and better, broader and deeper within all ASES and 21st CCLC funded programs. In addition, ELO-P funding will bring much-needed resources to non-ASES schools. All Expanded Learning providers will be required to complete a Request for Qualifications process and follow all OUSD and CDE program requirements. As we expand to all elementary and middle schools in OUSD, we will ensure that all schools provide one comprehensive program that includes sliding fee-based options and district support options. As a result of a combined program, students and families will not know which program is funding their school site because all expanded learning programs will provide the same level of comprehensive after-school services.

All OUSD ExLP will be tracked in Aeries (OUSD's attendance tracking system) and managed by OUSD's Expanded Learning Office. Each school will receive the same level of support and resources for its staff. In addition, all ASES, 21st CCLC, and ELO-P funded programs will be required to go through a CQI process and utilize the same evaluation tool.

**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 afterschool staff will adhere to the program’s 10-1 students-to-staff ratio. In the event that the ratio is exceeded, the program will hire additional afterschool staff to meet the required ratio. In addition, our program will work with the transitional kindergarten and kindergarten teachers and the early learning community to introduce age and developmentally appropriate curriculum strategies. These strategies will support students’ cognitive, language and literacy development and promote social and emotional skill-building in a safe and inclusive environment. It will also encourage students’ motor skills expression to engage with their peers and adults in the program actively.

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.

Sample TK-K Program Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (sounds & letters, circle, story, schedule) 8:45-9:05	Creative Curriculum Morning Meeting (sounds & letters, circle, story, scheduler) 8:45-8:55	Morning Meeting (sounds & letters, circle, story, schedule) 8:45-9:05	Morning Meeting (sounds & letters, circle, story, schedule) 8:45-9:05	Morning Meeting (sounds & letters, circle, story, schedule) 8:45-9:05
Sound of the Week Game 9:05-9:45	Sound of the Week 8:55-9:20	Sound of the Week Poster 9:05-9:45	A Life Like Mine Book 9:05-9:45	Sound of the Week 9:15-9:45
Calendar	Calendar	Calendar	Calendar	Calendar
Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40
Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
Snack/Chapter Book 10:10-10:30	Snack/Chapter Book 10:10-10:30	Snack/Chapter Book 10:10-10:30	Snack/Chapter Book 10:10-10:30	Snack/Chapter Book 10:10-10:30
Journals/HWT 10:30-11:10	Math Workshop 10:40-11:15	Math Workshop 10:40-11:15	Math Workshop 10:40-11:15	Math Workshop 10:40-11:15

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN GUIDE**

Science 11:40-12:25	Discussion Partners Creative Curriculum	Discussion Partners Creative Curriculum	Discussion Partners Creative Curriculum	Discussion Partners Creative Curriculum
Recess 12:25-12:45	Recess 12:25-12:45	Recess 12:25-12:45	Recess 12:25-12:45	Recess 12:25-12:45
Lunch 12:45-1:10	Lunch 12:45-1:10	Lunch 12:45-1:10	Lunch 12:45-1:10	Lunch 12:45-1:10
Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
Rest Time/Book Browsing 1:10-2:10	Rest Time/Book Browsing 1:10-2:10	Rest Time/Book Browsing 1:10-2:10	Rest Time/Book Browsing 1:10-2:10	Rest Time/Book Browsing 1:10-2:10
Pack-up	Pack-up	Pack-up	Pack-up	Pack-up
Literacy 12:30-12:55 A Life Like Mine Presentation	Literacy 12:30-12:55 A Life Like Mine Poster	A Life Like Mine Sharing	Literacy 12:30-12:55 Class Meeting	Literacy 12:30-12:55 Sound of the Week Sharing
Recess 2:10-2:30	Recess 2:10-2:30	Recess 2:10-2:30	Recess 2:10-2:30	Recess 2:10-2:30
1:00-1:50 Teacher Prep Time	1:00-1:50	Motor Skills 12:30-1:10 Teacher Prep Time	1:00-1:50	P.E. 2:00-2:50
Choice Time 1:50-2:30	Choice Time 1:50-2:30	Motor Skills 12:30-1:10 Teacher Prep Time	Choice Time 1:50-2:30	Choice Time 1:50-2:30
Phonemic Awareness- Heggerty	Phonemic Awareness- Heggerty	Phonemic Awareness- Heggerty	Phonemic Awareness- Heggerty	Phonemic Awareness- Heggerty
Story	Story	Story	Story	Story
Dismissal 3:00	Dismissal 3:00	Dismissal 1:25	Dismissal 3:00	Dismissal 3:00
3:00-3:15 Transition to After School Program	3:00-3:15 Transition to After School Program	1:25-1:40 Transition to After School Program	3:00-3:20 Transition to After School Program	3:00-3:15 Transition to After School Program
3:15-3:45 Snack Time	3:15-3:45 Snack Time	1:40-2:10 Snack Time	3:15-3:45 Snack Time	3:15-3:45 Snack Time
3:45-4:30 Outdoor/Gross Motor	3:45-4:30 Outdoor/Gross Motor	2:10-3:40 Rest Time	3:45-4:30 Outdoor/Gross Motor	3:45-4:30 Outdoor/Gross Motor
4:30-5:30 Indoor Activities/Literacy/Math/ Play Skills	4:30-5:30 Indoor Activities/Literacy/Math/ Play Skills	3:40-4:30 Outdoor/Gross Motor	4:30-5:30 Indoor Activities/Literacy/Math/ Play Skills	4:30-5:30 Indoor Activities/Literacy/Math/ Play Skills
5:30-6:00 Departure and Pick Up/Connecting with Families	5:30-6:00 Departure and Pick Up/Connecting with Families	4:30-5:30 Indoor Activities/Literacy/Math/ Play Skills	5:30-6:00 Departure and Pick Up/Connecting with Families	5:30-6:00 Departure and Pick Up/Connecting with Families

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Sample After-School Program Schedule

2021-2022 After School Program Schedule						*ADD description and explanation of CDE re
School Site: Acorn Woodland Elementary _____						
Lead Agency: Girls Inc Of Alameda County						
Name of Program: Girls Inc. Extended Learning Program at Acorn Woodland						
School Day End Time on Regular Days (according to Bell Schedule): 2:55 pm _____						
School Day End Time on Minimum Days (according to Bell Schedule): 1:10pm _____						
Time Block	Monday	Tuesday	Wednesday	Thursday	Friday	
	Community Building Wednesday/Early Release Club rotations: (sports, gardening, dance, art)					
1:10 pm-2:55 pm			Recreation (free play)			
2:55 pm -3:30 pm	Sign In and Homework	Sign In and Homework	Sign In and Homework	Sign In and Homework	Sign In and Homework	
3:30 pm - 3:45 pm	Snack	Snack	Snack	Snack	Snack	
3:45 pm - 4:00 pm	Structured Play	Structured Play	Structured Play	Structured Play	Structured Play	
	Academic 1	Academic 1	Academic 1	Academic 1	Academic 1	
	GirlStart 1	GirlStart 1	GirlStart 1	GirlStart 1	GirlStart 1	
	GirlStart 2/3	GirlStart 2/3	GirlStart 2/3	GirlStart 2/3	GirlStart 2/3	
	TEAM 5	TEAM 5	TEAM 5	TEAM 5	TEAM 5	
	Academic Enrichment 1	Academic Enrichment 1	Academic Enrichment 1	Academic Enrichment 1	Academic Enrichment 1	
	Dance	Dance	Dance	Dance	Dance	
	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	
4:00 pm - 5:00 pm	TEAM 5 Enrichment	TEAM 5 Enrichment	TEAM 5 Enrichment	TEAM 5 Enrichment	TEAM 5 Enrichment	
	Academic 2	Academic 2	Academic 2	Academic 2	Academic 2	
	BoySOAR 1	BoySOAR 1	BoySOAR 1	BoySOAR 1	BoySOAR 1	
	BoySOAR 2/3	BoySOAR 2/3	BoySOAR 2/3	BoySOAR 2/3	BoySOAR 2/3	
	TEAM 4	TEAM 4	TEAM 4	TEAM 4	TEAM 4	
	Academic Enrichment 2	Academic Enrichment 2	Academic Enrichment 2	Academic Enrichment 2	Academic Enrichment 2	
	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	Bodies In Motion(Sports)	
	Dance	Dance	Dance	Dance	Dance	
5:00 pm - 6:00 pm	TEAM 4 Enrichment	TEAM 4 Enrichment	TEAM 4 Enrichment	TEAM 4 Enrichment	TEAM 4 Enrichment	

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN GUIDE**

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

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN GUIDE**

nine hours of in-person expanded learning opportunities per day.

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN GUIDE**

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

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN GUIDE**

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.



[Home](#) / [Learning Support](#) / [Expanded Learning](#) / [Expanded Learning Opportunities Program](#)

Expanded Learning Opportunities Program

General information regarding the Expanded Learning Opportunities Program derived from Assembly Bill 130.

[Law](#)

[Funding Results](#)

[Program Plan](#)

[Audit Guide](#)

[Frequently Asked Questions](#)


[Resources](#)

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“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 schoolday and school year.

Law

The Expanded Learning Opportunities Program is authorized by Item 6100-110-0001 of the 2021–22 Budget Act (Senate Bill 129, Chapter 69, Statutes of 2021), and Assembly Bill (AB) 130, Chapter 44, Statutes of 2021, as amended by AB 167, Chapter 252, Statutes of 2021.

[California *Education Code* for the Expanded Learning Opportunities Program](#) 

Funding Results

The California Department of Education (CDE) has published Principal Apportionments for the ELO-P for Fiscal Year 2021–22. The purpose of these funds is for school district and charter school afterschool and summer school enrichment programs for grades kindergarten through sixth grade (TK/K-6) and as described in California *Education Code* Section 46120. The Principal Apportionments are available on the [Principal Apportionment Section for ELO-P](#) webpage.

If you have any questions regarding this apportionment, please contact the Principal Apportionment Section by email at PASE@cde.ca.gov.

Program Plan

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California *Education Code* Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

[Program Plan Guide \(PDF\)](#)

Questions about the program plan should be directed to the Expanded Learning Division at expandedlearning@cde.ca.gov.

Audit Guide

(Coming Soon)

Frequently Asked Questions

Expanded Learning Opportunities Program [Frequently Asked Questions](#).

Additional FAQs coming soon.

Resources

The [System of Support for Expanded Learning](#) programs in California consist of California Department of Education staff, designated County Leads/Staff and contracted Technical Assistance Providers.

Questions: Expanded Learning Division | expandedlearning@cde.ca.gov | 916-319-0923

Last Reviewed: Wednesday, December 1, 2021
