

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)



Prepared for the California Department of Education
September, 2022

Board Approved
Executive Vice Chancellor E.H. Simmons:
October 21, 2022

Local Educational Agency (LEA) The Preuss School UC San Diego

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**School site that the LEA selected to operate the
Expanded Learning Opportunities Program (ELO-P):
The Preuss School UC San Diego**

Purpose

This plan will describe the ELO-P activities that support the whole child and students' Social and Emotional Learning (SEL) and development for our 6th grade scholars enrolled in the program at The Preuss School UC San Diego. The Preuss School ELO-P was developed in collaboration with the ARC- Experience, an outside approved provider for quality before and after school programs.

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]).

Plan Development, Approval, and Implementation

As per the state's direction, this plan is to be approved by our LEA's Governing Board in a public meeting and posted on our website. This guide is meant to be a living document that will be periodically reviewed and adjusted to reflect the needs of our community, updates in the law, and will provide continuous improvement in the development of an effective ELO-P.

The Preuss School UC San Diego is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). We will work collaboratively with partners and staff to develop and review the program plan. The Preuss School UC San Diego is responsible for the plan and the oversight of any community partners or subcontractors. The program will accommodate our entire class of 124 6th graders and will be contingent upon enrollment from our families. The school will include any partners as appropriate in the development and review of the plan. As recommended, the plan will be reviewed annually in the fall of each year by faculty and staff and the Board's Academic Advisory Committee. After review, the plan will be presented to the full Board of Directors and the Executive Vice Chancellor for final approval.

The CDE 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.

Safe and Supportive Environment

Our 6th grade participants will be taught a wide variety of expected behaviors and strategies to help them create and maintain a safe and supportive campus culture. Known as *The Preuss Way of kindness, respect, and excellence*, our scholars enrolled in the ELO-P will have additional opportunities to practice these strategies as a way of life.

The ELO-P is structured as follows:

1. The program is offered on the Preuss school campus Monday through Friday.
2. Transportation is offered, free of charge to each enrolled scholar through a contract service with the SD Unified School District Transportation Services.
3. The program operates before and after school:

7:30 am - 8:45 am	Monday - Thursday
7:30 am - 9:45 am	Fridays
4:00 pm - 5:00 pm	Monday - Friday
4. We will offer an Extended Summer Session (June - July).
5. The program has access to the Preuss campus facility, designated classrooms, equipment, materials, and supplies and the greater UC San Diego campus when applicable.

**The Preuss School UC San Diego ELO-P Components
 Supplemental to the Preuss Instructional Program**

ELO-P Requirement	Time	Activity	Dates	Days	Amount
9 hour days	7:30-8:45 am	ARC courses	Aug-June 23	Mon-Thur	158 days
	7:30-9:45 am	ARC courses	Aug-June 23	Fridays	40 days
	4:00-5:00 pm	ARC courses	Aug-June 23	Mon-Fri	198 days
9 hour days and 30 additional program days	7:30-5:00 pm	Extended Summer Session	June 22 - July 23	Mon-Fri	18 days
	7:30-5:00 pm	Saturday Enrichment Days	January - June 2023	Saturdays	12 days

Safety Protocols

The ARC staff members that work with the 6th graders have passed all appropriate screenings and background checks for K-12 employees. ARC has designated a consistent team dedicated to serve the scholars in the program providing relationship building that lends to provide socio-emotional support and learning. There is a low staff to scholar ratio and the program provides an efficient sign-in and sign-out procedure. All emergency procedures align with the comprehensive schoolwide safety plan.

The ARC staff are fully vaccinated along with our scholars. When a COVID case is reported, Contact Tracing is conducted by our health team. Further, our scholars who have an approved exemption are tested weekly for the presence of COVID.

Active and Engaged Learning

Our scholars will be engaged through activities that promote active and hands-on learning for students. The model is largely influenced by the five Learning in Afterschool & Summer (LIAS) Principles (<http://www.learninginafterschool.org/>), developed by after-school leaders to unify the field and focus the movement on promoting young people’s learning.

Expanded Learning Opportunities Program Plan

1. Learning that is Active: Learning and memory recall of new knowledge is strengthened through seeing, hearing, touching, and doing. Our ELO-P will involve students in “doing activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based.”
2. Learning that is Collaborative: The program courses and delivery is designed to help students build team skills that include listening to others, supporting group-learning goals, and resolving differences and conflict.
3. Learning that is Meaningful: Learning is meaningful when students have ownership over the learning topic, the means to assess their own progress, and when the learning is relevant to their own interests, experiences, and the actual world in which they live. Therefore, the program will offer a curriculum that is based upon the interests of our scholar community and will include cultural relevance for our scholars.
4. Learning that Supports Mastery: If students are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to be “really good at something.” Our program activities are explicitly sequenced and designed to promote the layering of new skills.
5. Learning that Expands Horizons: After-school programs should provide learning opportunities that take students beyond their current experiences and expand their horizons, going beyond the walls of their facilities to increase students’ knowledge of their surrounding neighborhoods and larger global community. Our curriculum and example activities guide expanded learning staff to deliver fun, project-based activities designed to reinforce language arts and math skills, motor skills, metacognitive skills, and community and team building.

Skill Building

Our scholars will be afforded supplemental instruction in one or more of the subjects below:

Reading/English Language Arts	Mathematics
History/Social Science	Science
Physical Education & Martial Arts	E-Sports
World Language	Visual and Performing Arts

Courses are designed to reinforce previously introduced skills that align with the state-established, 6th grade, content standards where applicable. The program is

designed to enrich the school day curriculum with the supplemental instruction offered through carefully designed lessons.

The Preuss School currently offers a longer school day and longer school year. Our scholars have 198 instructional days and 7.5 hours of daily instruction. Therefore the ELO-P components are crafted to enhance the educational program by helping to close academic gaps, build new skills and student self-efficacy, and support the college going culture of The Preuss School. (Sample schedule included in the appendix.)

The current offerings include the following courses and clubs:

ARC Leadership	Art in History	Badminton	Basketball	Cheer
Choir	Claymation	Clay Sculpting	Comic Creations	E-Sports
Film & Script Writing	Martial Arts	Monopoly Club	Music Theory	Portuguese
Skateboard Design Club	Soccer	Speech	Theater	Yoga

Youth Voice and Leadership

The ARC model within our ELO-P centers around student choice and voice and implements strategies that will help our 6th graders develop as leaders on campus and in their communities. Our scholars will learn different ways to amplify their voices and how to build student councils that represent scholar needs. Our students will be encouraged to make choices that help to lead to successful outcomes. Throughout the program, they will be empowered to be active learners with the confidence to forge their own educational trajectories. This in turn boosts their engagement in the school-day classroom and yields significant growth.

The program hosts Exhibition Festivals throughout the year to showcase student work to the broader community and serves as an activity to elevate scholar voice and build leadership skills. Students lead the Showcase with performances, display their work, build upon their presentations skills, and overall self-efficacy.

Further, we incorporate an ARC Olympics to showcase the sports program and allow scholars to build leadership through individual and team competitions.

Healthy Choices & Behaviors

Our program aims to create a high-quality after-school program that will educate the whole child, including physical and nutritional development. Scholars will receive a healthy and nutritious snack daily that adheres to guidelines as established by the

California DOE. Nutritious snacks provided by the program during expanded learning hours adhere to the California Nutritional Guidelines, with approval from the school's health specialist and food services department.

Scholars will receive a minimum of 60 minutes of exercise daily through recreation and physical activity utilizing the morning and afternoon sessions. Our Physical Education curriculum includes an organized athletics program with a variety of team sports, conditioning, and mental health and wellness lessons.

Diversity, Access, and Equity

As an extension of our Positive, Behavior, Interventions, and Support initiative (PBIS) *The Preuss Way* has been implemented to create a welcoming, equitable, and accessible campus that celebrates our diversity. The ARC staff members provide programming that is culturally responsive, including targeted support for English Learners through immersion and intervention strategies. Program content includes best practices in Equity, Diversion, and Inclusion programming for scholars in recognition and celebration of our diverse backgrounds.

Our scholars are empowered to learn more about providing a safe space and welcoming environment for our LBGTQIA+ community and scholars are supported to be their authentic selves. In alignment with The Preuss School's Full Inclusion model, our scholars with special needs will experience the ELO-P alongside the General Education population. Program leaders will provide an inclusive environment for all scholars. In collaboration with the Preuss Vice Principal, ARC staff will be engaged on how to implement the goals of Individualized Education Plans (IEP), 504 goals, and serve as a resource for accommodations.

Our philosophy relating to special needs students is, simply stated, inclusion. Our ELO-P will align with the precepts of *Kids Included Together* (KIT), whereby people learn to accept differences and see the ability in every child. Inclusion training, behavior support practices, coaching, and our Full Inclusion model is designed to best support our special needs scholars and create access to all program components.

Quality Staff

The ELO-P staff is highly qualified as evidenced by their previous experience and training in managing before and after school programs. Their staff is vetted through a rigorous hiring process coupled with reference and state required background checks.

The staff are outgoing, enthusiastic, dependable, creative and passionate team members dedicated to helping our Preuss scholars realize their full potential.

The ARC staff are welcomed to participate in the pre-opening professional development offered at the Preuss School. This affords the opportunity for them to align with our current initiatives and meet all faculty and staff. Further, ARC staff will engage in advanced level training in topics such as Behavior Management, Stakeholder Communications, Coaching, and more. These modules are geared toward managers and supervisors, guiding them on how to cultivate their staff for better scholar outcomes. We will also provide resources on ongoing external development opportunities, such as how to best take advantage of conferences, San Diego County Office of Education training and UC San Diego training.

Clear Vision, and Mission

The goal of the ELO-P is to integrate with the regular school day and other expanded learning opportunities while providing a safe physical and emotional environment, opportunities for relationship building, and promotion of active student engagement.

The mission of the Preuss School is to provide an intensive college preparatory curriculum and a learning environment in which scholars develop their academic, personal, and social abilities to become lifelong learners and global citizens who contribute to and participate in a multicultural, democratic society.

Our vision is to transform the lives of students who are from low-income families and who are traditionally underrepresented in college, with the goal of qualifying them for university admission as the first generation in their families to attend four-year colleges or universities.”

The ARC staff will align with the mission, vision and purpose of The Preuss School in their implementation of the ELO-P plan. Their staff will deliver a program that supports our work in order to realize the stated outcomes for our scholars. We will work collaboratively with faculty, staff, parents, scholars, and when applicable, the greater campus of UC San Diego. This process will be maintained through a shared knowledge of our school’s School Accountability Report Card (SARC), attendance rates, support initiatives, and perceptions data about the program. Through regular meetings with the Vice Principal who serves as our program lead, the 6th grade Advisory Teachers, and the ARC staff, the team will properly assess needs and self-evaluate on an ongoing basis, so the program stays mission- and vision-aligned.

Collaborative Partnerships

Our program involves a collaboration with the Preuss staff, faculty, scholars, parents and the ARC program. Where applicable, we will collaborate with the greater side of UC San Diego. Outside partners will be engaged to support an extension of the offerings within our ELO-P. These can include, but are not limited to youth and governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector.

Continuous Quality Improvement

It is our goal to ensure that we maintain a quality offering for our scholars. Therefore, as a collective team we will build processes and procedures that keep us in the cycle of Continuous Quality Improvement (CQI). Regular collaborative meetings will be embedded into our practice and will serve to provide real-time data to inform our program quality.

To ensure a high quality program, a variety of data will be analyzed such as: scholar achievement data, perceptions data, process data, and demographic data. Surveys, program documents, and meeting notes will be used to help direct next steps and our yearly program evaluation.

Program Management

The program will be managed in partnership with The Preuss School and the ARC Experience. The Vice Principal of The Preuss School will serve as the lead administrator and will collaborate with the ARC Site Coordinator assigned to our campus. The VP and Site Coordinator will meet weekly to manage the specific operations of the program. The Vice Principal will also coordinate meetings with the 6th grade Advisory Teachers, Learning Center Staff and any other campus team members as necessary. The Site Coordinator and Vice Principal will also work to engage parent meetings as necessary. The School's Executive Director, Principal and Chief Administrative Officer will work with the CEO of ARC to manage the fiscal operations of the program. This can include future grant opportunities, program expansion, and budget oversight. Data from our program evaluation will be used to inform how we best manage the ELO-P.

APPENDIX

Program Calendar September 2022

ACADEMIC ENRICHMENT		MON	TUES	WED	THUR	FRI
Portuguese Mr. Paulo – A102			7:45am – 8:45am		7:45am – 8:45am	
Film and Script Writing Ms. Franchesca/Mr. Jared – B102			7:45am – 8:45am		7:45am – 8:45am	
Comic Creations Ms. Franchesca – B102						7:45am – 8:45am
Monopoly Club Mr. Jared – A103		7:45am – 8:45am		7:45am – 8:45am		
Speech Ms. Maribel – A102						4:00pm – 5:00pm

EDUCATIONAL ENRICHMENT		Mon	Tues	Wed	Thur	Fri
Clay Sculpting Ms. Susana – B103			7:45am – 8:45am		7:45am – 8:45am	
Choir Ms. Maribel – A102			4:00pm – 5:00pm		4:00pm – 5:00pm	
Music Theory Ms. Maribel – A102	4:00pm – 5:00pm			4:00pm-5:00pm		
Skateboard Design Club Mr. Jared – A103						4:00pm – 5:00pm
Art in History Mr. Jared – A103	4:00pm – 5:00pm			4:00pm – 5:00pm		
arc Leadership Ms. Donita – B103	4:00pm – 5:00pm			4:00pm – 5:00pm		4:00pm – 5:00pm
Theater Ms. Donita – B103	7:45am – 8:30am			7:45am – 8:45am		7:45am – 8:45am
Claymation Mr. Jared – A103			4:00pm – 5:00pm		4:00pm – 5:00pm	

PE & RECREATION		Mon	Tue	Wed	Thur	Fri
Cheer Ms. Donita - Field			7:45am – 8:45am 4:00pm – 5:00pm		7:45am – 8:45am 4:00pm – 5:00pm	
Martial Arts Mr. Paulo -Field	7:45am – 8:45am			7:45am – 8:45am		7:45am – 8:30am
Soccer Mr. Paulo - Field	4:00pm – 5:00pm	7:45am – 8:45am	4:00pm – 5:00pm	7:45am – 8:45am		8:30am – 9:30am
Basketball Ms. Elena – Basketball courts		4:00pm – 5:00pm			4:00pm – 5:00pm	8:30am – 9:30am
E-Sports Mr. Jared – A103						8:30am – 9:30am
Yoga Ms. Franchesca - Field	7:45am – 8:45am			7:45am – 8:45am		
Badminton Ms. Susana - Field	7:45am – 8:45am			7:45am – 8:45am		

ANNOUNCEMENTS: Event: arc Olympics – 9/29	Contact Us! Site Coordinator: Nakia Arquette Email: nakia.arquette@arc-experience.com
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Legal Requirements for the ELO-P

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 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):

[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.