

Savanna School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by: Savanna School District

1330 S. Knott Ave.
Anaheim, CA 92804



Approved by the Savanna School District Board of Trustees

August 4, 2022

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

Name of Local Educational Agency or Equivalent:	Savanna Elementary School District
Contact Name:	Sue Johnson
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Contact	
Phone:	

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. Cerritos Elementary
2. Hansen Elementary
3. Holder Elementary
4. Twila Reid Elementary

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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

In the Savanna School District creating a safe and supportive environment is vital to providing a quality expanded learning program. In doing so the program will offer families the opportunity to extend the learning day on each student's current site to provide the comfort and familiarity that comes with the safe spaces provided on campus each and every day. The Savanna School District would like to create an equitable, safe learning environment by supporting students' Social Emotional Learning (SEL). The caring and supportive staff will maintain a safe and nurturing environment so that all students can be successful. All staff members will implement Positive Behavior Interventions and Supports (PBIS) approach to student discipline. Students will participate in activities that clearly define expectations and responsibilities of the program participants.

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.

In Savanna School District, students are encouraged to be successful, life-long learners that can creatively problem solve to overcome challenges that may present themselves in the future. In the Savanna School District the Extended Learning Opportunity (ELO) program supports the instructional day and embraces a variety of experiences for the whole child. The district recognizes that in many communities, there is a financial barrier for families that would like homework help for their child/children or to participate in afterschool clubs for sports and art. The staff would provide academic support that would supplement the core curriculum that is taught during the school day with supplemental programs or ancillary resources. In addition, staff would lead activities in art and sports to build equity and provide opportunities for the families in our community. Participants will be invited to take part in family education opportunities as well as community events.

3—Skill Building

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

In the Savanna School District, opportunities for skill building occur in the expanded learning program through a series of academic enrichment projects. Projects include, but are not limited to fine arts (ie: media-based skills, painting, etc.), STEM (coding, robotics, engineering, etc) and a focus on interpersonal relationships, SEL type supports. Participants will have access to resources for student wellness and mental health (ie: collaboration activities for students to develop problem solving strategies, how to handle disagreements with others). Students will also be supported through language development and participate in a variety of skill-based enrichment activities to give them wider access and knowledge of career possibilities.

4—Youth Voice and Leadership

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

In the Savanna School District's Extended Learning Program, youth leadership is embraced. The program's goal is to support students as they become critical problem solvers and lifelong learners to create a better future. The extended learning day will provide added resources for our students to participate in their community to identify and creatively address needs. Savanna staff would model working with community businesses and local community groups to affect positive change. Participants would be encouraged to take on leadership roles. In addition, students will be provided with information on college and career options, so they can plan and advocate for their future.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Savanna School District Extended Learning program provides opportunities for students to engage in healthy choices. Staff will be trained in PBIS and Social Emotional Learning (SEL) to better support students. Participants will receive instruction in SEL and participate in lessons and discussion. Each site will have a counselor or trained personnel to support students' social emotional needs. SSD is also committed to making sure every student has the health and nutritional support they need while participating in this program and will make sure there is a Registered Nurse, Licensed Vocational Nurse or Health Tech is available to support students. Our health personnel will be able to provide first aid, counsel parents in local health resources and teach students lesson on health and hygiene. In addition, research demonstrates that good nutrition is linked to better behavior and academic performance. Students will be served a snack daily in the program. The state and federal government regulates our meal program. Laws with guidelines have been established to control what can and cannot be served and/or sold to our students and must be followed.

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.

Savanna School District's population is a diverse population. Approximately 43% of students in the Savanna School District are English Language Learners. Nearly 80% of the district's students are socio-economically disadvantaged. About 14% of the district's students have unique needs that require added support throughout the school day. Savanna School District recognizes that in many communities, there is a financial barrier for families preventing them from participating in existing after school programs. In Savanna School District diversity, access, and equity are embraced. This is demonstrated in the professional development provided to staff that will be focused on differentiated support for students that are learning English as a second language or have unique needs, Social Emotional Learning (SEL) to help support students as they grow in managing their responses, and PBIS. Staff members will attend in-services and workshops on a regular basis to keep current on exemplary strategies to best assist students and provide for a well-rounded program for all students.

7—Quality Staff

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

The Savanna School District intentionally provides professional development that will be focused on differentiated support for students that have unique needs, SEL to help support students as they grow in managing their responses, and PBIS. Staff members will attend mandatory safety trainings and in-services and workshops on a regular basis to keep current on exemplary strategies to best assist students and provide for a safe, well-rounded program for all students.

8—Clear Vision, Mission, and Purpose

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

It is the mission of Savanna School District through a partnership with community partners, to offer families the opportunity to extend the learning day to provide a safe place for children after school. We want our students to have access to academic support, and activities in art and sports in a nurturing and safe environment. Savanna School District would like to create an equitable, safe learning environment that provides a safe space after school for all the students in our community. The goal of the district is that our students' learning will be enhanced with added support after school and their lives will be enriched as they are offered experiences that were previously out of reach.

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.

SSD partners with the city of Buena Park and the city of Anaheim. This partnership supports student learning and engagement by providing a wide variety of experiences and opportunities to develop skills and enrichment for students who previously did not have these opportunities.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Savanna School District knows that this plan is a living document that is reviewed and adjusted to meet the needs of the community to provide continuous improvement. The Extended Learning Opportunities Coordinator will gather input from families, community partners and staff members each year to determine areas of success and need. The leadership team will also analyze academic data and attendance reports. As areas of need are identified, the plan will be adjusted to best meet the needs of our community. The Savanna School District ELPO coordinator will be responsible for reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1).

11—Program Management

Describe the plan for program management.

In the Savanna School District, the program management consists of an Expanded Learning Coordinator working in conjunction with the Superintendent or designee, and Chief Business Official to plan, organize, and facilitate the Expanded Learning program. The coordinator will also supervise staff assigned to after school programs, ensure appropriate student behavior, and communicate with parents to provides a safe and nurturing environment for children. In order to meet the community’s needs the team will annually analyze data, update the parent/student handbook and revise the structure based on this analysis. The program leadership will monitor trends and make changes in order to adapt to emerging opportunities and conditions.

General Questions

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

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

The Savanna School District will combine their existing ASES program with their ELO program to offer our students a single comprehensive program. A universal Expanded Learning program has been developed by leveraging existing funding from our ASES program to offer our students a single comprehensive program offering a wide variety of experiences and enrichment to our community.

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?

In order to address the needs of our youngest students, the Savanna School District will strive to maintain a 10:1 ratio for our Transitional Kindergarten students and our Kindergarten students. SSD will hire classified staff to support with the pupil to staff ratio and provide a familiar, safe environment for our students.

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.

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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 school sites, 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-schooldays, 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 school sites 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.