

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**

Prepared by:
Oasis Charter Public School

2023-2026

Oasis Charter Public School
1135 Westridge Parkway
Salinas, CA 93907

Board Approved 12/20/23



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

Expanded Learning Opportunities Program Plan

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Definition of Extended Learning Opportunity Program (ELOP)

“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

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1—Safe and Supportive Environment

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

- * The ELOP programs, are structured to continue Oasis's expectations of students for academics and behavior.
- * The staff maintain trusting, caring and supportive connections with the students participating. Staff quickly address poor behavior and follow the school's MTSS structure for behavior. Staff turn in behavior and accident incidents to the office. In case of Tier 2 or 3 behaviors, staff will work with the office for proper consequences.
- * The program is offered on-site and is intentionally structured to identify student interests, strengths, and learning styles, and to encourage students to develop skills related to their strengths and interests.
- * The staff have undergone fingerprint and background checks as is required by the State of California, and are First Aide and CPR certified. They follow the Oasis Safety Protocols.
- *Programs are: before school, Life After School (LAS), Intersession & Summer School.

2—Active and Engaged Learning

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

- *The programs support students through various activities and clubs related to science, math, writing, reading, art and music.
- * Students collaborate on projects and performances.
- *Students are separated by age groupings, so the youngest of the students are kept in another space and have separate outside play times for their safety.
- * Students often have choice in the activities and projects, allowing them to develop decision-making skills.
- * Students also work with staff on problem-solving skills throughout the programs and activities.

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3—Skill Building

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

- * The programs will provide students the opportunity to experience and participate in various activities, projects, and clubs. Learning goals for each activity will be communicated to the students.
- * In sports and outdoor play, students learn to work in groups and teams, developing collaboration and cooperation skills.
- * In cooking and other activities, students learn group dialogue, basic foundations of health and nutrition, math skills such as measurement and counting for younger students, and how cooking and eating well can help in their social and mental health development.
- * Activities and projects in the LAS program help students develop and demonstrate the 21st Century Skills: communication, collaboration, critical thinking, creativity and college and career readiness.

4—Youth Voice and Leadership

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

- * In our programs, students are shown and taught how to develop their own leadership skills through day to day activities.
- * Students have a voice and choice in activities and interests that staff then design with.
- * Students have the opportunity to help select activities, projects, topics, songs, and more within the program.
- * Students often assist with school decorations for events or community projects, teaching them overarching leadership within their school and community.

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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 programs follow the school's Blue Zones and nutrition standards for snacks. Snacks are generally fruits, vegetables or protein/grain, and milk or juice. This allows students to continue to learn about healthy eating and nutrition and demonstrate to the students the importance of making healthy choices. Breakfast and lunches served in our Intersession and Summer programs follow the State of California nutrition standards and we use our same food vendor to assure children are eating nutritious foods.

* The programs provide daily opportunities for students to exercise and engage in activities that lead to a healthy lifestyle.

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.

* Through storytelling, reading books, and pen pals, students learn about backgrounds of other students and staff, as well as, traditions, languages and geography of others, giving them the opportunity to learn about cultures and languages different from their own.

* The programs are open to students to apply with priority given to low-income students, foster, English learners, and McKinney-Vento youth.

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7—Quality Staff

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

* Staff in the after school program have high school diplomas and receive training at school professional development days. Coordinators have college backgrounds.

*Staff for intersession and summer programs have teaching credentials or at least two years of college to teach classes. Support staff have a high school diploma to two years of college.

*Oasis Charter Public School will provide all of the resources, equipment and materials needed for activities in the program through our ELOP grant.

8—Clear Vision, Mission, and Purpose

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

* Our ELOP programs follow Oasis' mission and vision.

*Oasis Charter Public Schools strives to bring together a diverse community and create a constructivist and multicultural learning environment for children in the elementary school grades. Through integrated project based learning, as well as, direct instruction, group decision making, and family based opportunities, Oasis Charter Public School will foster the development of responsible citizenship skills, literacy, logical thinking, creative problem solving, and the ability to represent one's ideas in a variety of ways. Our students will be able to raise questions, identify and evaluate options, and access the information necessary to find answers. Our program will equip our students with the skills necessary to fulfill their personal aspirations and advocate for the common good.

* ELOP programs purpose are to provide a learning environment for children while school is on breaks to continue their social skills and academic progress.

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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.

- * Oasis Charter Public School runs it's own ELOP programs without a partner provider due to the costs associated.
- * Through our Oasis partnership with Taylor Farms, we can use some funds for field trips or extra programming if we exceed our ELOP funds, which we have not done in the past nor is it predicted.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- * Staff of our ELOP programs are evaluated for program quality.
- * The curriculum is reviewed and adjusted as needed to better educate our students.
- * All ELOP programs meet with admin before, during and after programming.
- * Surveys are used to gauge the success of the program from students 4th grade and above and our families.

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11—Program Management

Describe the plan for program management.

- * Our ELOP programs are reviewed for fiscal management monthly, personnel policies that follow the school policies, procedures and program operations annually, more often if discrepancies show the need.
- * The LAS program is run by two on-site coordinators, Intersession and Summer School are run by a teacher-in-charge.
- * Oasis administration oversees all of the ELOP programs and works with coordinators/teachers-in-charge on programming, discipline and staffing.

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.

- * Oasis Charter Public School is not an After School Education and Safety (ASES) or a 21st Community Learning Center (21st CCLC) school.

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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?

- * Oasis Charter Public School does not have TK students.
- * Staff working with our kindergarten students have coursework in child development or psychology courses.
- * Adult to child ratio for kindergarten is a 10:1 ratio. This will be maintained by consistently providing the same amount of staff designated to the most knowledgeable group with a strong passion for working with this age group.
- * The programming in after school is play-based learning that allows children to learn through discovery and experimentation. During other ELOP programs, teachers design academic lessons based in play for this age group.

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.

2:45 - 3:15 Outdoor play with snacks before older students join the program.
3:15 - 3:45 Indoor play
3:45 - 4:15 Activity one
4:15 - 4:45 Outdoor play
4:45 - 5:15 Activity two
5:15 - 5:30 Staff clean up

Intersession and summer schedules are attached and the K/1 stays in one room, teachers rotate in for various classes, whereas our older students rotate rooms.