

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

<b>Name of Local Educational Agency or Equivalent:</b>	Green Point School
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Single School District

### Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-

P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1—Safe and Supportive Environment

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

1. School transportation to programs offered off campus will be provided. Off campus programs may include swim lessons
2. School staff, including ELO-P facilitator will have CPR and basic first aid training. Safety procedures outlined in the School Safety Plan will be followed.
3. Support and accommodations will be provided for the social-emotional and physical needs of students.
4. School emergency procedures will be followed; Staff will have emergency contact information; All students must stay in sight of a supervisor; Reports will document incidences/injuries.

## 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.

1. Program activities will be planned based on student and parent feedback through conversations and surveys. Teacher input on student needs will also be taken into consideration as well as availability and access to desired activities.
2. Homework completion data will be used to compare students that attend the program versus students that do not attend the program.
3. Hands on activities based on student interest will be given the highest priorities. A goal is to provide experiences to low income students that they normally do not have access to.

## 3—Skill Building

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

1. Educational enrichment, physical fitness, and health will be emphasized and supported with swimming instruction. Academic instruction will be integrated into fine arts, music, STEAM challenges, and cooperative games.

## 4—Youth Voice and Leadership

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

1. Students will have input in the development of activities as well as developing individual and group goals.

## 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.

1. Physical exercise and nutrition will be a regular program component. Breakfast and lunches will be available to all students, as well as snacks during aftercare hours.

## 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.

1. Accommodations and careful planning of activities will create an inclusive environment for students with disabilities. Students are encouraged to express their unique interests and help direct activity and learning choices.

## 7—Quality Staff

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

1. CPR, First Aid, and safety training will be required. Training will be provided at the district with reimbursements available upon approval for off site or online training. Staff must have an Associate's degree or pass a paraprofessional exam. Additional training will be encouraged to improve social emotional, academic, and/or physical health outcomes.

## 8—Clear Vision, Mission, and Purpose

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

Mission: Green Point School provides a well-balanced education in a safe and respectful environment where the strengths and interests of each student can flourish. Green Point students achieve academic excellence through positive, multi-age peer support and a highly qualified staff specializing in the arts, sciences, and computer technologies. Individualized instruction, cooperative learning, and experiential education techniques prepare our students for their futures. Green Point facilitates student creativity, positive social interaction, and integration in the local and global community.

The Purpose of the ELO-P will be to provide otherwise unattainable opportunities to the low-income youth of the Green Point community.

Educational partners are encouraged to collaborate in the development and review of this plan. Outreach will be conducted through surveys, events, newsletters, School Site Council, and Board meetings.

71% of students are low-income. Low-income families do not have the same access to afterschool and summer activities as their peers. The rural location creates an added challenge for all families to attend swim lessons, music lessons, and various other lessons and camps more accessible to children with higher family incomes living in a suburban or urban area. The rural location of the school provides access to nature, and outdoor education and has Internet access for online opportunities. There are no EL students.

## 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.

It is difficult to secure plans with outside agencies at this time due to the rural location of the school. The LEA intends to provide transportation to and schedule afterschool lessons in town based on student and family feedback on interests and needs. This may include swim lessons.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Green Point will have a process that is ongoing and involves a continuous cycle of assessment, planning, and improvement. Attendance, student engagement, family satisfaction, accessibility, and staff evaluation data will be gathered to inform educational partners of the strengths and weaknesses of the program and direct change for improvement. Data will be shared with educational partners, the School Site Council, and the Board of Trustees.

## 11—Program Management

Describe the plan for program management.

Program staff will work directly with teaching staff to develop and provide homework support and science activities for grades three through five. Educational partners will be involved in the process through newsletters, phone, email, in-person meetings, events, School Site Council, and School Board meetings. The budget for the program will be well maintained, transparent, and available to all educational partners, as well as undergo an annual audit by an outside accounting agency.

The administrator will ensure the program maintains a pupil-to-staff member ratio of no more than 20 to 1 and will also ensure all program staff and volunteers conform to the health screening and fingerprinting clearance requirement 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 ration of no more than 10 to 1.

Estimated Budget

Staff: \$11,000

Instruction/field trip: \$1,000

Meals: \$

Transportation Purchase: \$ 38,000 22/23 year - payments in the 23/24 year

Transportation fuel: \$

Total: \$

## 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 LEA does not receive ASES funding.

### 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?

Transitional Kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. The curriculum and program will receive guidance and oversight from a qualified Transitional Kindergarten teacher.

### 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.

Due to the small nature of the district, a single-family change or a single staffing challenge can change the program dramatically. In anticipation of this, the district has developed several tentative schedules. Flexibility is needed to meet changing family needs.

#### Tentative Schedule A:

In Town Lessons: Wednesdays

8:25-8:45am Breakfast

8:45am First bell

3:00pm Prepare and Depart Green Point

3:00 Release Time

4:00-5:00pm swim lessons

5:00-5:25pm Snack/dismissal

#### On-campus tentative schedule:

8:25-8:45 Breakfast

8:45 First bell

3:00 Release time

3:00-3:20 Physical Activity

3:20-4:00 Snack and rest

4:00-4:30 Homework Support/Reading

4:30-5:00 STEAM activity

5:00-5:25 Meal

\*After care available for TK/K beginning at 1 pm



**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.