

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)

Name of Local Educational Agency or Equivalent:	Kneeland Elementary School District
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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. Kneeland Elementary School

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.

For the 2021-2022 school year, the instructional school day has been lengthened to provide supervision and access to before-school educational supports and after-school care on the Kneeland School campus. There is no transportation schedule currently offered due to the small size of the LEA and the lack of participants in the program. However, the LEA is ensuring safe transportation for students based on their individual need. A position has been posted for an instructional aide to supervise these programs, but there were no applicants. A second job posting has been attempted and the LEA is making ongoing efforts to fully staff the before school and after school care programs. Current staffing, including teachers and administration are providing opportunities for families to utilize before school and after school educational supports and supervision. Participating students are provided with nutritious meals and snacks.

The goal beginning 2022-2023 and thereafter will incorporate a summer session in addition to before school and after school programs during which nutritious meals will be provided. The LEA will be collaborating with local entities to provide summer educational experiences including but not limited to: swimming lessons, organized outdoor camp experiences, music lessons, art programs, and sports based camps.

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.

During before and after school hours, tutoring services, enrichment activities, and educational study supports will be provided to participating students. During the summer program, focused units of study will be provided that will include, but not be limited to, investigations in science, ecology, and the natural world, sports activities and lessons, art and music activities and lessons, and core subject tutoring and supports as necessary to strengthen student successes.

3—Skill Building

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

The programs will largely focus on the skill sets of participating students to enhance the already built foundation and strengthen current student skills. Additionally, the program will incorporate interest-specific courses available to broaden student skill knowledge through enrichment utilizing core subjects to a level outside that which can be provided in the classroom.

4—Youth Voice and Leadership

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

The programs will be available to all students in grades TK-8 who are currently enrolled with the LEA. Students and families will be asked through surveys, phone calls, and letters for areas of interest to ensure engagement by participants. Leadership roles will be assigned to students in the higher grade levels, providing them opportunities to lead groups, adjust programs to fit younger students or student interests, and guidance will be provided to the older students to instruct proper and ethical leadership skills.

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 programing.

The program will provide nutritious meals to all participants including healthy options for snacks. The program will also incorporate activity based lessons (such as sports, hiking, and physical fitness lessons) to provide participants opportunities to make healthy choices and understand the importance of health and nutrition.

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.

The program will be open to all enrolled students in the district. Appropriate supports will be provided for students from diverse cultural backgrounds, linguistic backgrounds, and students with disabilities.

7—Quality Staff

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

For the 2021-2022 school year, the before school and after school program will be staffed by current staff. A position for an instructional aide was posted, but no applicants submitted interest for the position. In subsequent years, instructional aides and certificated staff will be hired to offer trained staff supports for these programs.

8—Clear Vision, Mission, and Purpose

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

The ELO-P is designed to provide instructional supports utilizing trained staff to offer enrolled students opportunities for educational growth. The LEA will provide a safe physical space for all students following the procedures and policies outlined in the LEA safety plan, and will utilize trained staff to oversee all curriculum and social/emotional growth exercises provided during the extended educational opportunity plan.

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.

The LEA will partner with local entities including local community theaters, science groups, outdoor education groups, sports organizations, and music instructors to facilitate intersession educational opportunities based on students' needs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The LEA endeavors to assess community needs and the needs of its students to formulate a comprehensive educational experience for all learners. As student and community needs change, the ELOP will grow and adapt to fulfill the needs of its participants. Surveys, emails, phone calls, and continuous communication with families will

assist the LEA in determining the areas of highest need. Stakeholder engagement will provide ideas for opportunities as well as outlets through which these opportunities can increase connectedness between the LEA, the community, and the LEA families.

11—Program Management

Describe the plan for program management.

The teaching staff will collaborate with the trained program staff to ensure proper and appropriate educational supports for all students participating in the programs. All staff will have required fingerprinting and background checks, CPR certification, and basic first aid training. LEA administration will ensure that the staff to student ratio remains within the required limits, that the program is staffed by trained personnel, and that the program is run as per the LEA's procedure policies. LEA administration will monitor needs as they continue to change and develop and will ensure that the budget for the ELOP reflects the programs needs.

Proposed budget (annual):

Food/nutrition: \$2500

Transportation: \$2500

Staffing: \$35,000 (cost to district)

Campus/facility operations (utilities, supplies): \$5000

Fees associated with partnerships with community entities: \$10,000

Total: \$55,000

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 funds.

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 Universal Transitional Kindergarten funding will be utilized to provide the TK instructor educational opportunities to acquire an Early Childhood Development Education Specialist certification. Additional staffing will be assigned to the primary grades' classroom to maintain the required 10:1 student/teacher ratio.

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.

All students enrolled with the LEA will be eligible to participate in the ELO-P including 9-hour days of instructional and educational opportunities and intersession days.

For the regular school year, days will follow a 9-hour day schedule:

7:30 AM - 8:30 AM Breakfast during a homework support and tutoring hour

8:30 AM -- Morning Bell

12:15 PM -- Lunch provided

2:45 PM -- Final Bell

2:25 PM - 4:30 PM -- Extended day hours with instructional supports and activity-based learning opportunities, Snack provided.

Intersession Days:

7:30 AM -- Transportation to campus or community partner opportunity -- Breakfast provided

8:30 AM -10:30 AM -- First Scheduled activity (music lessons, Language lessons, Science lessons, etc.)

10:30 AM - 12:30 PM -- Second Scheduled activity (STEAM, STEM, Art)

12:30 PM -- Lunch provided

1:00 PM - 4:00 PM -- Afternoon enrichment activity (Sports, yoga, Physical fitness, health)

4:00 PM - 4:30 PM -- Extended instructional tutoring and direct curriculum support -- Snack provided

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.