

**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.**

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

Local Educational Agency (LEA) Name: Calaveras Unified 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. Jenny Lind Elementary
2. Mokelumne Hill Elementary
3. San Andreas Elementary
4. Valley Springs Elementary
5. West Point Elementary
- 6.
- 7.
- 8.

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

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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>.

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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.

After school programming will take place in dedicated space at each of our elementary school campuses. Participating students will have access to both indoor and outdoor activity spaces. Programs will be staffed by CUSD employees who will complete annual safety trainings. They will also receive ongoing professional development and support provided by CUSD's Child Development Coordinator. Site administrators will collaborate with staff in maintaining student behavioral expectations.

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.

Students will have time each day to receive support in completing school assignments. Staff will provide a variety of hand-on learning/enrichment activities, including art and STEM (science, technology, engineering & math) activities. There will also be time for structured play.

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3—Skill Building

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

The ELO-P program will provide a variety of learning opportunities for students to build 21st century real-world skills including team building, collaboration, and effective communication. The emphasis of skill-building will be in areas that complement the subjects and standards taught in the regular school day. These may include additional reading, writing, and math support. Activities will be designed to promote mastery of skills over time.

4—Youth Voice and Leadership

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

The ELO-P program will provide opportunities for cross-age tutoring and mentoring, leadership training, and student choice in activities and community-based service projects. Students will provide input and feedback on the program's effectiveness and relevance in meeting their needs. Students will be invited to provide suggestions for activities and to develop next steps for improvement of the program.

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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 programing.

The ELO-P program will provide opportunities for students to participate in a variety of activities that promote overall healthy choices and positive behavior, including social-emotional skills and support, nutrition education, physical education, decision-making skills, and other activities that prepare students to avoid at-risk behaviors. Healthy snacks will be provided by CUSD Food Services.

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 provide a welcoming and inclusive environment through positive relationships, materials, and displays as well as opportunities for cultural activities that celebrate diversity and promote equity. Culturally responsive practices, including two-way family engagement, will be utilized throughout the program to ensure equitable access and experiences for all participants.

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7—Quality Staff

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

The ELO-P program will recruit, hire, and retain high-quality staff who meet the minimum qualifications as outlined in their job description. Ongoing content specific training and on-the-job coaching will develop staff members' capacity in creating a safe, engaging, age-appropriate, and meaningful learning environment in order to meet program goals. Staff will be provided appropriate resources and materials.

8—Clear Vision, Mission, and Purpose

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

The purpose of the ELO-P program is to provide fun, engaging, safe, and supportive after school/extended year learning environments for CUSD students in Transitional Kindergarten (TK) - 6th grade, with a focus on promoting school and community connectedness, the development of healthy behaviors and social-emotional wellbeing, and access to meaningful, collaborative 21st century learning experiences.

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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.

The ELO-P program will seek out collaborative partnerships with individuals and organizations within the CUSD community with the goal of providing a broader variety of enrichment activities for our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELO-P supervisors will regularly check in with the programs as they operate to observe and evaluate. Deficiencies will be addressed and opportunities for refinement will be shared and staff will be supported in implementing them. Regular meetings with staff at individual sites and across sites will facilitate brainstorming of ideas.

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11—Program Management

Describe the plan for program management.

ELO-P will work under the joint supervision of the Child Development Coordinator, site principals, and the Director of Educational Services. Availability of the program will be communicated to families as they enroll their children at school and at least annually thereafter.

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.

ELO-P will work in conjunction with CUSD After School Program, which receives ASES funding and operates under their auspices.

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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?

CUSD operates a full day Kindergarten and half day Transitional Kindergarten programs at each of its elementary schools. Transitional Kindergarten students are invited to access our TK-Bridge program for the hours between when they are dismissed and regular school dismissal when the After School Program starts. The TK-Bridge program is staffed by our Growing Together preschool staff.

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.

TK-Bridge Sample Schedule:

12:00-12:25 - Pick up & Recess
12:25-12:45 - Hand Washing & Quiet Time
12:45-1:30 - Closing Circle
2:00 - Pack Up & Dismissal

After School Program Sample Schedule:

2:00-2:15 - Check in / Read books / Restroom
2:15-2:45 - Nutritious Snack
2:45-3:00 - Circle Time--Calendar / Story / Weather
3:00-3:45 - Homework --Classwork / Educational Activity
3:45-4:30 - Outside group game/play
4:30-5:15 - Projects/Table Activities
5:15-5:45 - Coloring, drawing, cards, board games
5:45-6:00 - Clean up

Intersession Program Sample Schedule:

7:00 - Check in / Free choice activities
9:00 - Morning snack
10:00 - Art/Craft project
11:00 - Sami Circuit / Sparks PE
11:30 - Story Time / Brain Quest
12:00 - Lunch
12:45 - Outside Recess
1:30 - STEAM / Center activity tables
2:30 - Quiet indoor activities (reading, puzzles, drawing, coloring)
3:00 - Afternoon snack
4:00 - Outside play
5:00 - Clean up / Puzzles / Board games
6:00 - Dismissal

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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 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.

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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

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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.