

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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

Local Educational Agency (LEA) Name: California Montessori Project - Capitol Campus

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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. CMP - Capitol Campus

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.

The Expanded Learning Opportunities Program will be offered at each CMP school site. Dr. Maria Montessori's fundamental goal was to prepare the child for the "real world" and recognized that each student is a unique individual with unique personal, social, and educational needs.

California Montessori Project offers an environment which has the tools, programs, resources and supports to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world, all while in a safe and supportive environment. CMP ELO-P staff will support this in the following ways:

- a. Regular staff training
- b. Compliant ELO-P staffing ratios (TK/K: 10 to1, 1st-8th: 20 to 1)
- c. Consistent staff
- d. If perimeter gates are present, locked after dismissal
- e. At least 2 staff present at all times
- f. Walkie-talkies for all staff
- g. Designated space for expanded learning programing
- h. Health/Allergy List with Emergency cards
- i. Response To Intervention information shared with expanded learning staff
- j. Regular communications between office staff, teachers, and expanded learning staff
- k. Access to school counselor
- l. Practice safety drills
- m. PBIS (Positive Behavior Interventions and Support)

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 CMP Expanded Learning Opportunities Program is an excellent opportunity to teach and model active and engaged learning in the following ways:

School Day / ELOP Partnership: ELOP staff will prioritize weekly communication with teachers to understand the material students are learning during the school day and/or need to expand upon during ELOP. This information is used to plan for but not duplicate activities including an Educational & Literacy Element, an Enrichment Element, and Homework Assistance.

- **Educational & Literacy Elements:**
 - Homework Support
 - Silent Reading, Partner Reading, or Read-Alouds
 - Personalized digital reading and math support
 - Project Lead The Way STEM activities
- **Enrichment Elements:** Staff will provide engaging enrichment activities for TK - 8th graders including art, career/technical education, recreation, physical fitness, prevention activities, visual and performing arts, sports clubs, social-emotional lessons. Some examples of enrichment are:
 - handcrafts
 - gardening
 - sports club
 - cooking
 - book club
 - drama
 - chorus
 - music
 - obstacle courses
 - building
 - water play
 - social-emotional lessons
- **Montessori Learning:** Montessori teaches mutual respect and confidence building which supports students to become active and engaged learners.

3—Skill Building

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

The Montessori philosophy aims to educate the whole child. In order to educate the whole child during expanded learning time, we offer opportunities that expand beyond the traditional subjects. Along with skill level appropriate math and ELA skill building programs, our ELO Program will provide opportunities to develop skills such as:

- Social-emotional
- Intrinsic motivation
- Study habits and organization
- Critical thinking

- Leadership and mentorship

4—Youth Voice and Leadership

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

A pillar of the Montessori pedagogy is building confident future leaders. We plan to build on this tenet during expanded learning time by providing opportunities for our students to practice from these types of activities:

- Student-to-student mentoring
 - Older students paired with younger students for enrichments, projects, and tutoring
 - Returning students paired with new students for support, friendship, learning
- Public speaking opportunities
- Talent shows
- Student-led clubs and businesses

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.

CMP ELO programs will provide students with opportunities for movement every day, ensuring that we teach our students that physical exercise is an important element to a healthy body.

Some examples of other healthy choices and behaviors in our programs include:

- Gardening enrichment
- Healthy cooking/eating enrichment
- Science enrichment
- Physical education and sports enrichments
- Regular exercise opportunities
- Guest speakers/partnerships from the local community

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.

CMP's Expanded Learning Opportunities Program is an excellent space to teach and provide students with lessons on Diversity, Equity and Inclusion (DEI). CMP, as a network, is participating in a carefully curated DEI professional development program through California State University, Sacramento.

CMP began an Outreach team, hired a DEI Coordinator, and started a community committee, 'Why Minorities Matter in Montessori' (WMMM), aimed to cultivate more knowledge on diversity, equity and inclusion among students, families, and staff across CMP's network of schools. The work from this has led to enhanced marketing strategies, better professional development, and more equitable hiring practices. The efforts of this work will be seen and felt in CMP's ELO program.

For example, CMP's ELO program staff will participate with all CMP staff in onsite DEI professional development, monthly DEI book studies, and opportunities to attend off-site experience like the Museum of Tolerance.

ELOP students will benefit from access to expanded student libraries with more representative books, a staff and student population that is more representative of the local community, cultural heritage celebrations, and scholarships for unduplicated students.

Our ELOP program is also open and accessible to all students regardless of abilities. Staff and administrators work together to offer training to appropriately support all of our students. CMP's Special Education Director will coordinate training with ELOP staff to better serve our students with special needs.

7—Quality Staff

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

The staff of CMP believes in honoring the dignity of all human beings. Because of that belief, we do not discriminate in our hiring or enrollment practices on the basis of race, gender/orientation, religion, disability, ethnic or national origin.

This year, CMP's ELO program has provided more career opportunities for CMP staff. We have increased the number of full time positions associated with our ELO program which, in turn, provides them with benefits and more paid time off. Listed below are goals identified by the site ELOP Coordinators to ensure quality staffing:

- All staff members who directly supervise pupils meet the minimum qualifications for an instructional aid
- Consistent staffing with less turnover
- Rotating staff schedule for school early release days, to ensure enough time to prepare
- Time buffer for full-time staff to prepare/transition from one role to the other
- Built in time for staff meetings - Professional Development/Team building
- More full-time, year-round staff for higher retention rate
- New staff training
- Clear expectations of staff

8—Clear Vision, Mission, and Purpose

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

The Mission of the California Montessori Project Expanded Learning Opportunities Program is to provide a Montessori led, quality program that challenges our students to reach their full potential.

The Vision of the California Montessori Project Expanded Learning Opportunities Program is to provide a

Montessori education that supports the intellectual, social and emotional development of every child.

The Purpose of the California Montessori Project Expanded Learning Opportunities Program will be:

- Promoting independence
- Teaching respect for oneself and others
- Building confidence
- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen

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 nature of expanded learning time presents great opportunities for collaborative partnerships to expose and enrich students with opportunities outside of the school day. CMP’s Expanded Learning Opportunities Program coordinators look forward to working with returning programs and identifying new and exciting ones.

Examples of Existing/Previous Program Partners:

- Project Lead the Way (STEM)
- B Street Theater
- Yolo Bypass Bat Presentation
- Running for Rhett

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The CMP community created a Strategic Plan with multiple goals and actions which helps guide the focus of the program. CMP’s Strategic Plan, as well as other monitoring functions, will extend to CMP’s ELO Program as well. Listed below are examples of functions to guide and ensure quality improvement:

- Annual program audits
- Regular meetings between Student Services, ELOP Coordinators, and campus Administrators
- Regular ELOP staff meetings
- Closely monitor staff-student ratios
- Regularly monitor daily/weekly/monthly schedules
- Track attendance
- End of year survey to staff, students, families

11—Program Management

Describe the plan for program management.

CMP is excited to develop the current Club Montessori program to encompass the guidelines of the ELOP. In order to ensure high fidelity within the program and across campuses, CMP's Student Services Department has developed a plan to support, monitor, and manage the program in the following ways:

- 1 on 1 check-ins between Student Services & ELOP Coordinators
- Student Services Site Visits
- ELOP Dashboards for Enrollment & Staffing
- ELOP Shared Drive (for best practices, resource sharing, etc)

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.

N/A

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?

1. Proposed Schedule (see Sample Program Schedules below)
2. Recruiting current staff to the program. (The CMP network has provided approximately 19 additional full-time opportunities.)
3. Staff preparation: Staff serving in ELOP are most often Teaching Assistants that work with students during the school day. CMP ELOP staff receive trainings at in-service days, focusing on behavioral management, educational program offerings, enrichment options, etc. Staff are also invited to participate in the Montessori Overview training and Super Duper Saturday trainings.
4. Staff to Student Ratio: CMP has hired more staff to serve in the ELO program. CMP has also closely monitored the enrollment of students in the program to ensure that appropriate ratios are kept.
5. Curriculum and Program: ELOP staff and credentialed teachers will communicate to create a cohesive program and complement the school day. CMP Teaching Assistants also often serve in the ELOP program which provides consistency across the programs.
6. TK/K Needs: CMP's ELO Program will follow the same Montessori tenets as the school day program. CMP acknowledges the whole child and will provide them opportunities to ensure their needs are being met. This could include time for rest, breaks, snacks, and physical activities to name a few.

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.

Regular Day Schedule

| Before School: 7am-8am / After School: 2pm-6pm | |
|---|---|
| | |
| 7:00-7:30 | Free Choice/Transition |
| 7:30-8:00 | Enrichment |
| 8:00-8:30 | Breakfast |
| 2:00-2:15 | Transitional Kindergarten/Kindergarten Transition/Sign in |
| 2:15-3:00 | Transitional Kindergarten/Kindergarten Circle Enrichment/Academic Time (Rotates on a schedule) |
| 3:00-3:15 | Sign in 1st - 8th Grade |
| 3:15-3:45 | Movement Break/Academic Rotations (Groups rotate between recess, chromebook academic app usage, homework club, SSR) |
| 3:45-5:00 | Enrichment |
| 5:00-5:30 | Free Choice |
| 5:30-6:00 | Care of the Environment |

Early Release Day Schedule

| After School: 12pm-6pm | |
|-------------------------------|--------------------------------------|
| | |
| 12:00-12:15 | Sign In |
| 12:15-1:00 | Lunch and Movement Break |
| 1:00-2:30 | Enrichment Rotations |
| 2:30-2:45 | Care of Environment |
| 2:45-3:15 | Sign Outs and Whole Group Enrichment |
| 3:15-3:45 | Recess/Movement Break |
| 3:45-4:45 | Academic Rotations |
| 4:45-5:30 | Free Choice |

| | |
|-----------|-------------------------|
| 5:30-6:00 | Care of the Environment |
|-----------|-------------------------|

Intersession Schedule

| | |
|---------------------------|--|
| Whole Day: 7am-6pm | |
| 7:00-8:00 | Sign in and Inside Free Choice |
| 8:00-8:30 | Breakfast |
| 8:30-9:00 | School Day Sign In/Circle |
| 9:00-10:00 | Outdoor Morning Enrichment Rotation |
| 10:00-10:15 | Group Snack/Nutrition |
| 10:15-11:15 | Indoor Academic Rotations |
| 11:15-11:30 | Care of Environment/Wash Hands |
| 11:30-12:30 | Lunch/Movement Break |
| 12:30-1:00 | Mindfulness/Silent Reading |
| 1:00-2:30 | Afternoon Enrichment Rotations |
| 2:30-2:45 | Care of the Environment |
| 2:45-3:15 | Whole Group Activity/Enrichment/Sign Out |
| 3:15-3:45 | Recess/Movement Break |
| 3:45-4:45 | Academic Rotations |
| 4:45-5:30 | Free Choice |
| 5:30-6:00 | Care of the Environment |

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.