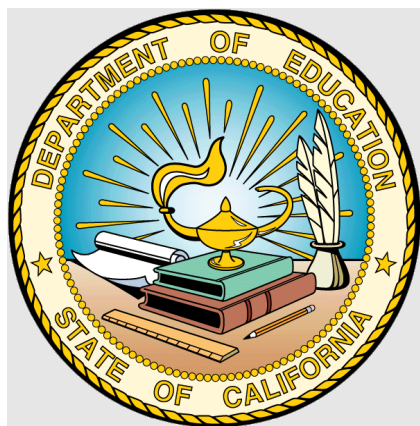


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
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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: New Heights Charter School
Contact Name: Amy Berfield
Contact Email: aberfield@newheightscharter.org
Contact Phone: 323-508-0155

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. New Heights Charter School
2. _____
3. _____
4. _____
5. _____
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.

The New Heights Charter School Expanded Learning Opportunities Program will take place on the New Heights Charter School's campuses and the local Crenshaw Family YMCA. As a TK-8 school, New Heights provides a small, safe setting for students to grow into adolescence in a caring community in which they are each individually known. The school is a place that is comfortable and inviting to all. The school cultivates a feeling of respect, trust, and partnership between students, parents, and teachers. New Heights strives to connect students to school by making school open, welcoming, and nurturing. New Heights supports students, before, during, and after their regular school day to build their social skills and ensure a safe environment that promotes learning. The school's approach to building social/emotional skills in support of academic learning is also guided by the research and writings of Responsive Classroom and Carol S. Dweck, Stanford University psychologist. Students will work with New Heights staff on the YMCA site, which is within a mile of our Lower Campus, within this same caring learning environment. The YMCA will allow us to offer more small group instruction, with

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 engage in the following expanded learning opportunities:

1. Expanded Summer School. The new summer school program will operate for a total of 6 weeks, rather than 4 weeks, and the program start and end times will expand from 4 hours/day to 9 hours/day. Summer School programming will be engaging for all students with a mix of academic experiences, focusing on the production skills of speaking and writing.
2. Expanded School Day with Before School Programming. Students will engage in enrichment and personalized academic support through our new morning program which will start at 7:30 each morning. Students will have 45 minutes of expanded learning with a mix of physical education, social-emotional support, and small group academic instruction.
3. Expanded Year with enrichment days on school holidays. Students will have the opportunity to engage in creative enrichment activities, focused on the arts and physical education while school is not in session. Staff will take advantage of cultural resources of our community to engage in fun, enriching experiences.

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3—Skill Building

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

The program will provide opportunities for students to experience skill building through:

1. Learning over time: students in expanded learning opportunities afterschool and summer will have a chance to develop skills in the arts and physical fitness through multi-week sessions which teach a progression of skills.
2. Students engaging in tutoring/intervention will experience skill-building in literacy and math as teachers work in small groups to address targeted skill needs.
3. Students will also have the opportunity to develop skills in project development, learning how to take an idea from conception to implementation.

4—Youth Voice and Leadership

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

The program will provide opportunities for students to engage in youth voice and leadership. Students will be surveyed to find out their interests and programs will be designed to match their interests. Students will also have voice and choice within each program activity with teachers offering choices within each instructional setting.

Students will have a chance to experience youth leadership through a component of the afterschool program that allows students to create solutions to address schoolwide issues/challenges. Students may engage in such leadership activities as: creating schoolwide posters to promote diversity and inclusivity, organizing schoolwide spirit weeks, and designing presentations regarding the issues of social media on students' social-emotional health.

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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.

New Heights promotes healthy choices and behaviors throughout the school day and after hours/extended days. The school follows a healthy food policy and promotes fresh fruits and vegetables through a partnership with the Brigher Bites organization. Students receive nutritious meals -- lunch and snack during summer school and snack during the afterschool (and breakfast during before school).

Students also learn about the benefits of physical fitness and social-emotional skills as they learn how to work collaboratively with others.

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.

Our program will support diversity, access, and equity for all students. The program will be open to all of our students -- our population includes the following demographics: 97% eligible for free and reduced, 14% students with special needs, and 30% English Language Learners. Our program has an inclusive approach to students with special needs--they are involved in all aspects of the general education program.

The morning and afterschool program will provide learning supports suitable for students with special needs (with programs such as Seeing Stars from Lindamood Bell) and English Language Learners (with program such as Rosetta Stone.)

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7—Quality Staff

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

The expanded learning program will provide opportunities for students to engage with quality staff who have been trained with New Heights professional development. All staff will engage in the following training: 1) Responsive Classroom SEL training to develop a common language and understanding of how to develop students' social-emotional skills and create a caring learning environment. 2) Staff engaging in small group academic work will be trained in the use of the curriculum materials chosen to support the students, such as the Leveled Literacy Intervention, Zearn math intervention, and Seeing Stars reading intervention. 3) All expanded learning staff will be included in professional development planning sessions offered to teachers and teaching partners each year.

8—Clear Vision, Mission, and Purpose

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

The overall vision of New Heights Charter School's ELO-P program is to expand learning opportunities and support students' overall healthy development. The mission is to coordinate all expanded learning programs into a coherent approach that provides students with a seamless experience throughout the day and year. Our purpose is to accelerate learning for all students, to help students find their intrinsic motivation to learn, to build skills needed to be successful meeting CA Common Core standards, and to help students develop the social - emotional skills needed to become a contributing member of society, lead a joyful life, and meet their full potential.

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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.

New Heights engages in collaborative partnerships with organizations who can provide professional development to our expanded learning staff in the areas of literacy and math. We also are collaborating with community-based arts organizations such as Inner City Arts, Jazz Empowers, Building Beats, and the Crenshaw Family YMCA.

New Heights also engages with local Head Start centers like the Children's Institute and the Mexican American Opportunities Fund to help parents transition from pre-school to TK and Kinder.

To support afterschool and intersession programming, New Heights collaborates with Think Together.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program's Continuous Quality Improvement plan includes a cycle of learning that promotes innovation and growth:

Plan: Identify an opportunity and plan for change.

Do: Implement the change on a small scale.

Check: Use data to analyze the results of the change and determine whether it made a difference.

Act: If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.

All of these steps in the cycle require stakeholder investment and input. Our process will include team meetings to engage in each of the steps in this process.

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11—Program Management

Describe the plan for program management.

The ELO--P program management will be facilitated with the following organizational structure:

Executive Director >>>Afterschool/Summer School Director and ELO-P Program Director>>>

Afterschool Staff/Summer School Staff>>>Teaching Partners/Summer School Teachers>>>Enrichment Community Organizations

The program will be managed by the ELO-P Program Director who will be supervised by the Executive Director and work in collaboration with the Afterschool Director.

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.

New Heights Charter School runs an ASES program for students in grades TK-4 and contracts with ThinkTogether to offer a 21st CCLC for students in grades 5-8. The new expanded learning program will be considered the overarching "umbrella" that unifies these two programs and provides extended time as well as increased quality in students' experiences.

Together, we will provide high-quality before and afterschool programming, intersession programming, and summer school. Currently, the programs we have at our school meet the criteria for providing enrichment, recreation and academic support/homework help. However, we have gaps in what we can do. The ELO-P funding will ensure the following:

1. We will be able to include all students who are interested in before and afterschool funding (rather than having a wait list.)
2. We will expand the number of days and length of time we hold summer school.
3. We will increase the quality of the before school, afterschool and summer

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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?

The program may include transitional kinder and kinder students. We currently have 6 people on staff who are trained to work with this age group and have shown to be highly successful with developmentally-appropriate practices. This team will provide support to all new staff hired. We will ensure we earmark funding to maintain the pupil-to-staff ratio of 10:1. (This is the same ratio we currently have in our TK and K program.)

The curriculum and program will build off of our very strong TK and K program which focuses on language development, social skills development and creativity.

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.

180 Days/Year

7:00-8:15/25: Before School Program

8:15/8:25-3:15/3:25: School Day Program

3:15/3:25-6:15/6:25: Afterschool Program: Including expanded learning (academic intervention/small groups, 1:1 tutoring, SEL supports/social skills) and ASES/21st Century programs: homework help, youth leadership activities, arts enrichment, and physical education.

Summer School: 28 days

8:00 am-5:00 pm

8:00-12:00 Academic Classes

12:00-5:00 Physical Education and Arts Enrichment

Intersession: 5 days

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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.