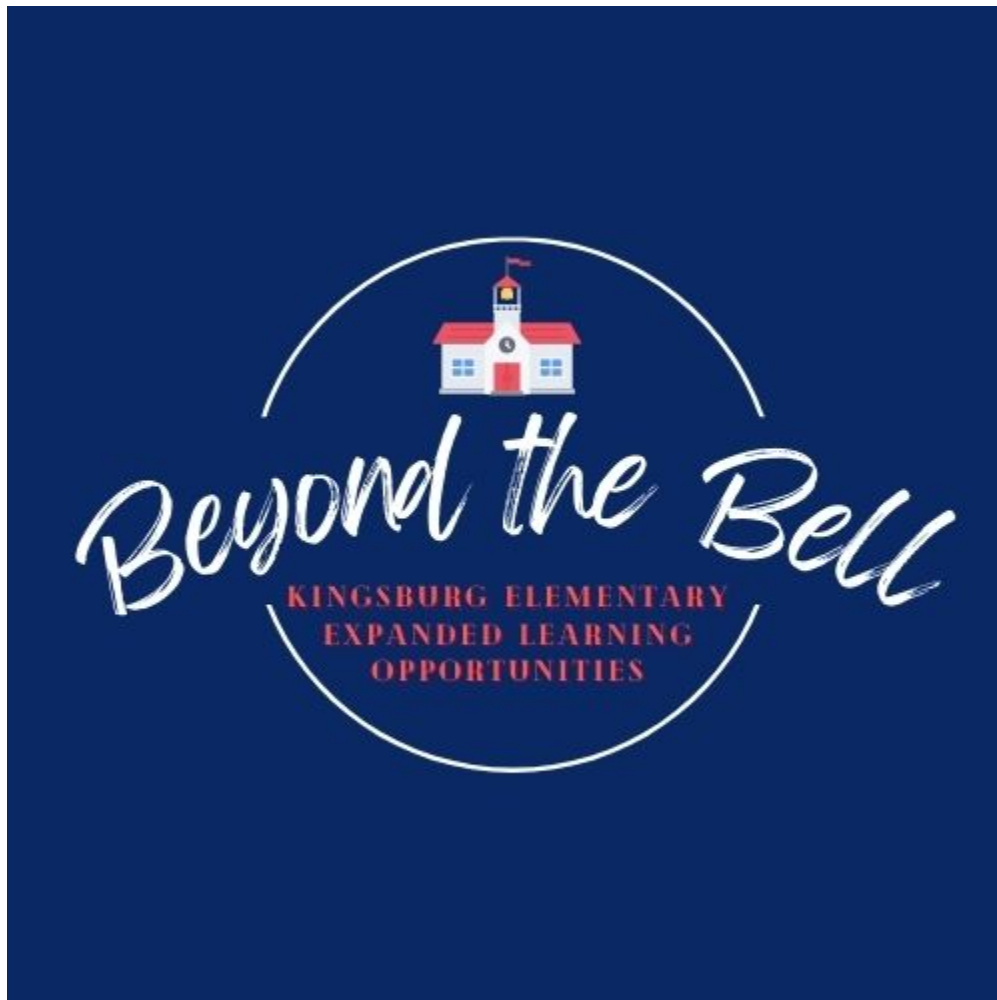


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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:	Kingsburg Elementary Charter School District
Contact Name:	Laura North
Contact Email:	lnorth@kesd.org
Contact Phone:	559-897-2331

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. Washington Elementary
2. Roosevelt Elementary
3. Lincoln Elementary
4. Ronald W. Reagan Elementary
5. Rafer Johnson Junior High

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.

The Beyond The Bell - Kingsburg Elementary School After School program is dedicated to creating a safe, supportive, and enriching environment for students during non-school hours. The program operates daily, aligning with the regular school calendar, and runs from the end of the school day until 6:00 p.m. It is available at all five schools within the Kingsburg Elementary Charter School District.

To ensure a safe and supportive environment, the program incorporates the five essential components mandated by the ELOP Grant and ASES Grants: Academic Support, Physical Activity, Enrichment, Social and Emotional Support, as well as Free Healthy Snacks and transportation. Students are divided among staff members from the California Teaching Fellows Foundation, rotating through various stations each day to receive additional support in academics and socio-emotional areas.

The program utilizes the school site's facilities, including classrooms, multipurpose room, cafeteria, library, and play yard, providing students with a comprehensive experience in a secure atmosphere. The student-to-adult ratio is maintained at 10:1 for TK and K, and 20:1 for 1st to 8th grade, ensuring adequate supervision and safety.

In alignment with the Expanded Learning Opportunities Program (ELO-P) requirements, the Kingsburg Elementary Charter School District extends the school year by 30 days. The program offers Saturday field trip opportunities throughout the year, along with June and July summer camps.

Recognizing the importance of community collaboration, the program actively seeks partnerships with community organizations to enhance enrichment opportunities for students, in adherence to the requirements of the Expanded Learning Opportunity Grant. This collaborative approach further contributes to creating a supportive and well-rounded environment for the students.

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 purpose of the Expanded Learning Opportunity Program is to provide students with additional opportunities to receive extra support and enrichment each day. Students will not receive the same lesson taught during the school day by their credentialed teacher; rather, they will be provided time to work on homework and class assignments under the guidance of the staff, receiving additional support as needed. In addition to working on homework and classwork, students will have enrichment time where they will participate in activities such as: arts, crafts, physical education, and leadership.

3—Skill Building

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

Students will collaboratively work on projects that are designed to foster teamwork and skill building. We offer daily STEAM activities that incorporate science, technology, engineering, art, and math. The enrichment time will allow students to experience different curricula and career pathways that they may not have known in order to challenge students to move out of their comfort zones and find ways to overcome. Additionally, we bring in presenters, trainers, and assemblies to support skill building, STEAM, career exposure, and music.

4—Youth Voice and Leadership

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

The ELOP/ASES programs consist of a TK-8th grade divided by grade level at 5 sites. The students are divided into smaller groups led by an adult staff member. Student input is critical to program design. Students will be provided multiple opportunities to provide input and feedback via surveys and focus groups which will be used to determine enrichment program selection and after-school activities. All students are given opportunities to develop their leadership skills through their participation in group projects. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. The enrichment offerings will be aligned with the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations that provide services in the areas that are sought after. In addition, the ELOP Director will coordinate professional learning for ELOP/ASES staff. This training will focus on strategies for small group instruction, transition strategies, and opportunities for student voice and choice. Students transitioning will also be offered opportunities to participate in Expanded Learning programs during the summer intersession.

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.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. Additionally, programs and partnerships will be reviewed to offer students a variety of physical and outdoor options. A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-12th grade students will have the opportunity to participate in a physical fitness club program. These physical fitness components will also include a nutrition emphasis. This may involve discussions, lessons, and the promotion of healthy snacks.

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.

All students who are registered will be able to participate in every station during this afterschool time regardless of their status. The Kingsburg Elementary Charter School District does not discriminate against any persons. In cases where a student is in need of special accommodations and/or modifications, the Expanded Learning Opportunity Program staff will work with their site supervisor, who will then work with the District to determine needs. The KECSD Expanded Learning Program will actively recruit and hire staff that reflects the community of the students we serve, including the community partnerships will connect with. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally sensitive lens. There is special attention to ensuring activities are inclusive of all students' and staff members' beliefs. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds.

7—Quality Staff

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

Students in the Expanded Learning Opportunity Program will be from the California Teaching Fellows Foundation Staff. These line staff members are college students with an interest in pursuing the teaching profession. The supervisor of each site's program is a senior member of the foundation. The KECSD in coordination with California Teaching, works to appropriately screen candidates based on a district-developed and board-approved job description for all ASES/ELOP program positions. Candidate applications are screened to see if minimum qualifications are met. Candidates must meet the minimum educational requirements. Candidates may show proof that they have graduated from high school or equivalency, and successfully pass the Paraeducator test. Candidates are also asked to participate in a Qualifying Interview Session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually. ELOP Coordinator will conduct regular site visits every week and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will offer technical support in various areas, including but not limited to quality standards, focus goals, staff, student and parent support, and guidance from educational partners Throughout the year, Site Leads will attend monthly meetings with the ELOP Coordinator where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. ELOP Coordinator will work in coordination with site administration, Department of Education and Instructional Services, and SDCOE ASES/ASSETS to provide support and additional resources on the implementation of staff professional development, including but not limited to online professional development throughout the year.

8—Clear Vision, Mission, and Purpose

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

The mission of the Beyond The Bell - Kingsburg Elementary School After School Program is to provide a safe, supportive, and enriching environment for children during non-school hours. We believe in the potential of all students to learn and succeed, and we are committed to fostering a space where they can thrive.

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 Kingsburg Elementary Charter School District will work with service clubs (Kiwanis, Rotary, etc.), community organizations, and other local daycare providers to share resources to provide our students with a safe, supportive place to attend after the regular school day ends. We will continue to engage potential community partnerships to sustain and expand the offering of services we are providing for our students in the ELOP/ASES programs. We will develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected from site principals, participating students, parents, instructional day teachers, and program staff. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication on the regular school day. Surveys will be administered annually. Information gathered from the surveys will allow for program improvements that align our ELOP program to better meet the needs of our stakeholders and state priorities. To provide continuity between instructional day and the ELOP/ASES programs, the ELOP program Director will bridge the school day with after school, providing improved communication, training, and coherence between the school day and the extended/enrichment programming available through ELOP. All of the programming offered through Expanded Learning services acts as an extension of the school day.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunity Program will be under the direction of the District Director of ELO-P of Kingsburg Elementary Charter School District. The District Director of ELO-P will have full authority over the program in consultation with the Assistant Superintendent and will make personnel and curricular decisions based on the best interest of the students attending. The Supervisor from California Teaching Fellows Foundation will report directly to the District Director of ELO-P. In addition, each school site will have a site Lead and assistant site lead that will manage and oversee the California Teaching Fellow staff.

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 Kingsburg Elementary Charter School District has the ASES grant at 4 out of 5 school sites. We coordinate through the Fresno County Office of Education and California Teaching Fellow to run a cohesive program. Both entities meet monthly with the KECSD Director of ELO-P and the site leads to work on planning, pacing and FPM documents. Everything is done as one unit to ensure that we have a cohesive program the runs smoothly.

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?

KECSD understands the importance of early childhood education and hands on learning. This can only be done through small groups and low ratios. We maintain a 1:10 ratio at all times. We have 100 students in our TK/K program and a staff of 12 adults. We maintain this including providing substitute tutors when we have an absence. The District Director in charge of the ELO-P program is dually credentialed and holds a Reading Specialist credential and specializes in Early Childhood Education. The planning, pacing, and lesson approval is done in coordination with the District Director. Special attention was given to the preschool DRDPs along with the current Kindergarten standards in developing a matrix to make sure that the activities implemented are developmentally appropriate. The staff spent 7 days before the school year began planning and pacing with district 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.

Washington Elementary Regular Daily Schedule

7:30-8:05	Breakfast
8:10	Flag Salute/First Bell
8:20	Tardy Bell
8:20-10:10	Instruction
10:10-10:30	Recess
10:30-11:45	Instruction
11:45-12:10	Recess

12:10-12:35 Lunch
12:35-1:45 K Instruction
1:45 Dismissal

Washington Elementary After School Schedule

1:45-1:55 Check-in
1:55-2:40 STEM
2:40-2:45 Transition
2:45-3:00 Snack
3:00-3:05 Transition
3:05-3:45 Homework
3:45-3:50 transition
3:50-4:35 Health and Fitness
4:35-4:40 transition
4:40-5:25 Enrichment
5:25-5:30 transition
5:30-5:50 Reading and Literacy focus
5:50-6:00 Clean up and pick up

Summer Schedule

7:30- 8:15 Check-in and breakfast
8:15-8:20 Bathroom break
8:25-9:30 Enrichment and STEAM
9:30-10:00 Recess
10:00-11:30 Enrichment and STEAM
11:30-12:00 Lunch
12:00-12:10 Bathroom break
12:10-12:40 Health and fitness
12:40-1:05 transition to classrooms
1:05-2:00 STEAM Project
2:00-3:00 Enrichment rotations
3:00-3:15 Snack
3:15-4:00 Crafting Corner
4:00-4:05 transition
4:05-4:30 Structure recreation/dance
4:30 Dismissal

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.