

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Jefferson Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Jefferson Elementary

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

Artifact 1

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 health, safety, and academic achievement of our students is the primary focus of Jefferson elementary. Jefferson is a frontier district that currently services three students and one staff member during the 2022-2023 school year. This staff member serves as the Teacher Principal, is fully credentialed, and has over twenty five years of experience working as a certified educator. She works closely with each family and the local School Board to maximize the limited resources in the small, but tightly knit community. Because of the close relationship between staff, families, and community members, we are able to provide a nurturing environment with highly individualized program opportunities for each child to maximize his or her potential. The nearest town of Hollister is 35 miles away and few opportunities for program activities exist within the district boundaries. As a result, we balance collaboration with other service departments coming to our school, such as contracting the services of a Mental Health Therapist through the San Benito County Office of Education, and providing opportunities for the students to travel into town for additional activities such as field trips and/or learning opportunities at neighboring, rural schools.

The main components of the Expanded Learning Opportunities Program will occur on Jefferson campus and through participation in community programs and non-governmental organizations' activities. Transportation to off-site locations and supervision will be offered primarily by Jefferson staff, and when needed, approved community members, or parents. Parents who provide transportation to activities outside of school grounds will be reimbursed for their mileage. For on-site activities, the school's safety plan procedures are reviewed each year with families, the School Board, and other organizations such as the Sheriff Department and includes a review of staff training for other safety needs such as first aid, epi-pens, food handling, trauma-informed practices, and other safety needs. The Teacher/Principal reviews and presents all off-site activities for review and approval of the local School Board followed by parents.

Attendance/Registration

Due to the small numbers of staff to students, the Teacher/Principal knows each student and family and is in regular contact with them. Attendance will be taken on a daily basis and arrangements made by the parent directly to the Teacher/Principal for early dismissal. Registration of off-site activities will be presented to families who will chose which, if any, activities they would like the students to participate in. All off-site activities will be monitored for health and safety needs. The Teacher/Principal teaches the same students from year to year and has an in-depth knowledge of each child's strengths and special needs. She uses this knowledge and input from the parents to seek out the best possible learning opportunities for each student.

Facilities Safety

Jefferson's buildings consist of a main school building and multipurpose room, with the Teacher/Principal residence located on campus. The facilities are inspected both locally and by Keenan Insurance Company to ensure maintenance, repairs, etc. of the buildings and school grounds. The facilities include emergency procedures and are reviewed on a regular basis.

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.

Our ELO-P program will provide opportunities for students to experience active and engaged learning that supports and supplements, but does not duplicate the instructional day.

The program components are focused on two possible areas:

Off Campus Enrichment Activities: Activities include opportunities that students don't experience during the school day such as physical activities such as swim lessons, interaction with other students such as theater or art camps. The Teacher/Principal or another staff members supports the families with supervision, transportation, and quality assurance.

On Campus Enrichment Activities: These activities will take place primarily after school hours and will involve special activities from the Teacher/Principal such as music lessons, engineering lessons, nutrition, etc. When possible, contractors will be hired to provide specialized knowledge and support such as building a garden on school grounds, cooking lessons, coding, art, or even music.

Homework/Intervention/Tutoring: Depending on student need, the Teacher/Principal will also provide addition academic intervention for students that need extra time and support to reach grade level standards.

3—Skill Building

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

The Teacher/Principal utilizes ongoing progress monitoring through STAR 360 assessments as well as her in depth knowledge of students' current levels of academic achievement to determine specific skills that can be integrated into learning activities.

4—Youth Voice and Leadership

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

Every student is given an opportunity to share ideas and interest in the activities offered at Jefferson through direct conversations with the Teacher/Principal and their input is utilized in planning all enrichment activities.

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.

Jefferson partners with the Hollister School District to serve nutritious meals and snacks for the students during the ELO-P hours of programming when needed. HSD ensures that all food meets state and federal guidelines for meals, and the Teacher/Principal serves the food to the students each day.

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.

One of the most significant challenges at Jefferson is the limited resources that the students have for interactions with other students at their age levels. To meet this need, opportunities are sought to partner with other rural schools for field trips and other collaborative activities with additional students. Frequent opportunities for field trips are provided to students with transportation provided for students to attend local activities to meet new people and build their background knowledge.

7—Quality Staff

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

Jefferson currently employs one, highly qualified staff members. She recognizes the needs to find ways to involve other educators, community members within the school. She collaborates with other principals at monthly Professional Learning Network (PLN) meetings offered by the San Benito County Office of Education (SBCOE). She works closely with SBCOE staff members such as the Special Education teacher and a visiting mental health therapist who teaches quality Social-Emotional health lessons. The local School Board members have the strongest ties to the school within the school and provide support on finding people who can either volunteer or be paid to offer lessons to the students under the guidance of the Teacher/Principal.

8—Clear Vision, Mission, and Purpose

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

Input from groups such as our parents, students, and staff have informed our expanded learning programming goals for 2023-2024 as follows:

- Provide students with opportunities to develop academic competencies and skills.
- Provide enrichment activities for students that support academic achievement, Technology Engineering Art and Math (STEAM), or physical fitness.
- Collaborate with community partners to support all students and educators in activities that enhance students' real-life skills, career exploration, social and emotional development, and academics.
- Employ and retain exemplary staff and provide quality assurance monitoring by the Teacher/Principal for other service providers.
- Provide nutrition and healthy living education to promote overall student wellness.

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.

Jefferson is seeking to build partnerships with some of the local ranches for after school enrichment activities, but no partnership currently exists. We are also seeking to build a partnership with other rural schools such as Willow Grove Elementary, and a partnership with the San Benito County Robotics club that can provide additional staff and students for specific programs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

At the end of each program activity, the Teacher/Principal, parents and students will rate the quality of the activity and identify strengths and areas of possible improvement. These results will be shared with at a regular School Board and utilized in planning future activities. One of the advantages of living and working in such a small, closely-knit community is that changes and adjustments can be made quickly based on the developing needs.

11—Program Management

Describe the plan for program management.

All components of the ELO-P plan are presented approved by the local School Board at regular, monthly meetings and adjustments made as needed. Fiscal management is provided through contracting services through the SBCOE to ensure that the program is meeting required specifications.

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.

Jefferson Elementary does not participate in the ASES or 21st CCLC grant programs.

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 current staff to student ratio is less than 10:1 for all students; therefore, Jefferson will be able to adequately maintain this ratio if and when Transitional Kindergarten and Kindergarten students enroll at Jefferson.

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.

Sample Summer School Schedule:

8:00-8:30: Student check-in and breakfast

8:30-9:30: Drive to Hollister

9:30-12:30: Summer Camp at San Benito Aquatics

12:30-1:00: Lunch

1:00-2:00: Return to Jefferson

2:00-4:00: Parent Pick up, OR Reading, Enrichment, Computer programs, other teacher supervised activi

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.

Jefferson Wildcats

After School Program Kick-off



Where:

Jefferson Elementary

When:

Begins September 18, 2023

Time:

Monday to Thursday
After school until 3:45 P.M.

Transportation:

We will provide transportation home.

Notes:

- Friday afternoons are available upon request. 24-hour notice will be required.
- We are not yet ready to begin the in-town classes, but will keep you posted as soon as they are available.
- Snacks will be provided.
- Please notify Mrs. Jenn or Mrs. Volmer on day(s) your child will not be able to attend.

Thank you!

Jefferson Wildcats Thursdays to Willow Grove!

Where: Willow Grove

When: Thursdays, Jan to May, 2024

Jan 25 *	Feb 1	Feb 8	
Feb 15 *	Feb 29]	[W6 only TH] → Mar 7	(16)
Mar 14	Mar 21	Apr 4	
Apr 11	Apr 18	Apr 25	Asked
May 2	May 9	May 16	May 23

*Mrs Jenn or Mrs. Volmer will notify families if a Thursday trip to Willow Grove needs to be canceled. The schedule will remain the same, but will take place at Jefferson.

Time: 8:15 A.M. - 3:45 P.M.

Schedule:

- 7:45 - 8:15 Breakfast and Morning Message
- 8:15 - 8:45 Leave for Willow Grove
- 8:45 - 12:30 Instruction w/Mrs. Jenn and Mrs. Volmer
- 12:30 - 1:00 Lunch Break
- 1:00 - 1:30 ELO-P w/Mrs Jenn (i.e. Homework Help)
- 1:30 - 3:00 ELO-P Lego League w/Mrs. Jenn and Mrs. Volmer
- 3:00 - 3:45 Return to Jefferson/Drive Home