

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning
Opportunities Program
Falcons Accelerate

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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Mae L. Feaster Charter

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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. Mae L. Feaster Charter
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
-
-

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

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program (ELO-P) called Falcons Accelerate, will be offered for all our TK through eighth grade students on based on our population of over 75% unduplicated pupil count. All students in grades TK-6th at Feaster Charter School will have the option to register for expanded learning opportunities program on site. After the needs for those grade levels are met, it will be expanded to include our 7th and 8th grade students as well.

The Feaster staff and our community partners, such as the YMCA, are committed to providing students with a safe environment in which they can thrive and grow. Through character development, positive behavior practices, and intervention, we foster the social and emotional needs of every child. All protocols established in our Comprehensive School Safety Plan will be extended to ELO-P. Professional development opportunities for our staff and community partners will be offered to fulfill roles and responsibilities as defined in the safety plan. In addition, ELO-P will be hiring a campus assistant to ensure supervision and ensure safety with regards to visitors, staff, and students.

In addition, Falcons Accelerate is devoted to finding additional social and emotional support staff which may extend to additional health clerks/nurses, counselors, and restorative practices support specialists to provide that support during extended school hours.

Expanded Learning Opportunities Program Plan Guide

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 will engage students in activities that will promote collaboration and meaningful involvement. Our ELO-P will provide offerings such as the performing and fine arts, STEM, physical activity, and literacy with experienced on-site staff. Not only will these expanded opportunities supplement and build upon the lessons currently taught during the instructional day in these areas, but will also provide additional experiences with academics, science, visual and performing arts, sports, technology, physical education, and social emotional learning.

ELO-P will therefore be extensions of the general education program. Two major tracks within the ELO-P will focus on bringing industry level experiential learning to our students through our Esports club and Musical Theater club. Additional enrichment opportunities will continue to be added based on interest aligned, culturally responsive and academic needs. These enrichment opportunities will occur after the instructional school day to extend the day to at least 9 hours and operate at least 30 additional non-operational school days during the year targeted during the intercessions and breaks of the regular school day.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

Our ELO-P opportunities will reinforce social, emotional, physical, and academic skills that students are building with their teachers during the instructional day. Students enrolled in the program will be presented with a variety of skill-based options that will expand their knowledge in the visual and performing arts, STEM, physical activity, and academic proficiency. Options with the expanded learning program will provide grade-level intervention by certificated teachers and qualified instructional assistants, to include tutoring and homework assistance designed to help students build their personal skill set for success. These will be targeted at needs analyzed in mathematics as well as English language development, primarily in our English language learner students. Opportunities also exist for computer training and science.

Enrichment activities will promote active and engaged learning in areas of interest. Students will also have opportunities to participate in physical activities and sports camps, which promote a healthy lifestyle and foster strength and confidence. Additional opportunities will include but will not be limited to experience working with industry level equipment and industry level experiential field trips to support initiatives such as our Musical Theater and E-Sports programs. Career Technical Education is also in development and will be a major part of the Falcons Accelerate program through pathways starting with but not limited to Advance Manufacturing, Information Communications Technology and Arts, Media, and Entertainment sectors.

This will be used in conjunction with the instructional day course elective that will focus on career exploration to allow students the ability to look at career paths into the different industry sectors including the five priority sectors of Advanced Manufacturing, Clean Energy, Health Care, Information and Communication Technologies (ICT) and Life Sciences.

Expanded Learning Opportunities Program Plan Guide

4—Youth Voice and Leadership

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

The ELO-P will provide students with opportunities to collaborate and interact with their peers around projects and activities, giving students opportunities to develop and demonstrate leadership skills. Student learning is enhanced when coupled with leadership skills applied during collaborative opportunities. During lessons, academic and social and emotional, student input and output through engagement will be measured, and their feedback will guide continuous improvement. Selection of enrichment activities and offerings will be based student interests and needs based on academic and social emotional learning data from ELO-P and from the regular school program. Opportunities to gain additional leadership experiences will be planned through experiential field trips designed to demonstrate leadership and innovation. In addition, an associated student body will be formed as an expanded learning activity to encourage student voice is heard and implemented.

Expanded Learning Opportunities Program Plan Guide

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.

The program will align its wellness initiative with Feaster's and the Chula Vista Elementary School District's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and healthy social behaviors are fostered and practiced.

The program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning. At no cost to program participants, all students will be provided with a healthy snacks and meals, including breakfast, and lunch. 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. We plan to provide snacks and meals through our district approved vendors who meet all guidelines.

Expanded Learning Opportunities Program Plan Guide

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.

Access is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students who have barriers that could limit their ability to participate. English learners as well as students with special needs will be encouraged to attend our ELO-P programs. All program information will be translated and dispersed to the families of English Learners and bilingual staff will be available to communicate with parents about student access and answer any questions.

The program will celebrate students' culture in a variety of ways, including through infusion of culturally rich experiences that highlight the rich heritage of our students. Furthermore, activities that involve student's community will bolster the celebration of students' culture, interests, and backgrounds. The program will collaborate with the Special Education Department (SPED) to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the SPED department will collaborate on reasonable accommodations as they relate to student's Individualized Education Plans (IEP)s and determine a communication and support plan.

With the school being predominantly Hispanic/Latin-x, all forms of communications are also offered in Spanish, the native language of many of our parents. Additional accommodations are made for our parents when necessary, including but not limited to Tagalog, Portuguese and even French Creole.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

Feaster Charter School works to recruit and retain high quality staff and provide meaningful and effective professional development. Our ELO-P program is currently staffed by YMCA personnel who is vetted through the YMCA's hiring process as well as well as certificated and classified instructors who meet minimum instructional assistant requirements as vetted by our District Authorizer. This process includes health screenings and fingerprint clearance requirements in current law and district policy.

Onsite support will also include certificated staff dedicated to the academic, enrichment and skill-based instruction for the Falcons Accelerate. This will include a Teacher on Special Assignment focused on academic direction and interventions of the program as well as Career Technical Education teachers focusing on industry relevant skill-based instruction.

Program administration will conduct weekly class visits and create purposeful, professional relationships with site administration and those supporting the students. High quality certificated and classified staff will engage with students and facilitate the learning within the program. Staff will be trained on how to engage students, collaborate with peers, and how to make learning meaningful. In addition, the program will ensure that a staff-to-student ratio is maintained at 1 to 20 for grades 2nd through 8th. In addition to this, qualified staff will meet the needs of our transitional kinder and kindergarten needs at a ratio of 1 instructor to 10 students.

Expanded Learning Opportunities Program Plan Guide

8—Clear Vision, Mission, and Purpose

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

Falcons Accelerate's mission statement states the following.

"Falcons Accelerate empowers youth with industry-relevant experiences. Our comprehensive program breaks barriers, equipping young minds to soar beyond limitations, fostering a future of inclusive leadership and agency."

Feaster Charter School is dedicated to empowering all students to achieve their maximum potential. The vision for our Expanded Learning Opportunities Program is aligned with that of our school focusing on academics, physical and mental well-being as well as career education opportunities. Our vision prepares our students to become 21st century learners in a multicultural society by infusing Visual & Performing Arts as well as Science, Technology, Social Studies, Engineering & Mathematics into our daily curriculum and literacy instruction.

We aim to provide equitable access to a quality education in a safe and supportive environment to set the foundation for lifelong learning and college and career readiness through encompassing initiatives designed to draw in multiple interests into a collective achievement. Some examples of this include our musical theater program will appeal to our performers as well as our technical students who wish to work behind the scenes operating sound and light equipment. Our E-Sports program seeks to expose our students to industry relevancy through not only gaming, but information communication technology with programming and media production.

Expanded Learning Opportunities Program Plan Guide

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.

A collective effort of the YMCA staff and site administration was involved in the process to develop, implement, and work on the ELO-P program. Collaborative meetings allow for leadership team members to assist in identifying and recruitment, planning and training of the YMCA and ELO-P staff to manage the program. The team has developed strong partnerships with local vendors and after school enrichment providers. We will partner with these vendors to ensure quality offerings and enrichment opportunities for our students. We will continue to seek partnerships with outside agencies who can provide additional resources and support to meet the needs of our students. We also plan to continue fostering our partnerships with CVESD and SDCOE as we build out our Expanded Learning Program in initiatives such as eSports, musical theater and CTE departments.

Expanded Learning Opportunities Program Plan Guide

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Our Expanded Learning Opportunities Program will use and analyze data from multiple sources to assess needs, evaluate our strengths and weaknesses, and determine areas for improvement. Administration along with YMCA leadership staff will be responsible for overseeing the program and for collecting data and feedback from all educational partners to ensure that we are meeting the needs of our students and our community.

The team will collect survey data from students, parents, and staff to guide program design, growth, and continuous improvement. In addition to the program plan review mandated every 3 years. The program is reviewed semiannually generally in December and June, using the collective data and input gathered throughout the year to make program adjustments based on the needs of our students and community.

The data collected to drive decisions will come from a variety of sources including LCAP input, Listening Project Data from Community Schools, monthly input from parents at the Coffee with the Admin Team and informal conversations with students, academic data from programs such as iReady, as well as attendance and enrollment data from a variety of software programs.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

Feaster Charter School, the ELOP Coordinator, along with YMCA leadership and the Executive Director will support the structure and monitoring of the ELO-P. The ELOP Coordinator will coordinate all actions and services associated with offering ELO-P at Feaster Charter.

In addition, our administrative team will collaborate with the ELOP Coordinator to support connections with the ELO-P and with extended learning components of our after-school programs. The ELOP Coordinator will be responsible for collecting data and reporting to CDE, facilitating educational partner meetings, supporting professional development for staff, creating, and sustaining community partnerships, and reporting on program status and progress to the wider community.

Based on continuous quality improvement cycles, the program's goals, content, and outcome measures will be updated to provide all our students with a program that is forward thinking and aligning with the school's vision to prepare students for a 21st century world.

Budget and fiscal responsibility will be overseen by the ELOP Coordinator, Executive Director and School Budget Manager through our Charter Board Approval as voted on during a public monthly board meeting during the semiannual plan review. Our district authorizer will also have a purchasing department to help ensure expenditures are aligned with district and state policy.

As part of the plan, Feaster Charter School, the LEA incurs expenditures that are necessary and reasonable for the ASES and ELOP plans. Among these expenditures are capital assets including but not limited to iPads and other technology such as laptops to support programs such as eSports, musical theater, STEM and VAPA programs. In addition, field trips, transportation, food, supplies, and personnel charges will be incurred to support and sustain the program.

Expanded Learning Opportunities Program Plan Guide

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P funding will be the main funding source to support Intersession programs as well to as augment the needs to our 6 to 6 YMCA program which does receive ASES funding. Additional ELO-P funding will supplement ASES with the purpose of increasing our 6 AM to 6 PM student availability spots by hiring more staff. The goal is to ensure all Feaster Charter School students, starting with our unduplicated pupils, have access to the opportunities offered during ELO-P for enrichment.

Expanded Learning Opportunities Program Plan Guide

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?

Feaster Charter school will partner with local colleges, universities such as SDSU, and the San Diego County Office of Education to recruit, encourage, and support and train the staffing of our program with highly qualified teachers and paraprofessionals. Administration and the ELOP Coordinator will collaborate with CVESD human resources and site staff to ensure that we are meeting the required pupil-to-staff ratio of 10 students to 1 instructor. Our Administration will coordinate with the ELOP Coordinator to assess the professional development needs for our staff. We will be providing training and professional development on early literacy and foundational skills to increase awareness and support for all students and to assist staff in designing developmentally appropriate learning environments.

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.

The normal instructional school day will begin at 8:00 am for all students. The school day will end at 2:30 pm for TK/K and grades 1-6 first then our 7th and 8th grade students at 2:45. The Extended Learning program begins after dismissal and is available until 5:00 pm. Offerings and times for these after school opportunities will vary throughout the year.

See the sample intersession (non-instructional school day) schedule below.

- 7:30 - 8:00 Breakfast/Check In
- 8:00 - 11:30 Rotation 1
- 11:30 - 12:00 Lunch
- 12:00 - 3:30 Rotation 2
- 3:30 - 4:30 Pickup/Snack/Exploration/Intervention

Expanded Learning Opportunities Program Plan Guide

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.

Expanded Learning Opportunities Program Plan Guide

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

Expanded Learning Opportunities Program Plan Guide

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.