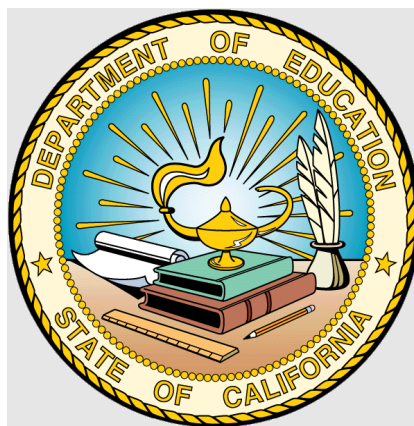


**Expanded Learning Opportunities
Program Plan Guide**

**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.

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Right At School
Contact Name: Wendy Vanderpoort
Contact Email: wendy.vanderpoort@rightatschool.com
Contact Phone: (951) 206-9675

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. 138th St School
2. Dana Middle School
3. Juan Cabrillo Elementary
4. Juan de Anza Elementary
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

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 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.

Right At School provides onsite enrichment programs, and maintaining a healthy and safe program environment is our absolute number one priority. We have best-in-class supervision and safety plans, as well as nationally-recognized employee training that ensures the health and safety of all children in our care. In all programs, we maintain staff-to-student ratios that meet or exceed state and ELO-P requirements. We have protocols for check-in, check-out, early pick-ups, late pick-ups, and absences, as well as emergency response procedures.

To equip our staff to support students' social-emotional well-being, we train employees on child development so they understand behavioral norms for each age group, including how children experience and express feelings at different stages. Staff are also trained in positive child guidance techniques that engage the child as an active participant in a healthy program environment and problem-solving processes.

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.

Right At School's curriculum and program design incorporate a variety of instructional strategies, and we train our staff in the application of these methods to ensure we deliver a consistent educational experience across every one of the 100+ school districts we serve. Our Right Club before and after school enrichment programs consist of six components--Town Hall & Snack, Right Moves, Homework Help, Daily Enrichment, Right Moves, and Choice Clubs/Self-Directed Inquiry.

Constructivism is the pedagogical framework that underscores all of Right At School's instructional strategies. The heart of Right At School's curriculum is an approach we call Disguised Learning, which is deeply rooted in constructivism. We thoughtfully disguise our standards-aligned learning objectives in hands-on activities that are unapologetically fun. Closely linked to our Disguised Learning approach, all Right At School activities are also designed to reinforce concepts children learn during the school day through hands-on experiences.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

The Right At School Right Club curriculum is designed to provide students skill-building opportunities with every moment they spend in the program. Our dynamic curricular themes help students engage with a multitude of academic (e.g., math, science, reading) and non-academic subjects (e.g., community, sportsmanship, problem-solving, culture, leadership, self-reflection) while complementing the district's efforts to prepare its students for success beyond elementary school.

Our curriculum is standards-aligned, and throughout curriculum instruction, our educators engage with students in dialog to spark critical thinking, teamwork, and persistence, while promoting self-awareness, identity development, problem-solving, and leadership skills. Activities range from full and small group/team to pair and individual experiences delivered both indoors and out.

4—Youth Voice and Leadership

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

The entire Right At School program is designed to provide opportunities for students to build confidence, share their voice, and develop leadership skills.

Students begin their day with a “Town Hall,” where they share news and accomplishments, receive recognition, and discuss expectations. This is a key time for building relationships among students and between students and staff by fostering a community mindset and modeling acceptance of diversity. Each day, we offer different Choice Club opportunities, such as Right Club University (students teaching a skill or talent to peers), This Just In (student news broadcast), or Operation: Appreciation (gratitude activity for the community). Through the Junior Educator program, 4th-6th grade students are provided an opportunity to become peer leaders—mentored by highly trained and experienced staff, they learn to plan, organize, and lead program activities, service-learning projects, and team-building activities.

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.

Making time for daily movement and fun fitness activities is an essential part of our program. Our educators model positive social interactions and sportsmanship through fun games and sports. We also provide unique equipment and activities to make physical activity fun for all. Children are provided choices, including participating in staff-led games, as well as the opportunity to self-navigate in supervised play on the playground individually or with friends, or to develop a game on their own with peers. Our fitness curriculum offers staff a wide range of outdoor as well as indoor options, so even when weather is inclement, we keep students moving and fit!

Right At School also offers healthy snacks before and after school, snacks are nut-free and consistent with the Federal Smart Snacks Guidelines. All food and beverages are boxed self-serve 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.

Right At School continuously seeks to create a warm, welcoming, and inclusive environment for all students by practicing culturally-responsive teaching and fostering children's positive identity development. All students, regardless of ability, needs, or background, are supported in their individual growth, encouraged to be their authentic selves, and celebrated for their uniqueness as a member of our community. Our curriculum intentionally incorporates exposure to diverse cultures and practices, and we participate in a variety of culture-based holidays and related activities, often welcoming parent and community speakers to share their customs with our students.

Staff members are trained to focus on recognizing varied learning styles and developing intrinsic student motivation and positive self-identity. We also hire multilingual educators and customer service staff to accommodate the specific language needs of individual schools, and provide translated program materials.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

We have a robust process for hiring and developing Right At School staff members, and we look for local educators with experience working with school-age children who will build a love of learning while providing a safe environment for children to explore and grow.

All employees complete in-depth background checks, including state and FBI fingerprint-checks, to meet all state and District requirements prior to having contact with children. They participate in an industry-leading blended training model, where a “flipped classroom” approach has staff learn core concepts and methods through custom online modules, followed by assessments to validate comprehension and scenario-based application. Program staff also receive monthly (often more frequent) visits from their Area Manager and/or Regional Director, and field leaders complete Program Quality Assessments to identify opportunities for individual and team improvement while additionally conducting real-time quality coaching.

8—Clear Vision, Mission, and Purpose

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

Right At School’s mission is to support schools in achieving their academic and social missions by providing safe, engaging, and meaningful extracurricular programs.

Our vision is to bring exceptional, affordable programs to as many students, parents and schools as possible. We believe by doing so, we help Districts raise academic and social performance, close achievement gaps, and expand access to enriching childcare.

Right At School was founded in 2010 with a desire for students to experience enriching, structured activities in their before and after school programs. More than ten years later, students love Right At School and we remain committed to delivering engaging, meaningful programs with local staff who care about the community and the children.

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.

We customized our programs to meet the educational goals of Wiseburn Unified School District and the needs of local families. Our team works hand-in-hand with these stakeholders to ensure alignment with the district strategic plan, school policies, and parent needs.

We regularly check-in with district administrators, school principals, and teachers to discuss shared space, partner around children with special needs, and share parent feedback. Right At School also attends district board meetings so we can stay up-to-date on key initiatives and district priorities.

Communicating with our program parents is a top priority for Right At School’s local teams. We employ a variety of methods to keep parents informed and partner with them, including daily in-person communication, an online parent portal, onsite parent communication board, parent surveys, and more.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We are very experienced with conducting quality assessments and spearheading research around quality measurement in before and after school programs.

Right At School conducts internal evaluations using the Weikart Center’s Youth Program Quality Assessment (PQA) to establish that our program content and methods meet or exceed high quality youth program standards.

We survey all parents twice per year on curriculum/activities, personnel, and overall experience. We use survey results to drive decision-making related to our program structure, curriculum, academics, and staffing.

Right At School also ensures ongoing professional development for staff. All staff are expected to participate in 1-2 professional development opportunities per month as determined by their managers.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

Right At School has a comprehensive and multi-tiered staff and program supervision model that ensures accountability and the utmost safety of the children in our care. This includes an area manager, on-site program managers, and program educators. In all programs, we maintain staff-to-student ratios that meet or exceed state and ELO-P requirements. Each program site has a Program Manager, and Right At School hires and maintains all staff for the programs.

Right At School maintains all records in compliance with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and all other applicable federal and state law regarding the confidentiality of personally identifiable student information provided by the District.

In addition, Right at School will collaborate with the WUSD ELOP coordinator to ensure access and support the UPP population.

General Questions

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

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

N/A

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?

For the Transitional Kindergarten and Kindergarten programs maintain a 10:1 student-to-staff ratio, as required by ELO-P guidelines. Staff working in these programs are chosen not only for their knowledge of child development and developmentally appropriate practices, but most importantly for their love and commitment to early education.

Right At School's early learner program model, curricular content, and instructional approach have important developmental distinctions to support the needs of younger children. The environment and instructional approach are based on the belief that young children learn best by doing. Curriculum offers both teacher-led group activities and self-directed exploration of literacy, numeracy, science, creative art, nature, music, social-emotional awareness, motor skills, and more.

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.

Our KinderWrap program model adapts to align with the schedule of each school to reach their target number of programming hours. For the ELO-P 9-hour requirement, Right at School provides before and after wraparound programming, and also integrates into our traditional Right Club after school model. Students transition right from their TK/K session into attendance and circle time, then to scheduled programming.

Intersession or summer days follow our summer camp schedule, which can go as long as 12 hours (6:30am to 6:30pm, for example). Components are inspired by our Right Club curriculum and include camp kickoff group, outdoor/gym games, themed learning activities, character building, choice camp activities, and a closing campfire group.

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.