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

Local Educational Agency (LEA) Name: Bellevue Union 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. Bellevue Elementary School
2. Kawana Springs Elementary School
3. Meadow View Elementary School
4. Taylor Mountain Elementary School
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

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

All four of the Bellevue Union School District (BUSD) campuses will ofter daily after school programming to students, directly on the school campus. The after school program, COOL School, is run through the Napa County Office of Education (NCOE). COOL School will increase student enrollment at each of the campuses. All COOL School staff are trained in safety practices aligned with the school day. Furthermore, staff use a positive discipline approach with students, facilitating a community feel in the after school program.

The summer program will be a new collaboration between Bellevue Union School District teachers, running the morning programming and COOL School staff, running the afternoon programming. The summer program will either take place on a single BUSD campus or two of the BUSD campuses, with students from the other BUSD sites joining the summer program.

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 COOL School after school program will offer:
- A daily homework support hour, to support student academic learning
- Daily recess and physical education time, to increase student physical activity levels
- Weekly hands on learning activities (for example: arts, science, and social emotional learning activities)

The summer program will offer:
- Academic activities and learning with credentialed teachers each morning
- SEL, physical education, and activities focus each afternoon with COOL School staff

3—Skill Building

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

COOL School will provide daily homework support, which will enhance students academic skill set during the after school program. Technology will be utilized by staff and students, focusing on individualized student academic support at each student's level. COOL School will further focus on SEL (social emotional learning skills) and physical activity skills during the after school program.

The summer program will similarly focus on academic student supports in the morning, along with additional SEL, physical, and hands-on activities in the afternoon.

4—Youth Voice and Leadership

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

During the weekly COOL School program, staff will ask students for their input on activities and PE games and will allow students to choose a weekly club, as long as safety standards allow for this. These student voice opportunities will also take place during the summer programming.

The COOL School program will conduct an annual survey of students, asking for their insights and feedback into the program and how it can be enhanced.

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.

COOL School focuses on healthy behaviors through daily recess and PE time blocks during the after school hours. Staff encourage students to be physically active, both during a free play recess and structured physical activities.

The COOL School program has been running a CACFP (Child and Adult Care Food Program) which serves a healthy daily "supper" for every student enrolled in the after school program for a handful of years and will expand these services to the newly enrolled COOL School students.

During the summer program, students will be offered a healthy breakfast, lunch, and snack daily.

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.

The COOL School program will be open to serving all students at the school site. Core day teachers will work closely with COOL School staff in order to find ways to successfully serve students during after school hours.
COOL School will create all paperwork in both English and Spanish, making it accessible to the majority of district families.

7—Quality Staff

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

Napa County Office of Education will hire a Program Coordinator who will be responsible for the recruitment and training of quality after school staff. ELO-P funds will allow the program to increase hourly rates, and hopefully attract a strong candidate pool.
Staff will receive both training before working with students and engage in monthly training opportunities to enhance their professional development.
COOL School staff will be assigned a set group of students and will engage with those students daily, building and maintaining relationships.

The summer program will utilize credentialed BUSD teachers to run the morning academic sessions for students. Afternoons will be run by the same staff who run the COOL School program during the school year.

8—Clear Vision, Mission, and Purpose

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

The COOL School program's mission is: COOL School is an after school program providing a safe learning environment that enriches the lives of students.
The program is designed in collaboration with each school site, seeking support and engagement from teachers and families in order to best support all students.

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.

Bellevue Union School District collaborates with the Napa County Office of Education to run the daily COOL School program and new ELO-P summer program. This partnership has existed for more than 20 years and will continue to be reviewed and altered to best support the Bellevue District community.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Each COOL School site team creates a CQI plan annually, based on survey data and feedback from the district, families, and students. The CQI plan sets to enhance the program each year and is assessed monthly by the COOL School staff.

BUSD and NCOE leadership will meet after the first summer program, during the summer of 2022, to talk about successes and challenges and set summer program goals for the following year.

11—Program Management

Describe the plan for program management.

Bellevue Union School District Superintendent, David Alexander, and Curriculum/English Learner Services Director, Aracely Romo-Flores, along with the four BUSD school site Principals, will maintain oversight of the ELO-P programs. NCOE Director, Sara Sitch, and Program Manager, Melissa Moore have been running after school and summer programs for more than 15 years and will directly manage the staff and programming at the Bellevue Union School District sites. BUSD and NCOE Administrators meet multiple times per year in order to ensure program success.

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.

All four BUSD school sites hold an ASES grant. Napa County Office of Education, COOL School, runs these programs and will utilize ELO-P funds to expand after school services, by increasing student enrollment on each campus.

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?

NCOE will seek to hire staff with early education age experience and will use the increased ELO-P funding to ensure staff can be budgeted to maintain the 10 to 1 daily staff to student ratio. NCOE will create a training series for all staff. TK and kindergarten staff will receive the normal after school staff training, along with additional training on working with younger children, ensuring they are adequately prepared to effectively support younger youth daily.
BUSD TK and kindergarten students follow the same daily school schedule as the rest of the elementary students. Staff will have planning and prep time daily before students come to the program, at 2:35 PM. After school activities will likely include: snack and recess, story time, hands on arts, crafts, and centers based activities, outdoor games, and SEL activities; all occurring in short time blocks during the afternoon hours.

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.

School Day Programming:
- 8:00 - 2:35 - Core Day Instruction Hours
- 2:35 - 6:00 - After School Program Hours
8:00 AM - 6:00 PM is 10 hours of daily programming

Summer Programming:
- 8:00 or 8:30 AM - 12:00 or 12:30 PM - Morning Programming with Credentialed Teachers
- 12:00 or 12:30 - 5:00 or 5:30 PM - Afternoon Programming with COOL School Staff
8:00/8:30 - 5:00/5:30 is 9 hours of daily summer programming

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

> For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***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.
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> [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.