

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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PACIFICA
SCHOOL DISTRICT

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:	Pacifica 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. Sunset Ridge Elementary School
2. Ingrid B. Lacy Middle School
3. Cabrillo Elementary School (Beginning Fall 2023)
4. Ocean Shore Elementary School (Beginning Fall 2023)
5. Ortega Elementary School (Beginning Fall 2023)
6. Vallemar Elementary School (Beginning Fall 2023)

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

Instructions

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

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

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

should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

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

1—Safe and Supportive Environment

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

We started our first Summer Session utilizing teaching and paraprofessional staff to create a summer program for enrichment and enhancement. In the fall 2022, an after school program at Sunset Ridge Elementary was developed and created by the administration, staff, and community members to support an after school program that would allow students to enjoy activities beyond their school day. This was a campus-specific program so there were no requests for transportation.

The District's summer program will be offered through a contract with EDMO®. A non-profit organization, created in 2004 to offer STEAM (Science, Technology, Engineering, Arts and Mathematics), SEL (Social-Emotional Learning), and Physical Activities in an equitable and inclusive environment to promote self-awareness, courage, and kindness.

In the fall of 2023, we are continuing to plan for community-based organizations and other partners to help create opportunities at all remaining sites in the District. Thomas Stafford, Administrator, Special Projects will continue to work with site administrators to procure spaces and availability for all students to participate in programs offered at each school.

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.

Students will be given choices of various activities and programs that are enticing and intended to hold interest over time. Students are also given opportunities to opt out of certain programs, or even switch to different programs.

In our Summer Program, a typical 9 hour program will include:

- Drop Off/AM Care/Breakfast (1 hour): District-provided breakfast, arts & crafts, outdoor play, board games and reading activities
- Opening/Closing Rallies (30 min): Skits, ice breakers, silly games, all camp gratitude acknowledgments, songs and cheers.
- STEAM Enrichment (2 hours 30 min): SEL-infused science and maker activities that center around a weekly theme.
- Team Time (1 hour): Team building and SEL- focused activities that build emotional intelligence, vocabulary around feelings and a safe and inclusive community.
- Outdoor Game Time (1 hour): Active games and physical movement activities that build collaboration, teamwork and physical health.
- Lunch/Snack Times (1 hour): 30-minute district-provided lunch and a 15-minute morning and afternoon snack break.
- PM Extended Care (2 hours): Additional STEAM projects, arts & crafts, outdoor activities.

3—Skill Building

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

Classes were given in creative writing, art, health and wellness, computer science, reading and math enrichment, and other activities (i.e., chess, legos, etc.)

Summer:

Through STEAM enrichment programs, students will work as individuals and in teams to develop and build skills in science, technology, engineering, arts, and mathematics.

There are two opportunities daily for students to discover and learn about their abilities and to build on their strengths to develop skills in these areas.

4—Youth Voice and Leadership

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

Students' input has been a feature of this pilot program. After the first half of the year, student input helped to reshape the programs, and allow for changes as necessary.

For the summer program:

Daily circles and team building with camp instructors and counselors will offer students ample opportunity to express opinions, create constructive arguments, and build social skills to communicate in a non-threatening environment.

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.

Snacks were provided by the school. Students were not provided dinner.

In Summer: A healthy breakfast snack, lunch and afternoon snack will be provided.

In the 2023 - 2024 school year, and after school snack will be provided for students who attend the programs.

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.

Students' diverse backgrounds and cultural identity were in the forefront of our offerings. Students with IEP's or disabilities were also welcome, and accommodations were made to differentiate learning styles. All classes are gender neutral, and allow for all to experience.

For Summer: The District will be inviting students who qualify at no-cost through the use of a Google Form, translated into many languages for families who do not speak English well. We will have a deadline for submission in order to accommodate families who will be paying the regular or reduced fee for the program.

7—Quality Staff

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

Several of the class offerings were offered by experienced, certificated teachers. Other offerings were provided by experienced staff, or specialized staff in the area of visual arts.

EDMO® will supply its staff with trainings of up to 60 hours to ensure quality programming. The site will have an administrator available to the instructors and camp counselors.

8—Clear Vision, Mission, and Purpose

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

All students are given the opportunity to access and grow from these programs. The program's instructors follow the vision and mission of the equity statement put forth by the school.

EDMO (Edventure More) is a 501(c)(3) nonprofit organization on a mission to provide equitable access to high-quality out-of-school learning experiences for kids and creating paradigm shifts that dismantle systemic inequities. Through our partnerships with school districts and other community-based organizations, we create supportive, inclusive environments where kids explore awarding-winning STEAM and SEL focused curriculum and activities that empower them to cultivate a sense of self, own their impact and show up in the world with curiosity, courage and kindness.

Founded in 2004, EDMO has engaged over 150,000 kids in grades TK - 8 in California and Texas. In summer 2022, EDMO operated free summer programs for 4,500 kids across 20,000 program weeks through partnerships funded by school districts, charter schools, civic agencies and foundations.

This plan will be updated as other programs are finalized for the the (2023 - 2024 School Year).

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.

Boys and Girls Clubs of Pacifica; EDMO®

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Following this initial year, the team will assess and modify this program through a needs assessment and a reflection strategy that allows team members to think through challenges, build on strengths, and create new pathways for access and instruction.

Our summer programs will be working with EDMO® to create program based at our middle school site for families to be able to do a single drop-off and pick-up.

We are working on a collaborative structure with the Boys and Girls Club in the District to provide after-school opportunities for students at other sites. Currently, the Boys and Girls Club provides transportation to their main hub for Cabrillo Elementary and Ortega Schools.

A new program through Boys and Girls Club will be implemented at Sunset Ridge Elementary in the fall.

Our program opportunities to Ocean Shore and Vallemar schools is ongoing, and we hope to have programs provided there this fall.

11—Program Management

Describe the plan for program management.

The program is monitored and managed by the sight administrative designee. In this case, it is either the Principal or Vice-Principal, Guidance and Learning. District Administration coordinates the programs between sites in partnership with Community partners.

With the implementation of these plans, the Administrator: Special Projects will create opportunities for input from the stakeholders to ensure that quality of programming is consistent. After all data from stakeholders is collected, careful evaluation, and a plan for improvement will be developed and presented to the community. Further input into the plan will come from community feedback.

(2023-2024). Programs will be monitored by site administrators with the support of District administration. However, most of the programs will be self-governed and participants will be expected to adhere to that particular program's expectations and guidelines.

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.

We do not receive ASES grants or 21st CCLC grant funding.

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?

In discussion with our community partners, they are building programs to meet the 10:1 ratio.

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.

Summer Program: Held at Ingrid B. Lacy Middle School Campus. 9:00 AM - 6:00 PM Monday - Friday. Utilizing entire campus. Arts, Sports, SEL, Game Play, and Computer Technology activities throughout the day. Fall Programs: 2:30 - 6:00 PM daily. Similar programming as described above.

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.