

Expanded Learning Opportunities Program Plan Guide

Prepared by:
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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 seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Nea Community Learning Center

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Contact Title: Principal

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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. Nea Community Learning Center
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: June 16, 2022

Review/Revision Date:

Review/Revision Date:

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Nea's after school program is located on campus in the TK and Kindergarten classrooms. After school learners are walked to their assigned classrooms to begin their program. There is a playground specifically for this age group located on the interior of the campus. In order to access the campus after school, families have to buzz in through the front door. There is a lead teacher on campus who supports should incidents arise. If there are injuries, the staff follow the school procedures. This is notifying families and writing an incident report of what occurred. If there is a serious injury the staff also send home the school's insurance information.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Staff utilize the Toolbox tools that are an extension of the regular school day. This supports learners to navigate social and emotional challenges while at school. In addition to Toolbox, staff are trained in restorative practices which they use to help learners navigate social challenges and behavioral difficulties that arise.

2—Active and Engaged Learning

Explain 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.

Nea's program is a safe space for learners to do small group and enrichment activities. They will get to do hands-on projects that culminate in opportunities to showcase what they have learned to members of their school community. Learners will engage with activities that are an extension of their phonics and math skills from the school day.

3—Skill Building

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

The program will focus on Nea's core programs: Toolbox, PBIS, and Restorative Practices. Alameda Arts, an additional program on our campus emphasizes creative expression, SEL skills (responsibility, empathy, collaboration, initiative, problem-solving, and emotional management).

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Nea has Youth Leadership & Junior Coaches (upper elementary-middle) that support younger learners. Even in the afterschool program, 5th and 6th graders come and volunteer to support the TK and K learners. Function as clubs and participate in many projects during the school day. Learner surveys are given for those in grades 3-8 in order to get feedback about how the school year is going. Learners in elementary school are able to choose weekly free choice and electives.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Nea has adopted Garden and nutrition education lessons as well as Yoga and mindfulness. The learners also participate in structured group games/sports. As stated earlier, the staff are trained in the Toolbox curriculum which supports learners to manage their feelings and social interactions.

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. Include how the ELO-P will provide access for students with disabilities.

Program environment promotes diversity and provides activities and opportunities to celebrate learners' cultural and unique backgrounds. Expanded Learning Programs actively work with Intervention Leads and are also part of Coordination of Services Team (COST). COST teams identify and address learner needs holistically and ensure that the overall system of supports works together effectively.

7—Quality Staff

Staff Engagement

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

Staff engage with learners both during the school day and after. Many of our after school and intersession staff members work as recess supervisors, paras or classroom teachers when not participating in the program. They bring a wide range of expertise which supports them to build strong relationships that grow learners academically, socially and emotionally.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Program's administrators ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide. The minimum requirement for staff is a high school diploma. All staff must provide proof of: TB, fingerprint, and background clearances. Educational requirements, work experience and field recommendations. Additionally, each program has their own specific continued professional development requirements.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff is trained at the beginning of the school year in order to ensure that lesson plans and activities are solid and learner-centered. The team is also provided with restorative justice and Toolbox training with scenario practice. They are provided with all of the resources that they need as well.

8—Clear Vision, Mission, and Purpose

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

Goal 2: Improve attendance of participating learners during the school day and after school program.

Goal 3: Increase positive learner behaviors during school hours by providing significant learning opportunities for all learners in a safe, inclusive and caring environment.

Goal 4: Support a well-trained and caring staff to develop positive relationships and build connections between learners, parents, and the school community.

Goal 5: Build community partnerships that support the program's sustainability. Outcomes: Programs expect to see increased academic achievement (school assessments and state test scores), improved learner engagement in school (attendance data, surveys, teacher and family feedback), an increase in social emotional skills (discipline and campus behavior), and improved health (increased physical activity, improved physical fitness test scores).

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Parents were surveyed multiple times about the needs of their learners. The needs that have been identified through the surveys include more socioemotional support, academic intervention, and support with the learning loss created by the pandemic. Facilitators have expressed similar concerns. All stakeholders have had the opportunity to participate in the open board meeting for the adoption of this plan.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Programs develop and expand partnerships with a diverse network of creative, cultural and science based organizations that will strengthen the program and offer deeper educational and enrichment connections. All Good Living Foundation partners with Nea to provide supplies for healthy living, needed equipment and supplies for clubs.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may

relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

CLCS evaluates program performance from both qualitative and quantitative sources. Data collection includes: program attendance, CAASPP results, program teacher/parent/learner surveys, learner focus groups and in class observations/evaluations.

Teams meet regularly to evaluate progress and at the end of the year complete evaluations to assess the program quality and improve based on the Quality Standards for Expanded Learning in Ca.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

[Application for aftercare program.](#)

CLCS uses Cityspan to take attendance for the program. This is updated daily.

There are detailed checklists which outline what needs to happen to set up afterschool as well as intersession camps. This includes schedules, lesson plans, etc...

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Total: \$293,872

Staffing for intersession: \$150,000

Staffing for before/after school programming: \$90,000

Student memberships for community partner: \$20,000

Supplies: \$10,000

Facilities cost: \$23,872

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Nea will have consistent checkpoints throughout the year to evaluate the program's effectiveness. This includes a yearly evaluation of E-LOP staff with both verbal and written feedback. The Program Coordinator (PC) will review applications and ensure that timelines are as they should be. The PC will also check attendance to ensure that it is being taken consistently.

Staff will have a minimum of 2-3 professional learning sessions in order to build their lesson planning and classroom management skills. This will ensure that there is greater continuity from the school day into the after school program.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])