

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.

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

Name of Local Educational Agency or Equivalent:	Somis 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. Somis School

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.

The Expanded Learning Opportunities Program (ELO-P) will provide students with a safe and supportive learning environment through a structured program that will run from the end of the school day to 6 p.m. The ELO-P will be housed in two side by side classes with an expectation that the two leads will engage in common planning. As important, contact numbers will be shared amongst program leads, superintendent/principal, executive assistant, office manager and evening custodian. The focal point of our program is to address the social emotional needs and provide our students with extended academic support in a safe and supportive environment. The use of our outdoor facilities will complement the indoor enrichment activities that our students will engage in daily. Our classrooms will be filled with personalized student work throughout the year while our innovation and discovery room will be available to our students to compliment the ELO-P. The innovation and discovery room is filled with hands on supplies and activities.

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 ELO-P will focus on kinesthetic activities as well as utilizing our robotics/coding software program to engage our students. The intent of the program is to provide engaging support services as well as hands on enrichment activities in a safe and supportive learning environment. Offering a program that aims to promote self advocacy will enhance the educational experience of our students. Most importantly, it will certainly not feel like an extension of the school day. As a supplemental program, students will gain additional knowledge through leadership roles both inside and outside the class. For example, older students will use the pair share strategy to help younger students with their assigned tasks.

3—Skill Building

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

A critical component of ELO-P is the continuous communication of ELO-P staff with teachers. Should there be a need for specific skills building, the teachers will be able to share this important information with the ELO-P team during the bi-weekly meetings and updates. Once the areas of need are identified, students will get support from ELO-P staff through additional practice. Most importantly, ELO-P staff will have the capacity to support students in a small learning environment. This will allow staff to facilitate support in small increments to avoid frustration or burnout.

4—Youth Voice and Leadership

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

Student self advocacy is the greatest indicator of genuine voice and leadership. The development of the program will include students in the planning of activities and ordering of supplies. When students take ownership of their learning, it facilitates their ability to fully engage. Most importantly, students naturally gravitate towards activities that they have planned or taken an active role helping develop. After a full year of piloting an ELO-P program on site, we have definitely learned that involving students in the planning phase has made our program successful.

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.

We will collaborate directly with our cafeteria staff for snack, ensuring that our students are served nutritious snacks during the ELO-P. In addition to the meals, the ELO-P will initiate daily outdoor activity to engage our students in organized physical activity before going into the classroom. It will also be important for our students to mentally separate the daily instructional day from the ELO-P

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.

Our ELO-P will have the same values from our regular day. The program will be open to every student and family who are interested in a quality and well organized program. We will continue our efforts to meet the need of our community by actively recruiting and showcasing the great components of our planned ELO-P. Our program and registration forms will be going out in English/Spanish, and just as important, we will offer our support services to any parents who may need help completing the registration form.

7—Quality Staff

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

It will always be our goal to hire staff representative of our students. As such, our recruitment efforts will be continuing to hire diverse, well prepared and highly motivated employees. We plan on staffing each class with a program leader, as well as with an assistant. We will provide our staff with a training centered on professionalism, engaging students, mandated reporter regulations and chain of command. The superintendent/principal will have continual communication with staff regarding program expectations, as well as make daily visits to monitor the program.

8—Clear Vision, Mission, and Purpose

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

The Somis ELO-P's mission will replicate those of the District.

Mission: Our Mission at Somis School is to provide our children with the tools they need to learn about the world around them, to think critically, to communicate well with others, to be good problem solvers, and to be productive, educated, members of a global society.

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.

The Somis Union School District has established solid partnership with the United States Navy, California State University, Channel Islands and Ventura County Office of Education. Each one of these entities will share their personnel and resources to enhance the educational experience of Somis Students in ELO-P. We are currently

negotiating with the Southern California Gas Company to continue providing guest speakers such as mechanical engineers to motivate and encourage our students to consider a career in STEM.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In collaboration with ELO-P staff, the superintendent/principal will collect and review data in order to measure the effectiveness of the program. The effectiveness of the activities and the progress of students will be used to modify or change our offerings and program structure. However, the most important component of a successful program is student attendance. As such, we will be in constant communication with our parents and students through phone calls and in person meetings when we encounter irregular attendance.

11—Program Management

Describe the plan for program management.

The management for the ELO-P will mirror the Somis School District's After School Education and Safety (ASES) program. We will submit the necessary documentation to the California Department of Education, as well as keep our parents informed of any changes or modification to our program. As important, our staff will meet once a month to share thoughts, challenges or highlights of the program.

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.

The district receives funding to operate the After School Education and Safety (ASES) program. The ELO-P funding will compliment our existing ASES program and will enable our site to serve an additional 40 students. By adopting local ASES program policies and procedures for the ELO-P, we will be consistent in the implementation of the mandatory regulations and procedures as required by the California Department of Education. The additional funds will also help expand our ASES robotics and technology offerings.

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?

Kindergarten students will be part of the K-3 program; this program will adhere to the mandatory 10 to 1 ratio. The activities planned for our Kindergarten students will be age appropriate as well as engaging. Topics include problem solving, developmentally appropriate programming, child assessment, positive relationships, and basic health and safety standards. We will implement a Kindergarten program that is grounded on a balanced approach of play and academics. Kindergarten students will have the option of enrolling in either the ASES or ELO-P.

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.

Sample K-3rd Grade Schedule

2:20-2:35 Attendance

2:45-3:15 Outdoor Activities

3:15-3:45 Snack

3:45-4:30 Homework Support

4:30-5:10 Arts and Crafts

5:10-5:50 Robotics and Technology

5:50-6:00 Pick Up / Closing

Sample 4th-8th Grade Schedule

3:15 - 3:45 Snack/Attendance

3:45- 4:30 Homework Support

4:30-5:10 Arts and Crafts

5:10-5:50 Robotics and Technology

5:50-6:00 Pick Up / Closing

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.