Expanded Learning Opportunities
Program Plan

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

Local Educational Agency (LEA) Name: The O'Farrell Charter School
Contact Name: Cindy Wagner
Contact Email: cindy.wagner@ofarrellschool.org
Contact Phone: (619) 263-3009

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. The O'Farrell Charter School
2. _____
3. _____
4. _____
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
Program Plan

“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

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 school site 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 ELO-P is an extension of the school's regular day and all procedures, including health and safety procedures, staff communication procedures, documentation of incidents, and structures of the ELO-P mirror those already established in the school's regular program. Staff will be trained to establish the same protocols with students as are used during the regular school day. Site administrators and regular school day staff will collaborate regularly with ELO-P staff and vendors to ensure the program is working in tandem with the regular school day program.

ELO-P staff practice emergency drills such as fire, disaster, and lockdown drills once per semester. Staff are provided training prior to drills and all drills are documented and shared with school administrators. All ELO-P staff members are first aid/CPR trained and carry a first aid kit at all times. Additional emergency supplies are located in the after school program office.

The LEA's program will be conducted onsite at The O'Farrell Charter School: 6130 Skyline Drive, San Diego CA 92114 every school day and 30 additional intersessional days. Student rosters will be maintained during program hours noting the class location and supervising staff member(s), ensuring a 10:1 student to staff ratio for all TK/K students and a 20:1 ratio for all 1st-8th grade classes. All rosters are shared with office staff so students can be located and/or contacted quickly and easily during program hours.

LEA staff work directly with our after school program vendor, ARC Enrichment, to ensure their alignment with all safety policies and procedures during their program hours.

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 support the instructional day by including daily academic activities such as before school academic support, homework clubs and assistance, and after school tutoring classes that support students in the areas of language arts, mathematics, history, and science. During Fall Break, Spring Break, and Summer Break, the ELO-P will provide 30, 9-hour intersessional days that include academic support from credentialed teachers.

The ELO-P supports active and engaged learning by including daily educational enrichment activities that expose students to 21st century skills such as fine arts, career technical education, recreation, physical fitness, and prevention activities. Educational enrichment is

available daily both before and after school, as well as built into the LEA's 30, 9-hour intersessional days.

3—Skill Building

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

Skill building will be the focus of the LEA's program. The development of 21st century and academic skills will be reinforced in the before and after school academic support programs, as well as the academic intersession courses and will correlate to the concepts and skills taught during the regular school day. Skill building in the after school and intersession enrichment courses will support students working toward a final product or presentation (such as a school play in the theater course). Final products/projects will be based on student interest and ability and staff will provide sufficient practice skills such that students are able to complete them successfully. Timelines for completion will be established at the start of the program and will vary based on each activity/course. Enrichment activities will range from skill development and enrichment courses to participation-based activities such as gardening, art, and sports. Activities completed in enrichment programs will be primarily hands-on and project based, and will be based on student interest and input.

4—Youth Voice and Leadership

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

Program goals, activities, and outcomes will be based on student input and interests. Students will engage in authentic and meaningful leadership roles such as peer tutoring/mentoring and project planning. This work will be supported by staff and final projects/outcomes will be celebrated.

Staff, family, and student surveys will be administered by the LEA annually and will be used to plan future programs as well as determine additional needs for programs currently running.

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.

Students will be served healthy meals during ELO-P programming hours through a partnership with San Diego Unified School District Food Services. Breakfast will be provided to all students in the morning and participants of afternoon programs will be served snack/supper. Meals will be served during programs offered on regularly-planned instructional days as well as during intersession courses. All snacks and meals will 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.

Expanded Learning Opportunities
Program Plan

Students will have the opportunity to learn about making healthy choices by participating in activities centered around healthy behaviors such as physical activity, personal hygiene, social-emotional wellbeing, and healthy eating both in the after school program and during intersession programming.

Students will be provided opportunities for structured and unstructured physical activity in both the morning and afternoon programs, as well as intersession programming.

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 same opportunities will be offered to all students regardless of their ability or disability status. Appropriate supports, and all supports as outlined in student I.E.P. or 504 plans will be provided during program hours by both certificated and classified staff. Regular school day staff will work with after school staff to ensure students are receiving all appropriate supports, as they do during the regular school day.

A welcoming and inclusive environment is promoted by the LEA during the regular school day and will be promoted during ELO-P hours as well. All program staff will be trained on restorative practices such as restorative circles on a yearly basis to promote the facilitation of such an environment.

An inclusive environment will be created through staff training and development and the inclusion of socio-emotional learning techniques also used during the regular school day. Activities will be crafted to help promote cultural awareness and will be inclusive of the students participating in the program.

The ELO-P is designed to create access for all unduplicated students, as well as students that do not qualify as unduplicated. All promotional materials and registration forms are created in both English and Spanish and sent home using multiple methods of communication. Parents are also given the opportunity to complete Early Release forms to ensure families are able to utilize the program in a way that works for them.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

The LEA will work to recruit quality staff by offering competitive pay for employees. A full time program Teacher on Special Assignment (TOSA) will be hired to create and maintain programs, staffing, and to work with school administrators in creating and implementing budgets and

subsequent program plans. Employee recruitment will include posting available openings with clear titles and job descriptions. The program TOSA will work directly with any third-party vendors to ensure their staff meet the appropriate minimum qualifications.

The LEA will ensure that all employees meet or exceed the minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to the policies of the LEA. All employees providing services to students will undergo mandatory training upon hire, as well as ongoing professional development on a regular basis. Staff will be evaluated on a yearly basis by school administration and the program TOSA and will be subject to all staff requirements as outlined in the LEA's established policies and procedures. All appropriate and required materials and training will be provided to staff.

The LEA will ensure the hiring of adequate numbers of staff to serve students at a 10:1 ratio for TK/K and a 20:1 ratio for 1st-8th grade.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

The purpose of the Expanded Learning Opportunities Program is to provide rigorous academic support that compliments the regular school day and to provide enrichment opportunities based on student interest through hands-on, engaging learning experiences that help develop their social and emotional well-being as well as their sense of community, self-confidence and belonging, and critical thinking skills. Activities designed for students in the program will be student-centered; culturally responsive; and, when applicable, will include culminating activities that showcase student outcomes, skills, products, and progress.

The Expanded Learning Opportunities Program mission and vision mirror that of the LEA, which has been developed by staff and the Board of Directors and is posted on the LEA's website.

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.

To administer ELO-P enrichment programs, the LEA will continue to maintain partnerships with the following organizations to provide student-centered programming that is safe and aligned with the program's goals and objectives:

- The San Diego County Office of Education
- The Children's Initiative
- San Diego County Office of Parks and Recreation
- San Diego Zoo and Wildlife Alliance
- ARC Experience

The program TOSA will work directly with any third-party vendors to ensure their staff working directly with students meet the appropriate minimum qualifications for their positions.

The LEA will also seek out additional partnerships with outside agencies to provide specific programming (such as dance, sports, cooking, art, etc.) on an ongoing basis.

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

The program's continuous quality improvement plan consists of obtaining feedback from educational partners throughout the development and implementation of the plan and of evaluating student outcome metrics as outlined in the LEA's Local Control Accountability Plan (LCAP), as this program is intended align with currently-established supports outlined in the school's LCAP and other applicable plans. Based on collected metric data and educational partner feedback, the program will continue to undergo improvement efforts on an ongoing basis. Action plans will outline improvement goals and action steps. When improvement plans are established, staff charged with carrying out specific actions according to the established plan will be clearly identified and their roles and responsibilities outlined prior to and during implementation. While feedback will be sought out on a continuous basis, program changes will be reflected in an update to the plan on a yearly basis.

11—Program Management
Describe the plan for program management.

The program will be managed by a full-time program TOSA who will oversee the LEA's program. The program TOSA will be hired, trained, and overseen by school administrators within the LEA. The program TOSA will oversee all relationships with third-party vendors working within the program.

Participants in the program will receive a handbook upon entering the program (which will be available online as well) that outlines the program's goals, objectives, expectations, policies, and procedures.

The LEA's program will adhere to all applicable federal, state, and local requirements, as well as LEA-specific attendance and accounting procedures. Specific information on fiscal management of the plan is outlined in the program budget. The program budget will outline all necessary, reasonable, and documented expenditures.

This Program Plan will act as a guiding document for the program and will be reviewed by the LEA every three years and approved by the LEA's governing board in a public meeting. Once approved, it will be posted on the LEA's website.

Expanded Learning Opportunities
Program Plan

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.

In addition to the ELO-P, the LEA also holds an ASES (After School Education and Safety) grant and serves students in this program in grades TK-8. Actions and programs funded by the ELO-P will run simultaneously and in conjunction with actions and activities funded by the LEA's ASES program. The LEA intends to use program funding to create one universal expanded learning program. Student admission into the LEA's ASES program is first come, first-served, with priority enrollment given to students who qualify under the McKinney-Vento Homeless Assistance Act. Working in conjunction with the LEA's ASES program, the ELO-P programming will offer services to all unduplicated students who are grade-eligible. Thus, both programs working in tandem with one another will have the capacity to deliver services to all unduplicated students which maximizes the effect of the school's programming to its fullest potential.

The ELO-P and ASES programs will work as one to offer 9 hours of programming on every school day and 30 additional intersession days at a staffing ratio of 10:1 for TK/K students and 20:1 for grades 1-8.

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?

The LEA's program will be offered to transitional kindergarteners. Class ratios of 10:1 will be maintained at all times in transitional kindergarten (TK) classes and staff will be recruited for certificated and/or classified positions. To address the learning and development needs of younger students, programs offered and delivered to TK aged students will be primarily play-based and student centered. They will focus on teaching students collaboration, cooperation, and thinking skills as developmentally appropriate. Academic support and skill building will be based on a combination of preschool foundations and kindergarten content standards. The afterschool staff will work in cooperation with the regular day TK staff to ensure

enrichment offerings will be developmentally appropriate and play-based with the goal of developing the whole child. In addition, the social-emotional needs of the youngest learners will be addressed.

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 Regular School Day

Time	Programming Offered	Number of Hours
6:30 - 8 a.m.	Before School Enrichment and Tutoring	1.5 hours
8 a.m. - 3 p.m.	Regular School Day	7 hours
3 - 6 p.m.	After School Enrichment and Tutoring 3-3:30 p.m. Supper 3:30-4:30 p.m. Academics 4:30-6 p.m. Enrichment	3 hours
Total		11.5 hours

Sample Intersession Day

Time	Programming Offered	Number of Hours
7-8 a.m.	Before School Enrichment and Tutoring	1 hour
8 a.m. - 2 p.m.	Intersession Academics and Enrichment	6 hours
2 - 4 p.m.	After School Enrichment and Tutoring	2 hours
Total		9 hours

Expanded Learning Opportunities
Program Plan

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):

Expanded Learning Opportunities
Program Plan

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.