

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:	Piner-Olivet 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. Schaefer Charter School
2. Jack London Elementary School
3. Olivet Charter 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.

Our ELOP Program will provide opportunities for students to experience a safe and supportive environment on our school sites. For summer school, the program will be located at Jack London Elementary School. For enrichment activities during the 2022-2023 school year, the program will be housed at each of our 3 elementary school sites providing activities for students at each site.

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 program will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day. For summer school, the program will provide opportunities to be active and engaged through movement activities, games, book clubs groups and math games. In addition, our partner, YMCA, will provide multiple opportunities for students to be active and engaged throughout the summer school program.

For enrichment activities during the 2022-2023 school year, the program will rotate three different activities for a period of time. Each of these activities are based on input from our educational partners and student surveys. Some examples include sports, arts and crafts, gardening, Makers, Zumba, etc.. We are partnering with the YMCA as well as possible other organizations to provide these offerings.

3—Skill Building

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

The program will provide opportunities for students to experience skill building. For summer school, the program will provide opportunities to experience skill building through book clubs groups, interactive computer programs, and math games. In addition, our partner, YMCA, will provide multiple opportunities for students to work on skill building throughout the summer school program.

For enrichment activities during the 2022-2023 school year, the program will not only offer three different activities for a period of time, the program will also offer a tutoring component. This tutoring will be linked specifically with each student's STAR Reading or Math scores to provide targeted support for student skill building in reading and math.

4—Youth Voice and Leadership

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

The program will provide opportunities for students to engage in youth voice and leadership. For summer school, the program will provide opportunities for students to engage in youth voice and leadership by working with other grade

levels to create a community within the summer school program. In addition, our partner, YMCA, will provide multiple opportunities for students to engage in youth voice and leadership throughout the summer school program.

For enrichment activities during the 2022-2023 school year, the program will provide opportunities for students to engage in youth voice and leadership. Students were offered a survey to provide input on which type of activities they would like to have as before school and after school options. In addition, students will be in activities that are multi-grade levels so they will have opportunities to work with other grade levels to create a community during the enrichment activities.

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.

The program will provide opportunities for students to engage in healthy choices and behaviors. For summer school, the program will provide opportunities for students to engage in healthy choices and behaviors by incorporating movement, community circles as well as other physical activities. In addition, our partner, YMCA, will provide multiple opportunities for students to engage in healthy choices and behaviors..

For enrichment activities during the 2022-2023 school year, the program will provide opportunities for students to engage in healthy choices and behaviors. Students will be offered three different activities for a period of time. Each of these activities include some aspect of healthy choices and behaviors such as sports, arts and crafts, gardening, Makers, Zumba, etc..

We are working with our partner, YMCA and the local Food Bank, to provide students with nutritious meals and/or snacks during the ELO-P hours of programing.

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 program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. For summer school, the program is offered to all of our unduplicated students. In addition, our curriculum is culturally diverse and we provide a social-emotional component to our summer school program through community circles and community building activities.

For enrichment activities during the 2022-2023 school year, the program is offered to all of our unduplicated students. In addition, our program provides an array of exposure to different types of activities for students to experience. Each of these offerings all focus on working together, learning together and creating community. Some examples of the activities offered are sports, arts and crafts, gardening, Makers, Zumba, etc..

The ELO-P will provide access and opportunities for students with disabilities to participate in both summer school and enrichment activities.

7—Quality Staff

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

Both our summer school and enrichment activities programs will provide opportunities for students to engage with quality staff. Piner-Olivet Union School District will staff the teachers, admin and office support for summer school. The YMCA will hire quality staff to support the summer school program. In addition, the YMCA will hire quality staff to implement the enrichment program for the 2022-2023 school year. Other organizations may be hired as well depending on quality staff and quality of program offerings.

8—Clear Vision, Mission, and Purpose

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

The program’s vision and mission are the same as our district’s vision and mission. The vision is “Inspiring joyful and innovative learning in an ever-changing world ” and the mission is “As a community, we engage in authentic, dynamic, and relevant learning that develops each student’s academic, emotional and social growth.” The purpose of the program is to expand learning before school, after school and during the summer which focuses on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. We are hoping to provide multiple opportunities to our students so they can engage in different activities throughout the school year to explore their interests and increase learning experiences.

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 program’s collaborative partnerships were brainstormed with our educational partners. To determine different possible partnerships and activities, the program lead met with all Instructional Leadership Teams, Parent Teacher Organizations, School Site Councils and the District English Language Advisory Committee. Throughout the meetings different ideas of organizations to partner with were discussed. One main partnership is with the YMCA who is already familiar with our school sites and district. The program is working with the YMCA during summer school and to help provide enrichment activities during the 2022-2023 school year.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program’s Continuous Quality Improvement Plan will be based on several different factors. First, there will be check-in meetings with each of our partnering organizations. In addition, there will be possible surveys for students and parents to gain insight into how the program is implemented. Also, there will be input from different educational partners to determine what is working, what needs to be supported in order to continue to provide the best program possible for our students.

11—Program Management

Describe the plan for program management.

The plan for program management is to have a lead for the program who will conduct different checks and balances for the program throughout the program. For example, the program lead will have check-in meetings with each of our partnering organizations. During these check in meetings, logistics of the program will be discussed and next

steps will be determined. In addition, there will be possible surveys for students and parents to gain insight into how the program is implemented. Also, there will be input from different educational partners to determine what is working, what needs to be supported in order to continue to provide the best program possible for our students. The program lead will synthesize the data to determine next steps for 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.

N/A

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?

Each month, Y on Wheels will have a designated TK/K program offering that will have a lower pupil to staff ratio and be developmentally appropriate for the younger age group. We are working with the YMCA for the staffing of the program and to ensure that the curriculum and program will be developmentally-informed to address this younger age group.

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 Program for 9 hours per day of programming:

7:30-8:20 YMCA Before School Program (Breakfast and Books, Mindfulness)
8:20-1:45 School Day
1:45-4:30 YMCA After School Program

Sample for Y on Wheels After School Program:

6 weeks of programming:
Jack London: M- Basketball, T-Crafts, Th-Gardening
Schaefer: M-Gardening, T-Basketball, Th-Crafts
Olivet: M-Crafts, T-Gardening, Th- Basketball

6 weeks of programming: After School Tutoring
Jack London, Schaefer and Olivet: T/Th: 1 on 1 online tutoring

Sample schedule for 9 hour summer day:
Summer School: June 3rd-July 15th, 2022

Student Day- 7:30-6:00

7:30-8:30-YMCA provides before school activities

8:30-11:30-Summer School with focus on Social Emotional Learning, Math and ELA

11:30-6:00- YMCA provides after school enrichment activities

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.