

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:	Maxwell Unified 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. Maxwell Elementary
2. Maxwell Middle School
3. Maxwell High 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.

Students will receive supplementary instruction and remediation after school in classrooms at each campus. We are in need of storage space to store items and supplies for (ELOP) so we will be purchasing a storage shed for supplies. We Have Purchased 4 Portables to be used for the expansion of ELOP. Instruction will be facilitated by general education teachers as well as paraeducators and will support their individual learning needs. We Partnered with Little League and Parks and Recreation to offer off site Expanded Learning Opportunities that was very successful. Transportation will continue to be provided to off site expanded learning opportunity locations, in the future the purchase of a vehicle will be necessary. We will be constructing a new location for our expanded learning program with the use of ELOP program funds.

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.

Curriculum and instructional techniques will support and supplement standards taught during the instructional day. Students will also be exposed to extracurricular and enrichment activities during this extended learning opportunity program. The district has utilized ELOP funds to send our students to a science camp which was very successful. We will offer enrichment activities to all students. Teachers at both campuses will engage students using explicit direct instruction to enhance core subject matter mastery. This will include hunter safety courses, safety driving practices, cooking classes, and other opportunities that will engage students. We provided swim lessons to non-swimmers and beginners this year and had a great turnout.

3—Skill Building

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

The after-school tutoring program will be based on small group instruction. Students will be scheduled to attend tutoring in groups of ten or less to facilitate increased participation, collaboration and individual skill building. Students will be given opportunities to partake in hands-on experimental learning that might not be offered during the regular school day due to time constraints. Students and parents will get to pick which after school opportunities they want to participate in and on which days.

4—Youth Voice and Leadership

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

Students will be encouraged to become more confident in expressing their learning needs and goals for subject matter mastery in small groups. Teachers will facilitate more student participation in classroom discussions and learning activities to develop a stronger youth voice. Students will have an opportunity to share ideas and give input on program offerings.

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.

Through regularly scheduled tutoring, academic rigor and healthy living will be the focus. Students will have opportunities to complete work before leaving school and learn the importance of prioritizing tasks. Nutritious snacks will be served during after-school offerings. In addition, the district will be looking at expanding our after school enrichment offerings including sports, art and music which will work on team building and healthy friendships. ELOP funds will be used to get supplies for these programs to run safely.

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.

English learners as well as students with disabilities will be encouraged to attend after-school tutoring. All program information will be translated and dispersed to the families of English Learners and bilingual staff will be available to communicate with parents about student progress. RSP paraprofessionals will also be included in program staffing to support learning needs of students with disabilities.

7—Quality Staff

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

Highly qualified certificated and classified staff will facilitate the program and deliver instruction. In addition, we have partnered with local experts and professionals to offer opportunities to our students in addition to partnering with our local parks and recreation district as well as our little league to offer enrichment activities during the extended day.

8—Clear Vision, Mission, and Purpose

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

The program has a clear vision, mission, and purpose--to provide a healthy environment that enhances learning opportunities for students that will scaffold them to grade level standards mastery and provide opportunities for social and emotional learning while mitigating lost instructional time.

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 District collaborates with stakeholders that include parents groups and community partners to develop and implement the extended learning plan. The District has collaborated with our Parks and Recreation District as well as Maxwell Little League to offer services to students after the school day and on intersession.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The quality of the program will be measured by student academic achievement as measured by state and local assessments. In addition, student leadership and voice will be measured by teacher anecdotal evidence and classroom participation/interaction. Parent and student surveys have helped us determine areas of growth and improvement. There are several quality improvement standards that have been identified as areas of improvement but that will require a longer period of time to fully implement.

11—Program Management

Describe the plan for program management.

The program will be managed by district and site administration. A new Expanded Learning Director has been hired and will serve as the liaison between ASES, the district and our collaborative partnerships. Areas of management will be: program accessibility, program attendance, program safety and program effectiveness on academic growth and social and emotional learning.

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.

ELO-P funding will be used in conjunction with our ASES grant to create a comprehensive program to mitigate learning loss and provide enriching activities for students. We currently offer an after school program from 3:00-6:00 PM daily through ASES. This program only happens during regular school year. This additional funding has allowed us to expand for additional days during the summer and on intercession. In addition we have expanded our program to 8th grade. Ideas being built upon are as follows: open library 30 minutes/day everyday for all students to access. This past year we offered a 5 day program for students during the February break 3 days during spring break and 25 day program during the summer. We have been able to provide all students free summer long passes to the swimming pool as well as to all sporting events throughout the year. The after-school tutoring plan funded through ELO-P will support students who need further instructional minutes over and above regular class time to master grade level standards and recoup learning loss. Tutoring will be used along with vigorous intervention programs at both campuses to support the District's efforts to recapture learning loss and scaffold students to subject matter mastery. Intervention programs include additional teachers, paraprofessionals and materials--all funded with Expanded Learning Opportunity Grant as well as ESSER III federal funds. We have used ELO-P funds to bring in additional portable buildings that will give the much needed space to expanded learning program. These portables have been placed in the location of the middle school which sits on the same campus as the elementary school. Funds have been used to relocate portables, re-construct them, and fully furnish them for expanded learning programs. In addition we will be expanding our sports offerings for our students to participate in after school hours. Funds will be used for equipment, supplies needed for the sports program. Indoor sports take place inside the multi-purpose room. Purchases may include, scoreboards, sound systems, bleacher seating, transportation for our students, as well as equipment needed for expanded programs.

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?

Transitional kindergarten and kindergarten students will have the option to participate in after-school tutoring and enrichment. Teachers will coordinate and plan the program to have a student to teacher ratio of no more than 10 to 1. These students will be offered a 9 hour day. The additional ELO-P funding has allowed us to hire additional staff to meet the 10-1 ratio requirement for the TK students.

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.

Transitional kindergarten/kindergarten schedule regular day:

8:15-12:00 (3.75 hours) Classroom instruction from certificated teacher- Please note this will increase to full day as enrollment increases.

12:00-6:00 (6 hours) After school program tutoring and enrichment opportunity

Intersession

8:00-8:30- Enrichment activities- paraeducator

8:30-2:55- Instruction from certificated teacher

2:55-6:00- After school program enrichment activities

Parents will have the option of choosing all day, partial (am/pm) or weekly camp options.

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.