Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education

1430 N Street, Suite 3400 Sacramento, CA 95814-5901

916-319-0923

DEPARTNE

DUCA*TION*

OF

This Program Plan Template Guide is required by California *Education Code (E*C) 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.

California Department of Education Created September 30, 2021

Expanded Learning

Opportunities
Program Plan
Guide

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[al)

"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 (CRI) 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.

California Department of Education
Created September 30, 2021

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

- By motivating students with involvement. -Being enthusiastic about our subjects taught. - Working with their strengths and interests. -When possible give choices. -Incorporating role play, brainstorming, discussion, visual presentations, fieldtrips, and small group work. - STEAM curriculum offered.

4—**Youth Voice and Leadership**

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

- Provide an environment in which students feel safe, relaxed, and willing to take risks. -Introduce skills that encourage friendships and contacts outside of just their immediate communities. -Student led surveys. - Staff and older student led projects for younger grades. -Connect/ collaborate with ASB leadership team to cohesively bring opportunities for leadership such as, fundraising, student voice, sports, yearbook, Monday morning meetings, etc.

Expanded Learning Opportunities Program Plan Guide

7-Quality Staff

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

-Our continuous goal will be to recruit caring, qualified staff that will be given on going professional development and training as needed. - Consistency is key, students need time to be able to connect and trust the staff. - Staff and students will have opportunities to connect over curricul activity, fun, games, and the development of leadership skills.

8-Clear Vision, Mission, and Purpose

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

- Our vision is an environment where all children feel loved, respected, and encouraged. - We aim to be the bridge between the classroom and home by providing educational activities and care in a safe, respectful environment. - We aim to provide a safe activity based learning environment which creates a sense of belonging amongst students and their families. -We aim to ensure all students, regardless if ethnicity, age, or disability are able to get their needs met and flourish with support.

**Expanded Learning
Opportunities**
Program Plan
Guide

11-Program Management Describe
the plan for program management.

The program will be manages by the director of the ASES program with support and guidance from the superintendent. Staff to support will be employed, often from existing day program staff to ensure continuity of relationships and clarity of expectations.

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.

-Existing after school education and safety (ASES) -A
 morning program from 7:30-8:30 will be able to be funded
 - 30 days of summer school will be able to be funded -
 Staying in compliance with student to staff ratio

California Department of
Education Created September
30, 2021

Expanded Learning
Opportunities
Program Plan
Guide

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 ubdivisions (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 461**20(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.

Expanded Learning Opportunities

Program Plan
Guide

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.

*E*C 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.

Humboldt COE Consortium Quality Improvement Plan Home

Assess

Table of Contents

Quality Improvement Plan Home

Section 1. Assessment Phase

improv

Plan

Section II. Planning Phase III. Improvement Phase

Humboldt County Office of Education (Consortium)

Loleta Elementary School

12629276008023

Grantee Agency Program Site/School:

County District School Code (005) Names of the car Team Members Date Plan Sarhadi

Angela Sanborn, Taryn Sanborn, Atasha Connor

9/1/2021

Dates of Progreta Monitoring Date af Final Reporting

Section 1. Assessment Phase Collect and Analyze: *As y*our site assesses program quality and reflects on the data collected, please document the process.

1. Whose voices are we listening to and what data is being collected? Identify which Stakeholder Groups are involved in the CoI process and h**ow were they** involved, Examples of Tools and Strataples Used to Solicie Involvement:

Callfornia After School Program Duality Sell assessment Tool Focus Droups

On-site Observations * Interviews

+ Rounding

Surveys (beginning, mld and end-of-year) Rool Cause Analysis Collected Student Quotas/Post-Itse Other Toolor Strategy please describe! If the Stakeholder group was not involved place NA In the Tool/Strategy column

Involved = Not Involved :

Stakeholder Group

Tool/Strategy Used to Solicit

Involvement

N/A

Internal Evaluator *External* Evaluator Sched

On Site Observations, Surveys, Rounding

On Site Observations, Rounding

District Admin

On Site Observation

Ես Յիլզիրոզաստար

On Site Observation, Rounding On Site Observations, Surveys, Rounding

Classified stallet

On Site Observations

On Site Observations, Interviews, Rounding

Other Site bevel St fi atacretary or la resource center counselors, ect) Parents/Quardians Students

Surveys

Surveys, Interviews, Collection of Student Ideas

Dommunity Partners Mugani brinca Provides Supplies to families in need businesse Advisory Broups. N/A other Slakenölder please identify N/A 2. What does our data tell us? Analyze and reflect on the data collected from the assessment by responding to the following prompts. A. Using the data collected and the *Quality standards for Expanded Learning in California,* what areas of strength stood out in the data?

Students feel safe while in ASES and most report really enjoying their time in the program. Surveys showed students feel ASES staff will listen to them and that the staff are there to help them with their schooling needs as well as emotional support. The students appreciate the consistent daily schedule implemented during this school year.

B. Using the data collected and the *Quality Standards for Expanded Learning in California,* identify areas for growth.

Areas of growth needed in the ASES Program are changing almost weekly as we change schedules constantly. There have been major changes in the staff and leadership this year and with that comes a time of learning for both the new staff and the students. The areas that repeatedly came up were the need for parental and community involvement to increase and inconsistent staffing due to having to share our after school staff with the classrooms, sports, etc.

C. What other clear data trands did the assessment present CIF any)?

NA

3. Where should we focus our improvement efforts? Given your responses to the prompts listed above, use the table below to identify two to three high prlority needs your site will focus on during this cycle of improvement Identify as a high Actionable right now -Short-term priority area with Point-of-Service Quality Standards Require more time and afforts Long-term av or X

Not a focus right now. NA or leave blank Safe and supportive environment Active and engaged learning Skill building Long Term Youth voice and leadership Healthy choices and behaviors

Long Term Diversity, access, and equity

Identify as a high priority area with

av or X

Programmatic Quality Standards

Actionable right now. Short-term | Raquire more time

and effort : Long-term

Not a focus right now - NA or leave blank

[20] Quality staff Clear vision, mleslon, and purpose Collaborative partnerships Continuous quality improvement Program management Sustainability

Long Term

Section II. Planning Phase It's time to create your Improvement Action Plan to address high priority needs of the expanded learning program that you identified in the previous section. Please note: This is a site level document. Each site should identify and define the goals, objectives, and outcomes to be achieved (along with concrete activities, identification of individual[s] responsible, and a reasonable timeline for meeting those goals).

SMART Goal Instructions | Potential Need: Professional Development Training Mentoring Coaching Resources Curriculum Supplies. Monetary Support **Potential Monitoring** Methods: Formal Assessment. Informal Discussion Observation, Staff Meeting Focus Group, Rounding **Improvement Goal #1** What is the overarch goal? **To help establis**h critical thinking skills in mu**ltiple aspects of** (think SMART) **life through STEAM projects and appropriate social emotional support.** This goal aligns to the Skill Building Quality standard:

Person(s) Key Actlvitles to meet goal and objective Responsib Date(s) Needs Monitoring Method

Prepared projects with freedom to explore and create their own end result.

Site

Aug. 2021 Coordinator

" June 2023 Staff

Supplies, Curriculum

Lesson Plans, Staff Meetings

Offer and maintain a safe space for students to appropriately interact with one another with team building activities.

Site Coordinator Staff

Aug.2021 **June 2023**

Trainings Support from Admin and Student Support Services

Informal Discussion, Rounding

Student lead activities/ responsibilities in the classroom

Site Coordinator Staff

Aug.**2021 June 2023**

Cooperative Students

Informal Discussion with staff to implement this new idea Observations of the student lead activities and support with the responsibilities

Improvement Goal #2

To give guidance on how to maintain a healthy life through the choices they make.

What is the overarch goal? |(think SMART) This goal aligns to the Quality Standard:

Healthy choices and behaviors

Key Activities to meet goal and objective

Person(s) Responsib

|

Needs

| Monitoring Method

SA

Implement health education that provides students the knowledge, attitudes, skills Site and experiences needed for Coordinator healthy eating such as utilizing , Staff the school garden and cooking projects

Curriculum **Aug. 2021**- | Videos **June 2023** | Access to

healthy snacks

Lesson Plans Observations

Implement health education that provides students the knowledge, attitudes, skills and experiences needed for physical activity such as organized games and yoga/mindfulness

Site Coordinator Aug. 2021 - , Administrat June 2023 ion, Staff

Curriculum Videos Supplies

Lesson Plans Observations

Implement health education that provides students the knowledge, attitudes, skills and experiences needed for personal hygiene such as dental care

Site Coordinator , Staff

Aug. 2021 June 2023

Curriculum Videos Supplies

Lesson Plans Observations

III. Improvement Phase It's time to monitor your plan. On an ongoing basis, revisit your goals and report on your progress. In a cycle of improvement, we might notice that the progress we anticipated occurring hasn't materialized. That's okay; as you are monitoring, you can make adjustments to ensure your team makes progress towards the identified goals. Shifts and changes are necessary!

C
INE

Progress Monitoring and Final Report on Goal #17 Throughout the improvement cycle, make note of progress monitoring data. Include a date for each entry. Also, at the end of the year, please Identify if the goal was met and share supporting evidence. If the goal was not met, please describe potential future steps,

Progress Monitoring 12/07/2021:

• Individual students helping with classroom duties such as clean up and project set up

• Group effort for daily campus clean up **Progress Monitoring 05/05/2022:**

• Daily campus clean up continues

Encourage more homework time especially with middle school students **Final Report 06/03/2022:**

Progress Monitoring and Final Report on Goal #2. Throughout the improvement oydle, make note of progress monitoring data. Include a date for each entry. Also, at the end of the year, please Identity li the goal was mot and share supporting evidence. If the goal was not met,

please describe potentlal future steps.

Progress Monitoring 12*/07/*2021:

• Offering healthy lifestyle choices by offering multiple types of healthy snack choices

Hands-on hygiene practices including hair grooming and oral hygiene brushing and flossing

activities. **Progress Monitoring 05/05/2022:**

• Offering more organized physical education both indoor and outdoor such as dancing, yoga,

kickball, and soccer. Final Report 06*/03/*2022:

Establish Communities of Practice Share Ideas, challenges, and solutions Find programs/sites that have a shared Quality Standard and collaborate on ideas

Daily ASES Schedule

- • 7:45 Students
Arrive

- • 7:55 Breakfast
Starts

- •

    8:10 First Group Dismissed From Cafeteria

- •

    8:25 Bell
Rings

- •

    8:30 Class

Starts

- 1:30 TK/Kindergarten Arrive (Wednesday All Grades Arrive)

- 1:45-2:15 TK/Kindergarten Nap

- 2:15-2:45 TK/Kindergarten Activity

- **3:00** 1st-4th Grade Check In: ASES Room & Receive Snack

- 3:00 5th-8th Grade Check In: Computer Lab & Receive Snack

- **3:1**5 1st Bus Leaves

- 3:15-4:15 Clubs (Homework Club Offered Daily)

- 4:15 2nd Bus Leaves

- 4:30-5:45 Free Choice

ee

- 5:45 Clean Up

- **6:00** Program Closes

7:45 Students Arrive