

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.

Expanded Learning Opportunities Program Plan Guide for Clear Creek Elementary School District

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

Name of Local Educational Agency or Equivalent:	Clear Creek Elementary 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. Clear Creek 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.

Because we are a single school, school district, our Expanded Opportunity Learning Program will be located on the Clear Creek School campus. Students and parents are familiar with our site and no additional transportation will be required to attend the program offerings.

Our site has a safety plan and it is reviewed annually. Each staff member has access to the information and safety training and drills are regularly scheduled for all staff members throughout the year.

When students arrive at the program whether it is before, during, or at the end of the school day, a sign-in and check-out sheet is maintained by the appropriate staff member. Students are only allowed to be checked-out by an authorized adult.

Because our campus is small, our staff knows each student by name and individual needs. Our program strives to create and maintain a safe and supportive environment that provides for the social, emotional, physical, and academic needs of our students. We implement the 2nd Step SEL curriculum across all grade levels in order to provide consistent language for working out problems with other students. We also have a school counselor to assist teachers in supporting our students' well-being.

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 design of our program and what will make it a quality program is making sure that we are offering opportunities for our students to learn and grow outside of their regular instructional day. Because there is only one school and location for our program, our students will be very familiar with staff, facilities, and rules. As we can grow our initial offerings, we will seek input on how we can meet additional needs of our community.

The initial programming will consist of a before and after care program as well as an after-school tutoring option for students. Within the before and after care program offering, a wide variety of enrichment activities will be available such as arts and crafts, socialization, physical activity, story time, imaginative play, breakfast/snack, and homework support.

Both program offerings will be available to all students, but will be limited to safe staff to student ratios. If the participation grows, we will seek to hire additional staff to accommodate the demand.

3—Skill Building

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

Both the before and after care program and the tutoring program will provide students the opportunity to build their social and academic skills in a setting other than their traditional classroom. Students will have the opportunity to work collaboratively with multi-age level groups that will help to build higher level communication and social skills. Activities will support creative thinking and appropriate group dynamics as well as providing extra academic support.

The Administrator will facilitate continuous collaboration and input between the Expanded Learning Program and the regular instructional day staff. Because we are so small, all staff members work closely and cooperatively together on a regular basis.

4—Youth Voice and Leadership

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

Our program incorporates feedback from students obtained through surveys provided each year and their preferences and choices are seriously considered in our program design. Information from staff members is provided to administration so that new equipment and activities may be incorporated into the program. Our students are encouraged to take leadership roles both in their classrooms and by being role models for younger students. We have a buddy system that consists of pairing students from a younger class with an older class which quickly builds bonds and friendships across the grade levels. This is helpful as these established friendships and care for others carries over into multi-age level groupings in Expanded Learning Programs.

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.

Our program incorporates healthy nutritional practices and provides daily physical activity to promote a better quality of life. We will offer a well balanced breakfast with nonfat milk daily in our before school program. Our after-school program offers one healthy salty and/or one healthy sweet snack in addition to nonfat milk, water, and fresh fruit and vegetables. Our after-school tutoring program will also have similar snacks and some physical activity available to students before beginning their tutoring and homework support.

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.

We welcome all students interested in enrolling into the program. If students have any special needs, we will make sure to have open communication so that staff are well aware and provided the resources for serving those students appropriately. Our staff is very representative of the students we serve and we often hire family members of our students due to the small size of our school community. Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7—Quality Staff

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

Program staff will be recruited through a rigorous application and interview process. New staff all meet at least the minimum requirements for the position and have their fingerprints cleared through the DOJ and receive a clean background check. Due to our rural location, often staff members are members of our small community that already have a positive relationship with our school. Each staff member is required to participate in CPR, First Aid and various training courses via Public School Works including Mandated Reporter Training.

8—Clear Vision, Mission, and Purpose

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

The Program supports our two LCAP goals. The program values and encourages the professional development of our staff, supports the academic success of students while also building strong connections to our school community. Our goals are to develop healthy young people by building on their strengths and interests, while creating opportunities to build friendships in safe environment.

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.

At this time, we have not secured a relationship with non-LEA partners, but will continue to strive to build relationships with outside agencies to increase our program offerings. We are a small, rural school with very few business neighbors which can be challenging to establishing and building partnerships with outside agencies.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Continuous Quality Improvement Process will include gathering information through parent, student, and staff surveys and program assessments. We will analyze and reflect on the data to generate and implement an action plan. The goal of the process is to provide information on how we are doing and what more we can accomplish moving forward.

11—Program Management

Describe the plan for program management.

The before and after care program and the after-school tutoring will be managed by the Superintendent/Principal with support from office staff and the Business Official. Classified staff for each program will be provided from 7:30-4:30 PM Monday- Friday. We currently offer summer school, but not for the required 9 hours at this point. We will strive to explore opportunities to expand our program offerings to meet the 9 hour requirement during the summer break.

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.

We do not receive ASES or 21st CCLC Elementary/Middle School grant funding.

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?

We currently operate a TK/Kindergarten class with one certificated teacher and one paraprofessional. Because we are a small school, we typically only have a couple TK students each year. As the age requirement changes, we will continue to provide the staffing ratios determined by the state. We have extended our in school day TK/K program from 180 minutes to 240 minutes a day then we will provide after care for those students. As part of our UPK plan, we are collaborating with our COE to provide training and credentialing as needed for new teachers. We will continue to develop and implement the appropriate curriculum based on TK standards.

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.

Expanded Learning Schedule for TK-6th grade

7:30-8:30 Before school care including breakfast

8:35-1:00 TK/K Traditional School

1:00-4:30 TK/K After Care Program with milk and snack

8:35-2:45 1st-6th Traditional School

2:45-4:00 After School Tutoring Program with snack

2:45-4:30 1st-6th After Care Program with milk and snack

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.