

**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.

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

Local Educational Agency (LEA) Name: Sierra Foothill Charter
Mindy Bolar
Contact Name: _____
superintendent@sierrafoothillcharterschool.org
Contact Email: _____
209-742-6222
Contact Phone: _____

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

- Sierra Foothill Charter School
1. _____
 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

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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>.

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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.

The program will be offered at Sierra Foothill Charter School (SFCS). Program staff will be qualified, trained, and supported by school administrators. Program environment will be engaging and positive, with a focus on supporting the academic, physical, and social-emotional growth of each student. Staff and students will be familiar with emergency plan procedures. In the summer, the program location will shift to a local park in coordination with a county program. Transportation needs will be assessed and provided when possible.

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.

Students will experience enrichment opportunities to enhance learning with project-based, hands-on, high-interest activities that compliment classroom instructional programs. Students' learning will be extended, and they will have opportunities to deepen their understanding in topics of interest. In addition, students will spend time practicing identified skills and concepts to accelerate learning.

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3—Skill Building

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

Time will be set aside in the schedule for skill building activities. Students will have opportunities to practice identified skills and concepts through individualized online programs and tutoring support.

4—Youth Voice and Leadership

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

Students will practice collaboration and leadership skills as they work together on projects. Roles and responsibilities in the program will also provide opportunities for leadership. Students will have choice in selection of activities and topics to explore. There will also be times to share learning and project outcomes with other students.

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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.

Meals and snacks served during the program will meet the required USDA nutritional guidelines. Students will have opportunities to learn about nutrition and participate in cooking and meal preparation activities. Each day in the program will also include physical activity. Positive behaviors will be practiced and supported throughout the program, and staff will use incentives and structures to encourage and support kind, respectful and appropriate behavior.

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.

Students will have opportunities to learn about various cultures through the art, music, and literature options provided in the program. They will also have opportunities to share about their experiences and learn from others. The program is designed to provide access for students of various backgrounds and abilities to participate and experience success. Staff will be trained and supported to ensure equity in the program.

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7—Quality Staff

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

Instructional aides who work at SFCS will operate the program, so students will be familiar with staff members. Program staff will be trained and selected with care to optimize program outcomes. Participating staff members will value connection and positive relationships with students, and demonstrate the willingness and ability to support students with a variety of needs. The Principal will oversee program staff and provide support and assistance as needed.

8—Clear Vision, Mission, and Purpose

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

Purpose: Provide a quality program to enhance instruction with opportunities for learning and growth outside of the regular school day.

Vision: Students participating in the program will enjoy active, meaningful learning opportunities and positive interactions with others resulting in overall growth in all areas.

Mission: Create and maintain a quality, safe, and engaging program that supports all students who wish to participate with well-trained, enthusiastic staff members.

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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.

SFCS has a number of local partnerships that will be accessed to improve program quality. These partnerships may include Mariposa County Parks and Recreation Department, Mariposa Safe Families, UC Merced, Sierra Foothill Conservancy, Catheys Valley Historical Society, Mariposa County Health and Human Services, and the Mariposa Arts Council.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Multiple measures will be used to assess program effectiveness. The measures may include student academic data, discipline data, attendance data, surveys, feedback forms, and staff evaluations. SFCS administration will collect and analyze data with staff to identify areas of strength and improvement. The SFCS Board will receive an annual report for input on the program improvement plan.

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11—Program Management

Describe the plan for program management.

The Principal will directly oversee the program and its offerings. The Program Lead, a trained Instructional Aide, will coordinate activities and collaborate with teachers. Regular meetings will be held for planning and support. The Principal will evaluate program staff.

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.

SFCS does not have other grants to incorporate for this program.

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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?

Program staff will be trained to work effectively with students of all ages. Developmentally appropriate lesson materials and supplies will be provided. If necessary, SFCS will recruit staff from local agencies to maintain proper ratios. SFCS is a small school, so staffing ratios are less of a concern. All students will participate together in the program for most activities, as SFCS upper grade students are familiar with supporting and assisting younger students. There will also be time when students will be grouped in closer age ranges to better match learning opportunities/activities to developmental levels.

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.

Program will be offered each school day following dismissal. In addition, the program will be offered on non-school weekdays, with the exception of state holidays. Summer program will be combined with the Summer Camp offered by the Mariposa County Parks and Recreation Department.

Sample school day schedule:

Breakfast and choice activities before school - 30 minutes

After School Program following dismissal - 2-4 hours, depending on weekday (ELO-P funded)

Sample intersession schedule:

8:00AM-5:00PM - ELO-P funded program

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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.

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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

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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.