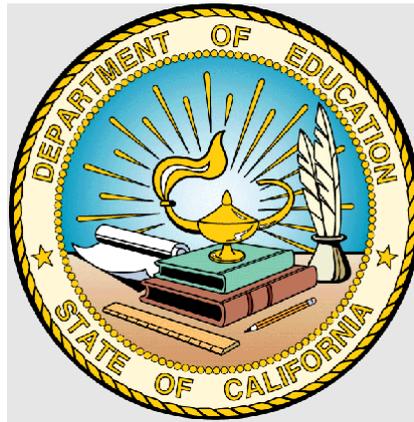


Expanded Learning Opportunities Program Plan Guide

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:	Rio 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. Rio del Mar
2. Rio del Norte
3. Rio del Sol
4. Rio del Valle Middle School
5. Rio Lindo
6. Rio Plaza
7. Rio Real
8. Rio Rosales
9. Rio Vista Middle 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.

The Expanded Learning Opportunities Program will provide a safe environment that supports the physical and social-emotional needs of students. The program will be offered on each school site. Transportation will be provided to students in the program who live in areas that are deemed unsafe for pedestrian travel. In collaboration with site administration, each program will participate in safety drills by the end of the first trimester. The program will emphasize students' social emotional learning; staff will be trained in restorative practices, trauma informed practices, first aid, diversity and equity, and classroom management.

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 ELO-P will engage student participants in activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities will include a variety of hands-on activities that promote social emotional learning, literacy, and Communication, Collaboration, Critical Thinking, Creativity and Caring (the 5 Cs). Activities may include athletics, art, music, outdoor education, STEM, public speaking, and homework help. A teacher liaison from each school will help support learning activities by updating program staff about student learning during regular instruction so that after school learning activities support regular instruction. The program will supplement

3—Skill Building

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

The goals of the ELO-P align with the 5 Cs-Communication, Collaboration, Critical Thinking, Creativity and Caring- as well as social emotional learning (SEL) competencies of Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Enrichment activities that promote active and engaged learning will promote the 5Cs. Students will develop SEL skills through participation in community building circles that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm. Students will engage in cooking and nutrition classes that will develop their culinary skills, promote healthy lifestyles, and foster independence. Students will also have several opportunities to participate in athletics and physical fitness activities, which will promote healthy lifestyles and support gross motor skill development.

4—Youth Voice and Leadership

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

The ELO-P will provide students with opportunities to contribute to program design and provide access to leadership roles. All students will share and engage with others in community circles or daily check-ins. Students will have opportunities to for leadership as peer restorative justice facilitators. Student surveys will allow for student input regarding program design and activities. Students will also have choices of clubs and enrichment opportunities based on their interests.

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 support student well-being and healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor education. Students in grades 1-6 will have options to participate in various organized and developmental sports activities. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Outdoor education programs will be available during intercession programs. Outdoor programs will increase student awareness of local natural environments and encourage healthy exploration of the natural world. Students will receive either a supper meal or snack prepared by the Child Nutrition department and will have opportunities to participate in nutrition education classes and workshops. Various gardening programs will be available to all students. In collaboration with the Child Nutrition department, the program will offer cooking and nutrition education classes inspired by the Harvest of the Month and produce from local growers.

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 will create a safe environment that values diversity and equity for all students. The program will actively recruit staff that reflects the community of the students served. Program information and help completing forms and applications will be available in English, Spanish, and Mixteco. Staff will participate in diversity and equity training. Other school staff (principals, counselors, teachers, office staff) will communicate physical and developmental needs of individual students to site coordinators, including students with disabilities. Reading materials selected for activities will represent diversity of student participants.

7—Quality Staff

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

The program will recruit and retain high quality staff and provide ongoing professional development based on staff and student needs. Although they will be hired and employed by contracted agencies, staff directly supporting children in the program will meet the same requirements as Instructional Assistants. Staff will participate in professional development as required by the district, as well as the partner agencies. Some of these trainings include opportunities in restorative justice practices, trauma informed practices in schools, classroom management, sports, literacy, and STEM. District will hire a credentialed teacher liaison for each school site who will support the staff in developing appropriate teaching and learning strategies and classroom management. The liaison will observe staff and offer feedback as well as model these strategies. Staff will observe teachers at the assigned school site at least three times per year.

8—Clear Vision, Mission, and Purpose

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

The Rio School District's expanded learning programs' vision and mission are the same as those of the district.

Vision: The Rio School District and community empower students to achieve their full potential in our community, our American democracy and our diverse changing world.

Mission: Rio School District aims to provide safe learning environments that support every child developing and learning to their fullest potential.

With input from students, parents, teachers, staff, and administrators, the district will adjust goals to meet students' needs. The program's goals include:

1. Build collaboration with BGCOP, RSD, Teacher Liaisons, site principals, district leadership and parents to provide robust enrichment programs based on site and district goals and initiatives.
2. Provide students with structured physical fitness and healthy nutrition and safety practices that are aligned to the district Wellness Policy and to the California Physical Education Content Standards to promote healthy lifestyles and physical development.
3. All after school program staff will promote the social emotional development of all students and will develop relationships with students so that every student feels valued, safe, and respected.
4. Provide students and parents with opportunities to give feedback about the program, participate in leadership roles, and develop ideas for programs.

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 Rio School District has developed partnerships with outside agencies to provide staffing for the ELO-P. Staff from both agencies will work under the guidance and direction of a district-employed after school program site coordinator. Staff employed by partner Community Based Organizations, such as the Boys and Girls Club of Greater Oxnard and Port Hueneme and Catalyst Kids, will participate in professional development opportunities determined by the district. District and partner agencies administration will communicate monthly regarding professional development, staffing updates, programs, policies, and improvement.

The district has also developed partnerships with outside agencies who will provide additional resources support and training (Ventura County Office of Education, Ventura County Public Health, Field Hockey Federation, and more). The district will continue to seek partnerships with outside agencies who can provide resources to students based on student needs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The continuous quality improvement process will incorporate feedback from staff, parents, students, and partners. Such feedback will inform program goals within the framework of the Rio School District Mission and Vision and the Quality Standards for Expanded Learning in California.

District administrator will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, teachers, program staff, and other administrators, the district program administrator will review program data through the lens of the Quality Standards for Expanded Learning.

11—Program Management

Describe the plan for program management.

Program management will mirror management of the Rio School District's After School Education and Safety program.

The Director of District Programs, in collaboration with other district and site administrators, will be responsible for overall program oversight. The Director of District Programs will guide program improvement process, submit necessary data reports to CDE, facilitate bi-weekly meetings with all site coordinators, develop a professional development plan, pursue community partnerships, provide program information to the district community. Site coordinators hired by the district will guide the daily operations of the program at each school site. This includes recording attendance, sharing program information with parents, ordering materials, meeting once per week with site administrators, leading weekly staff meetings. Program staff hired by partner agencies, such as Boys and Girls Club of Greater Oxnard and Port Hueneme, will facilitate activities in the classroom of 20 children. Program staff will attend professional development opportunities planned by the district and partner agencies.

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.

The district receives funding to operate the After School Education and Safety (ASES) program at seven of its nine schools during the regular school year and six schools during summer. By adopting local ASES program policies and procedures for the ELO-P and using funds from ELO-P to expand and enhance ASES enrichment programs, such as music and sports, expanded learning programs in the Rio School District will be one comprehensive program. ELO-P funds will help increase the number of students currently served in the ASES-funded program and will allow the district to create additional after school opportunities at Rio del Sol and Rio Vista at no cost to families. ELO-P funds will pay for program staff to increase number of students served and also materials for new sports and arts programs. The EXPLORE (Expanded Learning of Rio Elementary) program will maintain consistent attendance and early release policies and program curriculum across all sites.

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?

Professional development of TK and Kindergarten program staff includes a new hire orientation that covers basic health and safety and program implementation; staff also participate in learning pathways designed to support the age group the staff works with from 0-12 years old. Topics include problem solving, developmentally appropriate programming, child assessment, positive relationships, and basic health and safety standards.

The TK/Kindergarten program provides a balanced approach of play and academics. Staff use child guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. TK/Kindergarten staff meet with school teachers to discuss goals, strengths, and challenges as it relates to the children attending and builds adult guided experiences to complement school day learning.

TK and Kindergarten students will be served by a combination of ELO and CSPP funds to provide expanded learning programs.

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 1st-5th Grade Schedule

2:22-2:40 Attendance/ Drop off Belongings

2:45-3:15 Snack Time/ SPARKS

3:15-4:10 Power Hour (Homework Support)

4:10-4:30 Reading

4:30-5:00 Enrichment

5:00-5:25 SPARKS/ Community Circle

5:30-6:00 Pick Up / Closing

Sample TK/K Schedule

12:40 - 12:45 TK/Kinder Pick Up

12:45 - 12:55 Wash Hands

12:55 - 1:15 Supper

1:15 - 2:00 Homework

2:00 – 2:15 Class Announcements

2:15 - 3:15 30 Fit

3:15 3:20 Wash Hands

3:20 – 4:20 Clubs

4:20 – 6:00 Open Recreation

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.