



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

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

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

Name of Local Educational Agency or Equivalent:	Chatom Union School District
Contact Name:	Mrs. Cherise Olvera
Contact Email:	colvera@chatom.k12.ca.us
Contact Phone:	209-665-8505 Extension 1

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. Chatom Elementary School
2. Mountain View 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.

This program will be designed for both on and off campus activities. Transportation will be provided between sites and from off campus activities. All off campus activities will be determined based on participant's interest and strengths from staff, students, and community members. Staff to student ratio will be based on district and state guidelines.

Additional safety guards will be implemented to ensure a safe and supportive environment. Some of which include: maintaining two staff members until closing, use of digital radios for increased communication between staff members, installing a security fence to control access to campus after hours and to prevent unauthorized entry to ensure the safety and security of students and staff. An additional safety measure is to add a primary bathroom next to the playground used by the after school program. Currently the program only utilizes one side of campus and all children TK-8 are sharing a common restroom. It is a safety concern to have the TK/Kindergarten (4/5 year old) children accessing the same restroom as the middle school children (12/13 year old). The additional restroom would be placed in the area utilized by the after school program so the primary children are in an age-appropriate restroom with age-appropriate peers under the direct supervision of staff for increased safety and access.

Custodial staff will be hired and provided with the proper cleaning materials and utility vehicle to efficiently transport all cleaning and sanitation supplies to follow disinfection protocols in order to maintain a clean and safe after school learning environment.

Staff will cultivate a positive, nurturing environment where students can reach their full potential. Students will follow the school's rules and expectations that are in the adopted handbook. Staff who are trained in safety and first aid will be available for students as needed. Staff will be notified of students with specific medical or health conditions.

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.

This program will be an extension of the Summer School, Saturday School, or stand alone scheduled full day program. The program will focus on hands-on, project-based, and collaborative activities. Sites will plan and implement based on participants' needs and interests. Students will participate in collaborative activities that will raise their community, cultural, and global awareness. Critical thinking skills and opportunities will be integrated into this extended learning program.

A diverse selection of instructional support and enrichment programs will be offered. All instructors will be provided the proper materials, furniture, storage, and equipment necessary to provide a quality program which includes hands-on, project-based and collaborative activities. It is the goal to expand the program to include a portable classroom to support a cooking/art class and an outdoor learning environment to support the garden club and other S.T.E.A.M related activities. The cooking/art class would be equipped with appropriate furniture that serves as a larger work space to prep materials and participate in collaborative activities. It will also have a refrigerator and kitchen appliances. The outdoor learning environment would allow students and staff to work with soil and materials that would not be appropriate for indoor use.

Outdoor physical activities will also be included to promote good physical and mental health. Playground equipment, sports equipment, games and supplies would be used to support this program. Since the after school program occurs at the hottest part of the day, a shade structure would be placed over the existing playground equipment to give participants access to the play structure when ordinarily the equipment is too hot to play on.

Program sessions will continue to be added and or adjusted based on participant's interest and strength from staff along with input from staff, students, and community.

3—Skill Building

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

This program will be an extension of Summer School, Saturday School, or stand alone scheduled full day program. The program will focus on 21st century skills. Students will be exposed to life and career options. They will build on social and personal responsibility expectations and skills. This program will prepare students to demonstrate mastery of skills through a final product or presentation. Activities will also focus on team building, collaboration and use of effective communication in preparation for the 21st century. Staff will be provided with appropriate materials to support each program which includes skill building in the areas of both educational elements and enrichment elements.

Technology will also be incorporated to allow for interactive learning experiences, which can enhance comprehension and retention of concepts. The use of technology also provides visual aid, multimedia integration, collaborative opportunities, flexible teaching methods, digital resources, individualized learning support, and valuable digital literacy skills. Some of the technology may include; Chromebooks, Smart Boards, I-Pads, desk top computer stations and other age-appropriate digital devices. Proper storage and furniture would be used to make the equipment safely accessible to all children.

4—Youth Voice and Leadership

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

All program activities will be based on the strengths and interests of the participants. Staff will provide participants with opportunities to build leadership skills and experiences within our community. These are activities that require critical thinking, debate, and action planning, which participants will use throughout their lives. Participants will take responsibility and ownership of the program by giving input and feedback on projects and activities. A student input meeting is held annually which allows students an opportunity to provide input on the Local Control Accountability Plan (LCAP) and after school program activities.

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.

Proper nutrition in the school age years can reinforce lifelong eating habits that contribute to a student's overall well-being. Proper nutrition improves academic, behavior, and self-image. Understanding the importance of proper nutrition and educational goals all students will be provided an after school snack which meets the nutritious guidelines required by both state and federal regulations. A super snack may also be provided through the Child and Adult Food Care Program (CAFCP). The provided snacks will be prepared by the cafeteria staff which can be distributed through delivery to individual classrooms or served directly in the site cafeteria.

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.

This program will be an extension of Summer School, Saturday School, or stand alone scheduled full day program. The program will focus on diversity, access, and equity for all students. Staffing will be strategic based on exposing students to a variety of diverse backgrounds and experiences. The program encourages the value of diversity and welcomes an environment in which represents equity.

7—Quality Staff

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

Many of the extension academic programs are taught by certificated staff that teach during the regular instructional day. Certificated staff members are all highly qualified based upon the California State requirements. Enrichment activities are taught by both certificated and classified staff based upon experience and expertise in the subject matter and/or activity. All staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.

All instructors will be provided with the proper materials, equipment and storage to provide opportunities for students to engage with quality staff and have access to a quality program.

8—Clear Vision, Mission, and Purpose

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

Vision: The Chatom Union School District's staff is committed to providing a high quality instructional program so every child in our District has the chance to reach their fullest potential.

Mission: Learning opportunities and experiences before, during and after school will be provided to all students that will strengthen their academic, social, and emotional development to enable students to be successful in higher education and careers.

Purpose:

Maintain a safe and encouraging school environment conducive to learning before, during and after school.

Develop skills needed for success in college, careers, and life including critical thinking, communication, collaboration and creativity.

Provide opportunities for all students to be active, engaged participants in the learning process through a broad course of study.

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 extended learning program is staffed with Chatom Union School District classified and certificated employees that have other duties throughout the instructional day which allows for seamless collaboration and integration between the instructional day and expanded learning program.

The expanded learning program partners with each individual school site, Stanislaus County Office of Education, Gallo Arts, Carnegie Arts, Stanislaus Partners in Education, and local community clubs, recreational programs and colleges. The program also partners with local community members for special activities and events.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Within two weeks of the conclusion of the program, the district will collect an anonymous survey from participants, parents/guardians, and staff. Data from the survey will be collected and presented to a committee. This data will help identify the strengths and weaknesses of the program. The committee will discuss and review this information to make any adjustments to further improve the program.

The District will continue to seek student, staff and public input for continuous quality improvement of the program and will revise the program and plan accordingly.

11—Program Management

Describe the plan for program management.

Management of the program is a collaborative effort between site Principals, After School Coordinator, Business Manager and support staff. Staff within the different programs maintain financial records, course offering schedules, inventory, attendance, parent information and student progress. Ongoing professional reflection and training will occur to continue to strengthen and expand the learning programs. The program has a clear organizational structure which allows staff to focus on the needs of participants.

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 currently receives ASES funding which provides educational and enrichment elements to students after the regular instructional day. The ELO-P funding will be used to expand the ASES program to include more participants, activities and opportunities before school as well as during intersessions. Although the funding is different for each program, the goal and focus of the programs are the same and seen as one comprehensive program to provide expanded learning opportunities to students in a safe environment.

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?

The District after school program already includes kindergarten and transitional kindergarten students which includes developmentally appropriate curriculum and activities. The after school program currently is designed to maintain a 20:1 ratio. Current staffing will need to be reviewed to assign staff according to the new regulations under ELO-P. Additional staffing may be needed to meet the 10:1 ratio required once enrollment numbers are confirmed. Additional staffing may occur through adding hours to other District classified personnel and or hiring new employees through advertisement, recruiting and job fairs.

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.

Schedules may occur as follows:

Regular Day Sample:

Elementary TK- 2 Regular Day 8:10 a.m.-1:55 p.m.

Afterschool program 1:55 p.m. -6:00 p.m.

Intermediate Grades 3rd-5th Regular Day 8:10 a.m.-2:50 p.m.

Afterschool program 2:50 p.m. -6:00 p.m.

Summer School or Saturday School

7:30-8:00 Before Session Program
8:00-12:00 Academic Program Elements
12:00- 4:30 Enrichment Program Elements

Schedules are subject to change each year. Schedules will continue to be reviewed based upon student, parent and staff needs. Additional schedule options may include fieldtrip excursions, S.T.E.M Camps or Visual & Performing Arts Camps

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.