

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:

Potter Valley Community Unified 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. Potter Valley Elementary School

2. Potter Valley Junior High 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/qualstandcqj.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.

During the school year, students will receive after-school programming at KUDOS, an ASES funded program. The district collaborates with the Potter Valley Youth and Community Center to provide the after-school program. The program is offered at the Potter Valley Youth and Community Center which is owned by the district and leased to the PV Youth and Community Center. Students receive supplementary instruction and engagement through the program. The District works with the Mendocino Community Youth Project (MCYP) to provide additional social, emotional, and mental health programming for students. Through this partnership, students are receiving on site the following services: 1:1 sessions with a Youth worker, Group sessions (previous subjects included Anger Management, Alcohol and Drugs), and Presentations in classrooms. These services are offered during the summer as an extension of the school year. The District is also administering the California Healthy Kids Survey this year to identify other needs.

The district provides summer school enrichment for all grade levels on the school sites. Each grade level is being provided supplemental instruction through hands-on activities and project based instruction.

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 KUDOS program, funded through ASES grant uses curriculum and instructional to supplement learning that occurs during the day at school.

During the summer program, district teachers are hired to provide direct instructional that supplements and supports learning done during the school year. District teachers will use current curriculum and instructional techniques to enhance the learning and more deeply engage students using hands-on learning and project- based learning.

3—Skill Building

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

The ASES program offers after-school tutoring based on small group grade level instruction. The summer program is based on small grade level groups allowing students to be actively engaged and increase participation, collaboration and individual skill building.

4—Youth Voice and Leadership

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

In small groups, students will be encouraged to become more confident in expressing their learning needs and goals for subject matter mastery. Specific modules are developed in the summer program to increase youth voice and leadership experiences. One such program is aimed at allowing students to chose community services projects and develop project plans. High school students will be used in some summer modules allowing for youth leadership and skill building as well as role models for younger students.

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.

Nutritious snacks will be served during the KUDOS afterschool program through the ASSES funding. The programming at KUDOS includes a healthy balance of academic activity and physical activity.

During summer school, nutritious snacks will be provided for all students. Physical activity will be part of the curriculum for all summer school programming.

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.

English learners as well as students with disabilities will be encouraged to attend the KUDOS after school programming as well as the summer enrichment program. All program information will be translated and dispersed to the families of English Learners and bilingual staff will be available to communicate with parents about student progress. RSP paraprofessionals will also be included in program staffing to support learning needs of students with disabilities. Summer school enrichment will include special education services for students in need of further academic support. All programming will be available at no cost to students including field trips, athletics, and support materials.

7—Quality Staff

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

PVYCC provides trained staff for the afterschool programming, which is supported by the district's staff. Summer programming will hire highly qualified certificated staff will facilitate the program and deliver instruction. Summer programming assistance will also be provided by our Special Education staff, both credentialed and classified. Current district staff are providing the summer school programming.

8—Clear Vision, Mission, and Purpose

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

The after-school program and the summer programming has a clear vision, mission, and purpose--to provide enhanced learning opportunities for students in a small group setting that will students to engage deeply with the material and allow hands-on learning to mitigate lost instructional time.

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 District collaborates with stakeholders that include the Potter Valley Youth and Community Center, parents, staff, and community members to develop and implement an after-school and summer plan that serves to enhance classroom learning.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The quality of the program will be measured by student academic achievement as measured by state and local assessments. In addition, student leadership and voice will be measured by teacher anecdotal evidence and classroom participation/interaction. Finally, summer program sign-ups and attendance at summer programming will be used to determine the types of programming which attract students and keep students engaged.

11—Program Management

Describe the plan for program management.

Academic achievement for student program participants will be reviewed using pre and post assessments to measure student growth. Summer school engagement will be measured using student participation, parent and student satisfaction, and anecdotal information from teachers. Summer modules will be adjusted based on students growth and interest.

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.

ASES funding will be used in conjunction to ELO-P funding to create a comprehensive after school and summer programming allowing students seamless access to programming. ASES funding will be utilized for the after-school programming during the school year. ELO-P funding will be used in conjunction with ESSER III and LCAP funding for engaging summer school programming.

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?

Transitional kindergarten and kindergarten students will have access to both the after-school programming as well as the summer enrichment program. Our partner, PVYCC already serves our Kindergarten students in the after school programming. The district will ensure access to the after school and summer school programming by supporting PVYCC in maintaining the 10 to 1 ratio. PVYCC will coordinate and plan the program to have a student to teacher ratio of no more than 10 to 1.

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.

Transitional kindergarten/kindergarten schedule:

School day from 8:00 - 2:15

ELO-P After-school programming from 2:15- 5:00 p.m.

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.

