

# 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)

<b>Name of Local Educational Agency or Equivalent:</b>	Redwood Coast Montessori
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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. RCM - Manila

### 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.

Redwood Coast Montessori currently has an after-school program operating at our Manila campus. The ELO based programs are funded through a California Department of Education After-School Education. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a regular safety review.

All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their on-boarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Program staff document and communicate all incidents that are relevant to the health or safety of each child. All safety or other incidents that are documented are communicated to appropriate supervisory and/or school staff and families. Our program maintains an up-to-date record of all students participating with current emergency contacts for program activities. It aligns with the school safety procedures already in place, including procedures for emergency and safety drills. During the program, all staff are expected to always maintain line of sight on all students. Students are monitored by program staff when they need to leave the program site for reasons such as, but not limited to, restroom breaks, check-ins with teachers or parent pick-up. Staff do their best to communicate closely with parents and guardians.

## 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 proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens. The proposed activities focus on English language arts, math, STEM, physical activity, emotional development, and arts & enrichment with the ultimate goal of closing the opportunity gap. We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer and during our mid-year camp sessions. To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards social and emotional learning (SEL). By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities. The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

### 3—Skill Building

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

Redwood Coast Montessori provides various ways for students to experience skill building. In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. The program provides small group and individual opportunities for enrichment and leadership. Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are in line with the Montessori philosophy of instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success

### 4—Youth Voice and Leadership

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

RCM will provide opportunities in after school and school break enrichment programs that will provide students with leadership skills. Students will be regularly consulted as part of the program development. As the program continues to develop program leadership will work with students to understand their academic and social emotional needs to provide programming that is interesting and engaging to students. This student voice will be gathered through communication with students as well as surveys. Students will also be part of service learning projects during the program. These might include campus beautification, working with local non-profits and older students working with the younger students on academic subjects.

### 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.

Redwood Coast Montessori's ELOP program routinely focuses on healthy behaviors. RCM does so through daily recess and PE time blocks during the after school hours. Staff encourage students to be physically active, both during a free play recess and structured physical activities. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. This wellness programming emphasizes social/emotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

Physical Activity: Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Physical activity programming will include activities that are designed to help students:

- 1) Enjoy and seek out physical activity;
- 2) Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;
- 3) Develop and maintain acceptable levels of physical fitness; and,
- 4) Develop the ability to get along with others in movement environment. Students learn to work as a team and collaborate together to reach shared goals.

Nutrition Education: Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

## 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.

Redwood Coast Montessori's ELO-P is committed to serving all students and families, and ensures equal access to its programs in various ways. The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and their community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided to staff include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served. RCM's enrichment programs will afford all students the opportunity to work with strengths outside of the academic setting. Students who may not thrive in the classroom may be able to access content in enrichment courses more easily.

## 7—Quality Staff

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

Redwood Coast Montessori ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to on-boarding. RCM will also work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise.

The Manila site supervisor will oversee the management of our program. The site supervisor will design and guide staff development in support of expanded learning. They will also manage and support the school site team with the implementation of the program and staff development. Staff will have clear titles and responsibilities, and receive a competitive salary. Staff overseeing the ELOP program will receive two days of professional development training each year to assure that the highest quality instruction and to provide training in SEL areas such as trauma informed teaching.

## 8—Clear Vision, Mission, and Purpose

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

RCM's Expanded Learning program offers a range of options for students, including after-school programs and summer school programs. These programs are designed to provide students with additional opportunities for learning and growth outside of regular school hours. Our goal is to provide all students with a diverse range of experiences that promote their personal and academic growth, while also encouraging socialization and teamwork skills.

All programs are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

## 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.

Redwood Coast Montessori will continue to partner with school staff, families, and students to gather feedback, design programming, and implement ideas for a high-quality afterschool programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services to help increase educational equity and expand educational opportunities for students.

RCM will continue to build community partnerships and relationships as the program becomes more established. Collaborative Partnerships include: Manila Community Resource Center (MCRC): This school sponsored agency is part of the Humboldt Network of Family Resource Centers which provides vital services such as emergency food assistance, clothing and referral to a wide array of community services.

- Clothing Closet (MCRC provides clothes/shoes when students need them)
- Funding assistance
- Enrichment Classes
- MCRC has communicated with families/sent supports such as food home through ELO-P staff
- ELO-P staff have refer families to the MCRC

Cal Poly Humboldt Center for Community Based Education:

Every semester we receive several interns through this collaboration from a wide range of academic departments including Child Development, Social Work, Natural Sciences, and the Arts.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Redwood Coast Montessori will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, RCS will use a number of data tracking and monitoring procedures. RCM will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students. These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the

programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base.

## 11—Program Management

Describe the plan for program management.

Program operations are overseen by the School Director. Roles and responsibilities are outlined below.

School director is responsible for:

- Program oversight
- Budget oversight
- Collaborating with our community partners
- Program evaluation and quality improvement data analysis
- Tracking and reviewing attendance data

Site supervisor is responsible for:

- Site based staff supervision
- Curriculum and program selections
- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized and safe environment for student

Site Based Staff will be responsible for:

- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized and safe environment for students

Regular meetings, both formal and informal, between the School director and Site supervisor will ensure that each school site is informed of expanded learning activities and coordinate continuation of projects and learning from the regular school day to the expanded learning program.



## 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.

Not Applicable.

### 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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment and retention of individuals pursuing early elementary education or child development certificates. The TK/K program is run in a separate room and uses Montessori curriculum designed for that age group with a strong focus on social/emotional and practical life skills. The ELO-P will follow developmentally appropriate practices based on Montessori curriculum. The ELO-P funding will help to ensure that we maintain a staff ratio of at least 1:10.

### 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 School Day Schedule

This is a sample schedule

Time Activity

7:45-8:30 Drop Off & Breakfast

8:30 – 9:00 Morning Recess & Community Circle

9:00 – 11:00 Morning camp activity w/snack

11:00 – 12:00 Recess & Lunch

12:00 – 2:00 Afternoon camp activity w/snack

2:00 – 3:00 Enrichment activities

3:00 – 5:30 Aftercare w/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.