

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:	Redwood Preparatory Charter School
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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. Redwood Preparatory Charter 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 extended learning opportunities for our students will be offered on our school campus. The before and after school programs adopt the school mission, vision and core values.

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.

We plan to offer reading intervention for students using a specific intervention curriculum that is different from those used in the classrooms. Math interventions in small groups and one on one sessions are also available after school. The activities that are offered are not available during the school day. Our team works and plans collaboratively to ensure our offerings do not duplicate classroom activities.

3—Skill Building

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

Students will gain skills related to cooking, fitness, art, gardening, drama and interpersonal relations through the activities provided in our program offerings and activities.

4—Youth Voice and Leadership

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

Social responsibility and community engagement are core values at Redwood Prep. Students participating in the after school program will participate in service learning and community service projects each year.

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.

Students will maintain our school garden. We use the fruits and vegetables from the garden for our meal program. Additionally, students will participate in healthy cooking and social/emotional/mindfulness activities.

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.

As a school we utilize Universal Design for Learning practices. These strategies are geared toward eliminating barriers and creating a path of access for all students.

7—Quality Staff

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

All employees of Redwood Prep and Dream It. Be It. complete all required health, safety and compliance trainings each year. Additionally we provide staff training related to best practices with regard to student supervision, trauma-informed practices, interventions for academics and behavior. We view student support before, during and after school holistically and strive for consistency of practice within and across all of our programs.

8—Clear Vision, Mission, and Purpose

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

Students thrive when offered opportunities to expand experiences through enrichment. Redwood Prep fosters a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, technology, and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century.

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.

We will work with our community partner, Dream It, Be It Inc by using their employees to staff our program. We are also working with the City of Fortuna's Summer Fun Program to allow our students to attend their program after ours has ended.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

At the end of our first summer program we will send out a survey to the participants, their parents, and staff to receive feedback. With the feedback from the survey, the program director will meet with the coordinator to discuss how to improve the program. Additionally we will work with our educational partners, leadership team, parent council and student council to see how we can improve our program.

11—Program Management

Describe the plan for program management.

The program director, ELOP coordinator, food service coordinator and business manager work collaboratively to plan all aspects of the program. The coordinator plans the daily activities and staffing. The food service coordinator plans the breakfast, lunch and snack menus. The program director and business manager collaborate to handle ordering and supplies, invoicing (for paying participants) and invoice our community partner, Dream It Be It Inc for their employees.

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.

We do not participate in ASES or 21st Community Learning Centers Program. We will be using ELO-P funds only.

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 classroom aide for our TK class will also work for Dream It. Be It. to supervise our youngest participants. Students will sign-up before each session of the program so we can ensure that the staff to student ratios meet the requirements. We will provide training for this employee to ensure their knowledge of early childhood development adequately meets the needs of our students. In our first year of operations we only have 10 TK students enrolled at our school so maintaining ratios is not an issue. As we expand our TK program in years two and three, we will hire and train additional staff as needed. We will collaborate with the TK teacher to ensure that materials and activities are age appropriate.

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 Summer and School Holiday Schedule:

7:30 - 8:30 Arrival and Breakfast
8:30 - 9:30 Activity 1
9:30 - 10:30 Snack and Free Time
10:30 - 11:30 Activity 2
11:30 - 12:30 Lunch
12:30 - 1:00 Outside Play
1:00 - 2:00 Activity 3
2:00 - 3:00 Zen Time
3:00 - 4:30 Activity 4
4:30 - 5:00 Free Time and Pick Up

Intersession Schedule TK

8:00 - 12:00 Class
12:00 - 12:45 Lunch and Recess
12:45 - 1:45 Activity 1
1:45 - 2:00 Restroom Break
2:00 - 3:00 Story Time and Zen
3:00 - 4:00 Activity 2
4:00 - 5:00 Activity 3 and Pick Up

Interession Schedule Kindergarten

7:30 - 8:00 Breakfast
8:00 - 2:00 Class
2:00 - 3:00 Story Time and Zen/Quiet Time/Intervention
3:00 - 4:00 Activity 1
4:00 - 5:00 Activity 2 and Pick Up

Interession Schedule Grades 1 - 6

7:30 - 8:00 Breakfast
8:00 - 3:00 Class
3:00 - 4:00 Activity 1
4:00 - 5:00 Activity 2 and Pick Up

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.