

Expanded Learning Opportunities Program Plan Guide

Prepared by:
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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 seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Bridgeville School

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Contact Title: Administrative Assistant

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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. Bridgeville School

2.

3.

4.

5.

6.

7.

8.

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

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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.

Bridgeville Elementary School District has been part of the ASES Consortium for several years, providing a safe and supportive learning environment for all students during non-school hours. Bridgeville School is a single school-district located in a beautiful rural area of Northern California. The After-School/ELO program site is located on the Bridgeville School campus.

Our Expanded Learning Opportunity Program provides a safe, supportive, and welcoming environment that ensure students feel they belong. There is regular communication between the program providers, school staff, and parents so that students are accounted for and are being well taken care of. Students are signed in at the start of the program each day that they attend. All students must be signed out to a parent/guardian or approved adult to be dismissed from the program. All staff members follow the District rules and the ASES policies and procedures. All classrooms are equipped with emergency contact binders and first aid kits. Staff has access to an AED and Epi-pens. After-school programs are

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.

Bridgeville School After School Program and Summer Program will not replicate the instructional day. However, they will share our focus of student safety, academic learning, character education, social emotional growth and our belief that every student can succeed.

Homework is monitored through communication among program staff, students, parents, and teachers. Assistance is provided in small groups with attention to individual needs. Consistent communication between regular day teachers and ASES program staff is encouraged and ongoing. Extended Day Program, and Intersession Programs offer academic and enrichment opportunities for students including physical learning activities and social emotional learning.

Enrichment time gives students opportunities to extend their learning beyond classroom curriculum to study and explore creative science, nutrition, art, agriculture, gardens, STEAM, sports and a variety of other student interests.

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3—Skill Building

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

Bridgeville After School Program helps students to make links between their activities during the program and their daily lives beyond school. Participants are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. The educational literacy and educational enrichment activities are aligned to academic goals of the regular day, building skills and strategies. After school staff communicate and collaborate with students' teachers, in order for academic support to be provided seamlessly throughout the day. Staff help students to learn from their experiences, successes and failures.

4—Youth Voice and Leadership

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

Innovation and student choice are essential to the program design. Building relationships is key for expanded learning program staff and students. Often once strong relationships are built and students have trust, staff learn more about student viewpoints, concerns and interests. Staff and students discuss viewpoints, concerns and interests to help form plans and help make decisions. Students are asked what projects, adventures, and skills they are most interested in and would like to develop. Voting is a big part of the program. No child goes unheard. Students are supported by staff and share in responsibilities for completing projects. When projects or activities are complete, students and staff discuss and reflect on their experiences.

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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.

BESD's After School Program aims to educate the whole child, including physical and nutritional development. Healthy habits are practiced everyday including proper hygiene and cleanliness. Students who attend the After School Program receive a healthy and nutritious snack that adheres to snack guidelines as established by the California Department of Education. In collaboration with families, staff, and the community, our Expanded Learning Opportunity Program gives students the chance to engage in healthy physical activity and build awareness and skills in support of personal safety. Students also receive a minimum of 30 minutes of exercise daily through recreation and combined physical activity. Many of these activities involve teamwork and collaboration, learning how to effectively communicate, and enhance perseverance, as well as good sportsmanship.

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.

BESD's Bridgeville's After School Program has a welcoming environment that celebrates the various cultural and unique backgrounds of the community through activities and lessons related to program and community events, as well as exposing students to cultures and heritages different from their own. There is a focus on relationship-building with students creating a space for all to feel comfortable and thrive as we celebrate and appreciate the diversity. Staff development plans include on-going diversity and sensitivity training. Universal Design for Learning Strategies is utilized to provide access for all learners. BESD recognizes and supports the rights of students with disabilities to participate alongside their non-disabled peers. Reasonable and ADA compliant accommodations are provided for students with disabilities. The Expanded Learning Opportunity Program is open to all students free of charge providing access for all students.

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7—Quality Staff

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

Careful consideration goes into the hiring of any new staff members. Staff that directly supervise students will meet the required qualifications for an instructional aide, be subject to TB testing and fingerprint clearance. Mandatory training, such as child abuse mandated reporter, School safety, Cybersecurity Awareness for Employees at Educational Institutions, quality standards, and sexual harassment will be provided. Other quality trainings and professional development will be continuously offered. All Expanded Learning Opportunity staff meet the district requirements of employment for Instructional Assistants including, but not limited to, being able to tutor individuals or small groups of students, reinforcing instruction as directed by the teacher, supervise students and keep them safe, providing proper examples of behavior and attitude for students, provide emotional support, and maintain a positive and friendly attitude.

8—Clear Vision, Mission, and Purpose

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

Extended Learning Opportunities Program will provide enrichment, play, nutrition and other developmentally appropriate activities for students. Students will enjoy the extended learning time and develop additional skills and grow through experiences from the program. The Extended Learning Program will be in direct alignment with our school Mission and Vision.

Bridgeville School has a tradition of caring for the success of the whole child. This is reflected in the design of the programs, the achievement of the students, and the dedicated professionalism of the staff. Bridgeville School's strength comes from the teamwork of students, parents and staff members collaborating with mutual respect for a common purpose. Bridgeville School's mission is to teach students the academic, social and emotional thinking skills necessary to become citizens who accept challenge, take responsibility for personal choices, and value themselves and others in a diverse world.

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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.

Many collaborative partnerships have been built over the past years and continue supporting and working collaboratively with the Bridgeville School District. The primary partners in our Expanded Learning Opportunities Program are the Bridgeville Community Center, 4-H and Humboldt County Office of Education programs such as (RAN) Regional After School Network.

Site and district administrators, teachers, community members, staff, and parents provide feedback on the school and community needs on an ongoing basis. Parents are involved in the program content by completing a survey every year that allows them to provide input on opportunities they would like their students to receive. In addition, BESD implements an annual stakeholder meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Continuous Quality Improvement process begins at the beginning of each school year and involves all stakeholders (administrators, teachers, staff, community members and parents) in the process of determining our area of focus for that school year. On-going evaluation is a priority of the program to continue to look for opportunities to grow and improve opportunities for students. Continual student feedback is requested regarding enrichment activities. Parent, teacher, and student surveys are conducted annually and analyzed to determine strengths and areas of improvement within the program. Services are evaluated using the Quality Standards for Expanded Learning Programs defined by the California Afterschool Network and the California Department of Education. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Staff meet monthly to ensure that the quality standards are being met and program improvement and accountability are ongoing.

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11—Program Management

Describe the plan for program management.

The program director implements the daily operations of the program. Responsibilities include recording attendance, sharing program information with parents, ordering materials, meeting with staff, delivering expanded learning services, preparing projects and activities for the ELO program and attending all required trainings and meetings. The ELO program will follow the After School Program policy and procedures along with BESD's Parent Handbook. The handbook clearly defines policies, procedures, practices, staff and partner roles.

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.

ELOP funding will allow our school to increase service offerings in academics, wellness, and enrichment and give ALL students and families the flexibility to participate based on their needs and interests. Funds will be used to increase the program directors hours to allow for planning, analyzing and reporting.

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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?

Our Program does not face this challenge at this time. Our staff to member ratio is balanced. Staff attends regular meetings that address the younger age group. The Redwood After-School Network provide meetings that offer on-site and regional professional development dealing with the TK and kindergarten age group. Our classroom is set up to accommodate TK and kindergarten students. This includes age appropriate toys, a quiet space, and learning corner.

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.

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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.

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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

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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.

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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>.