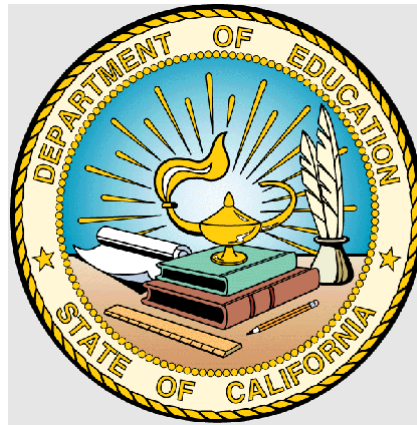


Expanded Learning Opportunities Program Plan Guide

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:	Academy for Academic Excellence
Contact Name:	Chet Richards
Contact Email:	crichards@lcer.org
Contact Phone:	760-946-5414

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. Academy for Academic Excellence

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.

AAE is committed to providing a safe and supportive environment for its students during normal school hours and extended learning times. Extended learning times will be offered before and after school for grades TK-5. Students moving from the extended day program to their classroom and from their classroom to extended day will be chaperoned by an AAE staff member, either a campus safety officer, paraprofessional, or teacher to ensure their safety.

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.

Extended day students will receive two different instructional programs, supplementary and tutoring. Supplementary instruction will build on the skills and standards currently taught during the normal school day. Extended day instructors will work closely with classroom teachers to build lessons to enhance what is being taught in the classroom. Tutoring will be based on the immediate needs of students as identified by the teacher and current assessment data. Instructors will meet weekly with classroom teachers to review this data and plan for this individualized instruction.

3—Skill Building

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

The extended learning program consists of both supplementary instruction and tutoring to assist in meeting grade-level Common Core State Standards and California Content Standards in all areas. Each day will consist of content instruction and extension activities such as STEM, art, physical fitness, drama, and other cross-curricular projects to support the classroom's academic program.

Planning between teachers and extended day instructors will ensure students are building on the skills already taught during the school day. It is the intent of the program to keep students engaged while building on skills learned. To accomplish this, project-based, physical, and hands-on activities will be implemented applying learning to real-world experiences. Students will be encouraged to join activities that apply to their grade level and interest level.

4—Youth Voice and Leadership

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

Student activities such as project-based learning and physical fitness will naturally allow for student leadership. With support from instructors, students will learn how to effectively work together and lead others. Through educational partnerships, leadership examples will be demonstrated. Guest speakers such as students in Space Force Junior ROTC or ASB, will be on hand to guide students in leadership roles and working together as a team.

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.

Students will experience structured play to help them to grow both physically and mentally. Physical activities such as jump rope, soccer, and dance will provide the opportunity to learn while promoting healthy habits. They will learn how to play safely and practice positive social interaction. These activities will take place outdoors as weather permits. Students will enjoy having the extra outdoor play time after being indoors most of the day. If weather does not permit outdoor play, students will be able to participate indoors in an appropriate space.

Students who attend before school instruction will be given breakfast with adequate time to eat and a safe place to eat their meal. After school attendees will be provided a healthy snack once they enter the extended day program. Students will be escorted safely to and from extended day hours to their classroom before school and to their parent/guardian after school.

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.

Students will have the opportunity to learn about different cultures through project-based learning. Projects will be designed with the collaboration of the classroom teacher and extended day instructor. This may include the dress, language, holidays, food, etc. of a specific culture for students to explore. An example project would be for students to create a day in the life of a particular individual and share with other groups in extended learning. There is also an opportunity to have guest speakers, approved through administration, to present different aspects of cultures around the world.

Full access to our students with disabilities will be provided during extended learning. Instructors will work with Educational Specialists to provide the most accessible learning program for students.

7—Quality Staff

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

All extended day instructors will be in compliance with the Lewis Center's requirements for all school personnel including a criminal background check as required by the Department of Justice for all school employees. Instructors will have the minimum qualifications of a paraprofessional: a high school diploma or equivalent and either 48 college units, Associates Degree or higher, or pass a local assessment of knowledge and skills.

8—Clear Vision, Mission, and Purpose

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

The extended learning program will operate to support the school's mission, vision, and collective commitments.

Mission: Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

Vision: With Courage, Generosity and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.

Collective Commitments:

- Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students.
- Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders.
- Provide an environment that engages students in technology rich, authentic learning.
- Promote a sense of global-mindedness to prepare students for success in the 21st century.
- Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

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.

AAE will collaborate with the Town of Apple Valley Park & Recreation after school program to develop extended learning during the after school program. AAE's Elementary Vice Principal will work with this agency to monitor attendance, staffing, and program implementation.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

AAE will work to uphold the Quality Standards for Expanded Learning as set by the state of California.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

These standards will guide the review of the extended day program, its quality and ways to improve. Information for review will include student academic data, student and parent feedback, observations by the administration, and other feedback from educational partners. These results will help to drive the future of the extended day program and its improvements. The Vice Principal will share results and reflections with educational partners on a monthly basis.

11—Program Management

Describe the plan for program management.

The Elementary Vice Principal will oversee the extended learning program. They will ensure that the extended learning instructors have access in the student information system to student summary information including parent/guardian contact names and phone numbers as well as emergency contacts. The Vice Principal will review attendance and program implementation monthly. This information will be communicated to the school's administrative staff, parents, and other educational partners.

The Vice Principal will communicate with the Town of Apple Valley Park & Recreation in regards to their program implementation, staffing, and attendance.

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.

AAE currently contracts with the Town of Apple Valley Park & Recreation after school program. ELO-P program will be added to the school's contract to ensure additional staff is available to meet the 10:1 ratio.

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?

Current paraprofessional TK staff or other qualified AAE staff will be given additional hours to support the after school program. The TK program will be held in the TK classrooms. After ensuring potential staff have the qualifications necessary for an extended day instructor, they will receive professional development in supporting and educating young children. They will be included in all TK-5 professional development, PD provided by early education partners, and have weekly collaboration with classroom teachers. Instructors will work closely with TK teachers for support with our youngest learners. Supplemental curriculum will be approved by the classroom teacher to ensure it supports the skills and standards being addressed in the grade level class.

The ratio for staff will be 10:1. Additional staff will be hired to maintain this ratio as demand for the program increases.

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.

Morning Program during normal school days:
7:15 a.m. - 8:10 a.m. Welcome extended learning students TK-5
7:15 a.m. - 7:45 a.m. Constructive learning time
7:45 a.m. Breakfast served and restroom break
8:10 a.m. Students escorted to class

After School Program during normal school days:
TK only

1:55 p.m. Restroom break and check-in for extended day

2:00 p.m. TK snack time

2:15 p.m. Structured play outside

2:35 p.m. Return indoors for academic play

TK-5

2:55 p.m. Receive Kinder through 5th grade students

3:00 p.m. Restroom break

3:15 p.m. Snack time (K-5)

3:30 p.m. - 5:00 p.m. Structured outside play, supplemental instruction, tutoring

5:00 p.m. 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.