

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:	Belleview School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Belleview

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.

Bellevue Elementary School will provide an Expanded Learning Opportunities Program that is safe and supportive. The program will be offered on the school site utilizing campus facilities. This will include classrooms equipped for Transitional-Kindergarten through 6th grade students, and outdoor play structures and areas designed for recess and safe outside play.

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 Expanded Learning Opportunities Program will operate a 30-day Summer Program, designed for learning recovery and enrichment, for students in grades TK-6th grade, providing 9-hours of programming that includes 4 hours of daily core academic instruction in math and reading, and 5 hours of exploratory learning classes. The core academic hours will be utilizing the Standards Plus curriculum, where highly qualified certificated teachers will engage students in high impact direct instruction lessons to teach essential grade level concepts in 15-20 minute time periods. Students stay engaged because the lessons are concise and they receive immediate feedback to feel successful. Each lesson has a clear learning objective and is customizable as it includes Tier 2 and 3 intervention lessons directly aligned to grade level standards which can be taught to individuals, small or whole groups. Lessons include opportunities for enrichment with group activities, collaboration, and presentations. During the afternoon portion of the Summer Program, students will experience a variety of exploratory courses designed to bring students highly-engaging activities in science, technology, engineering, outdoor learning and recreation, and the arts. These courses will be offered from After School Program staff as well as guest teachers from partnerships with local community agencies.

3—Skill Building

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

Students enrolled in the daily After School Program will acquire a variety of academic and extracurricular skills. Students receive homework help and access to a variety of academic activities to supplement and remediate skills in core reading and math standards. On Chromebook, students access programs including Google Docs, Google Classroom, Get More Math, Accelerated Reader, and i-Ready reading and math practice. Additional supplemental programs include Typing Club, Hour of Code, Epic Books, and National Geographic Kids. Students develop multiple skills across these programs including increased literacy and reading comprehension, research skills, critical thinking, problem solving, spatial reasoning, number sense, number fluency, proofreading, listening and speaking. Students enrolled in the Summer Program will gain skills through the Standards-Plus High Impact Summer Program Curriculum, which addresses skills and standards in core academic areas at specific grade levels, and with areas for supporting all learners with intervention and enrichment. Additionally, the Summer Program will provide enrichment courses that provide students with exploratory activities to build skills that address the whole child as well as post-secondary pathways. Courses will include outdoor education, nature and environmental learning, hiking, art and music enrichment classes, performing arts, sports, swimming, cooking, robotics, wood-working, film-editing, graphic design, and other STEM-related activities.

4—Youth Voice and Leadership

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

Bellevue students have multiple opportunities to engage in youth voice and leadership. The Student Council program is dedicated to engaging students in school and community leadership and service. Under the guidance of the student council teacher, students organize monthly meetings, present during monthly assemblies and promote our adopted core values and activities that engage other students in positive school culture. Students also have voice and choice in elective classes, which will also be implemented during the summer programming. Courses will be offered that speak to a wide range of student interests and students will have choice in their selection. Additionally, annual student surveys conducted each spring allow the school to gather input on student academic and social-emotional experiences at school and provides valuable feedback to the school for continuous improvement.

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 in the After School Program are provided a daily snack which adheres to National School Lunch Program nutrition standards. The Summer Program will provide breakfast and lunch in accordance with the Summer Meals nutritional standards, and prepared by our certified cafeteria manager. Bellevue's food service program will also partner with students from Columbia Community College's Hospitality and Food Service Program to provide meals. The program also promotes students to engage in healthy behaviors. A District Psychologist is available to provide counseling support and make referrals to outside behavioral health resources for those students who exhibit needs in the area of mental health. Additionally, a licensed clinician is available for referral-based counseling for students in grades TK-8th grade, through a partnership with the AWARE program. The Healthy Kids and LCAP Feedback surveys provide the school with information regarding the needs of the school community. Teachers are trained in Responsive Classroom approaches for engaging in daily social-emotional learning. A Board Certified Behavioral Analyst and Registered Behavioral Technician provide training and support to teachers as needed for employing trauma-informed practices to students with challenging behaviors to build positive relationships.

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.

Bellevue's plan seeks to support all students and implement a learning recovery program for sub-groups identified through local and state assessments including low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, assessed with learning skills loss. Students are assessed in the Fall and the Spring using our school district's local benchmark assessments. These assessments include the i-Ready Reading and Math, Kindergarten Assessment, and the CAASPP in grades 3-8 this year. The i-Ready assessments provide administration and teachers with growth information, as well as grade level mastery. Students are identified through this assessments and provided the opportunity for supplemental reading and math programs (ie: Get More Math, i-Ready, NESSY, Redbird Reading, and Read Works), as well as support with additional staffing including an Intervention Teacher, Resource Teacher, and 8 Instructional Aides across 10 classrooms. An ASES-funded After School Program (ASP) is also available to students in grades TK-8th grade which provides academic support and assistance with homework. Attendance is tracked and the SARB process is implemented to track and support students and their families in the area of attendance.

7—Quality Staff

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

The program will employ highly qualified certificated staff, and maintain small class sizes. Additional classified staff have been hired to provide instructional aide support in each classroom from TK-8. Classified staff receive training each year on effective strategies for supporting students in the classroom and during supervision time for recesses. Student also have access to an Intervention Teacher, Resource Teacher, and licensed service providers for Special Education students including a Speech-Language Pathologist, an Occupational Therapist, a Deaf-and-Hard-of-Hearing Specialist, and a School Psychologist. In the After School Program, students are supervised and taught by qualified staff, trained in instructional aide best practices through site-based and ASES led professional development. Additionally, the summer program will employ guest educators from community youth recreational programs to assist with enrichment course offerings.

8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program is a school site-based program that operates through the ASES After School Program during the school year, and a 30-day site-based Summer Program. The program’s mission seeks to provide supplemental instruction, social-emotional support and extracurricular enrichment to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. The program’s purpose aligns with the school’s mission to “ensure that all students have meaningful learning experiences, empowering them to succeed in an ever-changing world!”

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.

Belleview School will collaborate with multiple agencies to implement the ELO-P Program. The ASES After School Program provides academic support, extracurricular opportunities, and recreation for students in grades TK-8 for an additional 3.5 hours daily after school during the regular school year, and an additional 5 hours during early release days. The 30-day Belleview Summer Program will also partner with the After School Program to provide daily enrichment opportunities. Additional partnerships for the Belleview Summer Program include the Tuolumne County Superintendent of School Office, The Stanislaus Forest Service Rangers, The Tuolumne County Recreation Department, Columbia Community College, and professional and experts from local community businesses.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Belleview utilizes various modes for gathering input and evaluating programs. The District established a committee to address the expanded learning opportunities grant plan. The committee was composed of certificated and classified staff from both the LEA and After School Program staff. The committee also included parents, administration and staff members serving as representatives for our Special Education, English Language Learners, Homeless, and Foster Youth students. The committee is tasked with reviewing the needs of the students, staff, and programs. Allocation of resources for the programs, curriculum and personnel are discussed and prioritized among program staff on a weekly basis. The School Board meets monthly in an open forum where parents, teachers and school staff always

have the opportunity to be part of the discussion in regard to the plan development and allocation of resources. Additionally, the School Site Council, comprised of certificated staff and parent representatives, meets monthly to give input and discuss the program development. The ELO-P Program Task Force oversees the implementation of the logistics, organization, and scheduling of daily components of the program. Belleview also administers annual surveys to gather input on a variety of school programming and services. In preparation for the Summer Program, parent surveys will be administered three months prior to gather input and interest for enrollment. An additional survey will be administered at the close of the Summer Program to gather input that can be used towards continuous quality improvement in the plan.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunities Program Plan, including the extended after-school program during the normal school year, and the 30-day Summer Program, is supervised by the site-based Superintendent-Principal. The Plan's implementation is carried out by the ELO-Task Force, which includes the Director of the After School Program, the Cafeteria Manager, the Maintenance and Operations Director, the Transportation Lead, the Chief Business Official, and the Director of Accounts Payables. The Task Force members oversee the short-term and long-term logistics and arrangements to be carried out each day or during the summer 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.

ELO-P funding will work with ASES funding to complete a comprehensive Expanded Learning Program. ELO funds will be used to support the summer program certificated staff, curriculum materials, summer meals, additional aides, and other learning tools that support the current instructional day as well as extended after school programming for TK/Kindergarten students during the normal school year. ASES funding will be used to support the After School Program already in place, and ELO funds will assist with supporting After School Program staffing and resources during the 30-day Summer Programming.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Bellevue Elementary School serves Transitional Kindergarten and Kindergarten students and maintains a pupil-to-staff ratio of 10 to 1. Our TK/K program enrollment currently employs one highly qualified certificated teacher and one trained instructional aide. As enrollment increases, Bellevue is prepared to recruit and hire additional staff as needed. Bellevue operates a Preschool Program, employed by a qualified teacher/director with 24 Early Childhood credits and one trained instructional aide. The program choices offer a traditional, full day TK/K program, and a Preschool Program. Both programs offer the addition of after school programming through the ASES program. The After School Program accommodates the needs of TK/K students with additional academic and enrichment opportunities until 6:00 p.m. each school day, and maintains a 10 to 1 pupil-to-staff ratio.

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.

BELLEVUE ELO-P SAMPLE PROGRAM SCHEDULE:

Transitional Kindergarten and Kindergarten students:

Monday-Friday, 7:30am - 1:00pm: Traditional, Full-Day Instructional Program

Monday-Friday, 1:00pm - 6:00pm: (ASES) After School Program/ELO-P

ELO-P 30-day On-site Summer Programming, TK-6th Grade Students:

Monday-Friday:

8:00am - 12:00pm: Academic Instruction (Reading and Math intervention and/or enrichment)

12:00pm - 5:00pm: STEAM/Outdoor Enrichment (Science, Technology, Engineering, Art, Outdoor Learning)

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.