

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:	Laurel Tree 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. Laurel Tree 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.

Students accessing the extended learning opportunities program will have a safe and supportive environment. The environment is safe because the program will be offered on the school site and will have all of the safety benefits already built into the school site. Staff members will have current CPR and first aid training. Staff members will be fluent in the current school safety protocols and procedures. Staffing of the program will be consistent with expectations of student to adult ratios outlined in the program plan guide and state regulations (TK-K 1:10 and 1st + 1:20).

The program will be a supportive environment partly because the staff members will have ongoing professional development in social emotional learning and communication. The program will be supportive of students because staff members will have established relationships with students due to the fact that they work with the students during the normal school day. Staff members will utilize restorative practices and mediation techniques to support student needs. All school staff participate in the ArtSEL professional development training for the next 5 years. This training utilizes a common social emotional language for all school staff to support one another and the students through social emotional learning, utilizing art as the medium.

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 program running from 1pm-3pm will consist of play and social time, a nutrition break, a structured activity and student choices embedded within the routine. At 3pm, older elementary students join the program.

From 3 to 5:30pm, the program will consist of TK-5th grade students and will include play and social time, a nutrition break, and opportunities for students to engage in structured activities.

The program will offer a homework club for 5th grade and up (or older elementary students when appropriate) where students will have access to qualified staff that can support the completion of homework, engage students in skill building activities and games and provide a quiet space for reading and individual work.

Students will have supervised free-play time where staff are encouraging and nurturing social relationships and utilizing conflict mediation techniques when needed and appropriate.

Students will have a nutrition break(s) with healthy school snacks offered and discussed as part of the nutrition education. Snacks will be a part of the school lunch program that utilizes around 25% locally sourced food options. Students will have opportunities to take part in planned and coordinated activities and crafts that connect to the broader classroom and schoolwide themes and subjects. These activities may be centered around schoolwide themes and classroom topics. An example of this is the schoolwide focus of multiculturalism; students would have the opportunities to taste ethnic foods and write recipes during one of the activities in the program. Another example is connecting to a classroom topic of fables and tall tales; students would share readings of various "Cinderella" stories from around the globe and then create short theatre skits retelling one of the versions.

3—Skill Building

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

The program will provide opportunities for students to experience skill building. The program will build literacy comprehension by creating craft or art activities extending the story read on a particular day. Such activities might include rewriting a story's ending or by creating new book covers for stories read. Math foundational skills will be practiced and honed through carefully selected games and activities; such games might include cribbage or dominoes to practice addition facts or battleship to practice plotting and graphing skills. Older students may use cooking and recipe writing to build literacy skills while learning and practicing important life skills. Students will have the opportunity to engage in meaningful ways to the topic or subjects addressed.

4—Youth Voice and Leadership

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

The program will provide opportunities for students to engage in youth voice and leadership. Program staff will utilize professional development trainings in conflict resolution and peer mediation to support students. This will help students to use their own voice to self advocate for things that they need in a situation or a relationship. Trained staff will support students as they navigate solving conflicts with their peers. Program staff will support student choice by providing opportunities for students to organize, create, and engage in their own games and activities. Staff will ensure that all students have the opportunity to lead a desired game or activity while supporting the group for success. This may take the form of short student performances or reenactments of books read. The program director hires and trains high school students to work within the school; providing valuable work experiences and leadership skills to older youth within Laurel Tree.

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.

The program will provide a healthy meal/snack throughout the different times the program is being offered. BeforeCare will have various breakfast options like oatmeal flavors, cereals, fruit and milk. The AfterCare and Homework Club program will provide healthy snacks roughly every two hours. The snacks are part of the school lunch program that offers seasonally available fruits and vegetables and local meats (fish, sausage, jerky, etc) where at least 25% of the food is sourced locally. Program staff will work collaboratively with the lunch program staff to prepare healthy food choices in accordance with national nutritional standards. Program staff will create opportunities for students to discuss the locally sourced foods and healthy nutrition.

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.

The program is designed to include all students within our community and to provide safe and equitable access to all aspects of the program being offered. The school site will be utilized for the location of the program and the school is ADA compliant. Staff will be available to assist students with alternate abilities as they attempt to access program games or activities; staff may need to assist a student by playing the game with them or by advocating for their need in a particular social situation. The program materials will be provided to students and families in the preferred spoken/written language of the family.

7—Quality Staff

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

The program is run with qualified and trained staff. The program is directed by an experienced and long time school employee. The staff are or will be trained in basic first aid and CPR. The school and the program director provides trainings for staff in: ArtSEL (social emotional training), conflict mediation, restorative justice, Vector trainings through our Charter Safe insurance company, and EEC coursework.

8—Clear Vision, Mission, and Purpose

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

Vision- A place where kids can nurture healthy relationships, develop their social emotional awareness, have access to healthy and nutritious snacks, and continue to grow the network of communication with families.
Mission- To provide quality child and adolescent care that nurtures social relationships within mixed age settings surrounded by a safe and supportive environment.
Purpose- The Laurel Tree Beforecare, Aftercare, and the intersession learning programs provide families with a safe, structured, and inspiring space for their students to be when school is not in session.

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.

The program works with various agencies and community partners to offer equitable access for all students. The program director collaborates with various community partners to support families in various ways. These agencies include but are not limited to:
Changing Tides Family Services- <https://www.changingtidesfs.org/> - Offers varied behavioral and financial supports to families and childcare programs
Autism Learning Partners- <https://www.autismlearningpartners.com/locations/california/humboldt-county/redwood-coast> - A full service provider that provides support for autism and other developmental disabilities.
North Coast Grower's Association- <https://www.northcoastgrowersassociation.org/> - A local agricultural organization that supports regional food growers and connects healthy food to communities.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program's Continuous Quality Improvement plan aligns with other program improvement plans within Laurel Tree. The program is discussed and reviewed monthly at the regular program review meeting with the whole staff; 3rd Friday Staff Meeting of every month. The program is discussed and reviewed at the midyear staff workday in January and during the staff retreat yearly in June. Program staff select and develop their personal professional development plan for the year during the August Staff Week. Program staff receive a yearly job performance review. Families are sent program review questionnaires yearly in the spring. Program adjustments are made throughout the year based on the needs of the students in the program.

11—Program Management

Describe the plan for program management.

The program is managed by the Aftercare director. The Aftercare director is responsible for suggesting program staff hiring, training new employees, communicating with parents and/or relaying important information to families, overseeing daily program operations, managing daily incidentals with students who can't be in the program due to illness or behavioral needs, managing billing, coordinating with community partners, staff and program reviews, and a monthly reporting of the program operations to the Admin Team.

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.

Currently, no other grants are held. If, in the future, other grant funding sources are secured, the program will be reviewed in order to create one comprehensive and universal Expanded Learning Program where the most stringent requirements will be adopted for program guidance.

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?

Laurel Tree offers two mixed classes of Tk-K with 15 students in each group totaling 30 students total in the TK-K program. The TK-K class day is over at 1pm, M-F. TK-K students are admitted to the supervision and care of the Aftercare program at 1pm to assist in parent pickup and after school supervision. The TK-K aftercare portion runs from 1pm-3pm with a maximum student to adult ration of 1:10, Monday through Thursday. At 3pm, M-Th, older students in grades 1st-5th join the Aftercare program along with more staff (aides) to maintain an adult to student ratio of 1:20 in grades first and above. On Fridays, the school has early release day and all students enter aftercare at 1pm. On Fridays, the TK-K group will maintain the appropriate staffing numbers.

The program director roves and is available daily to fill staff absences, to step-in and adjust staffing numbers for safety, and to support conflict mediation among students.

The program prioritizes the hiring of qualified high school students of Laurel Tree because those students tend to know the younger kids, the school norms, and we have a vested interest their success. High school staff members work closely with the program director to develop general job skills and to be specifically trained in childcare duties and expectations. The program also hires many adult family members within our school community because they have a vested interest in our school community. Finally, the school posts available staff positions at the County Office of Education, with the local colleges that offer Education and Early Education training programs, and on local classified listings.

The program director works with each staff member to create a professional development plan each year. Paid time is allocated throughout the year for those trainings.

All school staff, including Aftercare staff members, will be participating in a 5 year Art Social Emotional Learning professional development series offered through our local County Office of Education.

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.

TK-K

7-8am Beforecare available

8:30am-1pm School day

1-5:30pm Aftercare available

1st-5th

7-8am Beforecare available

8:30-3 (M-Th) School day

8:30-1 (F) School day

3-5:30 (M-Th) Aftercare available

1-5:30 (F) Aftercare available

6th-12th

7-8am Beforecare available

8:30-3 (M-Th) School day

8:30-1 (F) School day

3-4 (M-Th) Homework Club available

4-5:30 (M-TH) Aftercare available

1-2 (F) Homework Club available

2-5:30 (F) Aftercare available

Intersession day:

8am-10am Beforecare available

10am-3pm Scheduled Program and Activities

3pm- 5pm Aftercare available

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.