

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:	Jamestown 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. Jamestown Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The program will be offered to both Jamestown Elementary and Chinese Camp students and located on the Jamestown Elementary School campus. Bus transportation to Jamestown Elementary will be offered and provided by the district to all Chinese Camp Elementary students in order to access after school programming. Jamestown School District already operates an after-school program through the ASES program (After School Education Safety Program) in partnership with Stanislaus County Office of Education, who is the lead local educational agency for this grant funding. The District's mission statement is to provide a safe, respectful learning community and works diligently to implement and support health and safety policies and procedures to ensure that all students have a safe learning environment both during the school day and during non-school day hours. The after school program will adhere to all district wide safety protocols already established and are as follows:

Students are assigned specific classrooms and staff based upon grade level and the location of students are known throughout the duration of the program. Sign in and sign out sheets are required for all students and only those contacts listed on the emergency contact sheet are allowed to pick up students. Staff regularly reviews and ensures that the student emergency contact information is current and accurate. All expanded learning program staff are required to review the District's Comprehensive Safety Plan, Emergency Response Plan, and Injury and Illness Prevention Program, along with all mandatory annual health and safety trainings through Get Safety Trained. Each classroom is equipped with an emergency response backpacks, emergency drills occur monthly, and all program staff have 2-way radios in order to have quick and effective communication (e.g. during transitions, student check-in/check-out processes, emergency notifications) that is not reliant upon electrical power in the event that the school loses power.

The District believes in supporting the whole child by developing and promoting an environment that meets the developmental, social-emotional and physical needs of students. Staff is trained in trauma informed practices, counseling support is available to all students (two full-time counselors), and wrap around resources and supports are provided through the Jamestown Family Resource Center. Jamestown has a school-wide character education curriculum to promote positive social skills and build healthy peer relationships. The District facilitates Multi-Tiered Systems of Support (MTSS), utilizes positive behavior interventions (PBIS) through the use of HERO, Panther and Dragon Prides, and citizenship points.

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 will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day through promoting literacy and math proficiency, providing educational enrichment activities in collaboration with community partners, and offering a variety of STEAM based instructional activities. For academic support for all students, both reading and math intervention and grade level support and tutoring will be offered and the first hour will be focused on homework assistance and tutoring. To further support literacy, the library will be open daily after school to promote and improve student literacy skills and to provide greater student access to books that align with our Accelerated Reader program. Additionally, a story hour will be implemented in both English and Spanish.

Enrichment opportunities will be developed and offered based upon parent and student input through district surveys, LCAP input, and California Healthy Kids Surveys and will be implemented in collaboration with our current ASES program and community partners such as: The County Public Health Department, Cal Fresh Healthy Living, to provide nutrition education, maintain the school garden, and deliver healthy meal preparation and cooking

demonstrations to both students and families; Physical Education opportunities through the daily use of Sami Circuit, local martial arts, SPARK, dance, POUND, and intramural sports; Music classes through after school music lessons and drum circles; Art projects and classes (e.g. painting, water colors, tie-dye); the opportunity to enroll in after school clubs such as chess, newspaper, robotics and futsal; and the facilitation of assemblies, presentations and guest speakers.

The program staff will use both PBIS and Trauma Informed practices to respond to students in order to keep them engaged in learning and allowing them to grow and develop in a safe and healthy environment.

3—Skill Building

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

The implementation of literacy and educational enrichment activities will provide students with the opportunity to build necessary skills to increase both academic achievement and overall well-being. The academic component of the program is aligned to the regular school day and supports standards based goals and objectives, and additional practice in mastering grade level skills and concepts. The use of a trauma informed strategies within the program will support the development of important life skills and promote resiliency in students. Program staff will strive to plan and incorporate a variety of hands-on STEAM (science, technology, engineering and math) based activities into the planned activities to provide access for all students and to encourage exploration and creativity. The program will promote and nurture skills such as communication, collaboration, critical thinking and creativity that make up the four Cs of 21st Century skills.

4—Youth Voice and Leadership

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

A student leadership elective with students in sixth through eighth grade is held within our regular school day elective program, and will incorporate a student council with representation from fourth through eighth grade. Both groups will provide the opportunity for students to have a voice by regularly meeting to discuss ideas regarding upcoming activities, events, and types of clubs, along with delivering input and feedback for school improvement and the extended learning program. Frequent collaboration between students leadership, administration and the After School Program Manager will occur to ensure that student voice is represented in the development of the program.

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 ensure that it meets the nutritional guidelines of both the ASES program and the District's health and wellness policy. At no cost, all students will be provided with a healthy snack daily that meets with the federal and state nutrition guidelines and will be tracked and recorded through the ASES program. The program will provide a variety of appealing and attractive options for students. In addition, the program will ensure that the physical activity component of the ASES program that identifies the use of Sami Circuit is occurring daily. The school-wide character education program, Character Strong, will be implemented and promoted within the extended learning program, along with PBIS (positive behavior intervention strategies). All staff are trained in trauma informed practices and will use identified strategies in responding to students' behavioral needs.

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 will promote and embrace diversity by creating an environment of inclusion and equity. The program will provide opportunities for students to celebrate their own diverse experiences, cultures and backgrounds, as well as to learn about different cultures. Jamestown School District has a 12% Hispanic population and supports a Spanish/English Dual Immersion program. The District is purposeful in recruiting and retaining a diverse, bilingual staff, and supporting biliteracy education. The program will provide culturally rich experiences through presentations, performances and activities. In addition, the program will collaborate with the local Chicken Ranch Rancheria Tribe of Me-Wuk Indians to provide historical education and exposure to its rich culture. For students with disabilities, the Program will collaborate with the Special Education Department to ensure that staff have training in working with students with special needs and have the knowledge and skills to support students with special needs. The program will ensure that reasonable accommodations as it relates to students' IEPs are implemented. To meet the needs of English Language Learners (ELL), staff will utilize best practices in language acquisition and access to material and content. The program will also provide additional opportunities for designated English Language Development by trained staff for identified ELLs. The Program will reserve priority enrollment to foster and homeless youth and registration is through a pre-registration process. Staff will provide homework assistance and tutoring in both small groups and individually, the library hours will be expanded to provide books to those students who have limited access to books at home, and computer devices will be available for students with limited internet or device access at home in order to complete online assignments and/or online research.

7—Quality Staff

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

The District will work to recruit and retain high-quality staff for the Expanded Learning Opportunities Program (ELOP). All ASES/ELOP staff must meet all educational requirements, with a minimum of 45 units of higher education, or passing of the para-educator test. All employees must pass fingerprint screening and a preemployment physical before working with students. All staff will be trained in trauma informed practices and PBIS strategies along with mandatory safety trainings in order to promote a safe, positive, learning environment for students. Staff will be expected to facilitate learning opportunities that will engage students in active and meaningful enrichment activities. The District will work collaboratively with our community partners to provide outside support services and opportunities to our students. District administration will work closely with After School Program Management and attend weekly meeting to ensure that District goals and objectives are being delivered with fidelity. Professional development opportunities will be provided throughout the school year.

8—Clear Vision, Mission, and Purpose

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

Jamestown School District ELOP vision is to provide a safe, respectful, supportive environment that responds to students' educational and social emotional needs, as well as offering fun, engaging, and enriching activities in collaboration with our community partners. The District's mission of ELOP is to extend the educational programming during non-school hours to provide both intervention and learning acceleration in order to improve academic achievement and to provide a safe, healthy environment that fosters overall student well-being. The District's ELOP

will align with the District's LCAP to ensure that the goals and objectives are reflective of educational partner input. The ELOP will be frequently monitored, reviewed, and modified as needed to respond to changing District needs and educational partner feedback.

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.

Jamestown School District ELOP collaborates with our educational partners regularly such as Site Leadership Team, certificated and classified units, School Site Council, PTO, parents and the County office of Education. Additionally, we operate a Jamestown Family Resource Center that is in close partnerships with Behavioral Health, Social Services, Center for Nonviolent Community (CNVC), Stanislaus COE ASES, Chicken Ranch Rancheria Tribal Council, Blue Zones, and the Jamestown Promotion Club to sustain and expand our services to the students and families in our school community.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A variety of measures of student participation and success will be monitored including school attendance, student achievement data, behavioral data, climate surveys, and educational partner surveys. There will be a biannual review of program data to highlight strengths and guide program improvements. The goal is to have a seamless program from the beginning of the school day into and through the after school program. will stress communication and collaboration between the school day and the after school program.

11—Program Management

Describe the plan for program management.

Jamestown School District's ELOP is overseen by the Superintendent and Principal, the ASES Program Manager, JFRC Directors, and District Office Personnel. Management on the day to day will be the responsibility of the ASES Manager and ASP Lead. District support for professional development, connecting countywide resources, and supervision and evaluation of staff. The Program will be evaluated regularly and will be assessed for compliance and fidelity including fiscal management, personnel policies and program operation.

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 and the ASES Program should be considered a single comprehensive program. The ELOP funding will be used in combination with our ASES program, creating a consistent educational program along with creating enrichment opportunities in collaboration with community partners. After School Program is free to all students with space availability limited at this time due to grant funding and staffing. ASES is offered to TK-4 students through the annual registration process with ELOP funding covering the staffing and enrollment of eligible students in grades 5-6. After school enrichment clubs will be available to all 5-8 grade students.

Transitional Kindergarten and Kindergarten

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

The Transitional Kindergarten and Kindergarten school day program is staffed with certificated teachers and para-educators. Priority is given to TK/K students in the after school program. The TK/K program will maintain the pupil-to-staff ratio by a 10:1 ratio. Curriculum and programming for the Tk/K program will reflect early childhood education and literacy enrichment and educational enrichment activities.

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.

8:00-8:18 Before School Recess

8:18-8:30 Breakfast After the Bell/SEL

8:30-10:15 (TK-4) Instructional Day 10:15-10:25 (TK-4) Snack/Recess

8:30-10:25 (5-8) Instructional Day 10:25-10:35 (5-8) Recess

10:25-11:20 (TK-4) Instructional Day 11:20-12:05 (TK-4) Lunch/Recess

10:35- 12:05 (5-8) Instructional Day 12:05-12:45 (5-8) Lunch/Recess

12:05-1:05 (TK-K) Instructional Day

1:05 (TK/K) Dismissal

1:05-6:00 After School Program:

- 1:05 Sign in and Snack
- 1:20 After School Program including recess, academic support/homework, enrichment
- 3:00 Snack
- 3:00-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

12:05-1:20 (1-4) Instructional Day

1:20-1:30 (1-4) Recess

1:30-2:40 (1-4) Instructional Day

2:40-6:00 Dismissal and After School Program:

- 2:40 Sign in
- 3:00 Snack
- 3:00-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

12:45-2:40 (5-8) Instructional Day

2:40 Dismissal (5-8)

2:40-6:00 After School Program eligible (5-6 grade):

- 2:40 Sign in
- 3:00 Snack
- 3:00-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

After School Clubs/Sports/Athletics (5-8):

- 2:40 sign in
- 2:45-3:45 After School Club
- 2:45-5:00 Sports/Athletics

* ELOP/ASES schedules will be adjusted for minimum and early release days to include more time in after-school program.

Sample Summer School Schedule

8:00-8:30 Arrival/Breakfast/SEL

8:30-12:30 Academic instruction- intervention and acceleration

12:30-1:00 Lunch

1:00-3:00 Enrichment/ Project/ Assemblies with collaborating agencies

3:00 Snack

3:00-6:00 Enrichment/ Project/ Assemblies with collaborating agencies

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.