

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:	Smythe Academy of Arts and Sciences
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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. Smythe Academy of Arts and Sciences TK-8

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.

Smythe is dedicated to providing safe and supportive learning environments for all students. With the Expanded Learning Opportunities Program, we will build on our ASES program to provide Before and After school programs for all students TK-8 at our school site. In order to ensure that our programs provide a safe experience, we implement multiple layers of training and monitoring. All of our staff undergo a rigorous district vetting that includes background checks and educational qualifying examination. For training, we provide hands-on CPR training and first aid, include safety response training with our Twin Rivers USD Police department, and our nursing staff. Our site is required to include our Before and After school programs in our Comprehensive Site Safety plans. Staff is included in safety team meetings, trainings, and recommended to be part of the site safety response team. Twin Rivers utilizes the Catapult Emergency Response App that allows users to create alerts, monitor staff and student responses to those alerts, and engage in drills for emergency response. The app also notifies the central office team and police services so that responses to situations are prompt and well documented. Twin Rivers includes this app on the mobile phones that are purchased for staff in our programs. We also provide ongoing training, walkie-talkies, and collaboration with our district leadership to create safe and secure conditions for staff and students. Our daily morning and after school programs provide over 9 hours of care for students. Our programs begin at 7AM; 45-60 minutes before the school day begins. Students that participate are provided breakfast, snack, and supper during our after school programming. Our programs include Social Emotional Learning and mental health training for our team leaders. This helps to ensure that students have both physical and emotional safety in the programs.

TK-6 programs are priority and are held on site daily for before and after school care. Our 7-8 grade students also receive before and after school care. The after school program is located off-site and our students have transportation and supper service provided to the location. This partnership also includes athletics facilities and hosts our basketball games. Smythe is exploring more partnerships with community partners to provide tutoring and enrichment opportunities such as arts, music and science. We also have many of our teaching and support staff that host after school affinity clubs at all levels. All team leaders and staff undergo extensive background checks and training. This allows us to have confidence that our programs are safe and supportive. While Smythe is a Charter School, central office oversight is offered by the Special Projects team and Police Services provides additional support with safety and emergency concerns.

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.

Elementary School (TK-6):

Students will experience enrichment activities that enhance the activities in classrooms. These will be aligned with academic targets, but presented in a different format so that students have an opportunity to reinforce learning without repeating the same material. Some of the tools used to accomplish this are supplemental software, individual tutoring, Lego Robotics for STEM, and Arts Integration. We will provide professional development for team leaders and staff in these areas. Additionally, students will be able to attend visual and performing arts clubs, after school band, pottery, dance and other interest based groups held outside of school hours. Interested students will have the opportunity to receive scholarships to attend outside activities with outside providers including sports, arts, Capital Region Engineering, Science and Technology, and other opportunities that may arise.

The after school program includes academic intervention, but small group tutoring, homework support and intervention will be provided by certificated teachers and outside tutoring companies. Funding will provide extra pay for teachers to provide this supplemental instruction beyond the school hours. Materials needed to enhance the instruction of the school day will be available for teachers to use in order to meet the needs of their students.

Middle School:

Middle school students will receive a lot of the same support as the elementary school. There will be additional time for homework and skill building to develop academic confidence and independence. Students in the middle school grades have more intense content, so content teachers and outside experts will be funded in order to best meet student needs. Academic activities will build on the scope and sequence that is used for the instructional day. Activities will vary from the regular day in order to reinforce concepts with multiple perspectives and to provide additional opportunities for engagement. STEAM activities and Career Technical Education clubs and after school opportunities for students to focus on elements and courses in the school catalog that may open new pathways to students or enhance passions. Having a variety based on student input is key for active and engaged learning.

3—Skill Building

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

Elementary School (TK-6):

Utilizing the robust MTSS and PBIS frameworks existing at the site, the after school offerings will build on these principles and reinforce them in class structure, developing community, and responding to unexpected behaviors. Having consistency between the outside of school activities and in-school activities will provide a strong foundation for our students to develop social skills such as friendship, coping, and communication. Program staff receive professional development and partner with our Special Education and Behaviorist teams to develop tools to help students build skills; especially students with disabilities. This collaboration allows for greater access for our student population as well as a more positive student relationship.

Athletics is an area in which students will develop skills such as teamwork and also physical skills. There will be sports opportunities that are not traditionally offered. Introducing students to sports from multiple cultures is a goal of the program. This will provide a more welcoming environment for our students that are recent immigrants and also create a greater sense of cultural awareness and proficiency for our students and staff. Additionally, fitness and health are lifelong skills that will be connected to both the athletics component of the plan and other activities such as the mileage club.

Offering affinity and interest clubs offer more opportunities for skill building. Current planned clubs include robotics, gaming, gardening, cultural music, meditation, and dance. All of these have skills within the discipline, but will include reinforcement of the social skills building and mental health. Students are regularly consulted to provide input on what programs are offered.

Middle School:

Middle school students receive the same framework for skill building as the elementary students. What is different is the depth of certain skills and the specific clubs that are offered. There will be a greater element of community involvement. Current clubs include: crafts, robotics, board game strategy, dance studio, music recording, computer science and other forms of technology.

4—Youth Voice and Leadership

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

Elementary School (TK-6):

Students will provide input on the topics for the clubs that are offered and we will be certain provide opportunities that reflect students' heritage, interests and voice. Elements of presentation skills and performance, collaborative work and activity choices will be included in all activities. Students interested in leadership will be offered opportunities to focus on service learning on and beyond the campus.

Middle School:

In addition to the experience the elementary school will be offered, middle school students will have the opportunity to join a robotics leadership club and plan and participate in multicultural events.

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.

Elementary School (TK-6) and Middle School:

Each day, all students receive breakfast, snack and supper. Students will participate in the stewardship of the school garden and composting program.

All students receive Anti-tobacco education and drug prevention education and awareness, and additional programming is available by referral for students in need.

Cooking club and other skill based clubs will provide students with healthy choice and habit such as meal preparation. Alignment with school day PBIS focus and incentives will reinforce the social skills that are taught during the school day. Middle school students use a student recognition program called 5 star to monitor progress and program effectiveness.

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.

Elementary School (TK-6) and Middle School:

As stated above, Collaboration with Special Education and behavior teams will increase access for all subgroups of students. Programs outside of the school day also coordinate with health services to meet the health needs of all students. The focus on student driven topics for clubs and groups that reflect students' heritage, interests and voice with the support of community partners

Prioritize Foster/homeless students, referral system for priority enrollment

To remove barriers, students will be provided transportation during summer programs, areas of high need, and students with disabilities. Our programs will Provide communication in various languages

Field trips will be scheduled for all to provide access to opportunities that are not available to most students at Smythe outside of the school day.

Tutoring and academic supports will bridge gaps and remove barriers for students with disabilities and those that need extra support without identified disabilities.

7—Quality Staff

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

Professional development is provided monthly to after school and before school staff. Topics are selected to enhance alignment with school day program and increase opportunities for students to experience enrichment and intervention. Each program has a district program specialist assigned to coach and evaluate performance. Agency and district/site leadership collaborate around program standards in order to hire and retain the highest quality staff. Collaboration with outside trainers and district trainers provides a variety of opportunities for our program staff to learn about an enhance district goals as well as learn practices from those in the field from outside organizations and other school districts. The year begins with a three day training for agencies and evaluating staff and monthly PLC meetings and Quarterly professional development days continue the learning. Our County office and the CAN network are frequently consulted to develop our staff. Site based program managers meet weekly with site administration to discuss a variety of issue and progress with both staff and program.

8—Clear Vision, Mission, and Purpose

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

Vision:

ALL Smythe Academy students have access to and participate in enriching and high quality programs beyond the school day that provide academic, social emotional, and physical health support.

Mission:

Smythe Academy will collaborate with district departments and sites, community agencies and partners, and family and community members to align and provide a standard of quality in all of our programs. Community input will be regularly elicited to develop and enhance programming that meet the needs and wants of our students and families. Local Partnerships will be prioritized to continue to enhance the community and community organizations.

Purpose:

All students deserve the opportunity to pursue passions, explore interests, and to be exposed to diverse cultures and traditions beyond the geographical limits of the school district. To bridge the opportunity gap for students at our school, the Expanded Learning Opportunities Program will eliminate financial restrictions to access. This includes transportation, health and safety, and other factors that may hinder participation in activities.

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.

Elementary School (TK-6): Center for Fathers and Families, Focus 5, Sacramento Metropolitan Arts Commission, CREST (Capital Region Engineering, Science, Technology), The Greenhouse, Stanford Settlement

Middle School:: Boys and Girls Club, First Lego League, Stanford Settlement, Roberts Family Development Center

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We will have a staff that provides oversight and evaluation of the program for organizational and scheduling support. Agency staff is trained on and coached with the Quality Standards. District staff will support in coaching and providing formal observations of the programs three times per year. Site administration will meet regularly with program leadership to review program success and needs. The LEA board will review program progress and approve program continuation or expansion annually.

11—Program Management

Describe the plan for program management.

The site administrators will oversee and manage programs on-site with district support and agency management.

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.

We align with ASES guidelines for before and after school programs. Increasing access, training for staff, and opportunities for 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?

Funding provided in service agreements. Training for staff for working with younger students and collaborating with the ECE department for TK-K specific events and programs that support our youngest students. Additional Paras. Included in sports program with lower coach to students 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.

2022 Summer School Student Schedule 7:00-8:30 Before School Program 8:30-9:00 Sign-In/Breakfast 9:00-9:15 Mileage Club Transition 9:15-9:45 Session 1 Transition 9:45-10:15 Session 2 10:15-11:00 Recreation Transition 11:00-11:30 Session 3 11:30-12:00 LUNCH 12:00-12:15 Recreation 12:15-12:45 Session 4 Transition 12:45-1:15 Session 5 1:15-2:00 Recreation Transition 2:00-2:30 Session 6 2:30-2:45 General Session/Dismissal 2:30-4:00 After School Extended Hours
After School Sample: 1:30-2:30: Prep Time 2:42: Dismissal (meet students in the cafeteria) (1-2 staff out on blacktop) 2:50-3:15pm: SUPPER 3:15: Transition/Bathroom break (if needed for little ones) 3:20-4:30: Academic Hour 4:30-5:15: Enrichment 5:15-5:45: Outside Rec 5:45: Group activities until dismissal at 6
Before School Sample 6:30-7:00am Prep Time 7:00-7:15 Student Sign In 7:15-7:30 BREAKFAST 7:30-8:00 Enrichment 8:00-8:10 Classroom clean up/Transition to class

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.