

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:	Creative Connections Arts Academy
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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. Creative Connections Arts Academy K12

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.

Creative Connections is dedicated to providing a 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 K-12 at at both of our school sites. In order to ensure that our programs provide a safe experience, we implement multiple layers of training and monitoring. All the staff undergo a rigorous district vetting that includes background checks and educational qualifying examination. For training, Twin Rivers USD provides hands-on CPR training and first aid, include safety response training with our Twin Rivers USD Police department, and the nursing staff. CCAA K-12 has included our Before and After school programs in their 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. Twin Rivers also provides ongoing training, walkie-talkies, and collaboration with district and site 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. Most of 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. During the 2022-2023 school year, CCAA was able to provide programs for students at both sites grades K-12 inclusive. Providing access to all of our students is priority, so we work to staff programs to the level where waitlist is minimal.

Before school/After School: CPR, first aid, vetting of staff, catapult emergency response system, 7AM start time allows place to be when caregivers not available--food, supper in PM, snack, health and wellness activities, SEL, Offsite Programs: Intercession camps, Saturday events, athletics events, Kinder play activities, Secondary--academic supports, interest clubs

K-6 priority

District staff to oversee safety and respond to site needs,

DSA certified buildings and upgrades to facilities that are necessary and reasonable to operate programs safely

Transportation available for field trips and some events

Extensive background checks for staff

Scholarship to offsite care and activities

Partnerships with community agencies for arts, enrichment, and other comprehensive summer programs

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.

Aligned academic enrichments activities:

Creating enrichment activities that enhance the scope and sequence used in the classrooms.

Supplemental software for academic skill building

Professional development

Staff articulation school personnel, admin and teachers

Athletics for K-8

Clubs and other after school interest groups for students K-12

Tutoring

Community partner events
Field Trips
Summer Programs

3—Skill Building

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

Career skills for secondary students
Social Skills--coping, friendship, aligning with MTSS and PBIS models of site
Collaboration with SPED and Behavior services to provide specific skills for students with disabilities
Athletics Skill focus in new sports, character building
Clubs-focus on skills of interest such as culinary, ceramics, media, e-sports, and drama/theater
SEL after school programs

4—Youth Voice and Leadership

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

Student input surveys, Presentation skills and performances, collaborative work, activity choices,
Service learning opportunities,
Participation in Cultural events and input in to program
Drama/Theater Camps
Student driven topics for clubs and groups

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.

Breakfast, snack and supper
Culinary club
Drug prevention education and awareness (Red Ribbon Week programs)
Physical activity element daily
Indoor games for inclement weather
Athletics K-8
PBIS alignment for behavior choices
Student recognition for choices

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.

Health services coordinate health needs for students
Cultural events, partners,

Prioritize Foster/homeless students, referral system for priority enrollment
Cultural events and athletics programs
Communication in various languages
Diverse staffing
Cultural holidays and celebrations
Collaboration with EL for programming and PD
Field trips
Tutoring and academic supports

7—Quality Staff

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

CCAA, in collaboration with Twin Rivers Unified will provide:
Professional development
Educational requirements screening and support.
Program review, coaching, and evaluation ongoing.
Providing Staff to coach partners and agencies
Internal staff recruitment and partnership
PLCs monthly
Collaboration with ECE department to serve TK/K students
Collaboration with District departments to provide aligned services with district initiatives and enhance existing programs

8—Clear Vision, Mission, and Purpose

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

Vision: ALL Twin Rivers 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: Twin Rivers 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 in our district, 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.
Creative Connections Arts Academy Mission/Vision: Creative Connections Arts Academy is a safe environment where we support lifelong learning in a creative arts-based community. Mission: Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action.

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.

Nor Cal School of the Arts
B Street Theater
Crocker Museum
Sacramento Kings
Sacramento County Office of Education
Sacramento Chinese Community Service Center

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Informal observations weekly
Formal observations 3X per year
Coaching and PLC
Admin Team Meetings with partners
LEA board review of programs

11—Program Management

Describe the plan for program management.

Weekly check ins with Program leads
Monthly check in with District officials
Programs are run by Sac Chinese Community Service Center leads

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. Kinder Kamp summer program

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.

7 AM--Before school program begins (TK-6)
7:30 AM--Students are provided with breakfast and walking club.
8:10-2:52 Regular School Day
2:52-6:00 PM After School Programming (TK-6)

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.