

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:

Calistoga Joint Unified 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.

Calistoga 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 principals and program managers will review and implement school safety plans on an annual basis, including reviewing lessons learned from the prior year, sharing best practices across the school site(s), and updating their materials and training plans as necessary. Any relevant COVID-19 protocols and procedures will be reviewed and implemented with support from district management personnel. All staff will be trained on safety procedures annually. CJUSD will work with after school providers (state preschool, Hearts & Hands Preschool, and Boys and Girls Club of Calistoga) to ensure a successful transition from school to their programs. CJUSD believes that all children deserve to thrive academically, physically, and emotionally. Expanded learning programs provide a valuable chance to offer support in all three areas. The weekly schedule for the program will include structured academic instruction, enrichment with art and/or music, social emotional learning and time for physical play. In addition, individual and small group counseling will be available for students to support the mental wellbeing of students.

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.

Expanded learning opportunities leverage an evidence-based instructional curriculum which is unique relative to the core curriculum used during the school year. It is designed to be hands-on with primarily paper/pencil materials rather than digital learning. It includes high-interest fiction, informational texts and math lessons designed for expanded learning. The curriculum is flexible, allowing for differentiation and enrichment to keep scholars engaged in whole-group, small-group, and independent learning. It also includes student take-home bundles with high-interest titles/readers to support continuous learning and to help build home libraries, and a Family Guide that provides guidance and support for caregivers with social emotional learning, daily physical activities, and mindfulness resources. The curriculum and programming for expanded learning shares a foundation with the regular core curriculum, the California State Standards, but is strategically designed for implementation in an expanded learning environment.

3—Skill Building

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

The daily and weekly routine within the expanded learning program intentionally targets English language arts, math, and social emotional skill building with evidence based curriculum and instruction. Both ELA and math instruction is designed for 90 minute daily lessons with whole group, small group and individual practice. ELA focuses on reading and writing support (with reading and writing student journals, student self-checks and rubrics). It also includes phonics support and English learner support. Grade specific expanded learning reading and writing teaching guides are provided to teachers in paper and digital form. In mathematics, planning and pacing guides articulate the lesson/unit design and learning goals. Lessons include whole group and small group read alouds, leveled math

readers, and high interest magazines with real world stories and math practices to build student interest, math skills and confidence. Lessons for direct instruction with math manipulatives are included as a part of the approach to learning math concepts. The MAP assessment is administered in ELA and math before and at the end of expanded learning programs to determine student growth.

4—Youth Voice and Leadership

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

Students engage in opportunities to practice and exercise their agency via student voice and leadership as part of their social emotional learning and goal setting for MAP growth targets. The expanded learning curriculum's SEL component focuses on six core SEL skills (growth mindset, social awareness, self-awareness, relationship skills, self-regulation, and responsible decision making). Lessons provide opportunities for classroom circles, self-advocacy, and voice. Students also participate in data reflections and goal setting related to their MAP growth targets for ELA and math. The opportunity to increase ownership over their own academic growth and data increases student agency, which supports increasing agency and self-awareness.

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.

CJUSD is committed to implementing and following health and wellness practices in support of the mission to create a healthy and thriving community. Physical play is offered to all students with a focus on building a habit of activity that will continue throughout their lifetimes. Healthy eating habits & snack options are modeled and supported throughout program activities and events. The learning environment reflects the program's overall commitment to the health and wellness of all participants, including promoting healthy eating, physical activity and food security. Meals will be served to students during regular meal-times/snack-times by the district's food service program. All meals will meet or exceed the USDA Nutrition Standards for School Meals. An emphasis is placed on fresh and local, as well as culturally relevant, meals for students.

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.

CJUSD is committed to the inclusion and success of all students. This commitment is made clear in all forms of communication. CJUSD ensures that all communication is available in English and Spanish given that English and Spanish make up over 95% of the student population in the expanded learning programs. Bilingual skills are emphasized in the hiring of school secretaries and principals. Cultural responsibility was prioritized during the selection of curriculum for the expanded learning program so that all students can see themselves in the curriculum materials. There are zero barriers to student enrollment in the program and any courses or opportunities within the programs. All students, including those with disabilities, have access to the entirety of the expanded learning program.

7—Quality Staff

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

All teaching and administrative staff are credentialed through the California Commission on Teacher Credentialing. Preference is given to staff who are current CJUSD teachers given their knowledge of the programs, students and families. All other teachers are chosen through a rigorous hiring process which includes an application, interview, DOJ background check and approval by the school board trustees. Similarly, classified staff are selected from internal applicants and external applicants are approved through the hiring process. Staff receive training on the expanded learning program curriculum and assessment system. Training takes the form of in-person, virtual, or recorded modules.

8—Clear Vision, Mission, and Purpose

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

The mission of CJUSD's expanded learning program is to provide a safe learning environment that enriches the lives of students, expands their academic and social-emotional skills, and encourages a love of learning. All program goals are aligned with this mission, developed based on data, identified community needs or in collaboration with community partners, and evaluated on an ongoing basis. Our vision is robust and impactful programs which develop thriving students who demonstrate growth academically, socially and emotionally, and physically.

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.

CJUSD partners include: 1) Boys and Girls Club of Calistoga - provides programming for students as part of the ELO school day; they provide a variety of academic and enrichment activities which support CJUSD's expectations for student learning. They are close and long-term partners with whom CJUSD collaborates on an ongoing basis, 2) State Preschool - Located in Calistoga and facilitated by the Napa County Office of Education, the state preschool serves students in Calistoga from ages 2-4. Those that are in the TK age range may participate in both this program and CJUSD's ELO program, 3) Heart & Hands Preschool - A longstanding private preschool in the city of Calistoga with whom CJUSD partners. During ELO, TK-aged students may participate in the CJUSD program for a portion of the day and the Hearts & Hands program for part of the day.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program evaluation plan incorporates data from a variety of qualitative and quantitative sources: 1) student academic performance from school records, 2) formal assessment data from MAP and CAASPP, 3) program enrollment and attendance data, 4) district staff participation, 5) parent, teacher, administrator and student feedback from surveys, interviews and focus groups. The evaluation considers progress towards desired outcomes/goals, site-level performance feedback, allows for ongoing adjustments and improvements, and provides any and all required CDE data.

11—Program Management

Describe the plan for program management.

The budget enables the program to provide a safe, effective and inclusive learning environment in which students can thrive. To achieve these goals, the program invests significantly in high quality staff and curriculum. Classified salaries, program managers, site supervisors, teachers, paraprofessionals are employed to ensure effective programming and meet the 1:20 staff to student ratio (10:1 in TK classrooms). Also included are administrative staff who manage budgets, instruction, technology, communication and overall programing, Administrative costs are within the 15% maximum allowed. The program also provides the resources and talent to ensure high quality instruction, comprehensive professional development, and activities that are meaningful and impactful to students. Curriculum is evidence-based and designed specifically for ELO.

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.

CJUSD, in collaboration with Napa County Office Education, operates the ASES grant to support the Boys and Girls Club of Calistoga. ELO-P funds will be used to maintain a single program, with additional support for at-risk students and English learners. In addition, ELO-P funding will be used to staff the TK after school program.

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?

CJUSD employs credentialed teachers to serve TK-K students and does not anticipate challenges for recruiting teachers at this time or maintaining a 10:1 teacher/student ratio. The UTK planning team has developed a strong vision for the UTK program. As part of the implementation, CJUSD will partner closely with Napa County Office of Education (NCOE) and develop/implement TK-K specific professional development for staff and choosing TK-K specific curriculum. CJUSD may partner with NCOE to provide the required instructional minutes within the ELO-P school day.

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.

Summer ELO-P sample schedule:

9:00 am - 10:00 am: Instruction (Math, ELA or SEL)

10:00 am -10:20 am: Recess

10:20 am -11:20 am: Instruction (Math, ELA or SEL)

11:20 am - 12:00 am: Lunch with Recess

12:00 pm -1:00 pm: Enrichment (art, physical play 1:00 Dismissal and transition to after school programs)

1:00 pm - 7:00 pm: After school program at BGC, H/H or State Preschool (STEM activities, academic support, enrichment, games and physical activity)

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.