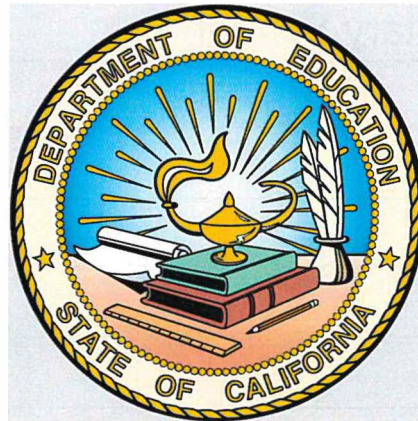


**Expanded Learning Opportunities
Program Plan Guide**

**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)**

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Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Arena Union Elementary School District
Contact Name: Michelle Egger
Contact Email: megger@aesfamily.org
Contact Phone: 707-882-2131

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. Arena Elementary School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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.

Extended Learning Opportunities are offered on site, during the after school program Monday through Friday. Arena Elementary offers a safe and supportive environment where the needs of all students are met. The program supervisor works with the site administrator and the Mendocino County Office of Education.

Everyday the students are welcomed to the program with a snack, homework support and enrichment opportunities. Students are acknowledged for their positive behavior and the site administrator and program supervisor work together on any health, social-emotional, and educational needs of the students.

The school office also maintains an accessible list of students with up-to-date emergency contact information as well as a schedule of activities and where they are located.

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.

Arena's Extended Learning Opportunities programs offers a variety of active and engaging experiences which include sports, art projects, film club, social emotional learning, choir, gaming, dancing and homework support.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

The ELO program at Arena Elementary provides opportunities for students to build their skills in a variety of ways. There is structured academic time where students work specifically on academic skills which include fundamental number sense, reading and writing skills, up to more complex middle school Math and Language Arts skills. Students receive individual support or work in small collaborative groups. Every student has access to a Chromebook and may use it as a tool to support their learning efforts. The site program director will work with teachers and the site administrator to ensure that academic goals are being met and that students are showing progress in their skills building efforts.

4—Youth Voice and Leadership

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

Arena Elementary School students are given an abundance of opportunities to give voice and leadership responsibility when it comes to their academic and extended learning opportunities. We are currently implementing the "Elevating Student Voices" program with the primary focus that:

Students can accurately articulate what they know, understand and can do in relation to the learning target(s). Additionally, can accurately articulate where they are in relation to the learning target(s) and finally, can accurately articulate the what, why, and how of their learning.

Educators will design and implement learning experiences that support students in articulating their learning (aligned to the learning targets). Likewise they will effectively use evidence of student learning to make instructional decisions. All Arena teachers and the ELO program staff will conduct student interviews twice a year, offering input into the program design.

Expanded Learning Opportunities Program Plan Guide

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.

Arena Elementary School's ELO Program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices. The District's Food Services Department, also provides training to program staff on nutrition and healthy food choices. The meal program meets the California Nutritional Requirements. Built around physical activity, program goals also includes a student garden, sports program and counseling services (individual and small group) for students Kindergarten through 8th grade.

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.

Arena Elementary's Extended Learning Program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, and gender identity and expression. The program actively recruits and hires staff that reflects the community of the students served. Student needs are addressed and discussed in collaboration with the principal, school team, families, and outside partner agencies. In order to meet the needs of students with disabilities, the District will coordinate collaboration with school and district special education staff.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

All staff are provided with clear title and job description, continuous training and professional development, resources and materials to deliver activities, and on-the-job coaching from program leadership and, whenever relevant, other experts in early childhood education and after-school programs. The program also supports staff with information regarding program requirements that affect their day-to-day operations. The minimum requirements for our program instructors are similar to the District requirements when hiring instructional aides. These include: Be a high school graduate, have at least an Associates Degree or pass a basic skills test, have TB clearance, and pass a Livescan fingerprint clearance. The site administrator and After School Program Director seek applicants who bring additional expertise that can be tapped for enrichment- such as drama, sports or music, etc.

8—Clear Vision, Mission, and Purpose

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

The vision for Arena Elementary's Extended Learning Opportunities Program is to create learning programs that support and reinforce academic achievement in addition to providing fitness and enrichment opportunities in a safe and supportive environment supervised by engaged, caring adults. Each year, the school will distribute an end-of-year survey to the parents/families of all students. The data will be collected and discussed by the director and administrators in order to refine our offerings to meet the needs of all students attending.

Expanded Learning Opportunities Program Plan Guide

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.

Arena Elementary will continue the existing partnership with Action Network and explore new ones that will enrich student experiences and provide opportunities for ensuring the highest qualified staff.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Arena Elementary's Expanded Learning Opportunities Program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve the program design, outcomes, and impact. Program successes, student outcomes and plans will be shared with the District Board of Trustees annually. Effectiveness of the expanded Learning Opportunities Program will be evaluated through the analysis of attendance data, surveys and administrator evaluations.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

Arena Union Elementary School District has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The Program Director collaborates with other District personnel and site staff to meet program requirements. The Director selects, supervises and evaluates all program personnel. In addition to, overseeing the purchase of materials and manages the budget for the school site, as well as attendance reporting. The Expanded Learning Opportunities Program instructors provide supervision, tutoring, homework help, and academic support for participating students. Program instructors collaborate with the program director to design, coordinate, and lead organized recreation activities and enrichment projects such as art, music, crafts, drama, etc. Finally, the Expanded Learning Opportunities Program implementation is adjusted based on the needs of students.

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.

Arena Elementary School currently runs one elementary-level ASES program.

Expanded Learning Opportunities Program Plan Guide

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?

Arena Elementary will address the needs of TK and K students through collaboration with district preschool and TK/K staff. Depending on availability of space, classrooms will consist of 20:2 students to staff ratios where applicable and 12:1 otherwise.

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.

Arena Elementary offers an ASES program 5 days a week, M-F, from 2:15 - 5:30, during the school year, 180 days. The goal for the 2023-24 school year is to increase staffing in TK/K classrooms, to move to a 10-1 ratio (or 20-2).

Regular school schedule:

180 days X 3-3.5 hours = 540-630 student hours, snack and recess (30 min.), Academic support time (40 min.), Fitness (20 - 60 min.), Specialty Enrichment (40 min.), Social Emotional Learning (30 min., depending on the activity).

Summer Session:

Academic support time (2 hours), Snack and recess (40 min.), Social Emotional Learning (20 min.), Specialty Enrichment when available (hours contingent upon the activity provided by Action Network)

Expanded Learning Opportunities Program Plan Guide

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.

Expanded Learning Opportunities Program Plan Guide

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

Expanded Learning Opportunities Program Plan Guide

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.