

# **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)

<b>Name of Local Educational Agency or Equivalent:</b>	Saint Helena 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. St. Helena Primary School
2. St. Helena 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.

Our ELOP Program will provide opportunities for students to experience a safe and supportive environment on our school sites. St. Helena has partnered with two providers to support with expanded learning opportunities for our TK - 5 students. The Boys and Girls Club of St. Helena and Little Backpacks Preschool are our current providers and partner with our school district to ensure a successful transition to the expanded learning programs. St. Helena 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 academic support, 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. Expanded Learning programs are offered through the Boys and Girls Club of St. Helena located on the same campus of St. Helena Elementary School. ELOP programs are provided for grades TK - 5th grade and transportation is offered for grades TK -2. 3rd -5th grade program is located on site.

## 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.

Students in the expanded learning programs will experience active and engaged learning catered to the students interests and curiosities. The program will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day. Students are able to access a variety of activities upon arrival to the programs. There are a variety if enrichment activities that range from physical play to arts and crafts. For summer school, the program will provide opportunities to be active and engaged through movement activities, games, book clubs groups and math games.

The following information was duplicated from the CAN (California Afterschool Network)

### Programmatic Level:

- The program provides a variety of activities that are hands-on, project-based, and results in a culminating product.
- The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants" needs and interests.

### Staff Level

- Staff give participants the experience of learning though multiple senses.
- Staff give participants the opportunity to work in groups that have a clear purpose
- Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
- Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also high interest and relevance to them.

## 1—Safe and Supportive Environment

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## 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.

### Participant's Level

- Participants gather evidence to support their ideas and understand other perspectives.
- Participants use modern technology to support their learning.
- All participants are engaged in group work, cooperate in the group's accomplishment, and are accountable to one another

## 3—Skill Building

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

The program will provide opportunities for students to experience skill building through engagement in a positive, fun academic social environment. The program supports activities in which participants develop and demonstrate 21st century skills. Students will have an opportunity to engage in small and large cooperative groups. For summer school the program will provide opportunities to experience skill building through the arts, sports and interactive play. The expanded learning program will also offer a tutoring component. This tutoring will be linked specifically with each student's MAP's Reading or Math scores to provide targeted support for student skill building in reading and math. Participants will learn to develop appropriate decision making skills while working in or outside of the classroom understanding what consequences come with the decisions they make. Participants are involved in projects ,activities, and events that increase their understanding and use of the 21st century skills (e.g. creativity, critical thinking, and information and communication technology.)

## 4—Youth Voice and Leadership

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

The program will provide opportunities for students to engage in youth voice and leadership.

### Programmatic Level

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program or policies. This includes opportunities that are led by youth.
- The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.
- Staff encourages and engage participants on a regular basis to share perspective regarding program design and what they want to learn.
- Staff work recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program

### Participant Level

- Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.
- Participants express their opinions and feedback in surveys or group discussion regarding what they want to learn, what they want to do, and development of program offerings that respond to their interests.

## 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.

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated efforts of families, school, and community. The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation. The program helps staff to promote healthy lifestyles by providing professional development and access to age appropriate curricula and resources. The program incorporates nutrition and physical activity into all facets of program design and operating procedures. Staff provides daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals. Staff understands how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.

Staff models good nutrition and participation in physical activity during the program.

Students will be given a nutritious snack within an hour of arriving to program. Water will also be available as a healthy drink option. Snacks will meet or exceed the USDA Nutrition Standards for School Meals.

Students will be taught how to make positive choices in regard to behavior throughout the day. Staff will model good conduct for students and students will be held accountable for good conduct. In addition, students will learn how to make positive choices in regard to maintaining program equipment and supplies in good working conditions. Students will also keep bathrooms clean when in use by students in the programs.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. For summer school, the program is offered to all of our unduplicated students. In addition, our curriculum is culturally diverse provides a social-emotional component to summer school program through community circles and community building activities. The program creates a welcoming environment by representing the diversity of the participants. The program provides an array of exposure to different types of activities for students to experience. Each of these offerings all focus on working together, learning together and creating community. Some examples of the activities offered are sports, arts and crafts and dance. The program actively recruits and hires staff that reflects the community of the students served.. All students, including those with disabilities, have access to the entirety of the expanded learning program as long as staffing ratios permit.

## 7—Quality Staff

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

Both our summer school and enrichment activities programs will provide opportunities for students to engage with quality staff. The St Helena Boys and Girls Club and the Little Backpacks Preschool will hire quality staff to support the expanded learning school program during the school year and over the summer.

The program actively recruits and hires staff that reflect the community of the students served. The program is aware of and seeks information and strategies to support all participants' needs.

### Programmatic level

- The program engages in a rigorous Recruitment and hiring process that carefully considers experience, knowledge interest, ability to create a safe environment of diversity, and capacity for engaging children in an age-appropriate and meaningful learning
- The program provides staff and volunteers with clear titles and job descriptions
- The program provides continuous training and professional development resources and materials to deliver activities
- The program provides on-the-job coaching
- The program supports staff with competitive pay
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality

### Staff Level

- Facilitate and incorporate research-based Youth Development principles and best practices in program planning and activities
- Facilitates activities that engage students in active and meaningful experiences that build mastery and expand horizons
- The staff exhibits Integrity, professionalism, caring, and competency as a positive role model
- Commitment to building positive relationships with a culturally linguistically and socially economically diverse community of students, staff, and parents

### Participant Level

- Participants have trusting, positive relationships with staff

## 8—Clear Vision, Mission, and Purpose

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

The program’s vision and mission are the same as our district’s vision and mission. The vision is “to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world. Our mission is “ to provide academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring and responsible individuals, learners and citizens. ” The purpose of the program is to expand learning after school and during the summer which focuses on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. We are hoping to provide multiple opportunities to our students so they can engage in different activities throughout the school year to explore their interests and increase learning experiences.

## 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.

Programmatic level

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication
- The program coordinates a seamless and integrated partnership between the instructional day and the expanded learning program
- The program actively outreaches and engages potential partners, public and private, in order to sustain program services
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals

The program seeks to collaborate with the appropriate school community, and regional statewide, and national stakeholders in order to leverage resources

Participant-level

- Participants share their experiences and feedback about the program to inform program design

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program’s Continuous Quality Improvement Plan will be based on several different factors. First, there will be check-in meetings with each of our partnering organizations. In addition, there will be possible surveys for students and parents to gain insight into how the program is implemented. Also, there will be input from different educational

partners to determine what is working, what needs to be supported in order to continue to provide the best program possible for our students.

## **11—Program Management**

Describe the plan for program management.

The plan for program management is to have the St. Helena Director of Educational Services St. Helena district oversee the collaboration with partners connected to the expanded learning program. Collaboration meetings as well as visits to the program will be conducted quarterly. During these check-in meetings, logistics of the program will be discussed as student needs and professional learning opportunities for staff.

## 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.

Not Applicable

### 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?

Our Transitional Kindergarten students are being served by a provider called Little Backpacks Preschool. They maintain a ratio of 10 to 1. Since St. Helena contracts with this organization, Little Backpack is responsible for recruiting and preparing staff to work in the program. An additional 2024 - 2025 school year option will be for St. Helena to offer a self-maintained TK expanded learning program or contract with another outside provider. St. Helena is currently analyzing their internal capacity and has begun the exploration of additional providers.

### 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.

7:45 - 8:30 TK students may be dropped at St. Helena Primary before the start of school and are offered before-school care  
8:30 - 1:30 TK school hours  
1:30 - 1:45 TK students are transported to the Little Backpack Preschool facility  
1:45 - 5:00 Expanded Learning Program is offered at Little Backpacks Preschool

**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.