

**Expanded Learning Opportunities
Program Plan Guide**

**Project SHARE & French Gulch
Elementary
EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:

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

Local Educational Agency (LEA) Name: Shasta County Office of Education

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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. French Gulch-Whiskeytown 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

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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>.

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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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

- All of our programs are located on our school campuses so that students can walk safely to and from the program site.
- We will provide a safe and supportive environment by:
 - o Including an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training
 - o Having an educational enrichment element
 - o Maintaining a pupil-to-staff member ratio of no more than 20:1
 - o Collaborating and coordinating with the regular school day program.
 - o Beginning operation immediately upon the end of the regular school day and operating for a minimum of 15 hours per week and until at least 6:00 p.m., on every regular school day

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.

- All programs include a minimum of five hours a week of academic support for all students registered in the program. Literacy is a predominant academic focus throughout the program because without strong reading skills students struggle in all other subject areas.
- After school staff are trained and provided with ELA and math guides that connect after school support materials to school day pacing guides. Thus, staff can easily choose appropriate activities to better support students in each grade level.
- The educational enrichment element comprises up to a minimum of one hour of each day's program. Staff are trained in basic tutoring procedures and positive behavior management as well as implementation of purchased materials. All enrichment activities are linked to the program goals. Enrichment activities engage learning in the areas of literacy, math, social studies, science, visual and performing arts, and civics. Each day, students participate in guided physical activities from the

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3—Skill Building

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

- All program sites are provided with the following all inclusive curricula in ELA and Math: Scholastic After School Kits; Language Arts Skill Sets; Learning Wrap-Ups; Learning Palettes; Brain Quest; Jeopardy Game Console; Measurement Kits; Family Math; Mathematic Skill Sets; Brain in a Box; Mindworks Kits; All Hands On Deck Math Games and Activities w/Dice; Lego Robotics; Boxcars and One-Eyed Jacks Math, Wise Skills, Center Stage Science Activities; Lawrence Hall of Science GEMS; Family Science; K'Nex; Robotics; Coding; Lending Library Kits @ Turtle Bay, Keva Planks, Intooba and many more.
- All sites are encouraged to promote cross-age tutoring during their homework hour
- Many students participate in cross age tutoring and homework assistance during academic time

4—Youth Voice and Leadership

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

- The data collected from student surveys and informal discussion is used in the development of training, curricula, and projects that will meet students' needs and interests.
- Students are encouraged to participate in the Junior Staff Mentor Program so that they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
- Students in the lower grades are provided a few choices each day of Clubs and then they self select which Club they wish to participate. This process happens weekly or daily depending on age or grade of students.

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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.

- The program limits sugary snacks and beverages to special events only.
- The program provides nutrition education activities such as CHOPPED for Kids, Cooking for Parents, Harvest of the Month, and other similar activities.
- SCOE has MOU agreements with all school sites and districts to provide nutritious daily snacks to all after school program participants in accordance with the USDA snack guidelines. School site nutrition specialists select snacks and communicate with program staff regarding snack menus.
- Site Facilitators have access to nutrition calculators.
- Programs are supported by the Nutrition Services Department and strive to meet the school's designated health and wellness policies, as well as that established by

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 encourages diversity, equity and access, and creates an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.
- The program collaborates with each district in order to reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program. If necessary, the After School Program staff can participate in student Individual Education Programs (IEPs) and behavior modification plan meetings. The program makes reasonable program modifications when possible to allow for students with disabilities and other areas of need to participate fully.

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7—Quality Staff

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

In order to be hired, all staff members who supervise students must meet the minimum qualifications of a paraprofessional, which include:

- (a) high school diploma or GED and,
- (b) completed at least 2 years of college (minimum 48 semester units)
- (c) obtained an Associates (or higher) degree; or
- (d) met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification through the Shasta County Office of Education.

In addition, each staff member must be fingerprinted and have a current T.B. clearance.

8—Clear Vision, Mission, and Purpose

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

- Project Share utilizes survey data and input from Site Administrators and staff to determine the needs of the community, students, and parents to align with the Project Share vision, mission, and purpose.
- Our Program
 - Project SHARE (Shasta, Health, Academic and Recreation Enrichment) is a collaborative effort between Shasta County Office of Education and our school districts to provide out of school time activities, a safe place for our students, and homework support. Our mission, vision and goals guide our programs and success.
- Our Mission

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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.

- Collaboration meetings are held at the District and community level. The Superintendent of Education Services meets with After School Administration and principals. After School Administration meets with After School Program Facilitators and partner agencies to support and provide training required for new implementations. The Shasta County Office of Education Advisory Committee also participates in the process as information is shared with committee members regarding the school districts needs for student support and academic achievement, and plans are put in place to support these goals. Members contribute staffing, safety information, cultural enrichment activities, and provide training.
- Collaborative members of the Shasta County Office of Education Advisory include the Anderson Partnership for Healthy Children (APHC), AVID County Office of Education and other local districts, the local fire department, Head Start Child Development, Inc., Health Improvement Partnership (HIP), Healthy Eating Active

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

- A data-driven CQI process is in place. Project SHARE management identifies one to two quality standards that are highlighted each month at Collaborative meetings. Two to three are chosen annually as program-wide goals and targeted for improvement based on data from our student, staff and parent surveys. Progress is tracked using both internal and the COE tools provided such as the Crosswalk for Quality Standards in California. All stakeholders are encouraged to participate in some capacity.
- Progress is tracked and monitored quarterly, semi-annually and annually using a variety of tools and methods. Please refer to the CDE's Guidelines for a Quality Improvement Process web page at: <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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11—Program Management

Describe the plan for program management.

- Funding is directed to the identified needs of each program.
- All funds are used to provide targeted and intentional activities and support in the areas of Health, Academics, Enrichment and Recreation. Staff are trained to work with a wide range of student interests, abilities, and ages, and are given strategies and tools to effectively lead and manage groups of up to 20 students with intentionality.
- Project SHARE staffing model is as follows:
 1. Site Level:
 - Site Facilitators are responsible for all day to day attendance and site

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.

Project SHARE and Redding STEM Academy agree to combine the ELO Program funds and ASES funds to support the needs of the students and the district to create one comprehensive and universal Expanded Learning Program. All requirements of the ASES grants will be adhered to, however, the stricter ELO-P guidance will be adhered to with regard to the 1:10 ratio for serving TK-K students. As ELO-P guidance is updated or altered, the program will adhere to whichever of the two resources has the stricter guidelines.

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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?

Project SHARE currently serves TK-K students at a 1:15 ratio. We will adjust to a 1:10 ratio, commencing in 2022, and will continue to implement the Early Childhood Education recommended standards for developmentally appropriate schedules, curriculum, content and activities for early childhood.

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.

See Attachments

Please contact FGWS at 530 359-2151 for a sample schedule. At this time only one potential student may fall into this category for 2022-23.

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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 non-school-days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites 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

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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.