

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education
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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

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

Local Educational Agency (LEA) Name:

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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. RLSA Elementary School
2. None

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/qualstandcqj.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 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.

The Expanded Learning program at REACH focuses on creating a safe and supportive learning environment that meets the social, emotional, physical, and curiosity of its scholars. REACH Leadership STEAM Academy will offer a fully comprehensive STEAM focused curriculum that includes a Sports program on its existing school campus. To ensure a safe learning environment and that all scholars are accounted for on a regular basis, REACH will use its existing Student Information System to track daily attendance. Many of the same protocols for arrival and dismissal will remain in place ensuring a smooth transition on and off campus.

In order to maintain a safe and enriching environment REACH will recruit and employ high quality staff for the ELOP. Staff directly supporting children in the program will meet the same requirements for Instructional Assistants. ELOP staff members are vetted through an intensive hiring process that includes in person interviews, reference checks, background and fingerprint checks. The ELOP staff will participate in initial and ongoing professional development based on staff and student needs. Training may include behavior management, English Learner support, restorative justice practices, health and safety, and academic support.

Other safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, and Mental Health and First Aid Training. During this training, staff members will learn about common mental health challenges for youth, review typical adolescent development, and teach an action plan for how to help young people in both crisis and non-crisis situations. Topics covered shall include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. Additionally, school leaders shall remain available to support the after-school programs and can be called upon for assistance or guidance. In cases when school administrators are not available, the local Police Department shall be contacted for consultation or support.

After school program will practice monthly fire drills. Staff shall be trained on safety protocols prior to the start of each school year. Drills shall be done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. The same procedures and protocols that are followed during the regular day program shall be used and practiced by both the ELOP programs to ensure consistency.

Emergency drills shall be conducted regularly at different intervals. Fire drills shall be practiced monthly, earthquake and lockdown drills shall be practiced quarterly (twice a year) to ensure that students and staff know what to do in a dangerous situation.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The after-school program schedule will include times and locations of assigned staff, including grades served, and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

When addressing student injuries, staff will follow established protocols when. In the event of a minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the school nurse or aide, site administration, and paramedics if deemed necessary. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in the nurse's office. Staff shall have access to the charter school's staff directory and enrollment database to find additional contact information, if needed. Staff will document any minor or major injury informing parents, by phone or in writing, of any injuries that occur during th ELOP. During ELOP days, all staff will be expected to always maintain line of sight of all students. Students shall be monitored by program staff during transition times such as, but not limited to, restroom breaks, or parent pick-up.

All Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. Site Leads will provide contact information, such as BRIDGE phone number to families and site administrators to be reached during intersession programs, after school programs and summer sessions when there is limited staffing 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.

Beginning at the start of the 2023-2024 school year, REACH Leadership STEAM Academy will implement the Expanded Learning Opportunities Program (ELOP) for qualified TK-6th grade students. The ELOP will provide enrichment opportunities that focus on development of the academic, social, emotional, and physical needs through hands-on, engaging learning experiences. The BRIDGE after-school program is located on the REACH Leadership STEAM Academy site and is a continuation of the school's mission and values. All BRIDGE leaders will receive training in classroom management and restorative justice practices to not just create a safe, positive learning environment but will be equipped to address any issues through the lens of restorative justice. To be specific, the ELOP Plan includes 3 ELOP Intersession days, BRIDGE Extended Learning After-School Program, and Summer Sessions.

BRIDGE

The BRIDGE program will offer homework and tutoring help that supports the academic needs of each student. There will also be a structured plan for enrichment everyday to expose students to a wide variety of subjects and experiences including, but not limited to, the following: art, music, games, social-emotional learning, assemblies that feature local experts and educators, music, and sports clinics. Healthy snack options will be available to students, along with time for unstructured play. Additional enrichment days will be offered during intersession and non-school days to continue to provide opportunities to engage in hands-on experiences that support the whole child.

ELOP AND SUMMER SESSIONS

ELOP will enrich the educational experience of each eligible child through dedicated time to expand upon their knowledge of the world around them, as well as homework and tutoring support. Throughout the week, and during additional enrichment days, students will participate in activities that include a focus on: STEAM (Science, Technology, Engineering, Art, and Math); creative expression (art, music and movement, imaginative play; physical activity; social-emotional learning

ELOP staff will support and reinforce the school wide expectations by using language and classroom management techniques that students have learned during the school day. This includes school rules, school-wide acronyms (RT HALLS, etc), Whole Brain Teaching and TLAC techniques, and restorative justice practices. By extending these expectations into the BRIDGE programs, students can experience a positive, predictable, equitable, and safe learning environment. Should additional behavior support be needed, ELOP staff will reach out to leadership to explore potential supports. Healthy snacks will be available to students, with accommodations provided for students with special dietary needs. ELOP staff will receive notice of any students on their roster with health concerns and/or medications as well as direction on how to assist the student should the need arise.

The REACH ELOP will provide expanded learning opportunities for qualifying students that aligns with the school's mission to bridge the socioeconomic, racial, and digital divide for underserved youth. This also aligns with the California Department of Education Expanded Learning Quality Standards and will include meaningful, engaging high interest activities for students in a safe environment. The REACH ELOP is intended to support qualified TK-6th grade students with free after school, intersession, and summer programs for a minimum of 9 hours per day as well as 30 additional non-instruction days.

Much of the ELOP programming will be facilitated by highly trained REACH staff, with guests brought in to provide additional enrichment. Some of these enrichment opportunities might include, but are not limited to the following: an art lesson from the local art museum, science opportunities from museums or the aquarium, or a guest lecturer from the local university or public works department.

3—Skill Building

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

The REACH BRIDGE Expanded Learning Programs educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday. There will be an educational enrichment component of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program. Students shall be grouped into classes and activities according to grade level, ability level, and interests. All BRIDGE and ELOP program activities are designed to keep students motivated and actively engaged. Planned educational activities include math, music, art, STEM Activities, sports activities, college and career exploration, and other educational activities that students identify as areas of interest.

4—Youth Voice and Leadership

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

Stakeholder input is critical to program design and implementation. Scholars will be provided opportunities to give input and feedback via surveys and focus groups. The information will be used to determine enrichment program selection and after school activities. All students shall be given opportunities to develop their leadership skills through their participation in Leadership Classes. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in. Enrichment classes will be aligned to the feedback gathered by the students within each grade level span. REACH will establish partnerships with educational organizations who provide services in the areas that are sought after. In addition, the ELOP Coordinator and school leaders will coordinate professional learning for ELOP/BRIDGE staff on strategies for small group instruction, transition strategies, and opportunities for student voice and choice.

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.

Students learn about how to live a healthy lifestyle. Our program shall educate our scholars on what it means to eat a balanced nutritional meal. Students shall be taught to make healthier choices when it pertains to their diet and shall be taught the importance of exercise and moving their bodies. Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. All students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and

portions. Additionally, programs and partnerships shall be reviewed to offer students a variety of physical and outdoor options. A physical fitness component shall be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. Scholars shall have the opportunity to participate in the Sports Academy. Components of the Sports Academy shall also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks.

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 REACH ELOP and BRIDGE Programs shall actively recruit and hire staff that reflects the community of the students served, including the community partnerships. Staff shall coordinate and link activities to students' backgrounds, experiences, and knowledge. Program planning shall be conducted through a culturally sensitive lens with special attention given to ensuring activities are inclusive of all students' and staff members' beliefs. Enrichment opportunities shall embrace the diversity and rich cultural heritage of our scholars and their families. Our scholars and staff shall be given opportunities to share their diverse perspectives, experiences, and backgrounds.

Both BRIDGE and ELOP programs will serve all qualifying students in a learning environment where students, staff, and parents/guardians are valued and treated with respect. Providers will make the accommodations necessary for qualifying children to participate. Activities planned will be culturally inclusive and responsive, including monthly cultural heritage focus lessons. Activities will promote inclusivity for students' and staff members. The program will maintain children's safety and security, including showing understanding and acceptance of gender differences and diverse cultures, ethnicities, languages, and special needs. If an Individualized Education Program (IEP) has been developed, a copy is required before the child's first day in the program. ELOP staff/vendors will work to provide appropriate accommodations to support inclusion as long as it does not negatively impact the program. Children with physical or emotional disabilities shall be accepted if it is determined that the child can interact positively with the other children, the child will benefit from the program, and that the staff is able to meet the special needs of the child along with the needs of the other children in the center.

7—Quality Staff

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

The REACH Human Resources Department in coordination with the ELOP coordinator and shall work to appropriately screen candidates based on a district-developed and Board approved job description for all BRIDGE/ELOP program positions. Candidate applications are screened to see if minimum qualifications are met. Candidates participate in a qualifying interview session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually. School leaders shall conduct regular program observations and build intentional relationships with staff, parents, and students. The ELOP Coordinator will work closely with school leaders to ensure department goals are being delivered with fidelity and provide support

as guided through the Expanded Learning Quality Standards. The ELOP Coordinator will work in coordination with school leaders to provide support and additional resources on implementation of staff professional development, including but not limited to online professional development throughout the year.

8—Clear Vision, Mission, and Purpose

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

To further its mission of closing the achievement gap for underserved youth, the REACH LSA vision is to provide a high-quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in our day program. The REACH Expanded Learning Opportunity Program will provide a safe learning environment where student leadership and students' voice are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential. The REACH ELOP Program shall offer STEM programs that will allow our students to evolve from consumers of technology to creators. The ELOP program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected. The program shall monitor progress towards its goals regularly and shall continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals. In addition, progress and outcomes related to program goals will be shared out to educational partners.

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.

Feedback will be solicited from stakeholders annually via a survey. Meetings will be held throughout the year between administration and support staff to discuss and review the program design. These meetings will help to identify opportunities for professional development. Based on feedback, immediate adjustments shall be made to the program to ensure that our scholars are experiencing and receiving a top notch program that meets their individual needs and the needs of the community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected annually. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication on the regular school day. Information gathered from the surveys will allow for program improvements that align our ELOP program goals to better meet the needs of our stakeholders and state priorities. All of the programming offered through Expanded Learning services shall act as an extension of the school day.

11—Program Management

Describe the plan for program management.

The Executive Director of REACH, in collaboration with administrators and supervising staff will be responsible for program oversight and compliance. This includes evaluating the program, recording and submitting data to the REACH School Board, and providing ELOP information to all stakeholders. Daily operations will be overseen by BRIDGE supervising staff. Responsibilities include recording attendance, sharing program information with parents and guardians, meeting with administrators, planning and delivering expanded learning services, and conducting staff meetings including professional development. Program staff will also be responsible for ensuring that all safety protocols are followed, including sign-out procedures.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

None.

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?

The ELOP transitional kindergarten and kindergarten programs at REACH will maintain the 10 to 1 pupil to staff ratio. All staff will be required to meet the minimum qualifications for an Instructional Aide at REACH and will receive professional development to support them in meeting the academically and developmentally appropriate needs for this young age group. The California Department of Education Preschool Learning Foundations and Curriculum Frameworks as well as the California Common Core Standards for Kindergarten will be used to create rigorous, but developmentally appropriate programs.

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.

Sample ELOP Daily Schedule (3 designated days)

- 7:15-8:00 Arrival
- 7:15-7:50 Breakfast
- 7:50-8:00 Morning Meeting

8:00-10:00	Academic Hour (Includes tutoring and small group instruction)
10:00-10:20	Recess & Bathroom Break
10:20- 12:00	STEAM Enrichment
12:00-1:30	Lunch & Recess
1:30-3:00	Electives (Art, PE, Music, Leadership)
3:00	Clean Up & Dismissal

Sample Summer/Intersession Schedule

7:15-8:00	Arrival
7:15-7:50	Breakfast
7:50-8:00	Morning Meeting
8:00-10:00	Academic Hour (Includes tutoring and small group instruction)
10:00-10:20	Recess & Bathroom Break
10:20- 12:00	STEAM Enrichment
12:00-1:30	Lunch & Recess
1:30	Clean Up & Dismissal

Sample After School Program Schedule

2:45	Arrival
2:50-2:15	Snack
2:15-3:15	Academic Hour (Includes tutoring and small group instruction)
3:15-3:30	Recess
3:30-5:00	Enrichment
5:00-6:00	Tech and Game Hour/Dismissal

Sample 9-Hour Day Schedule

7:45-2:45	Regular Instructional Time
2:45	Arrival
2:50-2:15	Snack

2:15-3:15	Academic Hour (Includes tutoring and small group instruction)
3:15-3:30	Recess
3:30-5:00	Enrichment
5:00-6:00	Tech and Game Hour/Dismissal

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.