

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Forestville Union 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. Forestville 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.

FUSD will be expanding the Summer Springboard Program that we offered during the summer of 2021. There will be three weeks (15 days) of the program that will be held on Forestville School's campus from end of July through the first two weeks in August. Another 15 days will be provided in June, 2023. Students entering grades Tk-6 during the 2022/23 school year are invited to attend with priority given to students that are EL, foster youth, free/reduced lunch, students that are homeless, or have special needs. The staff will provide a variety of academic skill building and enrichment activities. The program will operate from 8:30-5:45pm. A safe and supportive environment will be provided for students through the implementation of all safety measures that are in place during the school year, including low student: staff ratios, clearly identifying any health or medical needs of participants, ensuring that staff, participants, families and school partners understand where participants are located throughout the duration of the program, and documenting and communicating any incidents that may occur during the program. Teachers and support staff have been working through MTSS training as well as our SEL program, Leader in Me, which will help support a positive classroom and campus climate.

In addition, FUSD will continue to provide an after school care program (ASAP) during the school year to run from the end of the school day until 5:45pm. In partnership with 4-H, Experience Corps, and other local partnerships that the district leadership will continue to explore, the district is committed to providing a safe, supportive, and well rounded extended year and extended day programs.

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.

Lessons and activities will be a combination of group direct instruction, small groups, and use of technology programs for independent practice. The curriculum will be standards based, aligned with our adopted materials, grade appropriate, and focus on the following key areas:

Math:

Academic vocabulary, number sense, review of grade level key concepts/operations, and practice in increasing math fluency and automaticity

Language arts:

Phonemic awareness, reading fluency, grade appropriate writing skills, and reading comprehension

Staff will direct a variety of additional activities like arts and crafts, physical activities, games, and other events as well as supervising free play/choice activity times. We'll continue to monitor protocols to allow for field trips, guest speakers, or other special events that may be available and the teacher may be able to accommodate and/or schedule during these times.

3—Skill Building

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

Learning opportunities during Springboard and Summer School programs will focus on the academic goals of each grade level that are in line with the upcoming grade level curriculum as well as the identified focus areas based on student data. Staff will select appropriate activities to engage in building mastery of skills, sequencing

activities/lessons/units to allow participants to build on previously learned skills, facilitating discussions and reflections to help students learn from their experiences with successes, mistakes, and areas of challenge. All of these concepts, vocabulary, and skills will be something that Springboard and/or Summer School students will see early on in the upcoming school year which should help with success moving forward. Teachers and staff will also be identifying and documenting students' strengths and barriers (including any social emotional concerns). This information will be available to their grade level teacher and administration to follow up and review ongoing progress.

4—Youth Voice and Leadership

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

During the Springboard and Summer School programs, FUSD staff will provide opportunities for youth voice and leadership. Following our common practice on campus, teachers and staff value student voice and expression, making sure that time is allotted for discussion, exchanging ideas and perspectives, and giving student choice, when appropriate and available. Students may be given the opportunity for classroom leadership with different roles and responsibilities facilitated by staff. The Springboard, ASAP and Summer School programs will support students' leadership development through appropriate skill building opportunities such as goal setting and planning, mentoring younger students, and providing opportunities for input and feedback on activity planning, implementation and evaluation. The programs will also set aside time for community building, restorative practices, and social emotional learning (SEL) using our Leader in Me program, which has a heavy emphasis on building leadership and cultivating student voice.

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 creates and maintains a healthy culture and environment that is built and maintained by collaborative and coordinated efforts between the school, families, and community organizations. Students will be supervised in all settings, expected to exhibit positive behaviors and practice life and leadership skills throughout the day. The program incorporates nutrition and physical activity into all facets of the program design and operating procedures (meals/snacks, policies, curricula, etc). The program provides meals/snacks to those that qualify for free or reduced lunch program or for any student that requests a meal or a snack.

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.

FUSD is aware of and seeks information and strategies to support all participant needs. To this aim, the district and classroom staff work hard at creating a welcoming environment that reflects the diversity of the participants through program materials, displays, etc. Additionally, the district staff works to outreach to all students at the school site, with specific attention to English Learners, foster students, students with exceptional needs, students with housing insecurity, and/or free or reduced lunch. Teachers will be given the appropriate IEP documentation and information for students with exceptional needs that are in the program so that their goals will be shared as well as accommodations made for learning and any special programming needed. The district adopted instructional materials and resources support English Language acquisition for our English Learners that participate in the program. The

program will actively recruit and hire staff that reflects the community of students served, as well as make sure that all publications, messages home, and outreach is sent out in English and Spanish.

7—Quality Staff

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

The ELO-P will pull from our already employed staff (teachers, classified support and admin) when they are available and able based on a staff survey. If additional staff is needed to support the program, the position(s) will be posted and qualified team members will be recruited and hired after carefully considering experience, knowledge, interest, ability to provide a safe environment, diversity, and capacity for engaging students in age appropriate and meaningful learning.

The program will provide staff with resources and materials to deliver activities/lessons, training and professional development, and administrative support, if needed. FUSD is committed to support staff with competitive pay as well as providing opportunities for feedback to grow and support the program.

8—Clear Vision, Mission, and Purpose

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

As a district, the vision statement focuses on being a community of life long learners working together to be educated, productive, kind and responsible citizens. We use this to support decision making for our ELO-P programming and LCAP goals. FUSD will be implementing a Multi Tiered System of Supports (MTSS) approach. to address academic growth, social emotional concerns, and chronic absenteeism/truancy. Summer Springboard and Summer School are a component of our MTSS approach as the purpose of the programs is to address any skill deficits due to the suspension of in person learning or any other barrier that may mean a student needs additional support or is not reaching grade level standards. FUSD administration and leadership will monitor progress of the Springboard, ASAP, and Summer School programs to make necessary and appropriate changes, when/if needed.

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.

Forestville already had an established after school program (ASAP), so that will continue. In addition to ASAP, the district will be partnering with 4-H in the 2022-23 school year to provide additional enrichment after school for homework help, sports/activities, and specific programming like STEM. FUSD will also continue their partnership with Experience Corps, an organization that provides literacy/reading tutors to students that need additional support. The district is also consulting with the county office of education for MTSS training, resources, and strategic support. The district will also continue to partner with the county office of education for mental health assessment and support that is provided through their offices.

FUSD will continue to work with and identify community partners in mental health, health services, probation, truancy prevention, and partner districts for the identification and implementation of any other needed supports, interventions, or requirements of the ELO-P programs.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

One of the major functions of our Local Control Accountability Plan (LCAP) is to support continuous quality improvement. Our LCAP is drafted to support student progress academically, behaviorally, mentally, in attending school regularly and being engaged while on campus. While our data indicates that are students are doing well overall, there are still a persistent concerns regarding academic achievement and chronic absenteeism. FUSD, as detailed in our LCAP, will continue to implement multiple strategies in the coming years to annually reduce the percentage of students performing below grade level standards and/or not attending school regularly. This includes:

Facilitating multiple benchmark assessments, including fall assessments, to confirm growth from the previous year, identifying students in need of support and targeting instruction for those students, paying particular attention to RSP, EL, students in foster care, have housing insecurity, or are on free/reduced lunch.

Continue to develop and implement our MTSS program and insure that the process for universal supports is known to teachers and support staff as well as how to initiate and access Tier II supports for students that need them.

Continue to develop our SEL program, including ongoing training for staff and parents, weekly SEL lessons and overall campus climate activities to support an engaging and welcoming environment.

Implement and follow through the truancy and chronic absenteeism protocols, with follow up to SART and SARB hearings, if needed.

The development and implementation of our Springboard and Summer School programs is an extension of the strategies for continuous quality improvement.

11—Program Management

Describe the plan for program management.

The After School Program is managed by the After School Care Coordinator and overseen by the Principal and Superintendent. The Elementary Principal and Superintendent/Middle School Principal will oversee the administration of the summer school Springboard, Kinder Bridge, and Summer School programs.

The district leadership will create the ELO-P with review annually to adhere to federal, state, and local requirements. District leadership will also work to make sure that clearly defined goals, policies, practices, and staff/partner roles have been established, are reviewed annually, feedback opportunities provided, and adjustments made as needed.

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?

The TK/Kindergarten 10:1 ratio will be maintained by providing paraprofessional support, if the class size exceeds 10. The teacher and paraprofessional selected to work with this younger age group will have experience and/or formal education or training in working with Tk/K students. Since Forestville School has a long standing Tk/Kindergarten program with established curriculum and programming, these materials and resources will be available for the extended year program. The after school care program has also purchased developmentally appropriate resources, materials, and play activities to support this younger age group.

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.

Springboard and/or Summer School Sample Program Schedule:

8:35-12:35pm: Structured classroom activities and direct instruction

12:35-5:45pm: Enrichment, self selected skill building and play activities, games, crafts, playground activities

ASAP program (After School Program)

From the end of the regular school day (2:00/2:55pm until 5:45pm): self selected skill building/play activities, homework help, 4-H, Experience Corps tutoring, staff directed tutoring, games, and crafts

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.