

# 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>	Geyserville 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. Geyserville Elementary School
2. Geyserville New Tech Academy

### 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.

Boys and Girls Club Program Directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.

The program has developed policies and procedures to:

- Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
- Ensure that staff are trained in safety and first aid.
- Clearly document and communicate incidents (i.e. written reports and phone records).
- Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

## 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.

- The program provides a variety of activities that are hands-on and project-based. These activities will support daily classroom instruction but will be unique learning opportunities, connected but separate from the regular school day.
- The program uses participant feedback to provide projects that meet participants' needs and interests.

## 3—Skill Building

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

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.
- Staff select and/or create projects that relate to young people's lives.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.

- Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
- Helping youth make links between the activity and their lives outside of the program
- Staff will provide tutoring and homework help to support students' in their academic growth.

#### **4—Youth Voice and Leadership**

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

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies.
- The program trains staff to facilitate youth voice in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

#### **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.
- The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- The program helps staff promote healthy lifestyles by providing professional development.
- The program incorporates nutrition and physical activity into facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, incentives, etc.).

#### **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 actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

## 7—Quality Staff

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

- The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and student volunteers with: Clear titles and job descriptions , Continuous training and professional development, Resources and materials to deliver activities, 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

## 8—Clear Vision, Mission, and Purpose

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

- The program is aligned with the school district’s vision, mission, and LCAP goals.
- The program monitors progress toward its goals and outcomes.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with: Policies and procedures, Program plan, Budget, Staff development, Communications and marketing material
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.

Program Vision: Geyserville Unified School District as a whole is committed to providing the opportunity for all students to acquire the skills and values necessary to become responsible and contributing adults in our community and beyond. We believe true excellence results from the collaboration of a passionate, committed staff, involved families, and the broader community.

Program Mission Statement: The Mission of Geyserville Unified School District is to produce within a safe and caring environment, educated, compassionate citizens who achieve and perform at all levels of learning, are prepared to live fulfilling lives and contribute to their community and the world in which they live. Our well-qualified and caring faculty and staff challenge each student to his or her highest potential in this life long pursuit of learning, excellence and service to others.

Program’s Purpose: Boys and Girls Club provides a safe and enriching extended care program that meets the needs of all students who participate.

## 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.

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.

- The program coordinates a seamless and integrated partnership between the instructional day and 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.
- The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program has established a clearly defined continuous quality improvement process that:

- Outlines improvement goals and action steps
- Incorporates feedback from staff, youth, parents, and K-12 partners
- Describes the information or data needed to assess quality
- Clearly describes the responsibilities and roles for each person

The program will record and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.

The program will share lessons learned and key outcomes from the quality improvement process with stakeholders. Information is gathered through the partnership between the district and Boys and Girls Club. This information is used to inform key stakeholders and is represented in the district's LCAP.

## 11—Program Management

Describe the plan for program management.

The program will create and annually update manuals that:

- Address fiscal management, personnel policies, and program operation
- Include clearly defined policies, procedures, practices, and staff/partner roles
- Adhere to federal, state, and local requirements

The program's website includes:

- program goals, vision, mission statement
- child safety information
- diversity, equity, and inclusion
- staff profiles and contact information
- fundraising efforts
- multilingual translation of all webpages

The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: Staff job descriptions, Lines of supervision, Information about who to ask for resources, The percentage of direct service and administrative costs that is allocated for each position

The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source
- Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year

The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

The program maintains written agreements that define roles and responsibilities of all subcontractors and partners



## 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.

All students deserve enriching educational experiences before, during, and after school hours. Our leadership team will continue to meet regularly to ensure articulation and communication is clear between in school learning and outside of school learning opportunities. We will continue to work with Boys and Girls Club while adding opportunities for homework help, tutoring, and summer learning opportunities.

### 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?

Throughout our UPK planning process, we have been planning for increased services for our youngest learners. Our UPK plan addresses the need for more teachers and assistants who are certified as well as facilities needs. Our PreK/TK,K team will continue to meet to plan developmentally-informed curriculum as well as meet with ELO-P team members to ensure clear articulation.

### 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.

#### Option 1:

Time

Activity

3:00-3:15

After school staff members will greet students in the designated location and take attendance.

3:15-3:45

After school staff members will serve snacks to all students. Once completed, students have free play time.

3:45-4:45

Homework and tutoring help: Students will complete their homework, receive small group tutoring, and/or have silent reading time.

4:45-6:00

Club time: Students will choose which club they would like to join. Clubs are developed based on student interest and staffing capabilities. Clubs might include: gardening, crafts, Maker, coding, yoga, chess, Spanish, etc.

#### Summer/Intersession Schedule Template (9 hour day)

Option 1:

Time

Activity

8:00-8:30

Students arrive and are served breakfast in the cafeteria.

8:30-9:00

Teachers greet students in the cafeteria and walk to class. Teachers take roll and start opening activities.

9:00-10:00

Nutrition lessons and exercise

10:00-10:30

Student recess and snack

10:30-12:00

Mindfulness and SEL activities

12:00-12:45

Student recess and lunch

12:45-1:15

Silent reading/quiet time

1:15-3:00

Mondays: art

Tuesdays: art

Wednesdays: hands on science

Thursdays: hands on science

Fridays: STEAM project

During the school year, we will increase our library hours to include an hour before school starts to allow for early drop off and before school care/homework help.

Teachers and other staff could “job share” for summer programs (e.g. one teacher teaches 2 weeks of summer school and another teacher teaches the next 2 weeks)

Use Classified staff to increase programming and additional professional development

Recruit high school and college students, pre-service teachers, local businesses, and other contacts to run programs.

**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.