

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:	Santa Rosa Accelerated Charter School
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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. Santa Rosa Accelerated Charter 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.

Santa Rosa Accelerated Charter will offer after-school expanded learning experiences and opportunities to students during the 23/24 school year. All students are granted the opportunity to participate in these programs. The school site administrators will work with the after-school providers to align the instructional school day for consistency and strategic priorities and objectives. Supervision of the children will ensure a 20:1 child-to-adult ratio.

Santa Rosa Accelerated Charter is committed to providing a safe environment for students and staff. We have established policies and procedures designed to effectively deal with emergency incidents on our site. SRACS follows the Rincon Valley Middle School comprehensive safety plan as SRACS is located on the Rincon Valley Middle School Campus. SRACS also works closely with local safety officials (fire, police, sheriff, RESIG, and county emergency leaders) to ensure it is well-prepared for any situation. Additionally, the safety plan is reviewed annually by the school community and includes drill procedures for emergencies and disasters. Descriptions of its emergency drills are explained on the RVMS and SRACS website. Additionally, the after-school programs will establish early release and late arrival policies; develop a sign-in, and sign-out procedure; and develop steps to help verify student absences.

All program staff, including volunteers, will undergo criminal background checks, test negative for TB, and have safety & First Aid training to protect child safety.

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.

Santa Rosa Accelerated Charter will work to provide targeted interventions: tutoring support, a variety of interest-based enrichment activities, and regular homework support. As part of the overall programming, students will participate in opportunities focused on enhancing literacy, communication, and student voice through decision-making skills. Additionally, students will engage in physical activities 2-3 times a week for at least 30 minutes.

After-school program offerings will focus on 21st Century skills, providing students with opportunities to work on their critical thinking, communication, & creativity skills. Interesting, innovative, outcome-based enrichment activities will be developed with the input & interests of the students, their parents, school staff, and collaborative partners.

3—Skill Building

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

After-school program offerings will provide opportunities for students to build academic skills under the guidance of trained staff. Academic enrichment, learning supports, and supplemental instruction are a high priority for the after school programs and after-school providers. School staff will work in collaboration with program staff to support student academic growth and development.

In cooperation with the educators at the site, the after-school program staff will work to align the skill-building activities, tutoring, and homework sessions, around the identified needs of the students.

4—Youth Voice and Leadership

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

An important aspect of engaging students in meaningful activities is including them in the decision-making process. As such, the after-school program will work to incorporate youth input into the co-construction of the programmatic offerings at various times during the school year.

Additionally, as part of this process, students will get the opportunity to develop their teamwork, cooperation, and leadership skills. Importantly, students who participate in the expanded learning after-school programs are encouraged to express their preferences, and in portions of the scheduling, exercise their choice between different elective options and classes.

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.

Healthy choices and healthy lifestyle opportunities are essential components of expanded learning offerings. As a part of this, snacks will be served to participants through the district's authorized meal program. Additionally, during the summer program, staff will help to support healthy living learning opportunities, and participation in the Child Nutrition programs (providing breakfast, lunch, snack, & supper (when appropriate)).

Finally, after-school program staff will work to ensure that all students participate in at least 30 minutes of physical activity daily, and that healthy eating and nutrition skills and information are integrated into the overall instruction and program. Activities may also include: community gardening, Kids Cooking offerings, and culinary skills classes.

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.

Ensuring broad and diverse access to the various expanded learning offerings is an essential aspect of successful expanded learning programs.

Student recruitment efforts will be used to ensure that historically underserved student populations are prioritized for enrollment, and that the funding requirements are met. Registration and outreach efforts will employ a variety of techniques, including parent square newsletters, the school's social media accounts, and hard copy and electronic flyers and enrollment forms, via different community and school events, and through in-person referrals. Additionally, communications with families, including registration materials, will be made available in both English and Spanish. School site staff members (Student Engagement Coordinators, Family Engagement Facilitators, counselors and administrators) will work to help celebrate and highlight the after-school and summer program offerings, and support the recruitment efforts.

All eligible students will have an opportunity to participate in the expanded learning programs, based on needs and available slots.

Students with disabilities, or those who require additional supports and accommodations via the 504 or IEP process, who qualify for extended learning opportunities will be welcomed and included into the expanded learning offerings. Additionally, program staff will work together with site administrators, case managers, and other educational experts to ensure students are receiving necessary supports during programming.

Finally, our expanded learning programs celebrate & promote students' cultural backgrounds through targeted programs, relevant special events & activities that include the family, and ensuring that we hire high-quality staff members that are representative of the communities that we serve. We welcome the addition of personal aides and paraprofessionals to help students successfully participate in our program, and work to support and implement behavior modification plans implemented during the regular instructional day. Combined, these practices will help us to ensure that we're working to meet the needs of all students.

7—Quality Staff

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

The SRACS expanded learning program admin will work to recruit, hire and train after-school and expanded learning team members. With a focus on attracting ethnically and culturally diverse candidates, team members are carefully screened as part of the selection process, and provided with training and professional development on best practices in working with youth.

SRACS admin will oversee and support the overall after-school and summer school programming, including coordination, logistics, staff development, hiring, budgeting, and registration and enrollment to the various expanded learning offerings throughout the year.

8—Clear Vision, Mission, and Purpose

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

All SRACS offerings, including after-school and other expanded learning programs and offerings, will be aligned towards the Santa Rosa City Schools' Vision and Mission statements. They are as follows:

Vision: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Finally, to help round out the operationalization of major components of the work, the Board of Education has articulated the following strategic priorities:

Priority 1 - Life Ready Learners

SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness.

Priority 2 - Whole Person Focus

SRCS recognizes our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each person is safe, engaged, supported, and challenged.

Priority 3 - High Quality Staff

SRCS values and supports growth-minded professionals. We commit to provide collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.

Priority 4 - Teaching and Learning Environment and Resources

SRCS will provide safe and clean schools. We will provide flexible learning environments that are conducive to teaching and learning. SRCS is committed to supporting teachers with current tools and training to support pedagogical leadership and innovation. SRCS believes in building a staff that reflects the students we serve.

Priority 5 - Equity and Excellence

SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.

Priority 6 - Family Engagement and Community Partnerships

SRCS understands the value of engaging our students' families and our larger community. SRCS commits to providing its resources and educational opportunities to families equitably, and developing lasting partnerships with our community to deepen and expand student success.

Priority 7 - Sustainable Funding

SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to being consistent and fierce advocates for full and fair funding from the State of California.

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 SRACS Expanded Opportunities After School Program and Summer Program will be site created, site managed, and site monitored. The current site budget does not support a collaboration with a non-LEA entity.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The site will work together to evaluate the quality and impact of the after-school experiences twice annually.

The final evaluation metrics will be created/selected and analyzed by the SRACS team informed by feedback and input from a variety of stakeholders and participants (including students, parents, staff, teachers, and administrators). With a lens towards a cycle of inquiry and continuous improvement, the on-going and embedded feedback loop will work to improve and strengthen the quality of the offerings and supports for students, family members, and the program itself.

11—Program Management

Describe the plan for program management.

Serving under the direction of the Assistant Superintendent of Educational Services, the district has a Director of Expanded Learning Programs and a Coordinator of Child Care Programs, who will work in concert with SRACS, to help organize and coordinate the various programs and offerings. Additionally, the district team will work closely with the site team to ensure that programs are brought to scale and implemented with fidelity in meaningful and sustainable ways.

Additionally, SRACS working in collaboration with the district, will make every effort to staff the expanded learning opportunities programs with a high qualified staff member, and SRACS will provide on site training when needed to ensure the programs are successful in meeting the program goals.

SRACS will evaluate the impact and effectiveness of the programs twice annually. SRACS is excited by the potential and opportunities these new programs and learning experiences will bring to our community.

Thank you!

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.

Santa Rosa Accelerated Charter receives only ELOP funding to support its after school care program. As such, the plan has been carefully constructed with a lens towards: ensuring funding requirements are met for the grant; maximizing the number of students served with the monies; and tailoring offerings around the needs of our students. SRACS is working to match the funding in such a way that we can grow the expanded learning offerings to best suit the needs of the local community.

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?

N/A as Santa Rosa Accelerated Charter serves grades 5-6 only.

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.

Santa Rosa Accelerated Charter serves grades 5-6 only.

The ELOP funds will be used to fund an after school care program that runs until 5:30pm every school day and a 30 day Lego robotics summer program.

Additionally, other after school programs will continue to be offered and funded through the other sources

After School Homework Help - LCAP - T and Th 2:50 - 4pm

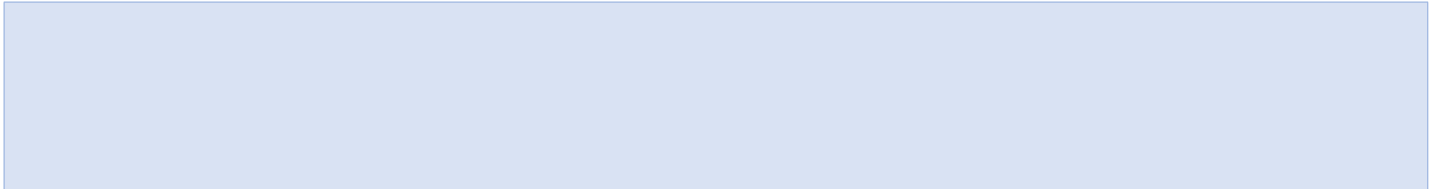
Music Karate - ELO Grant - T 2:50 - 4pm

Lego Robotics - Parent Grants and Donations - Thu 2:50 - 4pm

Math Counts - SRACS SFPO/RVMS STPC Collaboration - Friday 3 - 5pm

Chess Club - Parent Volunteers - No Cost - Wed 2:50 - 4pm

Odyssey of the Mind - Parent Volunteers - No Cost - Days and Times TBD



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.