

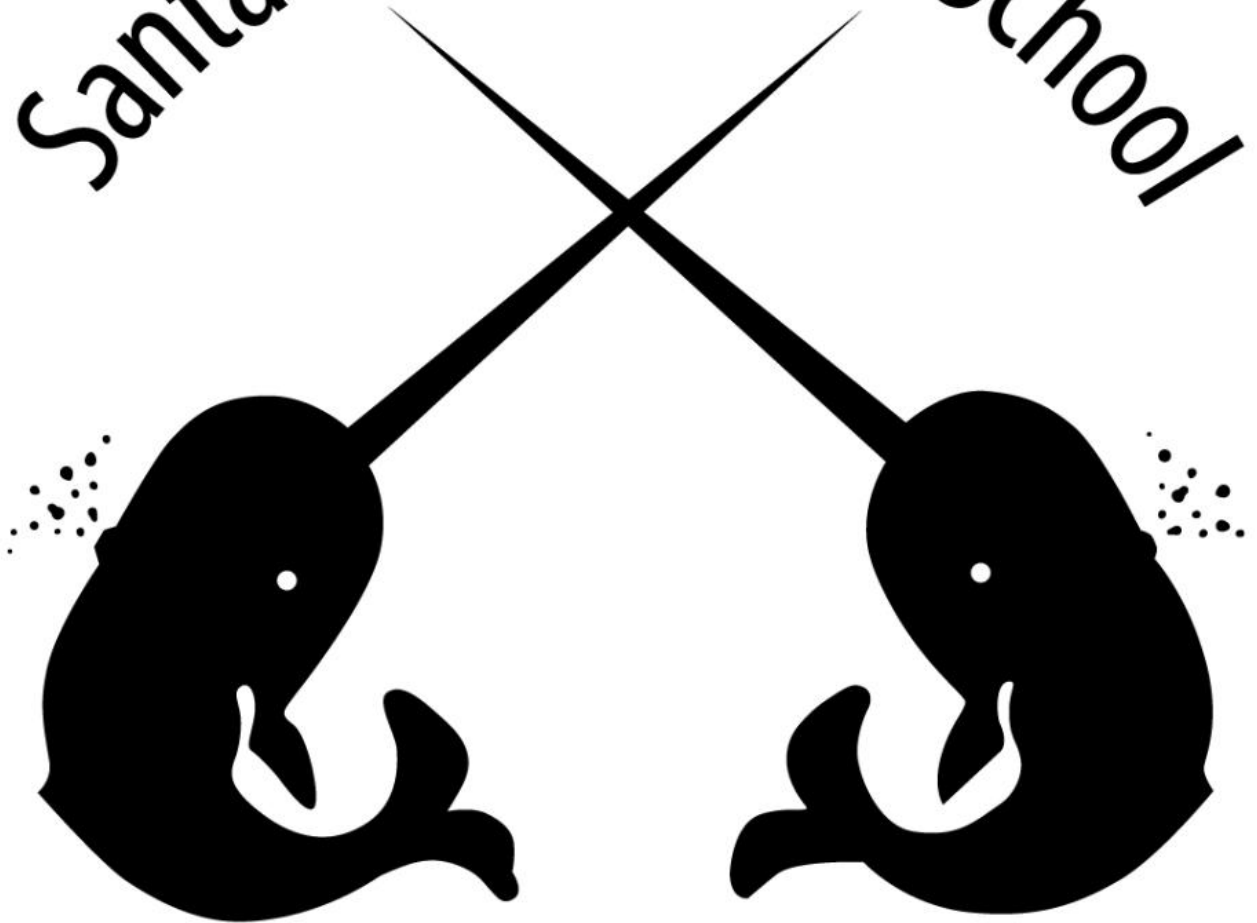
# Expanded Learning Opportunities Program Plan Guide

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by: Expanded Learning Division

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Santa Rosa Charter School



for the Arts

**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>	SR Charter School for the Arts
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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. SR Charter School for the Arts

### 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 Charter School for the Arts will offer extended learning sessions during the summer school. Our charter schools will offer opportunities for students TK-6 alongside our district child care programs. Priority will be based on serving students from our Unduplicated Pupil Count (UPC) lists, including foster youth, English learners, and low income students. The school site principal will work with the after school providers to align the instructional school day for consistency and strategic priorities and objects. Supervision of the children will ensure a 20:1 child to adult ratio except for transitional kindergarten and kindergarten which will be 10:1 child to adult ratio.

The Arts 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 in our district. Our school has our own comprehensive safety plan, and we work closely with our local safety officials (fire, police, sheriff, RESIG, and county emergency leaders) to ensure our school is well prepared for any situation. Additionally, the safety plans are reviewed annually by our school communities, and include drill procedures for emergencies and disasters. Descriptions of our emergency drills are explained on our district website. Additionally, the after-school programs have established early release and late arrival policies; developed a sign-in, sign-out procedure; and developed steps to help verify student absences.

All program staff, including volunteers, undergo criminal background checks, are negative for TB, and have safety & First Aid training to protect child safety. After-school program staff members are supported with 20 hours of annual safety training, and are provided with bright teal staff shirts to ensure that they can be identified quickly in any situation.

Finally, new for summer 2023, and as a result of recent feedback from students, staff and the broader community, our district is providing additional staffing and support to help ensure that all stakeholders are safe and feel comfortable on campuses during select expanded learning sessions.

## 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 Arts Charter will provide targeted interventions (additional academic offerings including early literacy, math, and science ; tutoring support; a variety of interest based enrichment activities; and daily 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 daily for at least 30 minutes. Santa Rosa Charter School for the Arts is plans to utilize ELOP funds (Education Learning Opportunities Program) to offer additional instruction and assistance through a summer maker camp. The camp incorporates a STEAM (Science, Technology, Engineering, Arts, and Math) curriculum, focusing on interdisciplinary learning.

To ensure a comprehensive and enriching experience for the students, the summer camp employed certificated specialty teachers who specialize in STEAM education. These teachers possess the necessary expertise and skills to provide high-quality instruction in their respective subjects. In addition to the specialty teachers, the summer camp has multiple subject and single subject teachers. This mix of teachers will allow for a well-rounded approach to

education, addressing various academic areas and promoting a holistic learning environment. This includes a PE teacher who provides physical exercise for our maker camp students utilizing the model content standards for California public schools. To cater to the students' well-being and emotional needs, the maker camp provides a counselor who can offer guidance and support. This emphasizes the importance of addressing students' social-emotional development alongside academic growth. Furthermore, the school ensured that students' physical health needs are met by employing an office manager/health tech professional. This individual is responsible for attending to any health-related concerns that may arise during the summer camp. The primary goal of this summer program is to offer supplemental instruction and emotional support for all of our students attending. By utilizing ELOP funds in this manner, Santa Rosa Charter School for the Arts demonstrates a commitment to providing a comprehensive and engaging summer camp that combines academic rigor, artistic exploration, and social-emotional support for its students. 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 daily for at least 30 minutes. All eligible students will have an opportunity to participate in the expanded learning programs, based on needs and available slots. Additionally, the Arts Charter has established child care to provide additional options for families.

### **3—Skill Building**

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

Through an engaging STEAM (Science, Technology, Engineering, Arts, and Math) camp, students will experience structured and intensive targeted skill building interventions (in the form of literacy, mathematics, scientific process and methodology, etc).

### **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 part of this process, students get the opportunity to develop their team-work, cooperation and leadership skills. Importantly, students who participate in the expanded learning STEAM camp program 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 & dinner will be served to participants through the district's authorized meal program. During our summer STEAM camp program, team members help to support healthy living learning opportunities, and participation in the Child Nutrition programs (providing breakfast, lunch, snack, & supper (when appropriate)). Summer school program providers 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. Our summer camp has a culinary class option in which students learn about making healthy choices when selecting ingredients along with the farm to table component of our gardening session.

## 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.

All eligible students will have an opportunity to participate in the expanded learning programs, based on needs and available slots. Our site has established child care offerings to provide additional options for families, by offering fee-based option for families that do not qualify for the ELOP funded slots and offers a sliding scale for some programs.

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 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.

Our teachers for the summer camp are the Arts Charter regularly school year educators. All our teachers are required to hold appropriate state credentials or licenses. These credentials are obtained through an extensive process that typically includes completing a bachelor's degree in education or a related field, completing a teacher preparation program, and passing state-mandated assessments, such as teaching exams and content-specific tests. State credentialing ensures that our teachers have met the necessary educational standards and possess the knowledge and skills required to teach in their respective subject areas and grade levels. To prioritize the safety and well-being of our students, we conduct thorough background checks on all our teachers. These checks involve reviewing their criminal records, including fingerprinting, to identify any potential red flags or criminal history that could pose a risk to students. This helps ensure that our teaching staff maintains a safe and secure learning environment. We recognize the importance of ongoing professional development to enhance teaching skills and stay up-to-date with the latest educational practices. Our teachers participate in regular professional development opportunities, including workshops, seminars, conferences, and online courses. These sessions cover a wide range of topics, such as instructional strategies, assessment techniques, classroom management, technology integration, and cultural competence. By investing in professional development, we ensure that our teachers continuously grow and improve their teaching practices to better meet the needs of our students. By following these rigorous procedures, we aim to provide our students with highly qualified and dedicated teachers who are equipped with the necessary credentials, have undergone thorough background checks, and continuously engage in professional development to enhance their teaching abilities.

## 8—Clear Vision, Mission, and Purpose

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

As a dependent charter, the SR Charter School for the Arts are aligned towards the Santa Rosa City Schools' Vision and Mission Statements. 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.

Board Strategic Priorities

State Priorities

Board Values and Commitments

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.

## 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.

To help implement and support this program, the Arts Charter intentionally partners with both internal and external collaborators, including: the SRCS Child Care Department. Internally, the work is coordinated between a number of district departments, including: Accounting, Budget, Business Services, Childcare, Educational Services (curriculum), Facilities, Human Resources, Student Nutrition Services, Transportation, Payroll, Purchasing, Special Education, and Technology and Information Services.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The final evaluation metrics and process will be co-constructed, and feedback and input will be solicited from a variety of stakeholders and participants (including students, parents, team members, educators, and administrators & leaders) from our school system and the district child care providers. With a lens towards a cycle of inquiry and continuous improvement, the on-going and embedded feedback loop will work to improve and strengthen quality the offerings and supports for students, family members, and the program itself.

## 11—Program Management

Describe the plan for program management.

The SR Charter School for the Arts serves 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 work in concert with our school site to help organize and coordinate the various programs and offerings. Additionally, the district team works closely with the service providers, and their leaders, to ensure that programs are brought to scale and implemented with fidelity in meaningful and sustainable ways at our site.

## General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Santa Rosa Charter School for the Arts does not receive ASES funding and relies on our partnership with the district office to ensure that the ELO-P funding will be used to create on comprehensive and universal Expanded Learning Program as we utilize the district day care offerings in conjunction with our summer program. As such, the plan has been carefully constructed with a lens towards: ensuring funding requirements are met for the different grants; maximizing the number of students served with the monies; and tailoring our offerings around the needs of our students. We've worked to braid the funding in such a way that we can grow our expanded learning offerings to best suit the needs of our local community.

### Transitional Kindergarten and Kindergarten

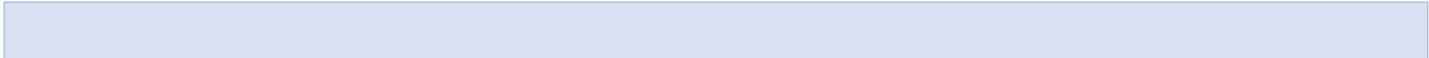
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand 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?

The Arts Charter STEAM camp does not include TK and Kinder students. However, they are participating in the extended day care opportunity through the district day care. Our district day care program providers receive additional training and support from our district's early education team members. Developmentally appropriate learning activities and supports are developed and implemented for our youngest learners enrolled in the program.

### 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.

STEAM Camp Summer Day Sample Schedule:  
Breakfast served from 8-8:15  
Certificated Teacher: Session Choice A 8:00-9:45  
PE Teacher Physical Activity Class - All Students: 9:45-10:15  
Certificated Teacher: Session Choice B 10:15-11:45  
Lunch Served from 11:45-12:15  
District DayCare Project Based Learning Activities and Support 12:15-5:30



**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.