

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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 French-American Charter School (SRFACS)
Contact Name:	Evelyn Anderson
Contact Email:	eanderson@srcs.k12.ca.us
Contact Phone:	(707) 890-3930 ext. 73105

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. SRFACS

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.

The Santa Rosa French-American Charter School (SRFACS) is pleased to offer student-centered, whole-child, engaging extended learning experiences for our students at our school site near downtown Santa Rosa.

We are beginning with a summer program and will offer after-school opportunities to our students during the school year. Priority will be based on serving students from our Unduplicated Pupil Count (UPC) list, including foster youth, English learners, and low income students. The school site principal works with the instructors, site staff and district personnel to align with 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.

SRFACS is committed to providing a safe environment for students and staff. We have established policies and procedures designed to effectively deal with any emergency incidents at our school. SRFACS has a 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 plan is reviewed annually by the school community, and includes drill procedures for emergencies and disasters. Descriptions of our emergency drill is explained on the SRCS website.

All program staff, including volunteers, undergo criminal background checks, are 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.

SRFACS works with our stakeholders including teachers to identify areas of student need. Though SRFACS results were above district and State results, standards based data shows an achievement gap for many UPC students, especially in math. Through our summer program with a strong focus on computer sciences, specifically coding, we plan to engage our students in a fun way that builds math skills in the following ways:

- 1) Measuring learning outcome growth in computers science, engineering, and math concepts over the course of the program by administering pre-assessment and post-assessment tests.
- 2) Students will learn fundamental Computer Science concepts and use that knowledge to develop digital art and games.
- 3) Students will gain the ability to create algorithms for code challenges.
- 4) Students will possess knowledge of how to apply loops to repeat code.
- 5) Students will possess knowledge of functions and parameters. How to call functions and change inputs.
- 6) Students will gain a basic knowledge of variables and why they are useful for coding.
- 7) Students will improve or practice their basic geometry, arithmetic, number sense, and pre-algebra as these topics relate to the projects they create.

Computer science and coding instruction will be provided through a contract with CodeRev Kids.

In addition to the computer science experience, students will have a variety of academic, social, and physical activities, primarily in French, the focus language of the school. This is of particular benefit to our English learners, most of whom speak primarily Spanish and learn French and English during the school year. Additionally, students will engage in physical activities daily for at least 30 minutes.

Our extended learning program focuses on 21st Century skills, providing students opportunities to work on their critical thinking, communication, and creativity skills. Interesting, innovative, outcome-based enrichment activities are developed with the input and 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.

The SRFACS summer extended learning program provides academic enrichment, learning support, and social-emotional learning opportunities.

The summer ELO-P provides a whole-child experience that will develop academic, social, emotional, and physical needs. Students are welcomed with breakfast. Art materials and Legos are available and encourage social interactions and creativity as students socialize over art and pre-engineering building. Staff is on hand to talk with students about how they are feeling and flesh out any issues that may need to be addressed. Social development is assisted through practice of our school norms including "I messaging" and use of the ToolBox social-emotional learning practice. A rack of sweat shirts, jackets and other items is on-hand for students to take what they need.

Students are divided into grade-level groups. Half the students spend the morning in computer sciences and half spend the morning in various activities with a French teacher including art, math games, cooking, physical exercise, and reading. Break times allow for snacks and outside unstructured play. The groups switch for the afternoon after lunch and outside recess.

Early education in computer sciences lays a foundation for future career technical skills.

The day ends with snack, free social time, drawing and building with Legos.

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, our site leadership works to incorporate youth input into the planning and organization of the extended learning opportunities.

Students are asked toward the end of the school year, what they would like to change or improve about their school experience. As part of our school-wide initiative to reduce the achievement gap in math, empathy interviews were conducted with a targeted group of UPC students. They expressed an interest in different ways to approach mathematical thinking and extra time. Student voices were strongly considered in planning the ELO-P.

Additionally, students get the opportunity to develop their team-work, cooperation and leadership skills. Organized and unstructured physical activities, collaborative game playing, the practice and presentations of performing arts give students opportunities to engage their voices and develop leadership skills.

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, breakfast, lunch and snacks will be served to participants through the district’s authorized meal program. Team members help to support healthy living learning opportunities, and participation in the Child Nutrition programs (providing breakfast, lunch, and snacks (when appropriate)).

Finally, our extended learning opportunity staff ensures that all students participate in at least 30 minutes and often as much as 90 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 in our site's organic garden 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 (after-school programs or summer school sessions), is an essential aspect of successful expanded learning programs.

Thoughtful and purposeful student recruitment efforts are used to ensure that historically underserved student populations are prioritized for enrollment and that the funding requirements are met. Registration and outreach efforts employ a variety of techniques, including ParentSquare communications, emails, phone calls and hard paper informational flyers and registration forms were provided to all eligible student families. In addition, announcements about the program were shared at ELAC and other parent meetings. Communications are made available in both English and Spanish. School site staff members (Family Engagement Facilitator, office staff, counselor and administrator) 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 and highlight students’ diverse cultural backgrounds through targeted programs, relevant special events and activities. Every effort is made to 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 expanded learning program service providers (i.e. - CodeRev Kids and other groups) as well as our site administration work to recruit, hire and train 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. SRFACS certificated staff bring their experience and native French language skills and culture to the benefit of our students.

Additionally, Santa Rosa City Schools has a Director of Expanded Learning Programs. Together with additional team members, they collectively work to help oversee 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 SRFACS and district offerings, including summer, after-school and other expanded learning programs and offerings, are 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
- Priority 2 - Whole Person Focus
- Priority 3 - High Quality Staff
- Priority 4 - Teaching and Learning Environment and Resources
- Priority 5 - Equity and Excellence
- Priority 6 - Family Engagement and Community Partnerships
- Priority 7 - Sustainable Funding

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 bring the various programs to scale across the district, the SRCS Expanded Learning Programs Department intentionally partners with both internal and external collaborators, including: CodeRev Kids, specialized assistance from the SRCS IT and Child Nutritional Services departments, and the SRFACS Parent Association Foundation. Programs during the school year will include collaboration with 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, Child Nutritional Services, Payroll, Purchasing, Special Education, and Technology and Information Services.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The extended learning opportunity team regularly reviews and discusses student growth and needs. Instruction and activities are adjusted to best support student academic growth, physical and emotional well being, and social development.

Formative and summative assessments will guide instruction throughout the program. For example: Learning outcome growth in computers science, engineering, and math concepts over the course of the program by administering pre-assessment and post-assessment tests.

Students will demonstrate mastery in performing arts with end-of-session performances for fellow students.

Skills growth in the visual arts and culinary arts will be observed throughout the session.

Instruction and activities will be modified as appropriate to meet student needs.

Feedback and input will be solicited from a variety of stakeholders and participants (including students, parents, team members, educators, and administrators and district leaders). At the end of the extended learning opportunity program session, parents and guardians will be surveyed for feedback and inputs. All team members will review the summer program to identify successes and challenges in order to improve future offerings.

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 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 work in concert with department teams and school sites, to help organize and coordinate the various programs and offerings. Additionally, the district team works closely with the site leaders, to ensure that programs are brought to scale and implemented with fidelity in meaningful and sustainable ways at sites.

Additionally, the service providers (CodeRev Kids) have extensive experience (locally and across the state) in implementing successful, student-centered programs in cooperation with schools. We intend to partner intentionally with their leaders and staff members to help learn from one another as programs are implemented and evaluated.

Finally, together with our partners, we will work to evaluate the impact and effectiveness of the programs. Our site, team and partners are excited by the potential and opportunities to learn together and to launch new programs and learning experiences for our students! SRFACS staff, students and families are sincerely grateful for these extended learning opportunities and believe they will make a significant positive difference in our students' educational careers.

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.

The Santa Rosa French-American Charter School (SRFACS) receives only ELO-P grant funds as a valuable source of funding to support our program. As such, the plan has been carefully constructed with a lens towards: ensuring funding requirements are met; maximizing the number of students served with the monies; and tailoring our offerings around the needs of our students. By partnering with district leadership, the community and our service providers, SRFACS has worked to optimize the use of funds in order to best serve our eligible students.

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?

Collaboration between site teachers, our computer science instructors, district personnel, and the site administrator ensures a full understanding of the needs of our student population (including Transitional Kindergarten and Kindergarten students) at SRFACS.

Summer program teachers include teachers with extensive experience and training teaching Transitional Kindergarten and Kindergarten.

Careful consideration and monitoring of the appropriate pupil-to-staff 10:1 ratio is maintained throughout the program.

By basing our decisions on the most recent UPC student demographic data from our district's Information Technology department, and involving experts from both the site and district level, our team is able to collectively ensure that the staffing ratios are maintained.

Developmentally appropriate learning activities and supports are developed and implemented for our youngest learners enrolled in the program. SRFACS benefits from having a long-standing TK program that results in a ready supply of age-appropriate instructional materials and equipment.

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.

Please see the sample program schedule below that describes how the ELO-P-funded expanded learning experience creates a nine-hour day of program for students during the summer school program.

Thank you for your help and support with this programming. These are important funds that greatly expand the opportunities that we're able to provide to our students and families. They are especially impactful for our most marginalized and under-served student groups. We appreciate your guidance and support, as we continue to build out excellent programs for all of our students!

Summer ELO-P Schedule:

8:00 - Breakfast, supervised social time, Lego building, and drawing.

9:00 - Grades TK through 2nd participate in coding class

9:00 - Grades 3 through 7 participate in classes taught in French (i.e., Art, theater, math games, group physical activity)

10:15 - Snack and play time

10:35 - Continue morning classes

12:00 - Lunch

12:30 - Outdoor unstructured play

1:00 - Grades TK through 2nd participate in classes taught in French (i.e., Art, theater, math games, group physical activity)

1:00 - Grades 3 through 7 participate in coding and/or robotics class

2:30 - Snack and play time

4:00 - Supervised socializing, Lego building, and drawing.

5:00 - Parent pick up time

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.