

# 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>	Cesar Chavez Language Academy
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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. Cesar Chavez Language 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.

Cesar Chavez Language Academy will offer after-school opportunities to our students during the school year, additional expanded learning experiences during traditional school vacation periods (winter or spring breaks), and extended learning sessions during the summer school. We will offer extended day opportunities for students TK-6 partnering with the Boys and Girls Club (or similar service provider) and, in some instances 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.

CCLA is committed to providing a safe environment for students and staff. We have established policies and procedures designed to effectively deal with an emergency incidents in our district. Each school has their own comprehensive safety plan, and we work closely with our local safety officials (fire, police, sheriff, RESIG, and county emergency leaders) to ensure our schools are well prepared for any situation. Additionally, the safety plans are reviewed annually by the 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.

## 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.

CCLA will work with our partners to provide targeted interventions (additional academic offerings including early literacy (K-3), mathematics (4-6) and science (7-8)); 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.

Our Boys and Girls Club partner offers a supplemental program focusing on 21st Century skills, providing students opportunities to work on their critical thinking, communication, & creativity skills. Interesting, innovative, outcome based enrichment activities are 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.

Our afterschool programs offer homework help under the guidance of staff members. Students will participate in 20 to 30 minutes of either group or individual reading daily. Academic enrichment, learning supports, and supplements are a high priority for our district program and the Boys and Girls Club. School staff will work in collaboration with program staff to support students' academic growth and development needs.

The Boys and Girls Club offers activities in 4 core areas (Creative Expression, Character & Leadership, Academic Success, & Health and Life Skills). Generally speaking, these additional activities help to develop positive, well-rounded interactions between student groups and foster well-rounded skill development in students.

In cooperation with the educators at the sites, the after-school program directors and their teams, will work together to align the skill building activities, tutoring and homework sessions, around the identified needs of the students. Tentative plans for Fall 2023 include integrating additional early literacy programs (Springboard Collaborative) into Boys & Girls Club Power Hour sessions.

Finally, more structured and intensive targeted skill building interventions (in the form of literacy, mathematics, scientific process and methodology, etc) will be offered to qualifying students in the form of carefully developed summer school offerings.

### 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 after-school providers 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 get the opportunity to develop their team-work, 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.

Finally, our Boys & Girls Club works to further develop students' leadership skills and commitment to community by ensuring that all students participate in: a) at least one Leadership and Character Development program annually, and b) two service projects, as part of their overall after-school program experience. Towards the end of each year, the programs work to celebration and showcase students, as they are recognized for their leadership, contributions and learnings.

### 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 programming.

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.

Additionally, during break and summer programs, team members 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 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. Depending upon the session and school site, 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 (after-school programs, camps during vacation periods, or during select summer school sessions), is an essential aspect of successful expanded learning programs.

Purposive 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 newsletters and announcements from sites, 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. Additionally, sites that have established child care offerings 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.

At the site level, our expanded learning program service providers (ie - Boys and Girls Club and other groups) work to recruit, hire and train their 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. Boys & Girls Club partners with the district to coordinate and lead a summer training institute (for its site Directors), and provides 3 full days of professional development and training for all team members during the course of the school year.

Additionally, Santa Rosa City Schools has a coordinator of the Childcare Program and 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 district offerings, including 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: Cesar Chavez Language Academy is a school dedicated to excellence and fidelity to a high quality implementation of the two-way immersion (TWI) model.

Cesar Chavez Language Academy will support all students in a rigorous, highly focused educational environment that will prepare them for a future in higher education and a global workforce.

Cesar Chavez Language Academy is dedicated to inspiring each child to realize his/her unique potential.

Mission: The mission of Cesar Chavez Language Academy (CCLA) is to create a family and community-centered environment that promotes a rigorous academic environment which creates bilingual, biliterate and multicultural quality education for all students. This environment fosters creative, honest and kind citizens of the community and the world.

## 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: the SRCS Child Care Department; the Boys & Girls Club of Sonoma-Marín; and Elevo Learning. 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.

Using a well established continuous improvement evaluation tool (FFIIA) as a foundation, the district and the Boys & Girls Club will work together to evaluate the quality and impact of the after-school experiences twice annually.

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 Boys & Girls Club organization. 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.

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 service providers, and their leaders, (child care programs, Boys and Girls Club, Elevo Learning, etc.) to ensure that programs are brought to scale and implemented with fidelity in meaningful and sustainable ways at sites.

Additionally, the service providers (Boys & Girls Club and Elevo) have extensive experience (locally and across the state) in implementing successful, student-centered programs in cooperation with school systems. We intend to partner intentionally with their leaders, site program directors and staff members to help learn from one another as programs are implemented and evaluated.

Finally, together our partners, we will work to evaluate the impact and effectiveness of the programs twice annually. Our sites, teams and partners are excited by the potential and opportunities to learn together and to launch new programs and learning experiences for our students!

## 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.

Fortunately, CCLA receives ELO-P funding to support our programming. 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. By partnering with our sites, the community and our service providers, 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?

CCLA has worked together with our primary after-school program provider (Boys & Girls Clubs) to ensure a full understanding of the needs of our student population (including Transitional Kindergarten and Kindergarten students) at our schools. Additionally, as part of the co-constructed and co-facilitated annual training for the after-school site staff members, early learning experts from the district have worked to provide professional development on best practices in working with younger students.

In terms of ensuring the appropriate pupil-to-staff ratio - the district, together with the site principals, and the after-school program service provider leaders (organization and site level), jointly work together to keep each other informed of enrollment requests (and the different grade levels) and registrations at the various grade levels. Boys & Girls Club site directors inform both the principal, and their immediate supervisors once student registration thresholds are tested, and funding and/or staffing adjustments are made. Finally, as a part of the annual contract development process with our after-school program providers, principals and district staff members work to carefully consider student projections for each grade level, and then plan their budgeting accordingly. 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.

Finally, as noted, our after-school 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.

that describe how the ELOP funded expanded learning programs create a nine hour day of programming for students (during the regular school year and during the summer school program). Finally, thank you for your help and support with this programming. The district believes that 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!

Students will go straight to Boys and Girls Club afterschool.

**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.