

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE V 4.0

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Prepared by:
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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2).

V.1 - Board approved June 23, 2022
V.2 - Board approved February 7, 2023
V.3 - Board approved August 15, 2023

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

Millbrae Elementary School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

- Green Hills Elementary School
- Lomita Park Elementary School
- Meadows Elementary School
- Spring Valley Elementary School
- Taylor Middle 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 school site 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 Expanded Learning Opportunities Program (ELO-P) will provide a safe, supportive environment that will address the social-emotional learning needs of our students. The ELO-P will also provide a curriculum that addresses any learning gaps that need to be addressed based on student performance data while engaging students in enrichment activities to foster creative innovative thinkers.

Safety is a priority for our programs. The ELO-P provider will participate in the San Mateo County Big 5 Safety Training, any approved evidence based crisis prevention training that is ABA and PBIS compatible training, and PBIS Training. We will have an ELO-P program at each of our school sites where the ELO-P provider will work collaboratively with our teachers and staff. The before and after school programs will promote positive behavior reinforcement consistent with the PBIS model that exists in our schools during the instructional day.

All of our school sites will offer an ELO-P program on-site in collaboration with an ELO-P provider. At Lomita Park Elementary School, the ASES program will be combined with ELO-P. This will provide one consistent program for all students in the before and after-school programs.

The Millbrae Elementary School District is also planning to add a portable classroom to Lomita Park to be used by the ELO-P program before and after school. This facility will ensure adequate space for student programming and a consistent environment for the students that is safe and conducive to the elements of the program.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate the instructional day.

The program design will include educational and literacy elements in alignment with the common core curriculum. (Per Education Code 8482.3) Data from a variety of sources will be utilized to design specific learning opportunities for students to participate in targeted intervention. Additional elements of the program will be designed to give students an opportunity to participate in an enrichment activity such

as STEAM. All students will work on academic intervention and then get a short break and participate in physical exercise. Students will receive a nutritious snack and then participate in an enrichment activity.

3—Skill Building

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

The program will be set up with a daily schedule accessible to all students, where students start with academic intervention support in alignment with data provided by the school site. There will also be an enrichment activity offered during the second half of the daily schedule. The enrichment activity will be STEAM-focused.

4—Youth Voice and Leadership

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

This will be accomplished through the enrichment activity. Students will have the opportunity to participate in an enrichment activity and will be building leadership skills during this time as well.

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.

The ELO-P provider will provide an after-school snack that will meet the healthy meal regulations. The provider must also adhere to LEA regulations regarding Behavior Incident Reports (BIR), Behavior Emergency Reports (BER), and Student Incident Reports. Programs will provide the LEA with an outline of organizational structures and processes to address student behavior. The Provider will provide the District with the discipline matrix that will be utilized by the program. Programs will incorporate PBIS and will utilize recommended student accommodations to proactively reduce behaviors. Programs will support access to all students regardless of behavior.

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.

When the District is selecting students to participate in the ELO-P Program, the District will ensure that all student demographics are represented. The Director of Educational and Administrative Services will help to ensure that all English Learners are supported. The Director of Special Education should be involved in the creation of all district-wide plans to ensure students with disabilities have appropriate access and opportunities. The provider will be responsible for providing all appropriate accommodations to ensure student access. This includes but is not limited to, providing accommodations and staffing dependent on student need.

7—Quality Staff

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

The staff-to-student ratio will be 20 to 1 for 1st through 6th grade and 10 to 1 for TK and K, and 1:1 student support as needed. All staff hired by the ELO-P provider will meet or exceed the qualifications outlined in the Education Code as they relate to an Instructional Aide. The LEA will invite the provider to District-wide training initiatives as appropriate to support all after-school programming.

8—Clear Vision, Mission, and Purpose

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

The Millbrae Elementary School District's mission is to provide an appropriate enrichment and support program for students to have access to across the district. This program will be in alignment with and enhance the learning that occurs during the regular school day. The vision is to ensure students have the opportunity to be successful and to foster healthy relationships.

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 Millbrae Elementary School District Board of Trustees is partnering with Happy Hall Schools Inc. in 2023 as the provider to run the ELO-P program before and after school and an additional 30 days beyond the regular school year, as determined by the District.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program at Lomita Park will begin at 6:45 am to help ensure students are ready for the regular school day which starts at 8:15 am. The program will be designed to support students and prepare them for the instructional day. The program at Green Hills, Meadows, and Spring Valley will also provide a morning program which will begin at 7:00 am daily.

The after-school program at all of our schools will begin immediately following the regular school day starting the students with a healthy snack. They will then have opportunities to engage in activities that support the regular day learning as well as enrichment activities. The after-school programming at Taylor Middle School will incorporate an after-school study hall and homework center to support students struggling in academic classes.

Students will also get physical exercise through athletic activities. Students will end with programs to support them in completing any homework assigned that may give them trouble.

All elementary sites will:

1. Work collaboratively with the district to implement a comprehensive annual program evaluation plan which shall include but not limited to attendance tracking, parents and participant surveys. Participant survey will provide data to assist with continuous Quality Improvement.
2. Seek regular input from site principal, teachers and district, including recommendations regarding staffing and programming, and coordinate and meet with principals and teachers as requested, ensure program supports current academic goals of the district.
3. Collaborate with MESD to demonstrate progress has been made toward meeting the program goals as outlined in the contract agreement: and collect data that addresses the performance indicators of the provider. Aspects of

reporting are subject to change based on state requirements.

4. Utilize and electronic absence reporting system.
 - a. require that only authorized persons sign out a student from the program;
 - b. Record and track all sign-in and sign-out entries by student name, unique identifier, date, and time;
 - c. Identify, record, and track all entries or alterations made by program staff;
 - d. Generate reports that identify input errors or inconsistencies;
 - e. Identify and record absences;
 - f. require the reasons for late arrival or early release programs;
 - g. Back up information on a daily basis and maintain the data for at least five years
 - h. Prevent alterations of historical data
5. Participate in District-wide initiatives

11—Program Management

Describe the plan for program management.

Program management will be a collaboration with our ELOP Provider running the after-school programs and staff designated at each of the sites to ensure continuity throughout the day.

1. The program will work collaboratively with the district on governance, operational management, and evaluations.
2. Maintain a comprehensive safety plan consistent with the district's safety plan.

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 ELO-P funding will be used to support and enhance the ASES program at Lomita Park Elementary. The combination of these grants will allow for a richer learning experience for the students. The District will utilize classroom teachers in the after-school program whenever possible to further support the academic and social-emotional needs of our district 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?

Transitional Kindergarten & Kindergarten students will be included in the before and after school programs provided by the ASES and ELO-P funding. The ELO-P provider is responsible for the recruitment and hiring of quality staff as required by Education Code as well as maintain the appropriate student-to-staff ratios. The ELO-P provider is responsible for and expected to maintain an age-appropriate and developmentally-informed curriculum to address this younger age group.

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.

Sample schedule can be found here:
<https://www.happyhall.com/school-age>

Expanded Learning Enrollment Request Form:
<https://docs.google.com/forms/d/e/1FAIpQLSdW-KCXSosfw7h8QaZympsxgjkWVZ5M1vaosU9a1SlRY2Fw/viewform>

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):

- (1) [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;

[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 school sites, 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.Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- C. 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 non-school days, 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 school sites 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.