EXPANDED LEARNING OPPORTUNITIES PROGRAM PLANNING TEMPLATE

North County Joint Union School District

Spring Grove School

2022-2023 Planning and implementation year

To be revised as reviewed as needed.

Revised plan November 2023

Revised October 2024

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

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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 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.

NCJUSD/Spring Grove Planning Guide

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 Spring Grove School/NCJUSD Expanded Learning Opportunities Program will be provided on the school campus. The goal is to provide a safe environment both before and after school with current staff members providing supervision and instruction. All staff members have been trained and model Integrity, Respect, and Responsibility daily. All staff members have completed their annual safety training and several staff members have also attended the 8-hour communication and de-escalation training to support the program. Students will use the school facilities that are in good order. All staff follow the Assets Building Champions (ABC) guidelines. The guidelines are taught during the school day to all students.

The District will need to expand its facilities to provide a daily ELOP office/learning space due to the fact that the school does not have any available rooms. The District will add one classroom portable to be used before and after school for students, as well as office space for the ELOP coordinators.

(ELOP funds will pay for cleaning personnel, furniture, cleaning supplies, cameras. ELOP funds will also pay all fees associated with the addition of a new portable on the construction site.)

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.

(ELOP funds will pay for enrichment materials, theater arts coordinators stipends, curriculum, coaching stipends, and supplemental programs- not limited to web-based programs)

3—Skill Building: Describe how the program will provide opportunities for students to experience skill building.

(Materials and supplies to be paid using ELOP funds)

4—Youth Voice and Leadership: Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Throughout the year, students will have the opportunity to participate in activities of their choice. They will also be encouraged to provide input into activities they would like to participate in. Students in upper grades will have an opportunity to share at the Board of Trustee Meetings as well as the Parent Advisory Committee. Students who are interested in building their leadership skills will be encouraged to sign up. They will participate as peer tutors/support.

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.

Students who attend Tiger Time before school starts will be offered a healthy snack beginning at 7:50 each morning. Students who attend the after school intervention, tutoring, and long term English Learner classes, as well as the students who attend the after school ELOP YMCA program and the fee based YMCA program will be offered a healthy snack each day.

(Snacks, materials, and Food Service Manager's time to be paid for out of ELOP funds)

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.

Because Spring Grove School is a one school district with a community feel, it is important that all students have access to Tiger Time and the variety of activities offered each day. Students with disabilities will have access to all activities as well.

7—Quality Staff: Describe how the program will provide opportunities for students to engage with quality staff.

Spring Grove feels that the best way to provide a quality Tiger Time before school is with its own staff. Spring Grove staff have also signed up to teach after school

enrichment, intervention, and tutoring after school. The YMCA is partnering with Spring Grove School to provide a quality program to all students who qualify. The program is 5 days per week from 2:15-5:00 p.m. and also during holiday breaks. At this time, the program will provide quality staff who are invested in their students.

(ELOP Funds- All staff teaching between 2:15-4:00 and before school from 7:00-7:50 a.m. will be paid the established ELOP rate. Spring Grove also pays the YMCA $300 per month for each student who attends the program.)

8—Clear Vision, Mission, and Purpose: Describe the program's clear vision, mission, and purpose.

The vision, mission and purpose of the Spring Grove Expanded Learning Opportunity Program "Tiger Time" is to provide a safe environment for all students to engage in learning both academically and through enrichment activities in a community building setting. Students need a safe place both before and after school to learn and connect with positive role models and peers.

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.

For the 2024-2025 school year, Spring Grove School will partner with the San Benito County YMCA for the after school hours to meet the ELOP requirements. Students who are enrolled in the YMCA will be able to attend from 2:15-5:00 p.m. daily.

(ELOP Funds will pay for all snacks and student monthly tuition fees.)

10—Continuous Quality Improvement: Describe the program's Continuous Quality Improvement plan.

Spring Grove will work closely with the YMCA and provide feedback to ensure that there is a quality program for all students. Surveys will also provide feedback from parents.

11—Program Management: Describe the plan for program management.

The Superintendent/Principal and Vice Principal will provide the following:

Communication with the YMCA

Advertise and promote the program

Monitor expenses

Advertise, monitor attendance, and student progress in the after school intervention classes, tutoring, and enrichment classes, as well as the before school Tiger Time.

Coordinate supplies and snacks.

Field questions from parents and staff.

Ensure quality of the program.

Prepare presentations for the Board of Trustees.

The YMCA Coordinator will:

Provide monthly attendance rosters and submit the monthly bill to the NCJUSD.

Communicate with administration.

Provide newsletters to parents.

Ensure safety.

Provide daily snacks.

Clean up at the end of the day.

The Food Service Manager will:

Purchase and distribute snacks for the afternoon sessions.

Prepare breakfast for the morning sessions.

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.

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?

Students in transitional Kindergarten and Kindergarten who attend the YMCA have a 10 to 1 ratio maintained. Activities are based on the needs of this age student population.

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.

Before School:
7:00-7:50 Monday - Friday:
Program is run in the school library with STEAM activities daily and reading options daily.
Cost to run before school daily $15,485.00

After School:
Enrichment Mondays: offered for one hour after school to 1st-8th grade. Classes include- art, STEM, Robotics (Mondays and Fridays), and Tech Challenge.13,015.00

Intervention/tutoring/LTEL Tuesdays and Wednesdays: Offered one hour after school daily to 1st-8th grade students. Support in reading and math.29,164.00

YMCA Mondays through Fridays 2:15-5:00 p.m. homework help, physical activity, snacks, games, and art activities. $157,500
Snacks daily for ELOP/YMCA, Snacks Tuesday and Wednesday for all after school interventions $ 9,500.00
Students who participate in all activities listed above attend are offered up to a 10 hours day.
A sample schedule for the 9 hour intercessions and summer school will be provided once the programs are advertised. (December- January, February, March, June)

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all 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;
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> (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 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.

(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 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 child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):** [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 space.

***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.