

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)

Name of Local Educational Agency or Equivalent:	Paradise Charter Middle School
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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. Paradise Charter Middle School, 6473 Clark Road, Paradise, Ca. 95969
2. Paradise Stronger Gym, 6848 Skyway, Paradise, Ca. 95969

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.

PCMS offers an onsite After School Program Mondays-Thursdays from 3:15-5:30 pm on our school campus throughout the school year. As with most after-school programs, the intent is to provide students with a safe and connected place to finish their day rather than being home alone or unsupervised in the community. We have three staff who supervise students and we contract with outside vendors to provide engaging activities for the students enrolled in our program. All staff is CPR trained and complete all the required safety training. Students are supervised at all times.

The community vendors offer students experiences in cooking, fitness & nutrition, STEAM, art and music. This portion of our ELO-P program is offered on campus.

Our offsite Expanded Learning Program, provides an additional 30 days of support over multiple days during the school year, including Saturdays, holiday weeks, and during summer months.

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.

SUPPLEMENTING/SUPPORTING ENGAGED LEARNING

Students enrolled in our ASP, enter right after school and have a nutritious snack and 15 minutes of downtime to visit with their peers. After that, they experience activities designed for high engagement by offering hands-on experiences that could not be easily offered in classes, such as cooking, science experiments, field trips to the local gym, music combined with movement, and art. The school day at the middle school level does not offer these types of activities.

Our program focuses on trauma recovery, academics, health and nutrition. The program utilizes creativity, self-awareness, and enriching activities to benefit the mental health of youth struggling with the residues of trauma. We have contracted with outside vendors specializing in the Arts and Science for our After School Program.

On Mondays, we take our students to a local gym, where they engage in fitness and wellness activities. For example, in October 2022, students are training for a 5K run. This will improve their health while benefiting the community of Paradise. Students also learn about nutrition and self-care. On Tuesdays, we have a local artist come and engage students in a plethora of artistic activities using different mediums and experiences. We alternate those art lessons with a cooking class where students learn basic cooking skills along with learning the art of a barista. We have access to a local kitchen and cafe where these classes take place. On Wednesdays, we have a music teacher who comes to engage students in both movement and music activities. On Thursdays, we have a STEM teacher who brings different hands-on science exploration activities each week. Fridays are half days and we do not offer the After School Program.

3—Skill Building

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

Each After School Program (ASP) class focuses on different skills. For example, the cooking class allows students to practice their math skills, as well as writing skills as they create their own cookbooks. The weekly field trips to the gym contribute to their skills around making healthy life choices, as well as how to exercise safely and consider good nutrition options. Students learn the scientific process in the STEM class and artistic skills in the art class. The music teacher is teaching students to read music and understand the basic principles of music. For the Extended Learning camps, students will use all these skills in similar ways. We have added a theatre/Improv class as well for the off-campus camps.

Specific lessons/skills we teach are the importance of self-awareness, the value of sleep, nutrition, stress management, exercise, movement, emotions, and managing distractions. We use movement, art and music to teach many of these skills.

4—Youth Voice and Leadership

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

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 focus of our program is to support students in making healthy choices around all aspects of their lives: physically, mentally, socially and academically. On Expanded Learning days, we serve nutritious meals and have many opportunities for physical activity through games and sports.

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.

We provide full services to students with diverse needs. We adhere to any adaptations and modifications listed in students' IEP and 504 plans.

7—Quality Staff

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

Our staff are experienced educators and specialized staff who are highly skilled in the areas they teach (i.e. science, music, movement) They are also trained in first aid, CPR, and mandated reporting.

8—Clear Vision, Mission, and Purpose

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

Paradise Charter Middle School endeavors to create an environment that allows students to pursue intellectual and social success. We believe that an effective partnership among parents, teachers, and students – within a culture that emphasizes character development – is the best way to provide our students the opportunity to succeed and enhance the greater community.

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.

We collaborate with different vendors in our community: the Paradise Stronger gym, Haley's Music studio, a cooking teacher, art teacher and STEM teachers. We also arrange for various field trips to businesses in the community to support students' learning.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We elicit programmatic feedback from students, parents and community partners throughout the year.

11—Program Management

Describe the plan for program management.

The site administrator oversees the entire program but has an ASP director who has been in education for over 25 years. She directly supervises the staff and vendors to ensure the students' safety and the continued excellence of the program. She produces a monthly newsletter for parents whose students are in the program.

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.

PCMS does not receive ASES or 21st Century grants. The implementation of our approach to Expanded Learning is as follows:

1. Our After School program has three employees and four vendors.
2. The rest of the 30 days are being provided in partnership with a local gym called Paradise Stronger, owned by Aaron Singer.

Our annual cost for this program is approximately \$50,000.

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?

NA

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.

PCMS offers an Expanded Learning Opportunity Program over multiple days during the school year, including Saturdays, holiday weeks, and during summer months. The scheduled 22-23 program dates and daily schedule are as follows:

WEEKLY AFTER SCHOOL SCHEDULE

*Monday-Thursdays: school starts at 8:45 and ends at 3:15 daily. Our After School Program is from 3:15-5:30 daily.

*Fridays: school starts at 8:45 and ends at 12:55. No After School Program is provided on Fridays.

Our vendors (Art, Music, Cooking, STEM) are each assigned a day and spend the entire time focusing on their lessons/activities following snack time.

FULL DAY CALENDAR

Monday, November 21, 2022
Tuesday, December 27, 2022
Thursday, December 29, 2022
Thursday, January 5, 2023
Saturday, January 21, 2023
Monday, February 20, 2023
Saturday, March 18, 2023
Tuesday, April 11, 2023
Thursday, April 13, 2023
Saturday, May 20, 2023
Monday, May 29th, 2023
Tuesday, June 13, 2023
Thursday, June 15, 2023
Saturday, June 17, 2023
Tuesday, July 11, 2023
Thursday, July 13, 2023
Saturday, July 15, 2023
Tuesday, August 1, 2023
Thursday, August 3, 2023
Saturday, August 5, 2023

FULL DAY DAILY SCHEDULE

8:00 - 8:30 Drop-Off/Check In
8:30 - 9:30 Fitness
9:30 - 10:00 Snack
10:00 - 12:00 Academics
12:00 - 1:00 Lunch/Nutrition
1:00 - 3:00 Enrichment
3:00 - 5:00 After-Care

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.