

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by Indian Diggings Elementary School District
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6020 Omo Ranch Rd, Somerset, CA 95684
Phone: 530-620-6546 Fax: 530-620-8690



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

Local Educational Agency (LEA) Name:

Indian Diggings Elementary School District

Contact Name: Grant Coffin, Superintendent/Principal/Teacher

Contact Email: gcoffin@idschool.org

Contact Phone: 530-620-6546

Note: Indian Diggings ESD is a one school district with an average ADA of 20 and a staff of three (one certificated teacher and two classroom aides). Enrollment in the ELOP is 100% of ADA and both aides staff the ELOP with a staff to student ratio of 1 to 10.

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/qualstandcqj.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 program will primarily be operated on the school site with extra-curricular offerings off-site where students will be transported in private cars. The ELA school site meets all required safety expectations as indicated by

1. *ELA monthly site inspections*
2. *Fire Department inspections*
3. *Insurance Provider inspections*

The program will be staffed with district employees that are fully trained in district student management and supervision protocols. Students are familiar with staff and this familiarity will provide them with a supportive environment.

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.

As the program staff is also the staff that works with the students during the regular day, they are able to provide timely supports and supplements to the daily curriculum. They also know the students well and can provide activities that engage them.

3—Skill Building

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

Students will be given the opportunity to work together on a wide variety of activities. They will work on academic skills as well as artistic, culinary, and health and wellness as part of the well-rounded program.

4—Youth Voice and Leadership

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

Students assist adults in leading specific themed days such as science, crafts, or various other topics that pique their interest. This not only provides them with a voice and sense of leadership but assists with engagement 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.

Each day we will begin with an age-appropriate physical education program consisting of static stretches as well as a cardiovascular fitness element. We will guide and encourage students to make nutritious snack and meal choices and all cooking projects will be specifically chosen for their healthy ingredients.

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.

All students are enrolled in the ELOP.

7—Quality Staff

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

All staff are qualified, competent, and caring adults. The staff employed in the program are expected to represent the principles of our school district and have worked for the district for an extended period.

8—Clear Vision, Mission, and Purpose

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

The offering of the Expanded Learning Opportunities Program at Indian Diggings School is to provide students with additional support and engagement opportunities to help them academically, socially, and emotionally and to foster and nurture their educational experience.

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 partnerships we can provide are limited due to the rural nature of the LEA. Possible local partnerships may include:

- *Martial arts studio*
- *Art teacher*
- *Science and technology teacher*
- *Music teacher*

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

We encourage feedback from parents and guardians regarding the ELOP. Due to our small size we are able to speak with parents and guardians on a daily basis to gauge their satisfaction. Our staff is committed to researching future opportunities to enrich what we offer. We are flexible with what we do so we may serve our students to meet their needs.

11—Program Management

Describe the plan for program management.

The program is overseen by the ELA Superintendent/Principal/Teacher with the day to day activities directed by the two ELA Classroom Aides.

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 IDSD does not run either 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?

As noted in the introduction the program ratio is 1 staff to 10 students at the most. As the ELA is a one room school with a Kindergarten through 8th grade program, and as the staff that works with the students during the day are the same as the staff that supports the ELOP, they are highly trained to work with students of all ages.

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.

Instructional Day and ELO-P

7:30-8:30

8:30 school begins

8:30-9:00 P.E.

9-10:30 Math

10:30-10:45 Snack and recess

10:45-12:00 Language Arts

12:00-12:40 Lunch and Recess

12:40-2:00 Science, History

(2:00-2:15 K-3 recess)

2:00-3:00 Music, Study Hall

3:00 School Ends

3:00-4:30 Homework, additional support, arts and crafts, dramatic play

Summer / Intersession

7:30-8:30 Combination indoor / outdoor play

8:30-8:50 P.E.

8:50-9:00 Teacher-read story

9:00-10:30 Math / Academics

10:30-10:45 Snack and recess

10:45-11:00 Rec room / group games

11:00-12:00 Language Arts

12:00-12:40 Lunch and recess

12:40 – 1:00 Quiet reading

1:00-3:00 Enrichment learning (art, cooking, science, crafts, nature studies)

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 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 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.