

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

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Miller Creek School District

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

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

Local Educational Agency (LEA) Name: Miller Creek 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.

1. Lucas Valley Elementary School
2. Mary E. Sylveria Elementary School
3. Vallecito Elementary School
4. Miller Creek 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

Miller Creek School partners with the City of San Rafael and Recreation Reimagined, along with staff at Miller Creek Middle School to offer after school and intersession programming to students.

The teams that run the City of San Rafael and Recreation Reimagined have created a welcoming and kind space for our students, offering an array of activities as well as homework support and enrichment. These two partners have also been at our school sites for several years, are well known, respected within the community and collaborate together to create one comprehensive program at school sites.

2—Active and Engaged Learning

Students from Miller Creek attend their programs on site. Once here, students receive help with homework, get a healthy snack and are able to choose from a menu of options. Depending on the day, students can choose from outside activities (sports, imaginative play) or indoor play (games, art, enrichment). Students also have time to focus on homework and receive support for their studies as needed.

3—Skill Building

Students build competency through hands-on learning, collaborative projects and effective teamwork. Students in both the Miller Creek Expanded Learning programs take part in projects and activities that demand teamwork and communication. Beyond all of this, students have access to tutoring and homework help, and they also have access to exciting programs like engineering, arts, athletics and cooking. Middle school students have access to tutoring, homework help and a safe space during after school times.

4—Youth Voice and Leadership

Students have a time to share ideas with after school site leadership weekly, and, because the after school site teams have crafted long standing relationships with the children in their programs. The students trust their leaders and trust their voices will be heard and programmatic changes will be made once their opinions are shared. Program participants also engage in service projects to support those in need in their community.

5—Healthy Choices and Behaviors

Students who attend the Miller Creek ELOP Program are served a nutritious snack and engage in physical activities daily. The staff can be found crafting the meals, showing children how they are putting together the snacks. Staff can also be seen playing along with the students, modeling healthy practices and having fun at the same time.

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 started simply by offering access to all qualifying students through a translated message. This was followed up with school site communications and calls. The goal was to provide access regardless of language, culture or disability. Messages offering space in programs was sent out in home languages on Parent Square, or, by phone calls if that was more appropriate.

Staff at Miller Creek ELO Programs are beginning to represent the student population, and we know have work to do here. Like many other ELO Programs, hiring highly qualified staff has been a challenge, and our partners are working with us to hire staff that represents our community.

7—Quality Staff

Recruiting and hiring and the ELOP staff has been a challenge. We want to ensure program quality, so we look for the best staff, which can hamper the hiring process. Along with our partners, we evaluate staffing options against student offering and attendance. Solutions to this challenge will continue to evolve. The staff we do have all have clear titles and roles that help delineate responsibilities, and this also clarifies roles for students and families. They undergo training and professional development days throughout the year, from CPR and First aid, to pedagogy and planning.

Beyond all of the professional development and training, the students have strong and trusting relationships with the staff members.

8—Clear Vision, Mission, and Purpose

Miller Creek School District's mission braids perfectly with the expanded learning programs - to promote academic excellence, nurture learning as a lifelong process, and to support all students as they become an informed, productive, contributing member of society. Adding to that, our expanded learning programs work to build an enriching out of school time in a welcoming, kind and supportive environment.

9—Collaborative Partnerships

Miller Creek school district has formal partnerships with the City of San Rafael and Recreation Reimagined, both community partners who we have worked with for several years. Even better, both partners work wonderfully together to help create one seamless and comprehensive program for our students. Often, the after school program acts as a conduit for information between the school day and families during pick up. Staff are able to share information about upcoming events and opportunities for families and students.

10—Continuous Quality Improvement

This component is constantly being adjusted. Our partners take the lead on CQI work, which happens daily with coordinators monitoring staff and students, making changes on the go and helping to create a broader system change as needed. We plan to implement site visits on a regular interval, observing program quality, staff engagement and learning from student input what we could do to improve programming. This is an area in which we need to solidify out plan.

11—Program Management

The LEA maintains the overall Expanded Learning Budget as part of the LCAP process. Each partner maintains their own budgets per school location, with clarity for expenses, donations, fees and are able to use their budget to make decisions at the site level. Each partner has their own handbook that is available for staff and families.

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?

Staffing ratios will be maintained through hiring and maintaining flexibility in enrollment. We will not be able to enroll ALL TK/K students into each program, but aim to continue offering as many students a space that meets family need while maintaining ratios.

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.

Miller Creek School District Sample Schedule

School Day Schedule and Aftercare Schedule

M, T, Th, F	8:19 - 1:25
Wednesday	8:19 - 1:50
Aftercare Opportunities Begins	1:50 pm - 5:45 pm

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 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 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.