

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:	Seiad 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.

1. Seiad ESD

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.

Seiad ESD will provide opportunities for students to experience a safe and supportive environment by partnering with Kidder Creek Camp to offer day camp programs for students TK-6th grade. The program will be held at Kidder Creek Camp in Greenview, California. Students will be transported by school van.

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 will provide opportunities for students to experience active and engaged learning through a variety of high interest activities that are outdoors and hands on. Activities will include team building, physical skill building that will affirm each child and support peer relationships.

3—Skill Building

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

The program will provide opportunities for students to experience skill building physically, emotional and academically. Opportunities will include team building activities, physical agility courses for fine and gross motor movement and hands on academic and art activities.

4—Youth Voice and Leadership

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

The program will provide opportunities for students to engage in youth voice and leadership by fostering team work, using your voice, goal setting and activities that promote grit, resilience, integrity and positive self perception.

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 programing.

The program will provide opportunities for students to engage in healthy choices and behaviors by promoting healthy emotional and physical decisions. Students will be served nutritious meals and snacks during the ELOP program including lunch.

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.

The program is designed to address cultural and linguistic diversity by being open to all students and supporting diversity and equity.

7—Quality Staff

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

All program staff will be background checked and highly trained to best support students.

8—Clear Vision, Mission, and Purpose

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

Kidder Creek Day camp's mission is to teach all youth that they matter, affirm every child to serve others and that we are better together.

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 program is built on the community partnership of local small elementary schools and Kidder Creek camp.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Weekly and at the end of the summer program, stakeholders will reflect on the successes and areas of growth for the program to ensure continuous improvement.

11—Program Management

Describe the plan for program management.

The school administrator will serve as the manager of 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.

Given this is a new program, ongoing plans to create a comprehensive and universal ELP will be forth coming.

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?

The pupil-to-staff ratio required for younger children is already met with existing staff.

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.

Outdoor Day Camp Schedule 2022-draft

Monday

8:00

Set up

8:30

Staff Arrive/ Registration Ready - name tags every day

9:00 – 9:15

Arrival/ Counselors play games – duck duck goose, Simon says, Screaming Toes, Little Sally Walker, etc. Get to know new campers.

9:15- 9:45

All campers walk to Day camp location at orchard trees. Brief intro by KC Day Camp director. Short Life Lesson/character building and small group discussion. Camp songs and skits all together, break up by grades for teaching.

Get Camp Hope curriculum

Read aloud by age and debrief or activity

Smithsonian Science curriculum

People in History - (local)

9:45 - 10:30

Field games - break up by grades

10:30 – 10:45

Snack time under orchard trees

10:45-12:30

Pond Time and Sports

Free Swim

Swim lessons

Soccer

Frisbee

V-ball

9 Square

Spikeball

Friendship Bracelets

etc

12:30 - 1:15

Lunch in the Orchard - DC staff pick up and serve

1:15 - 3:45

Rotations - 2, 1 hour classes, break up by grades

Pump Track - bmx bikes

Archery

Target Shooting with Pellet Rifles

Laser Tag

AR/Zip

Horses/Petting Zoo

Crafts - painting, bush art,

Hiking - pack a sack lunch one day and head to ruffy or taylor

Boat building and other builds for a race at the end of the week - w/ budget or you can forage

Nature Journaling

Bushcraft/Survival

Creek Play

Science

Ax Throwing

Team Building - Floor is Lava

Orienteering - map and compass - Geocache

3:45

Snack on the way out to enjoy on the bus

4:00

Departure

4:00 - 4:30

Staff Debrief and Clean up

Tuesday

8:00

Set up

8:30

Registration Ready - name tags every day, color sticker for teams. Break up teams by age and gender. 5,6,7 boys/girls and 8,9,10 boys/girls

9:00 – 9:30

Registration, Counselors play games – duck duck goose, Simon says, Screaming Toes, Little Sally Walker, etc. Color coded trees match counselor with groups.

9:30- 9:45

All campers walk to Day camp location at orchard trees. Brief intro by KC Day Camp director. (leave backpacks in tubs)

9:45 – 10:00

10:00 - 10:25

Meet in individual groups and assign team names and cheer. Media take team photos (field)

Color your counselor

Field game

10:30 – 10:50

Snack time under orchard trees

10:55 – 11:25

11:30 - 12:00

Blue/green groups at craft table (30 min. switch) orchard

Red/Yellow Alternate with story time (30min. switch) deck barn

12:05 – 12:40

Lunch in the Orchard/rides on stage coach + camp songs

12:45 – 1:15

KBAR – kick back and relax – team building and songs (with hand motions) under a tree in the orchard (15 mins).

Change clothes, put sunscreen on kids. Pack all belongings into tubs.

1:30 – 2:45

pond/snack shack time

2:50 – 3:00

team building activities while waiting to depart

Wednesday

9:00 – 9:30

Arrive and meet at office; Games

9:30-9:45

Campers walk to orchard trees (leave backpacks in tubs)

9:45 – 10:25

Field games - Slippery Kickball

10:30 – 10:50

Snack time under orchard trees

10:55 – 11:25

11:30 - 12:00

Blue/green groups at craft table (30 min. switch)

Red/Yellow Alternate with story time (30min. switch)

12:05 – 12:40

Lunch in Orchard/rides on stage coach + camp songs

12:45 – 1:15

KBAR – kick back and relax – team building and songs (with hand motions) in Orchard (15 mins). Change clothes, put sunscreen on kids. Pack all belongings into tubs and get on stage.

1:30 – 2:45

pond/snack shack time

2:50 – 3:00

team building activities while waiting to depart

Thursday

9:00 – 9:30

Arrive and meet at office; Games

9:30-9:45

Campers walk to orchard trees (leave backpacks in tubs)

9:45 – 10:25

Field games - various tag games

10:30 – 10:50

Snack time under orchard trees/

10:55 – 11:25

11:30 - 12:00

Blue/green groups at craft table (30 min. switch)

Red/Yellow Alternate with story time (30min. switch)

12:05 – 12:40

lunch in the orchard/stage coach rides + camp songs

12:45 – 1:15

KBAR – kick back and relax –team building and songs (with hand motions) in Orchard (15 mins). Change clothes, put sunscreen on kids. Pack all belongings into tubs and get on stage.

1:15 – 2:45

pond/snack shack time

2:50 – 3:00

team building activities while waiting to depart

Friday – (review of M-W) (parents invited?)

9:00 – 9:30

Arrive and meet at office; Games

9:30– 10:30

Serious Gaming

Relay Races

Ice Cream Wars and Water balloon fight

Sharks and Minnows

10:30 – 10:50

Snack time under orchard trees

10:50 – 11:30

Whole group practice songs and verses

11:35 – 12:00

Wash for lunch, change into pond clothes/sunscreen and have backpacks ready in tubs to go home. (may need group game – parents will be arriving for presentation)

12:00 – 12:30

Presentations

12:30 – 1:15

Lunch with parents under the orchard trees

1:20 – 2:30

Pond/snack shack open

2:30 – 3:00

Gather children, pass out the week's bag of crafts, pass out backpacks and bid farewell!

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.