

# 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:

Two Rock Union 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. Two Rock Elementary 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/qualstandccqi.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.

The Expanded Learning Opportunities Program will take place on Two Rock Elementary School Campus. Our program strives to engage, and create a safe and supportive learning environment for all the students who attend Two Rock Elementary School. It is designed to provide for the development, socio-emotional, and physical needs of students before and after school. We strive to create a program where all students feel emotionally and physically safe and where students and staff can create a safe and creative learning and enrichment 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.

Two Rock's programs will focus on STEAM for the after school enrichment and skill building in cross-curricular learning environment. Students will also be to access yoga classes to for their physical and emotional well being and other enrichment programs such as the outdoor learning and the community garden on the school sited. These two programs are designed to support students in collaborative group learning and to enhance science curriculum and address hand. Students will also be able to seek support academically in Homework club with a certificated teacher to help address learning loss during the pandemic and distance learning. The rural setting for the school allows it use its surroundings for the outdoor learning. The school has a unique student student population with 60% of the student body from the adjacent Coast Guard base and the remaining students from surrounding dairies and rural areas within the school boundaries. Students from the diverse backgrounds have the opportunity to work together on common projects.

## **3—Skill Building**

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

The Two Rock programs will focus on STEAM for the after school enrichment and skill building in cross-curricular learning environment. The site has a dedicated STEAM lab for students to use hand on skills to create and work on project integrating critical thinking with mathematics and science along with working with their peers. Students will also be to access yoga classes to for their physical and emotional well being and other enrichment programs such as the outdoor learning and the community garden on the school sited. These two programs are designed to support students in collaborative group learning and to enhance science curriculum and address hand. Students will also be able to seek support academically in Homework club with a certificated teacher to help address learning loss during the pandemic and distance learning. The summer session is designed to focus on literacy and hand on projects in the STEAM, community garden on the campus, and outdoor learning.

## **4—Youth Voice and Leadership**

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

Enrichment classes offered after school were created through student surveys and interest. Students also voiced their desire during class through their student leadership representatives. Student leadership meets once a month during lunch with two teachers. Students designed questionnaires for student feedback in their respective classrooms. Teachers used that feedback to create classes based on student interest and teacher expertise and interest.

Enrichment classes duration is six weeks. After the six weeks, students may change classes to pursue other interests. All students from TKK-6 may participate in an enrichment, Homework Club.

### **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.

Students are provided healthy snacks in the after care program.

### **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 at Two Rock Elementary School may participate in enrichment and afterschool care. The site has a bilingual Spanish speaking paraprofessional who is the after care coordinator who assists with the school's Spanish speaking families.

### **7—Quality Staff**

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

The program is staffed by Two Rock School employees, both certificated and classified. Classroom teachers and instructional aides will facilitate the enrichment and after school programs. The Homework Club and intervention course are taught by Two Rock certificated staff.

### **8—Clear Vision, Mission, and Purpose**

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

The goals and vision aligns with the site's Local Control and Accountability Plan (LCAP) and the school mission and vision. Two Rock's mission statement: "The Two Rock School Community is committed to a shared responsibility for encouraging creativity while developing every child's academic and social skills as a found for for lifelong learning." The vision statement, It is the vision fo Two Rock School that all students will be challenged and prepared for rigorous standards in an environment of equity, respect and responsibility. The program adheres to the two statements for developing students learning and support.

### **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.

Two Rock School is located next to a CG Base with a day care and teen center. The District collaborates with stakeholders that include parent groups and community partners to develop and implement after school programs and are designed to assist with classroom learning.

## **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

The quality of the program will be measured by the attendance and progress of students who are in intervention classes.

## **11—Program Management**

Describe the plan for program management.

Student progress will be measured every six week to determine the need for those students. The progress of students and their needs will be discussed with teachers of the Learning Team and determine if those students will need to continue the intervention. The site has after school ASES coordinator who oversees attendance and enrollment of the program. The site administrator oversees the quality of the programs and works with teachers for the which interventions are needed. Teachers choose their which enrichments they teach, such as, arts and crafts, outdoor club, gardening, yoga and other enrichments to draw out the creativity in students and help with team building and other 21 century skills.

## 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 site currently has ASES program, the ELO-P is an expansion of the ASES and provides the opportunity to create a variety of enrichment and intervention classes. It will also assist with the summer program for students to address learning loss and provide an avenue for non-academic courses to pique student interests and offer non-digital courses.

### 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 students with the highest needs will be able to participate in a programs designed to address those who need support in emerging literacy competency. The teacher and instructional aide will coordinate and plan the enrichment/intervention class for the TTK students based on the required 10:1 ratio.

### 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.

The instructional day begins at 8:30. TTK students will have access to after school enrichments beginning at 2:45 MTTHF and from 2:00 Wednesday to 5:30. Before school care begins at 7:00 AM daily. The variety of enrichments and interventions will be available based on need. The summer program will be assessed on the need for the learning community. Summer school begins at 8:30 AM - 12:00 PM daily. Summer enrichments will be offered for students for students based on the need from the students and staffing availability.

**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.