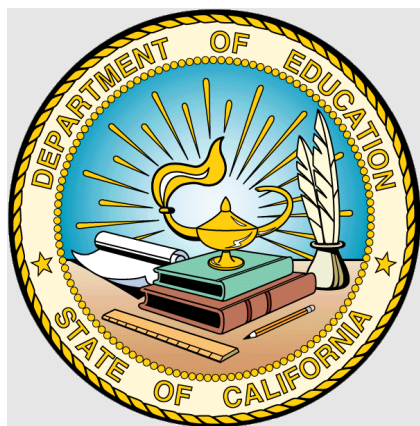


**Expanded Learning Opportunities
Program Plan Guide**

**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.

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

Local Educational Agency (LEA) Name: Moraga School District
Contact Name: Julie Parks, Superintendent
Contact Email: jparks@moraga.k12.ca.us
Contact Phone: (925) 377-4100

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. Camino Pablo Elementary
2. Donald Rheem Elementary
3. Los Perales Elementary
4. Joaquin Moraga Intermediate School
5. _____
6. _____
7. _____
8. _____

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

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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>.

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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.

Expanded Learning Opportunities will be offered at each of the four school sites in the Moraga School District. The programs will be managed and staffed by Moraga School District. Each program at the elementary school sites will be under the direction of a Child Care Director, assisted by Child Care Leaders and Child Care Aides. At Joaquin Moraga Intermediate School, the program will be supervised by a Child Care Leader.

The programs will utilize school facilities that are owned and maintained by the school district. Each program will train staff on emergency protocols that are in alignment with the school protocols.

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.

Active and engaged learning at the child care programs will happen through the scheduling of after school enrichment programming. Examples of enrichment include yoga and athletics instruction, art, STEM programming, cooking, and dance provided by staff and outside vendors. Programming will be determined by the Child Care Directors and scheduled throughout the year. Opportunities for collaboration with the Town of Moraga for students to attend additional programs will be available. At Joaquin Moraga Intermediate School, students will have the option of attending study sessions or participating in after school sports.

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3—Skill Building

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

Expanded Learning Opportunities will involve skill building including, but not limited to, life skills, such as cooking, and relational skills, such as teambuilding, conflict resolution, and collaboration. Child Care staff will be trained on Positive Behavior Intervention Systems to support social skills development, restorative practices, and conflict resolution.

4—Youth Voice and Leadership

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

Students will have the opportunity to share feedback on the Expanded Learning Opportunities twice per year. This feedback will be facilitated by Child Care Directors and shared with the Governing Board annually.

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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 Child Care Program will collaborate with the Moraga School District food service program to coordinate service of free meals for breakfast and lunch daily. Additional snacks provided will follow the National School Lunch Program guidelines.

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 Moraga School District has a Diversity, Equity, and Inclusion Plan that includes the Child Care Program. The Child Care Program is designed to ensure access for all families falling under guaranteed nine-hour care. Communications are sent regularly to ensure families have information about the program and the opportunity to enroll. Child Care Staff are trained in Positive Behavior Intervention Systems to support best practices in inclusion.

All children will have access to the program, including students with disabilities. Individualized Education Plans (IEPs) may include information about appropriate accommodations needed in the Child Care Program as determined by the team.

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7—Quality Staff

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

Human Resources strives to recruit and retain qualified staff. To recruit, postings for open positions are made in diverse locations throughout the community. Moraga School District works with the California School Employees Association (CSEA) to negotiate fair contracts for recruitment and retention of qualified staff.

Staff will be trained on district emergency protocols and Positive Behavior Intervention Systems. There will be three professional development days annually.

8—Clear Vision, Mission, and Purpose

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

The mission of the Moraga School District is to provide a supportive and challenging academic environment that encourages critical and creative thinking, maximizes individual students' strengths and differences, fosters belonging by supporting the well being of every student, and teaches students to be culturally conscious, lifelong learners and responsible citizens.

The vision of the Moraga School District Child Care Program is to encourage:

- A sense of free play
- A neighborhood school concept
- Responsive behavior and a positive attitude
- Cooperation with others
- Social relationships
- Respect for others and school facilities
- A positive sense of self, within a group setting

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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 Moraga School District has a collaborative partnership with the Town of Moraga.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Moraga School District will report annually to the Governing Board on the status of the Child Care Program.

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11—Program Management

Describe the plan for program management.

The Child Care Program is managed by the Child Care Directors under the direction of the Superintendent. Child Care Directors hire, train, and evaluate Child Care Staff. Child Care Directors are supervised by the Superintendent.

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.

Not applicable to Moraga.

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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?

All staff shall attend three professional development days annually to support learning and growth on childhood development, emergency procedures, and school norms.

A pupil-to-staff ratio will be maintained through the continuous recruitment of staff and expansion of hours for current staff.

Transitional Kindergarten and Kindergarten students will be grouped separately from other students during key parts of the day to ensure proper ratios and age-appropriate activities.

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.

Child Care Clubs serve families from 7:00 am to 5:30 pm daily during school days.

Morning Hours
7:00 am - 9:15 am

Afternoon - TK only
12:00 pm - 5:30 pm

Afternoon - Kindergarten-5th
2:00 pm - 5:30 pm

On non school days (staff development days, school breaks, summer), Child Care Clubs serve families from 8:00 am to 5:00 pm.

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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.

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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

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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.