

# 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)

<b>Name of Local Educational Agency or Equivalent:</b>	Harmony Union 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. Harmony Elementary School / Salmon Creek Charter 1935 Bohemian Hwy Occidental CA 95465

## 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.

HUSD will be hosting Summer Learning Academy on the Harmony Elementary/Salmon Creek Charter School site. The program will be run in accordance with the district wellness policy and follow district policy for the healthy and well being of students.

The program will serve students entering grades TK through 8th grade in the 2022-2023 school year. Staff will include a selection of the same regular school year staff that already have experience and developed relationships and connections to the students attending the academy. Staff with experience in training that is aligned with the grade level and development stage of different grade students will be assigned appropriately.

The program will include academic skill building and enrichment activities designed to support student growth and development, extend confidence in subject areas, and prepare them for the coming school year.

All regular year policies regarding student emotional and physical safety will be followed including on-site support for students in need of consult and care. Food services, will follow similar protocols as the regular school year including access to our site-based cafeteria food program. In addition the program has developed policies and procedures to:

- Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
- Ensure that key staff members are trained in safety and first aid.
- Clearly document and communicate incidents (i.e. written reports and phone records).
- Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

## 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.

Students will be grouped according to grade level for learning pod assignments. Within each learning pod, levelled groups will be developed specific to each learning area, math, reading, writing, etc.

Lessons and activities will be a combination of group direct-instruction and leveled small groups. Some adaptive assessment and coaching tools will be used to support targeted instruction. The curriculum will be standards-based, aligned with our adopted materials, grade-appropriate, and will focus on these key areas:

### Math:

- Academic vocabulary
- Number Sense, arithmetic and real world problem solving
- Review of grade-level key concepts and operations
- Practice in increasing Math fact fluency and automaticity

### Language Arts (as per grade level and target intervention):

- Phonemic awareness and sound-spelling patterns
- Reading fluency
- Reading comprehension and response to reading
- Writing through a writers workshop model
- Research and technology skills

Staff with experience and training in extended learning and intervention support will assist in the development of the Learning academy program to assist in targeting

Curriculum will use intervention and support materials that are well articulated with already adopted curriculum used during the regular session school year. The program will also use access to our outdoor education facilities and garden program to enrich the student's program experience.

Additionally, staff will direct a variety of arts and crafts, music, physical activities, games, and other events and activities as well as supervising free play/choice activity times.

### 3—Skill Building

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

Harmony's Student Resource team has been actively monitoring, assessing and conducting targeted intervention assignments for all students at Harmony since our closure due to COVID in spring 2021. The SRT includes counseling, intervention, special education and general education staff as well as administration to target supports, connect families with additional on and off campus resources, and track student progress in reading and mathematics.

The SRT will conduct identification and outreach for families of students in the target population and provide detailed guidance in the creation of groups and levelled target projects for Learning academy work over the summer. Members of the SRT will guide curriculum development for the summer program and advise the learning academy instructors and support staff on areas of skill to target during the instructional sessions.

The team will use adopted curriculum that are extensions and interventions support to the regular education curriculum used during the school year. The areas of focus will respond directly to assessment data and teacher request with an eye to developing skills that the students will need to be successful in the following school year.

#### 4—Youth Voice and Leadership

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

The Learning Academy will incorporate opportunities for students to make decisions about enrichment and extension activities to participate in during the Learning Academy day.

Students will participate in inter-grade mentor activities including reading shares and math games. Older grade students will assume leadership roles to design and support activities fostered for younger students.

Younger students will be included in activity choice during each session, providing some flexibility in activity direction and topic.

The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies.

The program facilitates youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals.

The program uses restorative practices and SEL concepts that are connected to what the students are learning throughout the regular school day.

#### 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 be run in accordance with the district wellness policy that emphasizes excellent whole nutrition and physical exercise
- The program will include trips to the food production garden and cafeteria to reinforce nutritional goals.
- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program will include SEL instructional elements to promote positive sense of self, self regulation, conflict resolution and executive function.
- The program identifies healthy practices and develops priorities that contribute to the school wellness.
- The program provides healthy meals/snacks to those that qualify for free or reduced lunch 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

- Harmony USD and the Learning Academy actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

The student resource team will support academy instructors design appropriate accommodations and supports for enrolled students who already receive remediation instruction in English/Language Arts and Mathematics, have an IEP or 504 plan, or who have been identified as at risk due to other needs. Harmony will ensure that RSP and intervention support is available during the Learning Academy to ensure that these needs are consistently met.

## 7—Quality Staff

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

- HUSD will use, whenever possible, already employed staff that have developed supportive relationships with enrolled students.
- The program engages in recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and volunteers with: clear titles and job descriptions, training and professional development, resources and materials to deliver activities, and on-the-job coaching.
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
- The program supports staff with competitive pay.
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

## 8—Clear Vision, Mission, and Purpose

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

The Summer Learning Academy is designed to supplement, extend and support the academic and social emotional development of student during the summer months between regular session enrollment. The summer program offers the special opportunity to provide MTSS level supports for an extended duration beyond the confines of the normal school year in a setting that is familiar to students, but designed to reduce anxiety and stress in a smaller population and slower pace to advance their skills and capacities.

The SLA incorporates HUSD's LCAP goals with emphasis on reading, writing and math development, support for all students with needs, targeted supports for students at academic risk, and provision of a broad curriculum including enrichment and place-based learning.

## 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

HUSD worked with its Faculty and staff, and collaborated with other LEA’s in the advisement and development of its program.

- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program trains staff to work collaboratively with internal and external stakeholders to achieve program goals.
- Decision-making for the program included input from parents in the development of LCAP and schoolwide academic and social/emotional goals for the 2022-2023 school year.

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## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Student Resource Team has established a clearly defined continuous quality improvement process that:

- Outlines improvement goals and action steps.
- Incorporates feedback from staff, youth, parents, and K-12 partners.
- Describes the information or data needed to assess quality.

As such, the mission of the SRT has guided discussions that are related to the program design, desired program outcomes, and impact.

HUSD has established a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.

The Summer Learning Academy will record and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders and provides the frontloading of educational development information to the following year instructional staff to continue student development into the school year.

The program will share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback through the LCAP Stakeholder engagement process.

## 11—Program Management

Describe the plan for program management.

HUSD will create and annually update manuals for the Summer Learning Academy that:

- Address fiscal management, personnel policies, and program operation.
- Include clearly defined policies, procedures, practices, and staff/partner roles.
- Adhere to federal, state, and local requirements.

HUSD will create and distribute user-friendly parent handbooks that describe policies and procedures.

HUSD has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: staff job descriptions, lines of supervision, information about who to ask for resources, and the percentage of direct service and administrative costs that is allocated for each position.

The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source.
- flexibility for the site administrator and CBO to make allocation decisions as needed.

HUSD has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

HUSD maintains written agreements that define roles and responsibilities of all subcontractors and partners.



## 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.

HUSD is not currently operating an ASES or 21<sup>st</sup> Community Learning Center.

### 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 HUSD program will serve students who will be enrolled in grades TK through 8 for the 2022-2023 school year.

### 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 Summer Learning Academy Program will operate for 9 hours per day for each day of the two 15-day sessions.

8:00 – 8:30 am Drop off and Breakfast

8:30 - 10:00 am Block 1 Structured classroom activities and direct instruction

10:00 -10:30 am Morning Recess/Snack

10:30 – 12:00 pm Block 2 Structured classroom activities and direct instruction

12:00 – 1:00 pm Lunch/Recess

1:00 – 2:30 pm Block 3 Structured classroom activities and direct instruction

2:30 – 5:00 pm Extended Day enrichment activities including self-selected skill building activities, games, crafts,



**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.