

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:	Albert Einstein Academies
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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. Albert Einstein Academy Charter Elementary School (AEACES) 3035 Ash Street, San Diego, CA 92102
2. Albert Einstein Academy Charter Middle School (AEACMS) 458 26th Street, San Diego, CA 92102

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.

The program will be located on our two campuses, AEACES and AEACMS. The program will provide opportunities for students to experience a safe and supportive environment by incorporating academic, enrichment and social-emotional program options that will have the unifying goal of maintaining a healthy connection to our schools for our most at-risk students while also closing the academic achievement gap. Decisions on the content will be made through a triangulation of various data points including but not limited to student and parent surveys, staff input, analysis of student academic achievement trends, and use of the California Accountability Dashboard.

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 an active and engaged learning environment through the following: a) emphasis on hands-on learning including project-based activities; b) emphasis on real-world application of skills in academic areas (literacy, math, foreign language, etc) as well as athletics, the arts, and career and technical education (CTE).

3—Skill Building

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

The program will provide opportunities for students to build skills through thoughtful and data-driven course creation based whenever practicable in assessment data that indicates skill areas in need of bolstering. These assessments will include California Assessment of Student Performance and Progress (CAASPP) as well as NWEA MAP Test (Measures of Academic Progress) and locally-developed assessments. For content areas for which we do not yet possess skills data, courses will be designed around the methodical acquisition and real-world application of discrete skills (in CTE, foreign language, the arts, athletic programs for example). All program offerings will include an initial, mid-year and end-of-year skills inventory/assessment to further drive the emphasis on skill building.

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 youth voice and leadership through the inclusion of program offerings that emphasizes leadership, action, and community service in alignment with the International Baccalaureate Program that underlies all academic and enrichment offerings at Albert Einstein Academies. Students will have opportunity for agency by providing feedback to offering selection and development. Additionally, the program may include specific leadership development classes and nationally-recognized elements such as No Place for Hate and Associated Student Body (ASB).

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 program will emphasize health and wellness and healthy choices and behaviors through the following: a) serving of a free nutritious snack through our existing National School Lunch Program (NSLP) infrastructure on both AEACES and AEACMS campuses; b) the inclusion of a comprehensive physical education program including but not limited to organized sports; c) the inclusion of age-appropriate content related to healthy choices around relationships, substance abuse, etc.

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 provide diversity, access and equity, including in a multi-lingual environment, through the following: a) emphasis on multi ethnic and multi lingual factors in program staffing and content offerings; b) promotion of our ELOP through a range of culturally appropriate avenues (in-person orientation with simultaneous interpretation, multilingual promotional materials, etc); c) conscious promotion of the program so that it is accurately viewed and expansion of the regular school day for and with a diverse group of students.

7—Quality Staff

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

Students will have the opportunity to engage with quality staff due to the fact that our program will give priority to staffing from within AEA before accessing outside agency staff. Our personnel have the closest working relationships with our students, which is a critical factor in authentic engagement. Furthermore, the LEA will establish a staffing policy and protocol that will involve an internal application process so that all staff are appropriately vetted for their level of commitment to quality and meaningful engagement with eligible students.

8—Clear Vision, Mission, and Purpose

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

The AEA ELOP vision is: all eligible AEA students will have access to skills-based academic and enrichment opportunities that extend the high quality programs at AEA.

The AEA ELOP mission is: to extend high quality learning and enrichment opportunities for all eligible AEA students and to strengthen the home-school connection through an emphasis on diversity, access and equity.

The AEA ELOP purpose is: to provide additional support to all eligible AEA students in order to strengthen skills acquisition, cultural appreciation and health and wellness.

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 will collaborate with the following entities: a) Friends of AEA for financial support in bolstering the program to benefit as many students as possible; b) YMCA sports league or equivalent for after school sports; b) existing outside German language programs.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The programs Continuous Quality Improvement (CQI) plan is as follows:

- 1) Parent, student and staff surveys to obtain data on desired offerings (pre-initiation)
- 2) Staff input regarding program offerings based on student needs and achievement gaps as per assessment data (pre-initiation)
- 3) Clear promotion to community regarding program mission, vision and objectives
- 4) Baseline skills assessment/inventory within first 30 days of initiation of program
- 5) Monthly status meetings with all providers and ELOP Coordinator and Assistant Coordinators
- 6) Written status update to Superintendent at conclusion of each semester
- 7) Presentation to Board of Trustees annually at conclusion of school year
- 8) Anonymous student and family surveys at conclusion of each semester of the program

11—Program Management

Describe the plan for program management.

The program will be managed across the LEA by an ELOP Coordinator responsible for general operations and compliance for both AEA campuses, with the support of two ELOP Assistant Coordinators (one for grades K-5 and another grade 6). The ELOP Coordinator will out of necessity work closely with the financial and operations departments of the LEA to insure financial accountability and operational integrity of the program. The Assistant Coordinators will be responsible for the day-to-day instructional elements of the program and will report to the ELOP Coordinator who will approve staffing and programmatic changes and adjustments as needed with the prior approval of the respective site principals. The ELOP Coordinator will report to the respective site principals and will also be responsible for periodic data and program reporting to the Superintendent and the Board of Trustees.

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.

ASES and 21st CCLC grant programs are not held for our schools.

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?

AEA will provide our Transitional Kindergarten and Kindergarten students a pupil-to-staff ratio of 10 to 1 and will commit to the hiring of qualified staff to maintain this ratio. Our AEA summer program in 2022 will not be serving TK or K students as they begin in the fall of 2022. AEA will survey current staff and post positions as needed during the summer of 2022 to staff our program for the start of the 2022-2023 school year. A clear job description will be developed that requires staff to have experience working with students ages 4-6 with a preference for candidates who hold a Child Development Teacher Permit. AEA will support all staff with professional development opportunities that support the teaching and learning of our early years students. ELO-P staff will onboard in early August to complete the State and AEA mandated training and will collaborate with AEA Administration, Program Educational liaison, and TK and Kindergarten teachers to develop curriculum that reinforces the California Common Core State Standards and compliments the International Baccalaureate Primary Years Programme (IBPYP). Family surveys will help determine the skills outside of academics that will be included in the program offerings (ie foreign language, athletics, the arts, music).

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.

2022-2023 Academic School Year
7:30-8:10 Breakfast and Running Club
8:10- 2:30 Regular School Day
2:30- 3:00 Physical Fitness/ Play
3:00-3:20 Nutrition Break
3:20-4:10 Building foundational literacy skills (pre-reading skills, phonics, vocabulary development, fine motor skills, etc.)

4:10-4:30 Enrichment skills to be offered on a rotating basis throughout the year (foreign language acquisition, the arts, music, etc)

2023 Summer Session or Intersession

7:30-8:00 Breakfast and Running Club

8:00-8:30 Morning Meeting (Responsive Classroom/Zones of Regulation - Socio-emotional learning)

8:30-9:30 ELA (Foundational Literacy)

9:30-10:00 Play and Nutrition Break

10:00-11:00-German

11:00-11:45 Recess and Lunch

11:45-12:45 Rest and Read (until naps are no longer needed)

12:45-1:45 Hands on Math Activities (Centers)

1:45-2:15 Play and Nutrition Break

2:15-3:00 Enrichment skills Rotation 1 (ex. Athletics)*

3:00-3:45 Enrichment skills Rotation 2 (ex. Art)*

3:45-4:30 Enrichment skills Rotation 3 (ex. Music)*

*Enrichment skills may vary throughout the year and may be replaced with rest time for any student if needed)

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.