

# 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>	The Academy of Alameda Elementary
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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. The Academy of Alameda 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/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 Academy of Alameda offers all of its students - grades Kindergarten through 6 - a comprehensive on-site after-school and summer program that focuses on providing students with enrichment learning opportunities and experiences. The after-school enrichment program extends from the end of the regular school day until 6pm each day and the summer enrichment program for the 2021/22 school year consisted of 20 full days (8am to 5pm) from late June through mid-July. The summer, 2022 program will be expanded to 25 full days of enrichment learning opportunities. One of the reasons why we are able to offer a safe, supportive environment is due to the fact that we hire and train our own staff who almost all work full time at The Academy of Alameda. Because they work with students during the regular schools day, they are knowledgeable regarding both their strengths and areas of challenge. The strong relationships that are build in and between staff and students during the school day carries over into our after-school and summer programs. Students are well known and cared for.

## 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 who are a part of after school programs are on site for up to 10 hours a school day. Students work hard during regular school hours, focusing on academics and learning. We believe that the after school program we offer at the Academy of Alameda should be enriching, enhancing the learning while engaging the students during the extended day. Our after school programs offers engaging lessons and activities led by our after school staff. This includes homework support, art units (which concludes in an art show case), science units, theater, sports, and local walking field trips. These activities are not offered during regular school hours, and supplements our student's school experience.

## 3—Skill Building

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

As mentioned above, the Academy of Alameda's after school program supplements the student's school experience by providing enriching activities. These activities, including homework support (which includes additional support with math and reading), hands on science and art activities provides students in K-6 the opportunity to build skills across content areas that are taught during school hours, as well as content areas not offered. For example, after school students engage with art units and work with a variety of art modalities that supports skill building in these areas. During our summer enrichment programs, students who attend participate in exploratory science experiments in addition to art and sports.

## 4—Youth Voice and Leadership

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

The Academy of Alameda values student voice and leadership development. One great example of this is our "AoA Coaches" program, led by our Elementary Dean of Students. AoA Coaches are a group of students who are meet once a week engage in leadership skill building. Student coaches practice their leadership skills during recess and lunch - supporting younger students on the playground, and helping to keep our school clean. The AoA Coach program is an

important piece of our student culture plan and has had a noticeable impact on both the coaches and the students that they support.

## 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.

Our school wide values - Be Responsible, Be Safe, Be Respectful, Be Welcoming - expand to all programs, including our After School program and Summer Enrichment program. These values are modeled and carried out via socio-emotional lessons, group discussions, and modeling. In terms of meals, our After School program provides hearty snacks that differ from the lunch provided during the school day. Snacks include cheese sticks, chips and salsa, fruits and vegetables (carrots, celery), sandwiches, milk, etc. Snacks are distributed to all after school program students at the start of the after school 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.

The Academy of Alameda is committed to hiring educators from a diverse background of racial, cultural, linguistic and gender identifying backgrounds. Students who are a part of our programs will not only engage with their diverse peers, but also our diverse staff. Additionally, our full inclusion model extends to the After School program and Summer Enrichment program. Students who have identified learning differences are full participants in the programs. Accommodations and scaffold support strategies are provided as necessary.

## 7—Quality Staff

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

One of the hallmarks of our program is that we fully staff our program and that we have a full-time after-school/Summer Program Coordinator who hires and trains all staff. All but a couple of her after-school/summer staff are full time employees who work with our students throughout the day in a variety of capacities. We have worked hard on connecting our "regular day" program to our after-school program so that it is a more cohesive program and we are able to address students' strengths and areas of growth during and after the school day. Because we are able to hire staff who work both during the school day and after in our enrichment program (and summer program) they are able to build strong, caring relationship with the students who they serve. Our after-school and summer staff have numerous opportunities throughout he year to engage in quality, professional development.

## 8—Clear Vision, Mission, and Purpose

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

We believe that offering our families access to a quality, after-school and summer program that provides students additional academic and social emotional learning opportunities is critical to The Academy of Alameda's mission and envisioned future. Part of that mission is serving a diverse student population - some whose families need free or greatly reduced after-school and summer care options.

As a result, our mission is to offer a high quality program that has two main components. We want to offer all students enrichment opportunities that give them a level of choice to pursue areas that they are interested in. These

enrichment options are both academic in nature (Including STEM classes, reading circles, etc) and more physical in nature including various sports and free play programs. A third option allows students to pursue more arts and theater related learning opportunities. Secondly, we offer a limited, targeted program for students who need additional academic support although this is sometimes dependent on being able to secure quality, experienced instructors and/or certificated teachers. Both after-school and summer program options allow a significant group of students additional enrichment learning opportunities and a chance to more deeply connect with their peers and our staff.

## **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 Academy's After School program has collaborated with several local agencies, which include a local small farm, the Alameda Food Bank, the neighboring fire department, and the local library, just to name a few. Students have a chance to either take a walking field trip, or participate with programs that are invited on campus. Additionally, we have partnered with our local PlayWorks agency, where our staff will be trained in hands on sport activities, as well as behavior management and cultivating a positive school culture.

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

Every year, the Academy implements the Panorama survey which gathers data from important stakeholders, including families, students and staff. We value this data, and use it to inform our practices and programs with the intention of utilizing stakeholder voice to make improvements.

## **11—Program Management**

Describe the plan for program management.

In order to effectively manage our after-school and summer programs, we employ a full-time after-school coordinator who is responsible for both program design, staffing and implementation of the annual program. The after-school coordinator meet frequently with both principals and the executive director to both update them regarding key aspects of the programs and to discuss program needs (including staffing and materials) and the budget. They also meet as a collaborative team shortly after the winter break to begin planning for the following year's program. The new executive director who begins her tenure on July 1 has extensive after-school program experience which will elevate an already strong 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.

While the Academy of Alameda has had strong after-school and summer programs that have been mostly focused on providing students with enrichment learning opportunities, we plan to utilize funds that we receive from both our ASES grant and ELOP grant to further strengthening our program by add more enrichment offerings including leadership and theater and developing and facilitating STEM courses. An important goal is also to utilize the additional funds that we received to build a more targeted intervention program focused on addressing student's literacy and numeracy needs.

### 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?

N/A

### 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.

A sample full-day summer program will be presented to the Board and uploaded to our website along with the full ELOP document.

**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.