

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Urban Montessori Charter School

Template 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)

Most recent prior Board review and approval: June 23, 2022

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

Local Educational Agency (LEA) Name: Urban Montessori Charter School

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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. Urban Montessori Charter School, located at 4551 Steele st., Oakland, CA 94619

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 a supportive environment. Include if the program will be offered on the school site 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 Urban Montessori Charter School (UMCS) Expanded Learning Opportunities Program (ELO-P) will provide a variety of safe and supportive experiences for students. All program staff and any partner organizations will be fingerprinted and have current TB and negative COVID tests. ELO-P staff will be trained in First Aid and CPR and will receive mandated reporter and anti-harassment training. Staff will also be trained on classroom management and Restorative Justice. Safety procedures will include effective student supervision, First Aid kits for every program leader, walkie talkies, locked gates, and staff wearing staff shirts and badges in order to be easily recognized.

Sandboxed attendance system will be used for tracking registration and enrollment as well as making sure every child in attendance is signed in and out of the program. Only those adults and who are on the authorized pick up list may pick up students. Middle school students who are allowed to walk home must have a written consent form on file with us and parents must email us with a schedule of the days the student will attend and times they will walk home.

The after school program will be included in the school's safety plan and will have similar fire, earthquake, and lockdown procedures and will have periodic drills. Staff will be thoroughly trained on these safety procedures.

Staff will follow established protocol when dealing with injuries, illnesses, or incidents including but not limited to filling out and turning in incident/accident reports, administering proper First Aid, and notifying parents and/or paramedics if necessary.

Finally, the program will follow all staff to student ratios established by the State of California for this program, which also support a safe and supportive 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.

The program will have a drama program that will provide opportunities for students to increase their literacy and comprehension through reading and performing scenes and creating stories. Students will gain confidence and learn self expression through drama exercises. It is also an opportunity for students to learn social and emotional skills.

Chess will help students develop problem solving skills, help them focus, develop their creativity, and help them learn to remain calm under pressure. Students will gain

confidence, learn how to think strategically and learn good sportsmanship.

Makers lab will be a part of every student's week. Activities using Legos, K'nex, clay, blocks, and other materials will challenge students to think creatively. There will be individual and team activities with older students working with younger students. Students can follow provided instructions or choose on their own how to use the materials.

Arts and crafts will also be a choice for students with many different materials and styles of art and crafts to choose from. Activities will be designed to elicit creativity and thought from the students. Painting, drawing, weaving, beading are just a few of the activities that can be used. Such activities also build fine motor skills.

3—Skill Building

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

Students will engage in activities that build fine motor skills such as beading, using clay, and painting, as well as activities that build hand-eye coordination and teamwork skills such as sports and games. They will have the opportunity to participate in science, technology, engineering, art, and math (STEAM) activities and projects that require research.

There will be ample opportunities for social interaction and team building activities for social and emotional learning. Dances, fun Fridays, STEAM challenges, games, sports, chess, drama, and dance will all provide opportunities for social and emotional learning, motor skills, and academic skill building.

4—Youth Voice and Leadership

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

The ELO-P will have a leadership program that will teach the democratic process, enable students to team build, and for older students to mentor the younger students. Students will plan and implement activities and special events such as dances and service learning projects. Older students will be trained to conduct peer mediation and conflict resolution. They will also periodically conduct student surveys regarding programming, activities.

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.

Snacks will be provided daily and will always include a choice of fruit or vegetables and milk.

Every student will participate in either a sport, outdoor recreation activity, or dance program ensuring that there is movement in their daily programming.

Sample Menu:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|-----------------------------------|------------------------------------|--------------------------------|-------------------------|
| Milk, apple, and muffin | Graham Crackers, orange, and milk | Cheese, and apple slices, and milk | Juice, orange, and granola bar | Milk, muffin, and apple |

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.

Students will have ample opportunity to learn about their own culture and other cultures in the form of arts and crafts activities, dance, special events like Black, Hispanic, Asian, and Women’s History months, and guest speakers and performers.

All materials for promotion or information will be printed in English and Spanish, as those two languages are each spoken by at least 15% of families at home.. Literacy activities will also be mindful of different language needs and abilities.

Ramps are available for any student needing wheelchair accessibility, and any student who has a one-on-one aide during the instructional day will also have one during ELO-P.

7—Quality Staff

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

Staff will be hired based on these specific qualifications: at least 48 units or an Associate degree, or able to pass the teaching assistant exam; at least one year of experience working with children; the ability to teach and run an activity; a desire to support students in improving their skills and interest; experience with diverse families and communities; energetic and motivational effective verbal and written communication skills necessary to work with children, teachers, and volunteers.

Program leaders will be trained in basic Montessori style teaching methods and Restorative Justice practices. They will be responsible for running the makers lab, arts and crafts, games and outdoor activities including Fun Fridays and sports. Program leaders will make weekly lesson plans with feedback from students and the ELO-P Director.

Staff will have several professional development opportunities to enhance their skills and

knowledge as well as collaborative planning time to keep programs fresh and in-line with the mission and vision.

8—Clear Vision, Mission, and Purpose

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

Mission

We are committed to empowering young people to become independent and self guided learners, innovators, and leaders who are socially, emotionally, and intellectually prepared to navigate diverse experiences and people with compassion, equity, and confidence. By providing opportunities for exploration, challenges, learning and growth through enrichment activities, The Expanded Learning Opportunities Program enables students to engage in activities that increase their skills, knowledge and experiences giving them the tools to become successful, thoughtful and inclusive citizens.

Vision

We will provide high-quality enrichment opportunities that ensure that each student is on a path to success, independence, and creativity which will enable them to build foundational skills, good character, and healthy self-sufficient lifestyles.

Purpose

To empower young people to become self-sufficient, compassionate, global citizens.

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.

We will collaborate with The Berkeley Chess School to provide chess instruction for participants. The instructors will come in twice a week in order to offer instruction to the most students.

We are also building a collaborative relationship with Seele's Stars to provide a drama program for participants. Students will learn acting and stagecraft in preparation for a performance at the end of the year. This program will be available for TK-8th grade students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

We will use the California After School Network's Quality Self Assessment tool as well as surveys to students, parents and staff to ensure we are maintaining a quality program that is in line with the mission and vision as well as relevant to the participants.

Staff will receive periodic professional development in youth development practices and lesson planning to ensure quality programming and relationship building.

Student leadership will survey other students periodically for input on the program and special events.

11—Program Management

Describe the plan for program management.

The Director of Expanded Learning will develop programs, establish partnerships, and collaborate with youth organizations as well as school leadership, teachers and staff. The Director will hire, train, and supervise staff and programs and monitor program quality.

The Director and staff will work closely with administration to match as closely as possible the instructional day's practices, policies, and procedures.

“Discipline,” and relationship building with students, staff, and parents will have consistent and established policies and procedures that include best youth development practices, restorative practices, and transparency. This includes establishing group agreements with student input, training in restorative practices, incident reports, parent meetings and buy-in, and administration input.

The Director will have weekly staff meetings and one-on-ones with staff to set goals and maintain continuity in program implementation as well as quality. Staff will be fully aware of expectations and have input in programming, student needs, and collaborate on quality.

The Director will maintain oversight of the budget, record keeping including attendance, billing, time sheets, and any documentation of programming, incidents/accidents, and supplies purchased or donated improvement.

Administration and teachers will be kept informed of any issues of which they need to be aware or that may need their involvement or input.

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.

Does not apply

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?

Staff for TK-K will be recruited based on how many ECE units they have and/or how much experience they have with this age group. Hiring is based on the number of TK-K students whose parents have shown interest in using the program on our surveys and will be closely monitored to ensure that we hire enough staff to stay in ratio.

All staff will be trained in the child development stages and programs will be developed with these stages in mind. Most TK-K programs will take place in a separate area, however, there will be some programs where older children will serve as “mentors” to help TK-K students build skills, i.e. drama, teaching them to throw and catch balls.

Makers labs, arts and crafts, and team building activities will be designed to strengthen and develop milestones.

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.

| Time / period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|--|--|--|----------------------------|
| 12:30-1:30 | | | Sign-in/Free play | | |
| 1:30-2:00 | | | skills labs | | |
| 2:00-3:00 | | | Chess 5th-8th/ Sports/ TK-K rec games/dance 1st-4 | | |
| 3:10-3:25 | Sign-in/announ | Sign-in/announ | announcement s | Sign-in/announ | Sign-in/announ |
| 3:10-4:10 | | | Drama TK-3rd | | |
| 3:25-3:45 | Snack/free play | Snack/free play | Snack/free play | Snack/free play | Snack/Fun Fridays |
| 3:45-4:00 | Circle Time | Circle Time | Circle Time | Circle Time | Circle Time |
| 4:00-5:00 | Chess 1st-4 /Sports/ TK-K rec games/ makerslab or arts & crafts | Dance TK-K/ Gardening/Yoga/in door games | Mindfulness & Yoga/sports/dance 5th-8th/makerslab or arts & crafts TK-8th | Leadership K-8th/outdoor games/Gardening TK-8th | Fun Fridays |
| 4:10-5:40 | | | Drama 4th-8th | | |
| 5:00-5:45 | Teambuilding games TK-8 | Teambuilding games TK-8 | Teambuilding games TK-8 | Teambuilding games TK-8 | Teambuilding games TK-8 |
| 5:45-6:00 | Clean-up/pick- up | Clean-up/pick- up | Clean-up/pick- up | Clean-up/pick- up | Clean-up/pick- up |
| |  =All Participants | | | | |

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 non school days, 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.