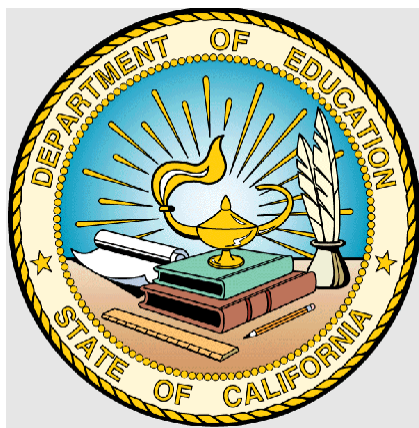


**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos
and the name of their program.**

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

Local Educational Agency (LEA) Name: Natomas Unified School District

Contact Name: Melissa Mori

Contact Email: mmori@natomasunified.org

Contact Phone: 916-567-5740

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. Natomas Pacific Pathways Prep ES (K-5)
2. Natomas Pacific Pathways Prep MS (6)
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The ELO-P at Natomas Pacific Pathways Prep Elementary and Middle schools (NP3) will provide a safe and supportive environment that will meet the academic, social-emotional and physical needs of our students in Kindergarten-6th grade. The program is designed to extend learning by providing enrichment opportunities through our Before and After School program located on our Elementary and Middle school campuses. Since the before and after school program is located on our campus, it will have adequate indoor and outdoor spaces. The indoor spaces will have adequate heat, air-conditioning, and light and will be equipped with materials to enhance learning and enrichment opportunities. Recreational equipment will be available and students will have access to the on-campus fields and playgrounds for outdoor recreation.

Offering the program on-site minimizes transportation barriers that could otherwise impact student participation. To enhance student learning, we may offer enrichment field trips during the summer months. Transportation to and from offsite locations will be provided as part of the program.

All program staff will be trained in safety, first-aid, CPR and trauma-informed learning practices as part of their orientation. In addition, staff will complete incident reporting training to ensure that all safety incidents are documented and communicated with appropriate school staff and families. The program will maintain easily accessible and up-to-date records of all students participating in the program with current emergency contacts. The program will align to the school safety procedures already in place, including emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

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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 before and after school program will provide opportunities for students to experience active and engaging activities that will support and enrich their learning. The proposed activities will promote skill-building, social/emotional learning, and group work and align to the school mission of developing students who value diversity, intellectual engagement, and are dedicated to personal and civic responsibility. The proposed activities will focus on English Language Arts, Math, STEM, Leadership, Art, and Physical Fitness.

Students will have an opportunity to participate in a homework club to support the learning done in the classroom. In addition, staff will work with intervention specialists at the school site to provide after school intervention for students not performing at grade level. Program staff will work closely with classroom teachers to assess student needs and report on progress. In addition, high school students will serve as tutors for our middle school students, including 6th graders, who need extra support in math or English/Language Arts. The tutors will work under the supervision of a middle school classroom teacher.

In addition to intervention and homework opportunities, the program will include enrichment that promotes the five core Social and Emotional Learning (SEL) competencies as described by CASEL: self-awareness, social awareness, relationship skills, responsible decision making and self-management. Students will also have a voice in the activities selected to ensure that the enrichment activities align with student interests, thereby increasing student engagement and participation.

The program will offer academic, enrichment, and recreational activities along with nutritious meals and snacks. NP3 will create a program that reflects the needs and wishes of our school community.

Possible Academic and Enrichment activities include:

- Homework Club
- Academic Tutoring- Math and English
- STEM Activities (i.e. Kite Building)
- Arts and Crafts
- Science Experiments
- Team Sports (basketball, soccer, volleyball)
- Running Clubs (Girls on the Run and Runnin' for Rhett)
- Aerobic exercise and nutrition education
- Visual and Performing Arts (drawing, theater, dance)
- Service Learning (School Beautification Projects)
- Chess Club
- Engineering and Coding Activities

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3—Skill Building

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

The ELO-P program at NP3 will offer academic support, enrichment opportunities, physical fitness and SEL opportunities to foster student achievement, health and community engagement. Academic support is provided for students based on their individual needs. Data will be collected to determine student needs and school staff will make recommendations based on iReady scores and teacher, parent and student recommendations. The program will provide individual and group intervention in English Language Arts and Math.

Students will practice athletic and sportsmanship skills through physical activities and age-appropriate games and activities. Enrichment activities will help students build SEL skills, as they will be grounded in the core competencies of CASEL, which include self-awareness, social awareness, relationship skills, responsible decision making and self-management.

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4—Youth Voice and Leadership

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

The ELO-P program at NP3 will provide opportunities for students to engage in youth voice and leadership. Students will have a variety of choices in the activities provided and will be given opportunities to share the types of games and activities they would like to participate in. Student voice will be gathered through communication with students as well as surveys. The after school program will also build upon the 7 Habits students utilize during the school day as a Leader in Me School. Leader in Me is an evidence-based, comprehensive program that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for academic achievement and social/emotional development. The Leader in Me approach instills in students the belief that everyone can be a leader and provides opportunities for all students to learn leadership skills and practice being a leader. Within the after school program students will have plenty of opportunities to take on jobs and leadership responsibilities.

Students will also take part in service learning projects and community events during the program. These may include campus beautification, local park clean-ups, working with high school students to support their Senior Projects, as well as participating in tutoring programs with older students.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Healthy choices and behaviors will be an important part of the Expanded Learning Opportunities Program. The focus on healthy lifestyles will be woven throughout all aspects of NP3's program. This begins with nutritious meals/snacks, which will be provided by our before and after school program. A variety of healthy, nutritional meal and snack options to our students are available during the day and in our after school programs. During the summer program we work with our LEA's Nutrition Services department to provide a healthy breakfast and lunch, in addition to snacks throughout the day. Students also learn about nutrition and are taught healthy recipes. On some occasions, students learn to make healthy snacks such as yogurt and fruit parfaits. All meals and snacks meet the health and safety guidelines of both the state of California and the federal government. Nutritious food and beverage options will be provided to all ELOP participants free of charge.

In addition to healthy meal and snack options, the program will also emphasize healthy practices, including numerous daily physical activities and options. These may include, but are not limited to, intramural sports, running clubs, dance, exercise classes, and other indoor and outdoor physical activities. All of these will support student skill development in teamwork, cooperation, communication, empathy and leadership.

NP3's ELO-P will also emphasize healthy choices and behaviors through the use of our school-wide restorative practices. Appropriate behaviors and expectations will be explicitly taught to students by ELOP staff throughout the program. This includes good decision making, appropriate interactions with students and staff, and positive conflict resolution and mediation.

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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.

NP3's Expanded Learning Opportunities Program will promote linguistic and cultural diversity. The students served in the after school program represent the diversity of our school community. Students will also be provided opportunities to explore cultures through art, music, dance, and other culturally relevant classes. The program will be aligned to the school's mission which promotes and values diversity and equity regardless of race, color, religion, sex, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

After school instructors will receive support to provide equitable access and opportunities for students with disabilities. Orientation and professional development will also include diversity, equity and sensitivity training.

All outreach materials and policies will express the commitment to diversity and equity. A welcoming and inclusive environment will be created for students and families. Staff will seek input from members of the community to best support the student and family needs.

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7—Quality Staff

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

NP3 will hire quality staff for the Expanded Learning Opportunities Program. In addition to using current classroom teachers, intervention staff, and aides, NP3 will use the same interview and vetting process as it uses with all NP3 employees. NP3 will work with trusted and valued community organizations that operate at schools throughout the Sacramento and Natomas area. These include, but are not limited to, Dream Enrichment and Let's Get Moovin'. All NP3 staff that work in ELO-P will create a safe, positive learning environment for students, using the practices and principles that align to our mission and values. Staff will attend an orientation and ongoing professional development to ensure successful implementation of the program. Professional development will include Leader in Me and Discipline Without Stress training. This will provide for continuity between the school day and extended learning opportunities. ELO-P staff will undergo federal background checks and will be included in the safety training that all NP3 staff attend. Staff will be expected to demonstrate integrity, professionalism, and the ability to develop positive relationships with students from diverse backgrounds.

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8—Clear Vision, Mission, and Purpose

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

NP3's after school program embraces the school-wide mission, vision and values of the NP3 K-12 community.

Mission: The NP3 community graduates college ready students who value diversity, intellectual engagement, and are dedicated to personal and civic responsibility.

Vision: The vision of NP 3 K-12 is to inspire, cultivate, and support innovative educational excellence every day.

Values: The NP3 Community Values:

Relationships

Diversity

Service Learning

High levels of learning

A collaborative culture

Student Voice

ELO-P at NP3 will provide quality educational opportunities in arts, athletics, SEL, and STEM. In addition, opportunities for extended learning, intervention, and enrichment will support classroom instruction to foster student academic success.

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9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

NP3 will continue to partner with outside organizations to provide enrichment opportunities to our students in the after school program. NP3 partners with Dream Enrichment to provide art, engineering, coding and chess classes. NP3 also partners with Let's Get Moovin' for after school athletic programs including soccer, basketball and tennis. Both organizations share NP3's mission and values and are committed to equity and diversity. They teach students SEL skills and promote dynamic and high interest activities for student enrichment. In addition, NP3 partners with the parks and recreation division of the City of Sacramento to take field trips and use their facilities both after school and during the summer. Field trips to local museums are also part of the summer programming for students participating in ELO-P.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student and parent surveys regarding family needs and interests will be administered annually so that staff can plan accordingly and make improvements to the quality of the program. In addition, a combination of measures will be used to determine student success in the program. The following will be reviewed to determine student success:

- School Attendance
- Academic Improvement
- Student Reports/Survey Results
- Parent Satisfaction

School attendance and Academic data will be reviewed throughout the school year to determine intervention strategies that should be implemented. Credentialed teachers will support staff in the development of intervention materials and will assist in the strategies needed to implement academic interventions.

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11—Program Management

Describe the plan for program management.

ELO-P at NP3 will be managed by the After School Program Coordinator. The coordinator will be responsible for program design and the management of employees. Site administrators will oversee contracts and agreements with outside vendors and the budgeting needs of the program. Some of the responsibilities of the Program Coordinator include:

- Coordination of scheduling and meetings with staff
- Facilitating Professional Development Opportunities
- Overseeing the hiring process for employees
- Designing the enrichment and intervention activities
- Working collaboratively with outside organization
- Planning and coordinating off-campus activities and field trips

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Not Applicable

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

NP3 will use existing staff and paraprofessional staff members to support the ELO-P program. NP3 does not have a TK program, but will recruit individuals with early elementary education experience to support our kindergarten and 1st grade students. All staffing ratios for the program will meet the required ratios. Weekly themes and activities are developmentally appropriate for our younger students.

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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.

NP3 does not have a TK program and our kindergarten is full day (8:00-2:30). The after school program begins at 2:30 when students are dismissed from school. On Wednesdays, the after school program begins at 1:00.

Sample Schedule

K-1 Daily Schedule - M/T/Th/F

2:15 - 2:30 Check In + Snack Students will meet at the amphitheater, get checked in and head to the gray tables by N1
2:30 - 2:50 Recess Outdoors (weather permitting)
2:50 - 3:15 Circle Time A time for staff and students to share, talk, and engage
3:15 - 3:45 Activity Staff planned activity
3:45 - 4:05 Read Aloud Staff led story
4:05 - 4:45 Free Choice Students choose what they want to play and do
4:45 - 5:00 Recess Outdoors (weather permitting)
5:00 - 5:30 Circle Time A time for staff and students to share, talk, and engage
5:30 - 5:45 Free Choice Students choose what they want to play and do
5:45 - 6:00 Clean Up Time to get ready for the next day!

K-1 Minimum Day Schedule - Wednesday

12:45 - 1:00 Check In + Snack Students will meet at the amphitheater, get checked in and head to the gray tables by N1
1:00 - 1:25 Recess Outdoors (weather permitting)
1:25 - 1:45 Circle Time A time for staff and students to share, talk, and engage
1:45 - 2:15 Activity Staff planned activity
2:40 - 3:15 Free Choice Students choose what they want to play and do
3:15 - 3:30 Circle Time A time for staff and students to share, talk, and engage
3:30 - 3:55 Activity 2 Staff planned activity
3:55 - 4:15 Recess + Snack Outdoors (weather permitting)
4:15 - 4:30 Cool Down A quiet time to calm down from running around
4:30 - 4:50 Reading Groups Staff meets with small groups and reads a book together
4:50 - 5:10 Free Choice Students choose what they want to play and do
5:10 - 5:30 Small Activity Cool down activity to wrap up our day
5:30 - 6:00 Clean Up Time to get ready for the next day!

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.