

Nicasio School District

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

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Nicasio School District

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

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

Local Educational Agency (LEA) Name: Nicasio School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Nicasio 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/qualstandcqj.asp>.

1—Safe and Supportive Environment

Nicasio School partners with San Geronimo Valley Community Center, located in Lagunitas, to offer after school and intersession programming to students. The community center is located off campus and a shuttle service is provided to enrolled students at no cost. The team at SVGCC is welcoming and kind to students, offering an array of activities and tutoring services. Also, this location allows Nicasio students to have the opportunity to partner, make new friends, and meet new students from a neighboring school district who also utilize the space. This is also a convenient location for families, many of whom work just past this location and are able to pick up on their way home from work.

2—Active and Engaged Learning

Students from Nicasio attend either the TK - 3 program, or 4-8 program at SVGCC. Once here, students receive help with homework, get a healthy snack and are able to choose from a menu of options. Depending on the day, students can choose from music, dance, woodworking or cooking classes. Younger students also have time and spaces to play, create, and use their imagination. Older students can choose to do the same, though they might also participate in Valley After School Tutoring (VAST), Homework Club, or athletics with students from the neighboring district.

3—Skill Building

Students engaged in the expanded learning programs with Nicasio School are able to grow their skills in multiple ways. They have access to tutoring and homework help, and they also have access to exciting programs like engineering, arts, athletics and cooking, to name a few.

4—Youth Voice and Leadership

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

Students have a time to share ideas with after school site leadership weekly, and, because the after school site teams have crafted long standing relationships with the youth in their programs, the students trust their leaders and trust their voices will be heard and programmatic changes will be made once their opinions are shared. Program participants also engage in service projects to support those in need in their community.

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.

Students who attend the Nicasio ELOP Program at SGVCC are served a nutritious snack daily. Students can be seen engaging in physical activities daily, this includes formal athletics in the upper grades, to play based learning in the lower grades. Staff can be seen playing with students, modeling appropriate behaviors and problem solving.

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.

We made it our mission to offer this program to all qualifying students in our community. The goal was to provide access regardless of language, culture or disability. Messages offering space in programs were sent out in home languages, often via phone calls, further ensuring that families would understand the access being provided.

7—Quality Staff

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

ELOP staff at both Nicasio School and the Community Center undergo professional development opportunities annually. Each staff member attends the standard CPR, First aid, sexual harassment and mandated reporter training. Nicasio School staff are offered attendance during school professional development and SGVCC staff are offered professional development stipends annually to pursue training that would make their program more rich.

8—Clear Vision, Mission, and Purpose

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

The program's mission is to support the Nicasio School community with enriching out-of-school opportunities in a welcoming, kind and supportive environment. We aim to bring students who have been historically marginalized and might have challenges accessing programs into a high quality, exciting and caring out-of-school time program. Working with families and community partners, we support all students in reaching their full potential academically, physically, and emotionally by providing a safe and nurturing environment

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.

Nicasio School has formal partnerships with San Geronimo Valley Community Center as well as Shoreline Unified School District, who support students by organizing intersession and summer programming. Beyond this, SGVCC partners with several other sub-contractors to offer students engaging programming.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

This component is constantly being improved. We plan to implement site visits on a regular interval, observing program quality, staff engagement and learning from student input what we could do to improve programming.

11—Program Management

The LEA maintains the overall Expanded Learning Budget as part of the LCAP process. Each partner maintains their own budgets per Nicasio School, with clarity for expenses, donations and fees and are able to use their budget to make decisions at the site level. Each partner has their own handbook that is available for staff and families.

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?

Staffing ratios will be maintained through hiring and maintaining flexibility in enrollment. We are unable to enroll ALL TK/K students into each program, but aim to continue offering as many students a space that meets family need while maintaining ratios.

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.

AM Program at Nicasio School

8 AM - 8:40 am daily

School Day Schedule

Class Schedules

Regular Day		Minimum Day	
Student Drop-off	8:00 -8:40 am	Student Drop-off	8:00 -8:40 am
Classes Begin	8:40am	Classes Begin	8:40am
Morning Recess	10:15am – 10:30am	Morning Recess	10:15am – 10:30am
Lunch	12:00pm – 12:40pm	Lunch	12:00pm – 12:40pm
Dismissal TK	12 pm	Dismissal TK	12 pm
Dismissal K	1:30 pm (M-F)		
Dismissal Grades 1-8	3pm (M, T, TH, F) 2pm (Wednesday)	Dismissal Grades 1-8	1:30 pm

SGVCC After School Program hours and schedule

Monday-Friday

TK-3rd/4th-8th

3 pm-5:30 pm (M, T, Th, F); 2 pm-5:30 pm (W)

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 school sites, 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.