

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	Rising Sun Montessori 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. Rising Sun Montessori 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.

Rising Sun students participate in supplemental programs before school, after school and during the summer session. These programs are all housed on our beautiful campus located in El Dorado Hills. Since the inception of the ELOP program RSMS has added and updated the plan to include more offerings for diverse students, as well as to maintain accountability and compliance with existing and changing laws and regulations. RSMS currently offers before school programs for all students from 7:30 - 8:30, and after school programs to incorporate either the El Dorado County Office of Education partnership or with our own enrichment/supplemental programs on campus. These programs are warm and inviting environments on a well maintained campus located in the business park in El Dorado Hills. Students are supported by school and county staff, as well as subject area specific adult volunteers who offer enriching programs such as STEM classes, Robotics classes, Chess club and math club. All students are afforded the opportunities for outdoor play on our secured campus as a part of these programs. In addition, meals are offered to those students as well. RSMS also offers a summer program for the month of June where students work to supplement and support their learning with a priority on those students who are most at-risk.

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 are offered active and engaged learning in a variety of activities both indoor and outdoor. There are after programs which tailor to cooperative games, as well as science, technology engineering and math, Robotics programs, and art programs. Our summer program offers students an opportunity to support their learning which includes classroom time, art projects, outdoor games and healthy nutrition.

3—Skill Building

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

Social Emotional skill building is provided through the introduction of cooperative learning opportunities across a variety of domains already mentioned. Teams are regularly formed for the purpose of task completion all in a creative and independent environment which fosters interpersonal communication and relationships. Academic skill building is provided through targeted activities which are intended to shore up the skills of those students who need it the most. Creative skill building is provided through art programs, stem and robotics programs, chess and math clubs. Physical health and skill building is offered through specially designed outdoor activities intended to boost activity levels, gross motor and fine motor coordination and communication/team work.

4—Youth Voice and Leadership

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

The RSMS ELOP will provide and support intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. The ELO-P curriculum is flexible and highly adaptable to the skill levels of the students and will constantly challenge students to help guide the subjects being taught in class.

Upper grade students will have the opportunity to serve as mentors in Rising Sun's ELOP settings. Students and families share their feedback through end of the year surveys, parent input forums, LCAP and budget meetings.

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.

Rising Sun's ELOP program will encourage all students to be engaged in regular physical activity, and that healthy food choices are served and promoted. A portion of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social-emotional learning. Students will be provided with a healthy snack, provided by RSMS.

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.

Rising Sun has a mission to provide an environment in which students will learn the skills necessary to be successful in a diverse world. This philosophy extends to our ELO programs through the use of diverse cultural learning exercises. Our students learn art from around the world through engaging projects during the summer as well as during the before and after school programs. Students are also enriching themselves with a variety of course offerings which will allow them to be productive participants in a diverse society. Students are offered opportunities to lead a diverse group of students and to build relationships with students of all backgrounds. Students with special needs are assisted by qualified staff in order to allow them to fully engage.

7—Quality Staff

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

Rising Sun's ELOP is staffed by school employees who work with our students during the regular school day and our summer program is staffed by our teachers who regularly see them during the school year. There are credentialed teachers, as well as trained assistant teachers, office and administration staff on campus to ensure that the program is staffed with quality staff.

8—Clear Vision, Mission, and Purpose

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

The Mission of Rising Sun Montessori School is to provide an authentic Montessori school that embraces the diversity of our students, parents, and teachers. Our school community will nurture the individual needs of each child in a learning environment that encourages students to be self-directed, avid learners who are prepared for a diverse world.

The Vision of RSMS is to implement an effective educational program that will sustain the Charter School's mission for continued generations of RSMS students and families. To achieve this, we envision a school that has:

- **High Standards:** Students are expected to adhere to high standards of student behavior and academic achievement; life-long guidelines are directly taught and modeled by staff. Students are expected to demonstrate these values in their schoolwork as well as their interactions with peers and adults.
- **Significant Student Support:** Smaller class sizes, and strong academic, social, and intervention support programs.
- **Talented Staff Sustained by Extensive Professional Development:** Our staff will improve their performance with a high emphasis on professional development goals, training and evaluation tools.
- **Parent and Community Involvement:** Parents will support their children and the Charter School by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. Parents will be valued and included members of the school culture. Parental input will be actively solicited. The school will continue to develop meaningful community partnerships to help sustain and deliver its educational mission.

Rising Sun Montessori School is committed to strengthening the critical thinking and problem-solving skills of all students and to encouraging an atmosphere of inquisitiveness and interaction, collaboration, entrepreneurship, communication and global awareness—all essential for the globally competitive, 21st century student.

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.

RSMS has engaged with music programs, as well as VeX Robotics, and employees of Intel to establish meaningful collaborative partnerships. Rising Sun will continue to seek out additional partnerships within the local community to ensure that our students have a wide variety of supplemental and supportive programs which are intended to build their social emotional, academic, and physical strength and well-being.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Rising Sun gains feedback from stakeholders on the effectiveness of the various programs (before and after school as well as summer programs) to determine their effectiveness and where improvements can be made. Parents are engaged through surveys and staff regularly meets with school leadership to determine both the quality of the programs offered and what to improve, what to add and what to streamline.

11—Program Management

Describe the plan for program management.

The overall plan is managed by school leadership, classroom teachers, assistants and members of the classified staff. Meetings are held three times a year to plan, implement and evaluate the summer program. As the cyclical programs offered before and after school are worked through, additional meetings are held to ensure that the program is properly funded and staffed. School-wide communication is ongoing as different programs cycle in and out, and

parents are in regular communication with school staff and leadership about the offerings available, the schedule, and the perceived effectiveness of the programs themselves.

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. Rising Sun does not receive After School Education and Safety (ASES) funding.

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?

Transitional Kindergarten and Kindergarten students will be supported in the ELO-P at the designated sites maintaining the 10:1 ratio through the use of the ELO-P staff. Currently, the ELO-P classes are capped at fewer than students, with two adult staff members (lead and assistant) provided by the school or vendor for each class. RSMS staff and community agencies/partners, through professional development and/or collaboration with the local training agencies, may receive specific training in early childhood development to support personnel to provide age-appropriate learning and physical activities.

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.

Sample Schedule:
7:30-8:30 Before School Program/Breakfast
8:30-3:00 Regular School Day
3:00-5:30 After School Program offerings

Summer:
8:00-9:00 Morning Care if needed
9:00-1:00 Summer Enrichment Programs
1:00-3:00 Afternoon Care if needed

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

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

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

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