



Expanded Learning Opportunities Program Plan

Stanwood A. Murphy Elementary School
Scotia Union School District
12-63024-000000

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Purpose

This Expanded Learning Opportunities Program Plan is required by EC Section 46120(b)(2). In this program plan, the LEA 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 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.

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 LEA's program will be offered on the Stanwood A. Murphy Elementary School campus, and housed in the buildings that are dedicated to the After School Program. The program also utilizes the main school building, the cafeteria, the playgrounds and field.

The same behavior and safety expectations in place for the school day are also in place for the Before and After School Program, including social emotional, academic, and behavioral support for our students.

Staff training in SEL and Positive Behavior Interventions and Supports is provided regularly. Mandated trainings, including trainings focused on Mandated Reporter Requirements, Students Experiencing Homelessness, AED Use, CPR and First Aid, Cleaning and Disinfecting Requirements, Playground Safety, and Active Shooter/Other Threats to School Safety are offered annually to all employees.

Additional safety measures include:

- Daily attendance sheets updated by school attendance personnel and utilized and updated by personnel as students are released each day
- Daily sign out sheets completed for each student attending ASES
- Daily, early release, and emergency pick-up routines in place
- Comprehensive Safe School Plan in place
- Emergency drills conducted regularly, and emergency evacuation routes posted
- Staff members are assigned keys to facilities and 2 way radios
- Security cameras and lighting are located around the exterior of all buildings
- Staff meetings are held regularly to review and update safety procedures

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 LEA's program provides daily academic support. This includes homework help, math facts practice, and reading skills practice. This daily academic time is in support of the classroom curriculum. Frequent communication with classroom teachers ensures that this academic time supplements the instruction that takes place in the classroom. This also includes access to devices and schoolwide online programs that are utilized during the school day to supplement instruction.

Daily educational enrichment activities are planned in areas such as: science, technology, engineering, visual and performing arts, nutrition, community and civic engagement, and physical fitness. These activities are age appropriate and are designed around weekly themes. Enrolled students may also participate in

extracurricular band, chorus, and strings, counseling services including peer mentoring and peer mediation, GATE program activities, Book Club, Garden Club, and school-sponsored team sports.

3—Skill Building

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

The LEA's program provides daily opportunities for skill building. The program's homework time includes homework help, provided by classroom teachers and paraprofessionals who are familiar with grade level curriculum and expectations. Daily practice of math facts and reading skills also allow for skill building amongst all students. Technology skills including typing, formatting, and coding, are also a focus, with adequate devices available for all students.

Beyond academic skills, social emotional, team-building/cooperation, and leadership skills are all fostered through explicitly planned activities on a regular basis. This includes community building amongst students within the After School Program as well as community building in the broader sense of forming relationships with community partners through community service projects and civic engagement.

Fine motor skills are built through creative art activities and craft projects.

Gross motor skills are built through daily opportunities for physical fitness and active play sessions.

4—Youth Voice and Leadership

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

Student input is imperative to the LEA's program design. Students are formally and informally surveyed throughout the school year in order to gather data on student preferences and ideas to improve the program.

A student advisory group made up of fourth through eighth grade students provides input on relevant issues. This advisory group allows students the opportunity to develop leadership skills through the review of program, school, and community issues, as well as the opportunity to provide suggestions and input regarding solutions to these issues.

Younger students are surveyed on suggested areas of focus and preferred activities. Younger students are also allowed opportunities to make daily choices in regards to participation in preferred enrichment 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.

During the program day, students follow the same LEA behavior expectations as during the school day. Throughout the program day, students take part in physical fitness

activities. During this time students participate in organized as well as free play activities. Students also take part in school based extracurricular sports activities, including team practice and games.

Field Trips involving physical activity are scheduled regularly, including skating, bowling, hiking, walking, and bike riding.

The LEA's "Mileage Club" is carried over to the after school program, where students walk laps to earn prizes.

Before school programming allows students to take part in the NSBP, where students are encouraged to make choices from healthy breakfast options.

The LEA takes part in the CACFP, allowing students to make choices when taking part in daily supper and snack service.

Summer and Intersession programming will include nutritious meals and snacks, following requirements of the CACFP, NSLP and NSBP.

The program also takes part in the monthly Harvest of the Month and Family Meal Market program through the Humboldt County Office of Education Nutrition Services Department. This includes monthly fruit and vegetable tastings, as well as monthly kits to prepare meals during After School and kits to take home for students to prepare with their families.

The program also takes part in the LEA's greenhouse program, helping to increase the fresh produce available to be served in the cafeteria and to program participants.

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.

To promote the acceptance and celebration of diversity, staff participates in training related to diversity and inclusion. Students take part in activities that celebrate diversity, including the cultural backgrounds of program participants as well the cultural backgrounds of community members.

Students' cultural and unique backgrounds are celebrated through activities related to such subjects as reading, verbal and written language, and visual and performing arts activities. Lessons and activities on a language other than English, as well as lessons and activities related to learning about and creating multicultural art, food, dance, and music, are included as part of the program.

Guest speakers, guest programs, and guest consultants are brought in to provide cultural and linguistic diversity information and experiences for students and staff.

Field trips are also planned with the cultural and unique backgrounds of students and the local community in mind.

Describe how the ELO-P will provide access and opportunity for students with disabilities.

All students enrolled in the LEA may enroll in the program, regardless of disability. Students requiring additional staff support will be provided with this support during program hours. School day staff will collaborate with after school program staff to provide strategies and support to best meet the needs of our students with disabilities.

7—Quality Staff

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

The LEA prides itself on hiring paraprofessionals who work in the classroom during the school day, and in the before and after school program. This allows for a cohesive transition from before school, to core day, to after school programming.

The program's staff is trained annually on specific trainings, as well as provided opportunities for trainings of personal interest to the employees during the school day. Paid release time is provided for those individuals who prefer to participate in training during the school day. Additional pay is provided for those individuals who prefer to participate in training outside of their regular working hours.

The program's leadership team attends local, regional, and state trainings, meetings, and events in order to remain up to date and to participate in the continuous cycle of improvement.

Time is set aside for program staff to meet regularly to participate in program specific training. These meetings provide valuable information to the LEA's employees, building on their knowledge and specific skill sets, thus ensuring a quality program with quality staff.

8—Clear Vision, Mission, and Purpose

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

The purpose of the program is to provide the LEA's students and families with a safe place for students to learn, grow, and excel.

The LEA's mission statement is also relevant to the program:

Stanwood A. Murphy Elementary, located in the small community of Scotia, is a welcoming and caring environment that values close partnerships among students, staff, families, and community in order to provide 21st Century teaching and learning opportunities and support high expectations for all.

The LEA's vision statement is also relevant to the program:

Stanwood A. Murphy Elementary - a place where school, families, and community work together as partners in education.

9—Collaborative Partnerships

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

The program collaborates with the Humboldt County Office of Education Nutrition Services Division to provide opportunities for students to taste, prepare, and share with their families, healthy food choices.

The program collaborates with local service organizations and programs to provide opportunities for student participation in community service and civic engagement. This includes community clean ups, cards for soldiers and seniors, appreciation for community workers, “spread the joy” activities such as making blankets for seniors, and community Christmas caroling.

The LEA is a member of the Humboldt County Office of Education After School Consortium. This is a collaborative partnership consisting of After School Program site coordinators and site administrators. The consortium meets regularly throughout the year to discuss the continuous improvement process, engage stakeholders and program plans. The After School Program Coordinator is also a member of the Region 1 Advisory Committee, which meets regularly to discuss current issues relevant to before and after school programming.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The LEA’s students, staff, and families are surveyed annually, both formally and informally, regarding all aspects of before and after school programming. LEA administrator and program coordinator observations take place annually. Frequent conversations with parents take place at student drop off and check out/pick up. The results of the surveys, observations, and informal conversations are used to guide changes and improvements to the before and after school program.

Frequent and regular communication with classroom teachers provides immediate feedback so adjustments to the program can be made.

The program coordinator continually researches and implements new materials and techniques for meeting the needs of all students and staff.

11—Program Management

Describe the plan for program management.

The program is managed through a partnership between the LEA’s administrator, administrative assistant, and the site coordinator.

The LEA’s administrator maintains oversight responsibilities for all matters of fiscal, personnel, safety, and resource coordination related to the program. The administrator is responsible for appropriately delegating responsibilities to the site coordinator and program staff.

The LEA’s administration is responsible for the fiscal management of the program’s funding, with oversight by the Scotia Union School District Board of Trustees and the Humboldt County Office of Education Fiscal Services Department.

The site coordinator is responsible for program management, with oversight by the LEA’s administrator.

The site coordinator, administrator, and administrative assistant complete monthly, quarterly, semiannual, and annual reporting requirements, as assigned.

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.

Stanwood A. Murphy Elementary is fortunate to have an established, fully funded ASES program. ELO-P funding has more stringent requirements than the LEA's ASES program funding, with 30 additional days required and no allowed closure days for staff professional development. ELO-P funding will be coordinated with the ASES funding to provide the additional 30 days of programming. ASES funding will continue to be used to operate the LEA's successful ASES program.

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.

Stanwood A. Murphy Elementary is a small school with a historic TK enrollment of 2-3 students, and a projected TK enrollment of 7 students. The paraprofessionals that work during the school day in TK and Kindergarten also work in our After School Program. These 2 paraprofessionals both have extensive preschool experience, including ECE units. Placing these 2 paraprofessionals with our youngest students in the After School Program will ensure ample support for our students while maintaining the required pupil-to-staff ratio.

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?

By coordinating with the TK and Kindergarten teachers, and the classroom paraprofessionals working in ASES as well, the ASES curriculum and program will be a carryover of the classrooms, ensuring both are developmentally appropriate for our TK and K students. The lower pupil-to-staff ratio will be maintained by utilizing the additional ELO-P funds to guarantee enough employees are assigned to the After School Program.

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.

The ELO-P and ASES program will be combined to provide before and after school care for our students.

TK - 6th grade students will be offered before school care beginning 45 minutes before the school day, and will be offered the After School Program daily until 6:00 PM. This extended school day is in excess of 9 hours, Monday - Friday.

Summer and intersession days will be offered in July, August, and throughout the school year during school holiday breaks. In July, "Camp Scotia" will operate for 9 hours per day for 10 days, and in August, "Jump Start" will operate for 9 hours per day for 10 days. Additionally, 9 hours of programming will be offered for 10 days during the school year over Thanksgiving Break, Winter Break, and Presidents Week Break.

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.