

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
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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: Northcoast Preparatory Academy (NPA)

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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. NPA High School
2. NPA Middle School
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.

NPA will offer expanded learning opportunities programs at both the high school and the middle school campuses. NPA has been offering expanded learning opportunities to its students since the school opened in 2001, and has an extensive background in maintaining a safe and supportive environment for these educational opportunities. NPA's Expanded Learning Opportunities Program (ELO-P) is staffed by the teachers and aides who work with NPA's students during the regular school day. All ELO-P staff are experienced professionals who understand how to maintain a safe and supportive environment and who have received the required trainings concerning students safety and wellbeing. ELO-P staff members maintain clear and proactive communication with parents and guardians regarding any academic, social, or emotional needs experienced by our students. Because they are regular school employees, they also participate in all of our safety protocols trainings, and are ready to respond should the need arise. The small size of our school also means that ELO-P staff interact individually with all participants in our expanded learning programs, and can identify academic, social, and emotional needs that students may be experiencing. If a need is identified, staff work closely with the family and other NPA staff members to develop a support plan for the student. In the event that an expanded learning opportunity is offered off-site, school-arranged transportation will be provided to any student who requires it.

## 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.

NPA's expanded learning opportunities program provides a variety of opportunities for students at both school sites.

The high school site offers after-school academic support and tutoring in core academic subjects, available to all students. This tutoring is available both in group and individual formats. Students have the opportunity to work collaboratively with one another on projects and activities that supplement core instruction, as well as to receive focused one-on-one support to enhance instruction received in the classroom.

The high school also offers after-school arts enrichment in both visual arts and theater arts, as well a literature seminar and an arts exhibition evening each semester for all grade levels.

The middle school offers homework help for all subjects immediately after school each day. This is followed by a rotating compliment of engaging creative activities that reinforce and supplement concepts and skills developed within the classroom.

The middle school also offers a very popular MathCounts program that engages students in expanding their mathematical abilities beyond those targeted in the regular math curriculum.

Each of these programs engages students individually and in small groups to provide learning opportunities that build skills and enhance the learning that takes place during the regular school day.

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## 3—Skill Building

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

All of NPA's expanded learning opportunities programs build both general academic skills and skills specific to the disciplines targeted by the activities offered. In academic support programs students build skills by being supported in strengthening their study habits and processes, as well as skill relevant to each core discipline as they engage in projects and activities pertinent to each subject.

In NPA's theater and performance enrichment programs students not only build skills relevant to each art, but also build collaborative, teamwork, and presentation skills.

Skill building is fundamental to NPA's expanded learning opportunities. Every opportunity offered builds skills in multiple ways through supporting mastery in specific subjects and disciplines and through the generalized skills required for success in these specific areas, ranging from study habits to collaboration to problem-solving to creative expression.

## 4—Youth Voice and Leadership

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

In each of the expanded learning opportunities offered by NPA students are encouraged to take an active and central role in defining their own educational path and process. Students are encouraged to propose activities and projects that further the goals of each expanded learning opportunity, and staff listen closely to the ideas that students propose. Within the areas of the arts, students have the opportunity to define artistic projects to pursue, and these are then supported by ELO-P staff. Typically 2-3 such projects are undertaken and completed each school year at each site.

NPA also offers multiple ongoing opportunities for students to engage in leadership through service work and service projects at both campuses. Students are encouraged to propose initiatives to benefit both the school and their local community. Students define a project of significant scope in coordination with ELO-P staff, and this project is supported by the school through resources, communication, and coordinated efforts.

NPA students are empowered to become leaders and have their voices heard in multiple ways through the school's ELO-P.

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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.

All NPA ELO-P staff understand and embrace the goal of guiding students in engaging in healthy choices and behaviors. NPA staff are committed to supporting the wellbeing of each student at the school, and the school's small size allows staff to interact individually with students to provide ongoing support and guidance on healthy choices and behaviors.

ELO-P activities at NPA are engaging, creative, and intellectually-focused, promoting healthy lifestyle choices and behaviors. Programs also provide opportunities for supportive collaboration between students and opportunities for reflection and creative expression, all of which promote healthy choices and behaviors.

Nutritious snacks are provided by staff during all ELO-P activities.

## 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.

All NPA students have full access to ELO-P activities. NPA embraces the IB Learner Profile, which actively promotes cultural and linguistic diversity as well as access and equity. Students are exposed to the learner profile attributes regularly and are given opportunities to reflect on and engage in activities pertaining to learner profile attributes, thus promoting diversity and equity.

NPA actively monitors the needs of all students with disabilities and provides accommodations on an individual basis to ensure that these students have full opportunity and access to NPA's ELO-P activities.

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## 7—Quality Staff

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

NPA's ELO-P staff are the same staff that work at NPA during regular school hours. ELO-P staff are composed primarily of credentialed teachers, and also include experienced classroom aides. Because they are the same staff that work in the classroom, all of NPA's ELO-P staff have a bachelor's degree, and many have a master's or Ph.D.

## 8—Clear Vision, Mission, and Purpose

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

The mission of NPA's ELO-P is to provide engaging, stimulating academic and social/emotional support to NPA's students by offering daily expanded learning opportunities in core academic subjects, the arts, special projects, and service learning.

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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.

NPA collaborates actively with Cal Poly Humboldt to provide expanded learning opportunities in academic areas such as life sciences, French language instruction, and theater arts. NPA also partners with many local service agencies and organizations to support student service learning and internships, including organizations such as EPIC, Friends of the Dunes, and Mad River Hospital. NPA students also regularly participate in enrichment activities and social initiatives such as Pastels on the Plaza and I-Block. Many NPA students also participate in peer support and education initiatives, such as Teen Court and Spare Change. NPA also runs the Suzuki Summer Academy and August Summer School programs to offer expanded learning opportunities during non-instructional days.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

NPA reviews its ELO-P annually to identify needs in the school community as well as opportunities for program improvement. This review is conducted by NPA faculty, with input from parents, students, and other NPA staff. Once the data has been gathered, NPA faculty meet to discuss adjustments and improvements that need to be made for the following year.

NPA analyzes student performance both through local data and CAASPP results to target specific needs and set goals for our academic support programs. Ongoing development of expanded learning opportunities is also guided by staff input on the academic needs of our student population.



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## 11—Program Management

Describe the plan for program management.

NPA's ELO-P is managed by NPA administration, which oversees safety, curriculum, implementation, and quality. NPA administration also develops the plan budget model, in coordination with the school's board of directors.

NPA site directors on each campus monitor direct implementation on an ongoing basis and identify any needs that arise during the school year. The site director communicates with the head of school to develop a plan to address these needs, to ensure that programs run smoothly and as intended.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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.

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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?

## 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.

During instructional days the program will run before school from 7:30-8:30am and after school from 3:30-4:30pm.

Summer school will run in two sessions for the last two weeks of June and the first three weeks of August. The June session will be preceded by three faculty in-service planning and preparations days. The remaining two required non-instructional days will be offered on selected weekend days during the school year. The schedule for summer school session and other non-instructional days will be 8:30am-5:30pm.

Sample combined instructional day schedule:

- 7:30 Academic Enrichment or Mathcounts Program
- 8:30-3:30 Regular School Day
- 3:30-4:30 Homework support and Tutoring, Enrichment Clubs

Sample summer school daily schedule:

- 8:30 Day starts with team building and SEL
- 9:30 Visual arts and music enrichment
- 11:00 Language Arts and acquired languages
- 12:00 Lunch
- 12:45 Music and arts appreciation
- 1:15 Teamwork and physical education activities
- 2:30 Theater arts enrichment
- 3:30 Individual practice and tutoring
- 4:30-5:30 Individual and small-group enrichment activities

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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.