

**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: Ocean Charter School
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Contact Phone: 310-827-5511

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. Ocean Charter School, 12870 Panama Street, LA, CA 90066
2. _____
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.

ELO-P is offered before school, after school, and over school breaks and will be provided on site. Ocean Charter School is located in a modern building on a fully secure campus in the Del Rey neighborhood of Los Angeles County. The campus is designed in a way that children of mixed ages can be joined together, or they can be separated in similar age groups (e.g.: TK-K, 1st - 3rd, and 4th - 8th). Providing opportunities on-site minimizes negative impact on families and maximizes student support and safety. Students participating in expanded learning are familiar with the site as well as the majority of staff from their traditional school day experiences on campus. Staff receive professional development in student safety, first aid, and in conflict resolution prior to the start of ELO-P sessions offered. The program strives to create a culture of positive discipline that includes high expectations for student behavior, and the purpose of which is to both facilitate learning and to teach students self-regulation skills that will serve them in all areas of life.

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.

Before school programming incorporates physical activity and nutritional intake. After school programming for grades TK - 3 includes fine-motor activity time, such as drawing, crafting, and building with blocks; outdoor play-time/gross motor activity time; snack time; and library time. Programming from grades 4 - 8 follows the same model but also includes homework support time. Staff facilitate mixed-age learning groups to promote collaboration and enhance the social well being of the student body. Before school care begins at 7:30; after school care is offered until 6:00 p.m. ELO-P programming during school breaks balances academic learning with social-emotional learning and physical activity. Daily programming, Monday - Friday, runs from 8:00 a.m to 5:00 p.m. Students receive direct ELA and math instruction for the first two hours of each day, with games, meals, and activities after that for the rest of the day. Camp includes crafting, cooperative games, athletics for the older students, park visits, and weekly themes. Weekly themes ensure information presented to the children is not duplicated and remains engaging.

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3—Skill Building

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

Morning programming allows students social experiences, including group games and physical activity, as well as breakfast. During this time, students can work as a team with schoolmates outside of their assigned classes.

Aftercare offers play time, homework support time, nutrition/snack time, and library time. Students receive specialized attention to complete assignments. Instructors have access to their students' assigned teachers and assignments, allowing them to support pupils with executive functioning and time management skills.

Academic teachers of the intersession learning programs implement daily and weekly ELA and math assessments to help guide their instruction. Prior to the start of sessions, staff have access to student reports in order to best prepare differentiated lessons appropriate to their anticipated student body. During session, staff use informal assessments to make in-time adjustments to their activities and instruction based on student needs. Additionally, teachers assess students each week so that they can provide targeted instruction to attendees.

4—Youth Voice and Leadership

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

It is a commitment of Ocean Charter School to instruct students in the traditional practice of council, or restorative communication circles. In ELO-P programs, staff members facilitate direct communication between children to make plans or solve problems. Prior to enrollment, families are provided with student rights and responsibilities for the school. At the start of every session, students receive instruction in staff expectations, and they are asked to be contributing members in creating agreements for behavior. Students are active in holding each other accountable for adhering to their shared agreements.

In addition, older students mentor younger students in crafts, games, cooking, lessons, and various activities during intersession learning times. Older students support younger students in small group reading circles, distribute the snacks, and lead games. Youth leaders are students with leadership capacities, as selected by their peers or session staff.

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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 programming.

Universal meals are offered in each of the three ELO-P programs provided at Ocean Charter School. Meals and snack follow nutritional guidelines and always include a dairy, grain, and fruit or vegetable. Vegetarian options are available to children whose family requests such. Children eat while seated in designated areas to promote healthy eating habits and social interaction. All trays and utensils provided by the OCS program are compostable, to promote environmental consciousness and to limit the environmental impact of the programs. At the conclusion of meal times, students are active partners in clearing the space for the following 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.

Access to ELO-P programming is offered to all students. Students that qualify for free and reduced lunch participate at a free or reduced rate. Those that show academic need in comparison to their peers are given priority in the registration process. Students in grades 1- 6 who receive academic intervention services during the school year are directly offered enrollment in intersession programming. Ocean Charter School provides five weeks of intersession programming in summer. In addition, one week of programming is offered during the school's week-long February break (4 days of programming). The decision to hold programming during February is connected to the school's commitment to providing accessible, safe, effective programming to all students, and with diversity and equity in mind. Students with IEPs receive services during the February session. During sessions, academic instruction is provided to leveled groups to deliver targeted instruction in ELA and math standards.

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7—Quality Staff

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

All staff must apply for intersession programming, including current school staff. As part of the application process, OCS vets the qualifications of applicants and the needs of students. Experience working with children, and particularly with students of the school community, is preferred.

8—Clear Vision, Mission, and Purpose

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

Ocean Charter School's extended learning opportunities are developed with the whole child in mind. The program is committed to educating the head, heart, and hands of its pupils. ELO-P programs provide a safe space for children to develop through fine and gross motor activities; nutritious meals; academic support in small groups; and social emotional learning support. Academics instruction is provided by trained teachers and their support staff. Staff members are placed to run certain age groups and activities according to their qualifications.

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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.

Ocean Charter School partners with Loyola Marymount University to support students participating in ELO-P programming. Undergraduate students implement study skills sessions with enrollees, providing one-to-one and small group academic support as well as small group social support for students in ELO-P. In addition, graduate students in the Loyola Marymount University Family Therapy and Art Therapy counseling program will begin working directly with Ocean Charter School students, under the supervision of a trained Therapist lead, beginning in January 2024.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

To continually improve the quality of the program, informal feedback from students and parents is taken; there are daily check-ins between staff and the program coordinator; and a final survey of the program is issued to participants at the close of program year. One direct result of this has been an increase in the number of activities and times where mixed aged children could work together.

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11—Program Management

Describe the plan for program management.

In 2023, Ocean Charter School developed a position for a ELO-P Programming Director, who oversees all aftercare and intersession programming. This person oversees attendance of both students and staff. They are responsible for following up on anybody absent and for contacting parents when students are ill or injured. The program lead oversees conflict resolution implemented by staff and participates in this practice with students as needed. Based on assessments, they develop and implement activities to support student engagement and student needs.

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.

N/A

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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?

Ocean Charter School has ongoing recruitment. The school offers staff both initial and ongoing training on the developmental stage of the children they work with. This training includes but is not limited to observing in currently running TK and K classrooms. Additional staff are hired as needed to maintain the required ratio of 10:1. The curriculum of all programming is designed for the age group it serves. The TK and kindergarten program is play based, granting ample opportunities for peer interactions, imaginative play, outdoor play, and gross and fine motor activities. All TK-K programming follows a healthy rhythm and strict routines, supporting the children in building independence and confidence as they become students.

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.

ELO-P With Instructional Day and Intersession Sample Schedule for TK/K:

7:30 - 8:30 Supervised breakfast and outdoor play
8:30 - 11:30 Morning Work (Movement, Play/SEL, ELA, Math, Art)
11:30 - 12:00 Lunch Time
12:00 - 1:00 Outdoor Play Time
1:00 - 2:00 Story and Rest Time
2:00 - 3:00 Indoor/Outdoor Play
3:00 - 4:00 Cleaning, Hand Washing, Snack
4:00 - 5:00 Library time with older students
5:00 - 6:00 Extended care

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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.