

Expanded Learning Opportunities Program Plan Guide

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

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

1. Ballard Elementary School
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

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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.

In partnership with the YMCA, the Ballard School ELOP program is operated on campus during the school year, with a intersession days being offered at the YMCA.

All YMCA staff are provided with extensive training in safety.

YMCA Site Coordinator meets with their staff frequently to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

The YMCA program provides a robust structure, and staff are trained to provide a safe and welcoming classroom for their ELOP students by establishing classroom routines, classroom agreements, consequences, and daily check-ins. Parents are informed of ELOP expectations at the time of registration and are kept informed through check-ins, monthly newsletters, and phone calls as needed.

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 YMCA collaborates with the school administration and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading.

Enrichment time gives students opportunities to extend their learning beyond Language Arts and Math including time to study and explore Science, Nutrition, Art, Gardening, STEAM, and a variety of other student interests. The YMCA ELOP program provides a safe place for students to learn and grow while they get assistance with their homework and experience new and innovative opportunities.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

Students in YMCA Program receive supplemental instruction in one or more of the core academic subjects (reading/language arts, mathematics, history and social studies, or science). Each lesson is designed to reinforce previously introduced skills. YMCA staff will communicate and collaborate with students' teachers, so that academic support is provided seamlessly throughout the day.

- (1) All homework comes directly from the regular school day programs.
- (2) Enrichment is provided that aligns with current lessons being taught in each student's classroom and is an opportunity for students to build skills.
- (3) The Site Coordinator works with staff to communicate with classroom teachers on a regular basis to clarify student needs, questions about curriculum, and to keep updated in any student challenges.

4—Youth Voice and Leadership

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

The fundamental philosophy of the program design is to serve the needs and interests of students by creating events, and activity schedules around their requests. Innovation and student choice are essential to the program design. This is based on the premise that when students are encouraged to make their own choices, they are empowered to become active learners. This in turn boosts their engagement in the regular day classroom, yielding significant growth for students and schools.

Expanded Learning Opportunities Program Plan Guide

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.

The YMCA program aims to educate and nurture the whole child, including physical and nutritional development. Students enrolled in the YMCA ELOP program receive a healthy and nutritious snack that adheres to snack guidelines as established by the California Department of Education. Students also receive a minimum of 30 minutes of daily exercise through recreation and combined physical activity.

Sports and recreational programming are provided with the same rigor as academic and educational enrichment. Many of these activities involve teamwork and collaboration, learning how to effectively communicate, and enhance perseverance, as well as good sportsmanship.

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.

The YMCA ELOP program encourages students to have ownership over activities and themes in the program. Learning is meaningful when learning is relevant to their own interests, experiences, and the real world in which they live.

The YMCA ELOP program is an equal opportunity program. The program provides reasonable accommodation for students with disabilities.

To provide the best environment possible for all students, program staff meets with the school counselor and administration to identify proper accommodations that best meet the students' needs. If resources beyond the program's scope are needed, such as a one-on-one aide, staff may provide referrals. Bilingual staff are available to support our English language learners if needed.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

All program staff are required to be enrolled in any educational program or possess a high school diploma. Staff will also need to complete a TB Test, drug test, and Live Scan fingerprinting clearance prior to the start of work.

Upon hire, staff attend on boarding training on the following topics during orientation:

- CPR/First Aid
- Mandated Reporting
- Student Safety
- Emergency Procedures
- Classroom Management Techniques
- YMCA Program Basics
- Communication with Parents and Teachers
- Attendance Policies

The Site Coordinator provides ongoing direct support to the staff. School and District staff are also available to support YMCA staff.

8—Clear Vision, Mission, and Purpose

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

The YMCA after-school program's mission is to provide a safe, nurturing, and inclusive environment where youth can learn, grow, and thrive during out-of-school hours. It combines academic support with play to help children build self-confidence, form positive relationships, and explore new interests. enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Expanded Learning Opportunities Program Plan Guide

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.

Site and district administrators, teachers, support personnel, YMCA ELOP staff, and parents provide feedback on the school and community needs on an on-going basis. Families are involved in the program content by completing a survey every year that allows them to provide feedback on what opportunities they would like for their students to receive.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student success will be measured by various data metrics, including but not limited to attendance in the school day and YMCA ELOP program, standardized test scores, and behavioral reports. The YMCA and district will maintain participation records to assess the popularity and level of access for the program and the impact it has on overall academic success for students. Behavioral and social-emotional outcomes will be assessed using student surveys and through tracking of disciplinary incidents reports.

Surveys will be conducted annually and analyzed to determine strengths and areas of improvement within programming.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

Director- Multiple site supervision. Liaison between school administration and the YMCA. Oversee deliverables including calendars, newsletters, and evaluations. Coordinate staff training. Recruit, hire, and oversee evaluations of all site staff. Site Coordinator (SC)- Accountability for all enrollees, recruiting new participants, organizing all related forms and paperwork, supervision of the Education Coordinator and Youth Development Professionals. Writing newsletters, monthly lesson calendars, Manages on-site inventory. Youth Development Professionals (YDP) Creation, preparation, and implementation of daily enrichment and academic clubs.

The school administrator will review the program plan on a yearly basis and make any necessary revisions logistically. Based on our survey process and feedback received, necessary adjustments will be made after consulting with all stakeholders.

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

Expanded Learning Opportunities Program Plan Guide

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?

To ensure high-quality transitional kindergarten or kindergarten programs, maintaining a pupil-to-staff ratio of no more than 10 to 1 is vital. Recruiting qualified staff is the first step, prioritizing individuals (when available) with early childhood education expertise and a deep understanding of child development. Training sessions cover topics like age-appropriate teaching methods and effective communication with young children and families.

To maintain the lower pupil-to-staff ratio, staffing levels are carefully managed, with additional support provided when necessary. Classroom organization is optimized for small group activities and individualized attention, ensuring each child receives the necessary support for their development.

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 for after school care

1:00 PM – 2:00 PM TK Check-in, story time, and play
2:00 PM – 3:00 PM TK & Kinder Kinder check-in & playground play
3:00 PM – 3:15 PM All Grades Full program check-in & snack
3:15 PM – 3:45 PM All Grades Homework & reading time (30 min)
3:45 PM – 4:25 PM All Grades Outdoor sports & recreation
4:25 PM – 5:00 PM All Grades Enrichment (STEM / Arts)
5:00 PM – 5:30 PM All Grades Student choice time & pickup

Sample schedule for an intersession day

7:00 AM – 8:30 AM Arrival & Morning Free Choice
8:30 AM – 9:00 AM Opening Circle & Camp Rally
9:00 AM – 10:00 AM Morning Active Recreation & Large Group Games
10:00 AM – 10:20 AM Morning Snack
10:20 AM – 11:00 AM Quiet Reading & Brain Games (30 min)