

EXTENDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**Prepared by Stockton Collegiate International Schools
in accordance with
California Department of Education
Expanded Learning Division Guidelines**

This Program Plan Template Guide is required by California *Education Code (EC)*

Section 46120(b)(2)

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

Local Educational Agency (LEA) Name: Stockton Collegiate Int'l Secondary
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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. Stockton Collegiate International Secondary
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.

The ELOP will be operated at the school site.

Right At School is an established provider of After & Before School Programs, Break Camps, and Summer Camps. (<https://www.rightatschool.com>)

The transition from school to the after school program will be monitored by Stockton Collegiate staff. Right at School's policy around check-in, attendance, and transitions includes these elements:

Right At School Check-In & Attendance Procedure:

We start by taking attendance and making sure that every child on the roster for that day is accounted for. A team member will lead the kids in a quick warm-up game while we wait for everyone to arrive.

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.

Right At School will provide Language Adventures, Daily Double, and Self-Directed Inquiry. These activities do not duplicate the school's curriculum. They offer additional opportunities for learning a language — Spanish for kindergarten and 1st grade students and American Sign Language for third through sixth grade students.

The Daily Double options include enrichment activities ranging from science experiments to songwriting competitions and many learning activities in between.

The Self-Directed Inquiry provides students with the opportunity to choose their own activities and cultivate independence with choices such as board games, arts & crafts, collaborative group projects, quiet reading, and free play with friends.

(<https://www.rightatschool.com>)

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3—Skill Building

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

Right At School will provide Language Adventures, Daily Double, and Self-Directed Inquiry. (<https://www.rightatschool.com>)

As described above, the Language Adventure, Daily Double, and Self-Directed Inquiry all provide opportunities for students to build academic and social skills.

In addition the Play Right Fitness portion of the Daily Double and the Right Moves element of the after school time provide time for students to learn and practice skills involved in a variety of physical activities.

Homework Time provides an opportunity for the students to practice the skills taught during the school day. Right At School educators are trained to coach kids through their homework to help them arrive at the answers on their own.

4—Youth Voice and Leadership

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

The Town Hall & Snack element begins each afternoon with a Town Hall. Students hear an overview of the activities for the day and participate in a community-building activity, celebrate birthdays, and recognize student achievements that any students wish to share.

Right At School offers students the opportunity to be a Junior Educator. Junior Educators lead the Town Hall session, choose activities, and develop leadership skills by helping to coordinate the day's learning, play, and growth activities.

Right At School's annual Right At School Gives Back program lets students work together on service projects that support their neighbors and community.

(<https://www.rightatschool.com>)

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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.

The Town Hall & Snack element is the time for a healthy snack. All Right At School snacks are nut-free and low in sugar. Right At School monitors student allergies, as reported by parents, and provides alternative snacks as needed.

Healthy Choice opportunities are part of the Right Moves segment of the program where students learn to “get the wiggles out” before engaging their brains. It is an opportunity to understand how physical activity can support both a healthy body and a healthy mind that is ready to learn.

The community building activities during Town Hall and the social activities throughout the afternoon (during after school segment) and during the day (in the extended day camps) provide daily opportunities to make healthy choices in the context of social interactions with peers and adults. (<https://www.rightatschool.com>)

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.

Right At School’s approach (<https://www.rightatschool.com>):

Right At School designs activities that encourage kids to find the best in themselves and others. These activities include diverse cultural experiences that respect and explore the variety of cultural and linguistic diversity within the student community.

Right At School accepts children in compliance with the Americans with Disabilities Act (ADA) and all other relevant federal, state, and local laws. Right At School reviews every situation case-by-case to determine if the Right At School large-group setting meets the child’s needs. To permit students with disabilities and diverse needs to enjoy the Right At School services fully, Right At School will, in accordance with the ADA, make reasonable modifications to our services and provide auxiliary aids and services that do not fundamentally alter the nature of our services or result in an undue burden.

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7—Quality Staff

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

Right At School aims to hire dedicated and experienced professionals with a passion for working with children.

All employees must pass a fingerprint background check. All educators participate in Right At School’s comprehensive blended learning training program, which provides extensive safety, education and positive guidance-focused training throughout the year.

(<https://www.rightatschool.com>)

8—Clear Vision, Mission, and Purpose

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

Right At School Mission (<https://www.rightatschool.com>):

Our mission at Right At School is to inspire a love of learning, support schools, and give parents peace of mind.

We know that we can only achieve this mission by recruiting, supporting and retaining high-performing front-line educators and coaches and by providing them with the tools and resources they need to serve our students and grow professionally.

Regardless of role, we look for dependable, personable, resourceful, and imaginative people. We are a meritocracy and we employ personnel who want to be held accountable to individual and group outcomes in order to achieve our mission.

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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.

Right At School Philosophy (<https://www.rightatschool.com>):

We succeed at the goal of providing a wide range of exceptional and affordable enrichment programs before, during and after school to as many students, parents and schools as possible because we understand the synergy between two potentially competing ideals:

1. All education is local. Right At School is at our best when we operate as part of the local school and community fabric; and
2. Enrichment excellence requires systemic thinking and systemic execution. Right At School is at its best when we share proven strategies across all of our programs to improve quality, reduce costs, and continually innovate.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Right At School’s approach to continual improvement (<https://www.rightatschool.com>):

Our role as Right At School employees is to continually seek new ways to serve our students, parents and schools. All of us are responsible to improve our current offerings and identify new programs and services to meet the ever-changing needs of student, parents and schools.

We regularly learn from our school administrators,...teachers, students, and our vendor-partners how we can best meet their needs and achieve our shared goals.

We speak with parents face-to-face every day at pick up and regularly online through our web portal. We share best practices and solicit ideas from all employees across the Right At School ecosystem through our online collaboration networks to strengthen our programs.

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11—Program Management

Describe the plan for program management.

Stockton Collegiate will monitor the implementation of the Extended Learning Opportunities Program and work with Right At School to adjust or modify procedures if needed.

Stockton Collegiate management and Right At School management will work together to support the full implementation of the Right At School model in the local context of Stockton Collegiate.

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.

No ASES or 21st CCLC grants are held.

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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?

Right At School contracts with Stockton Collegiate to provide ELOP services to Stockton Collegiate students and families in accordance with applicable federal and state laws, including the requirements for pupil-to-staff ratios for each grade level as outlined in the legislation and regulations.

Stockton Collegiate has retained Right At School to provide well-qualified and trained staff and to provide ELOP services because of Right At School's expertise, skill, and experience in providing professional, trained staff and personnel fully qualified to perform their respective duties for all grade level students.

There are no transitional kindergarten or kindergarten students in this Stockton Collegiate LEA (Stockton Collegiate International Secondary).

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.

There are no transitional kindergarten or kindergarten students in this Stockton Collegiate LEA (Stockton Collegiate International Secondary).

The minimum nine-hour summer and intersession days operate from 8:30 am to 5:30 pm on 30 non-school days.

A sample schedule is attached to the end of this document.
(<https://www.rightatschool.com/summer-camp/#schedule>)

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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.



SAMPLE DAILY CAMP SCHEDULE

Get fired up by checking out our sample camp schedule!

CAMP KICKOFF

Campers come together and start their day with silly songs, skits, and jokes!

WATER GAMES

Depending on the weather, these games might be outside or in the gym, but either way they are going to be serious fun with friends!

AM THEMED ACTIVITY

Campers enjoy a different hands-on learning activity every day related to the camp theme.

LUNCH

Campers and staff sit together for a meal filled with conversation and connection.

HALFTIME HUDDLE

A mid-day break to reflect on the morning and get kids excited about the afternoon's activities.

ALL-CAMP GAMES

All campers come together to play games focused on teamwork and extra fun!

PM THEMED ACTIVITY

More hands-on learning!

CAMPER CHOICE

Campers get to choose their own adventure between lots of fun and creative activities.

CRAFTERNOONS!!!

Ready, set, create! This is a time for all inspired minds to create some works of art.

CLOSING CAMPFIRE CIRCLE

Campers come together to laugh, share stories about their day, and show off art projects or a new song they learned. They will also hear about the fun things coming up tomorrow!

GET STARTED TODAY

