

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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Expanded Learning Opportunities Program Plan

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

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Instructions: Please list the school sites that your local education agency (LEA) selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Bradoaks Elementary Science Academy
2. Clifton Middle School
3. Mayflower Elementary
4. Monroe Elementary
5. Plymouth Elementary
6. Santa Fe Computer Science Magnet School
7. Wildrose School of Creative Arts

Purpose

This template will aid LEAs in the development of a program plan as required by *Education Code (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 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])

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“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 school site 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 Extended Learning Opportunities Program (ELO-P) will be offered through the Village Program on site at the following schools: Bradoaks Elementary Science Academy, Clifton Middle School, Monroe Elementary, Plymouth Elementary, Santa Fe Computer Science Magnet School, and Wildrose School of Creative Arts. The Boys and Girls Club will provide the ELO-P program at Mayflower Elementary.

ELO-P is provided in a safe and supportive learning environment for the ELO-P students, staff and families. ELO-P staff believes that it must provide for the social-emotional safety as well as the physical safety. ELO-P staff provides social-emotional safety in a variety of ways, including but not limited to the following:

- Implementing Character Education lessons and activities at the sites;
- Training staff on mental health-suicide prevention and mandated reporting;
- Program-wide behavior expectations and behavior management systems;
- Utilizing district student support services such as: counseling, access to the Community Resource Officer, and student support services offered through Monrovia Unified;
- Aligning the student recognition to Positive Behavior Intervention and Supports.

ELO-P staff prioritizes the physical safety of students in the following ways:

- Increasing communication with staff and families through district and site-based systems such as ParentSquare, email and voicemail blasts, site-based radio communication as well as district radio communication;
- Program-wide emergency drills;
- Space on the sites that promote student learning, including classrooms, libraries, and computer labs;
- Food security and safety, ELO-P partners with the Monrovia Unified food services to participate in the meal/supper program and snack offerings;
- ELO-P staff reviews and implements the school site's safety plan;
- ELO-P staff will implement evacuation and release drills so the parents are trained on what to expect should a situation occur in which we need to evacuate and release students to families.

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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.

ELO-P staff is intentional in creating programming that is age appropriate and research based. Learning activities support both the academic and enrichment needs of students. ELO-P staff has created learning activities and lesson plans to provide programming on physical activity, academic assistance and enrichment. Research based learning activities includes, but is not limited to:

- The Femineer School Program and NPASS Stem and Engineering Project;
- Spark Physical Education;
- Character Counts Character Education;
- Robotics and Coding;
- Shakespeare Drama Residency.

3—Skill Building

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

The ELO-P has a daily schedule that incorporates intentional building of the student's 21st century skills.

ELO-P students will experience 21st century learning skills. ELO-P staff will create learning experiences and projects that foster critical thinking, collaboration, and communication. Examples include: Femineer and NPASS projects, Science Action Club, and Battle of the Books.

ELO-P students will experience 21st century literacy skills. ELO-P staff designs programming around information, media and technology to help foster 21st century literacy skills. ELO-P staff is researching innovative programming ideas to bolster 21st century literacy skills for the ELO-P students.

ELO-P students will experience 21st century life skills. Utilizing social-emotional development and youth development, ELO-P staff will implement social skills and leadership that will help ELO-P students grow and develop their 21st century life skills.

4—Youth Voice and Leadership

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

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The ELO-P is designed so that the ELO-P students engage in youth development and leadership activities. ELO-P staff utilizes feedback from students, parents and staff to help drive the needs of the program. Youth voice and stakeholder feedback input will be gathered in a variety of ways, including: program wide stakeholder surveys, youth councils at the ELO-P sites, youth led activities and clubs, and program planning and design by staff with youth input.

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 ELO-P provides opportunities for students to engage in nutrition and physical activity on a daily basis. The ELO-P will utilize best practices from the Healthy Behaviors Initiative along with research-based data on nutrition and exercise to create programming that incorporates physical activity and nutrition.

ELO-P partners with the Monrovia Unified Food Services to meet the nutritional needs of students. ELO-P students are served a meal/supper and snack from Food Services. Monrovia Unified students participate in the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and the Summer Feeding Program.

Program sites create learning activities that focus on providing students with a minimum of 30 minutes daily of moderate to vigorous physical activity. ELO-P staff utilizes the Spark curriculum as well as other resources to support student's movement needs. ELO-P staff also incorporate nutrition activities into their enrichment offerings.

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.

ELO-P is designed to address the cultural and linguistic diversity that the community of Monrovia has. ELO-P program design is intentional in creating a program that is reflective of the students and families it serves. Site based programming allows for ELO-P staff to create learning experiences and events that reflect that particular school community's diverse population of families. Examples of these events include, but are not limited to, cultural parties and celebrations, Lights On Afterschool Celebrations that feature student recognition, cooking clubs, and dance that incorporate cultural diversity.

Furthering the effort to create access and equity within the ELO-P, Village staff has gone

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through a variety of trainings that promotes access and equity, including Implicit Bias Training from LACOE. ELO-P leadership works closely with district leadership to ensure all students, including students with disabilities have access to the program. The ELO-P registration is open to all Monrovia Unified students, including those with disabilities.

The ELO-P planning team has designed an outreach plan so all families at each ELO-P school site have access to program registration information. The registration process for ELO-P includes a priority registration process for the school site's unduplicated student population to have priority access to the ELO-P spaces for program enrollment.

7—Quality Staff

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

Monrovia Unified administration recognizes a need to have quality staff serve students in the ELO-P. Monrovia Unified continues to actively recruit, train, and place qualified staff into the ELO-P. Monrovia Unified has a hiring process that begins with the posting of positions on EdJoin, paper screening, skills test, interviews, and a background check.

Monrovia Unified is currently addressing staffing shortages with additional Monrovia Unified classified staff to help provide supervision for the students being served by the Village Program.

8—Clear Vision, Mission, and Purpose

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

Monrovia Unified has recently announced a new districtwide Mission, Vision, and Purpose statement. ELO-P administration and staff will be looking to align the ELO-P mission, vision, and purpose with that of the district. The ELO-P staff will be intentional in aligning district mission and vision with program mission and vision. This work is ongoing and will be part of the ELO-P Continuous Quality Improvement cycle.

Monrovia Unified's Mission:

The Monrovia Unified School District exists to provide all students with an exceptional education, ensuring all graduate fully prepared for college, career, and life.

Monrovia Unified's Vision:

To be an exemplary school district by empowering all students to reach their highest potential through innovative, engaging, and personalized learning experiences.

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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.

Monrovia Unified's ELO-P program will serve students in collaboration with the Village program that will run ELO-P at the district's After School Education and safety grant funded sites; Bradoaks Elementary Science Academy, Clifton Middle School, Monroe Elementary, Plymouth Elementary, Santa Fe Computer Science Magnet School, and Wildrose School of Creative Arts. The Boys and Girls Club of the Foothills that will run ELO-P at Mayflower Elementary School.

In addition to the Village-Boys and Girls Club Partnership, The Village Program has established partnerships with LEA and non-LEA entities that will help in the administration of ELO-P. LEA partnerships include a wide variety of district departments, including Human Resources, Educational Services, Food Services, and Business Services. The Expanded Learning director works closely with these district departments as well as with site-based leadership to support ELO-P.

In addition to district partners, the ELO-P has strong community partners, such as Monrovia Reads and the Monrovia Public Library helps support the ELO-P students and their literacy development. Monrovia Police Department provides a School Resource Officer which helps support the program. Foothill Credit Union is also a community partner that helps support the program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement (CQI) plan.

The ELO-P CQI plan will have input from a variety of stakeholders, including; Monrovia Unified administration, ELO-P leadership and staff, students, families, and community partners.

The ELO Program's CQI Process will start with establishing a clearly defined continuous quality improvement process that includes the following:

- Outlines improvement goals and action steps;
- Includes a timeline, action steps and quality improvement discussions;
- Incorporates feedback from staff, youth, parents, and K-12 partners;
- Describes the information or data needed to assess quality;
- Describes the responsibilities and roles for each person on the improvement team.

The ELO-P CQI process will need to incorporate the following:

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- Guiding questions on program design, desired outcomes, program impact;
- A plan to accumulate information that will answer the guiding questions;
- Whom to collect information from;
- A timeline for collection;
- A clear procedure for getting consent to collect information;
- The purpose of the information and how it will be used;
- How information will be collected confidentially;
- How the program will share outcomes from the quality improvement process.

11—Program Management

Describe the plan for ELO-P program management.

The ELO-P management will be a collaborative effort with input and oversight from the following: Expanded Learning director, Assistant Superintendent of Business Services, and the Business Services department, Assistant Superintendent of Human Resources and the Human Resources department, and the Deputy Superintendent with input from the Educational Services Department. The Expanded Learning director will work with the various district departments to meet related grant mandates for the Extended Learning Opportunities Program grant and the After-School Education and Safety Grant.

General Questions

Existing After School Education and Safety and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

After School Education and Safety Grant, 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.

Monrovia Unified has After School Education and Safety Grant funding at both of its middle schools and four of the five elementary school sites. ELO-P funding and the After School Education and Safety Grant funding will be combined, for the After School Education and Safety Grant, sites to create a universal Expanded Learning Program. The Expanded Learning Program director along with the ELO-P planning team will infuse the more stringent requirements into a universal Expanded Learning Program. Technical assistance and best practices from the ELO-P program guide, county systems of support and the state-wide systems of support will be implemented and infused into the ELO-P program.

Transitional Kindergarten and Kindergarten

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Programs serving transitional kindergarten (TK) or kindergarten (K) 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?

Monrovia Unified's expanded learning programs offered through the Village Program and Boys and Girls Club already serve TK and kindergarten students. The universal expanded learning daily schedule will be similar to what is currently offered in the before and after school programs. The instructional day program along with the before and after school programs, satisfy the 9 hours per day of service that ELO-P mandates. The ELO-P planning team is working on the programming for the 30 intersession days; this work is ongoing.

The district's Human Resources department is actively looking to recruit and fill openings in the Village Program. Village and Boys and Girls Club will follow the 10:1 ratio for the TK/K students. Programming design to maintain the lower pupil to staff ratio will be a function of the number of TK/K students enrolled and the staff needed to serve them in a lower ratio. The plan for meeting the younger age group ratio is a programming design need that is ongoing.

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.

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Monrovia Unified will combine the ASES programs offered through the Village Program with ELO-P at the ASES sites, the after school program offered by the Boys and Girls Club will be combined with ELO-P at the Mayflower site.

ASES/ELO-P Sample Daily Schedule:

6:30 am to 8 am ASES Before School Program. 1.5 hours

8 am to 2 pm Instructional day. 6 hours

2 pm to 6 pm ASES After School Program. 4 Hours

Total ELO-P Program hours per day. 11.5 hours/day

Intersession Daily Schedule:

8 am to 5 pm if running ELO-P by itself

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

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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 non school days, 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 child care 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 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):

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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.