

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



INTERNATIONAL SCHOOL OF MONTEREY



Template 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)**

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

Local Educational Agency (LEA) Name: [International School of Monterey](#)

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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. [International School of Monterey](#)

2.

3.

4.

5.

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 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 ISM Expanded Learning Opportunities Program Plan contains two programs sponsored by ISM. One program, After School International (ASI), offered daily after school until 6:00 pm, and a second program, After School International- Extra!, offered during intersessions and summer breaks. Both programs offer students a safe and supportive environment to explore academic interests, develop social skills, and receive healthy food and snacks. Both programs are offered on the school site either after school hours or during school breaks. Most often, the programs are housed in the Multi Use Room (MUR) or outdoors depending on the activities that are planned for the students. During ASI- Extra!, students will utilize various classrooms on the campus as well.

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.

ASI: Students receive a healthy snack at the start of ASI. Afterwards, students participate in a variety of experiences which are planned and provided by the ASI Coordinator and ASI staff. Activities include physical activity games, planned lessons from the PE SPARK curriculum, arts and crafts activities with internationally minded themes, and time to complete homework with supervision from ASI staff. Students also participate in our community partnerships such as art projects with the Arts Council of Monterey.

ASI- Extra!: Students begin the day with a healthy breakfast and also receive a healthy snack and lunch while on campus. The day is split into two sessions: academic support activities and ASI social enrichment activities. During academic support activities, students will explore grade level appropriate STEM projects such as animal detectives, forensic science, and physics in science. Students will also explore language focused projects such as pod-casting and/or story corps. During the second half of the day, students will participate in ASI social enrichment planned activities similar to the after school based program.

3—Skill Building

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

Both programs provide opportunities for students to experience skill building through the planned activities. Students will develop social skills through the collaborative activities during physical activity games, PE Spark lessons, break times during snack, and the collaborative nature of project based learning. Students will develop thinking and communication skills during homework supervision and the STEM and language projects. Students will develop self-management skills during turn taking in projects, sharing materials during art based activities, and participating in physical activities on teams.

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4—Youth Voice and Leadership

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

Students will be encouraged to complete opinion surveys at the end of the various sessions to give voice to their experience as well as ideas for how to improve the program offerings. Further, students in ASI-Extra! will directly engage in youth leadership through the language and podcasting experiences that are aimed at incorporating community partners.

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.

During both programs, students receive healthy food/ meals at the school made possible due to funding from both the federal and state government programs. Students also explore an active lifestyle through the games and PE based learning experiences led by the ASI staff. Students also receive recess and during ASI- Extra! students receive brain breaks to help students learn mindfulness and mindful choices.

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.

ASI: This fee-based program is offered to all students, including students with disabilities, and provides a sliding scale of payment for any students that are income eligible. Through the planned activities, students have the opportunity to explore internationally minded activities, art projects, and physical education experiences. Students of different cultures and language profiles are encouraged to share their background during planned experiences. All students are provided with the resources they need to fully participate in all experiences.

ASI- Extra!: This grant based program is offered by invitation only in phases. Phase 1 is offered to all unduplicated students (Foster, English language learners, and income eligible students). Phase 2 is offered to siblings of Phase 1 students and students with disabilities. Phase 3 invitations, based on staff recommendations and assessment data, are offered to all other students until spaces are filled. Following this model eliminates access and equity barriers to the academic portion of the program. Students in Phases 1 and 2 do not pay a fee for the academic portion of the program. Students in Phase 3 pay for the academic portion of the program. Through the planned activities, students have the opportunity to explore internationally minded projects and physical education experiences. Students of different cultures and language profiles are encouraged to share their background during planned experiences. All students are provided with the resources they need to fully participate in all experiences.

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7—Quality Staff

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

Students in both programs will engage with quality staff that meet the minimum qualifications for an instructional aide, pursuant to the policies of the school. ASI staff, instructional aides, teaching staff, and administrators all participate in ongoing training. Examples of this training includes, access to an online portal for paraprofessionals to increase instructional skills, access to an online portal for staff to ensure safety training, in person training on the fundamentals of reading, and in person training on the importance of skill building for all students. In addition, onsite administrators provide ongoing support for staff for academic support as well as operational support.

8—Clear Vision, Mission, and Purpose

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

Both programs emulate ISM's vision, mission, and purpose.

The programs are designed to build a world of understanding for ALL students through internationally minded activities and projects that supplement the foundational skills and attributes of ISM's IB curriculum.

Students are encouraged to participate in collaborative experiences to build their abilities in various contexts while increasing their academic and social skills.

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.

ASI: The program utilizes the support of local partnerships such as the Arts Council of Monterey. Through various partners, the program strives to provide varied experiences for students while building connections with the local community.

ASI-Extra!: Students participating in the academic support portion will participate in language based projects such as podcasting. These projects are focused on highlighting the local community through interviews to explore local diversity. Other project based activities highlight real-world issues through a global perspective.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Students and families in both programs will be asked to participate in end of program surveys. These surveys will help the school understand the elements of the program that serve family and student needs as well as those areas to improve for the next session offerings.

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11—Program Management

Describe the plan for program management.

ASI: This program is managed by the ASI Supervisor. The supervisor is in charge of ensuring daily operations of the program with respect to enrollment, staffing, and resources.

ASI-Extra!: This program is managed by the Academic coordinator. The coordinator is in charge of ensuring daily operations of the program with respect to enrollment, staffing, and resources.

Both the Academic coordinator and the ASI supervisor work together with the Head of School who oversees the general implementation of the programs and utilization of funding sources.

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.

The school does not receive funding from any of these sources at this time.

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?

The school does not offer transitional kindergarten at this time. The school will ensure that groups where kindergarten students are present maintain a pupil-to-staff member ratio of 10 to 1 through direct staffing as well as staggered scheduling. Staggered scheduling will be utilized to ensure staff receive the appropriate breaks while also maintaining student learning ratios.

Staff working with Kindergarten students will be staff members who already work with this age range on a daily basis. As part of their daily work, they will continue to receive training on how best to meet the needs of this specific age group. The academic programs and projects implemented are listed for students in Kindergarten.

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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.

ASI:	ASI-Extra!:
<p>3:15- 3:30 Snack 3:30- 4:15 Homework/ Academic work time 4:15- 4:30 Recess 4:30- 5:15 Visual Art/ Mural/ Crafts 5:15- 5:45 Physical games/ SPARK 5:45- 6:00 Clean up</p>	<p>7:45-8:00 Drop off and Breakfast 8:00- 8:45 Academic program- Language 8:45-9:00 Break- Brain Break 9:00- 9:45 Academic program- Math 9:45-10:00 Break- Snack 10:00- 10:45 Project STEM 10:45- 11:00 Break- Brain Break 11:00-11:45 Project Language 11:45- 12:00 Break/ Clean up Lunch and Recess 12:00- 1:00 1:00- 1:45 Visual Art/ Mural/ DIY 1:45- 2:00 Break- Brain Break 2:00- 2:45 Performance/ Music/ Dance 2:45- 3:00 Break- Brain Break 3:00- 3:45 SPARK fun! 3:45- 4:00 Break- Snack 4:00- 4:45 Outdoor/ Garden/ Bird/ Spanish 4:45- 5:00 Break/ Clean up</p>

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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 non school days, 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 that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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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.