

TWIN RIVERS CHARTER SCHOOL



EXPANDED LEARNING OPPORTUNITIES

(ELO-P)

Prepared by:
Expanded Learning Division

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Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Twin Rivers Charter School

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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. Twin Rivers Charter 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

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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.

Twin Rivers Charter School's Tiger Care program supports social, emotional, physical and academic development. The expectation is also to reduce negative behaviors. Staff can provide an environment that helps children develop positive relationships and provides activities that are creative for students that may struggle with group activities.

TRCS will provide ELOP on the TRCS campus in the TRCS classrooms, utilizing additional space in the EK Center and Karlshoej Gymnasium.

Tiger Care (ELOP) providers:

- Structure & Routines
- Celebrate student work
- Share good things
- Speaking/communication
- Using the 4 questions
- Motivates positivity.

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.

TRCS will begin offering Tiger Clubs after the school day M/T/Th in order for us to enhance our Tiger Care and ensure that students are getting additional experiences after the school day.

12:00 - 1:30/ TK:

Classroom play experience stations

1:30 - 1:50 / TK/K

Guided Free Play / Outside / Rotating stations for exploration activities / Brain break time

1:50 - 2:45/ TK/K

Art / Activities in the Classroom

K: Lexia time & teacher intervention/extension time for student success

Intervention for 1 - 8th graders and support for students success

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3—Skill Building

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

Students attending Tiger Care gain opportunities to engage in social skills including:

- Modeling manners
- Positive attitude
- Assign Jobs
- Experience opportunities to increase responsibility
- Engage in physical activity
- Problem solve
- Gain time management routine activities

4—Youth Voice and Leadership

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

Students in Tiger Care engage in activities to increase buddy systems, student roles in clubs and job duties on a daily basis. Students in Tiger Care are also able to select Tiger Clubs that enhance their opportunities to engage in their voice and leadership skills.

In 2022/2023 Tiger Clubs offered for student engagement will include:

- Elementary Leadership Club
- Pep Club

TRCS hopes to build on these clubs as we implement more experiences for students.

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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 programing.

TRCS will continue to offer healthy choice snacks for our students in Tiger Care.

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.

TRCS Tiger Care program has included access for all students at TRCS.

TRCS ELO-P will invite all families at TRCS to participate. The Tiger Care program employs two bilingual staff members to engage with all families who speak Spanish. TRCS's Tiger Care program staff also includes highly trained special education staff members to ensure access for our students with disabilities.

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7—Quality Staff

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

TRCS staff is committed to staffing Tiger Care with highly qualified staff.

Tiger Care is staffed with adults who have been trained as instructional aides for TRCS. Skills in: Positive Behavior Intervention Strategies (PBIS), Capturing Kids Hearts (CKH), Intervention strategies, Lazy 8 handwriting program, MTSS intervention strategies, IXL, Zearn, Live Letters handwriting programs, Foundations, RACE (restate, answer completely, cite evidence, and explain evidence), Lexia, IXL and Zearn which are programs used during the school day.

8—Clear Vision, Mission, and Purpose

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

Tiger Care's mission and purpose is to provide opportunity for student success in an afterschool setting. The program provides appropriate needs for those in attendance.

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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.

TRCS has partnered with our local parks and recreation programs, county office of education, and regional programs to implement programs within our extended day. Students will have access to more activities because of these partnerships, ensuring funding and resources to support ELO-P.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Training for our Tiger Care includes monthly updates, and yearly input during Parent Cafe. Feedback from families supports our program's ability to improve services for students.

Part of our improvement plan includes annual trainings for staff to ensure employees are highly qualified and able to meet the needs of students in their care.

Tiger Care has now been added to our LCAP as part of our student success and parent interaction piece as parents have requested summer child care for several years.

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11—Program Management

Describe the plan for program management.

TRCS has hired a Tiger Care Coordinator to ensure management and oversight of the program. Program delivery includes; realistic expectations for student behavior, accountability for staff interactions, detailed schedule delivery, organization for all employees and families participating in Tiger Care, ongoing feedback, motivated staff, and keeping all member groups engaged and aware of program delivery.

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.

TRCS does not currently run ASES or CCLC.

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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?

TRCS has implemented a TK/K Tiger Care program with a very low student to staff ratio. While never exceeding 10:1 with staffing our program has run 6/8:1 over the 2021/2022 school year.

Tiger Care staff serving this age group are highly trained staff who work as paraprofessional during the school day.

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.

TRCS will run program that includes serving our TK and kindergartent students.

TK student schedule for school day includes:

12:00 - 1:30 Play-based Centers

1:30 - 1:50 - Brain break (Recess/activity rotation)

1:50 - 2:45 Academic Stories, Lexica, Intervention, and Student Success

2:45 - 3:15 Learning Time

3:15 - 3:30 Nutritious Snack

3:30 - 4:15 Tiger Club Time

4:15 - 5:00 Activity / Creative Art/Games/Centers/Physical

5:00 - 5:15 Clean up

5:15 - 5:30 Combine groups outside activity wrap up

During the summer and intersession periods this schedule will include 8:30am- 12:

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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.