

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

**This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

<b>Name of Local Educational Agency or Equivalent:</b>	Mueller Charter School
<b>Contact Name:</b>	Maureen DeLuca, Eileen Logue
<b>Contact Email:</b>	maureen.deluca@cvesd.org, eileen.logue@bayfrontcharter.com
<b>Contact Phone:</b>	619-422-6192, 619-934-7000

**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. Mueller Charter School

### 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])

"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>.

## 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 Program is an extension of the regular school day will be held at Mueller in classrooms, the Performing Arts Center (PAC), and outdoor field, and playground areas. The Program will provide a safe place on each school site where children can learn new skills, reinforce academic skills, and participate in age-appropriate recreation and social skill building activities. Individuals with family permission will be allowed to pick up students from the program. When signing students out individuals must show a valid photo ID. Student participants may not sign themselves out of the program. All students will only be released to individuals authorized on the program application. In accordance with ELO-P requirements, STRETCH will maintain a 1:20 for 1st-6th grade students and 1:10 for TK and Kindergarten students. The state of California considers all STRETCH staff members as Mandated Reporters of child abuse. This requires STRETCH staff to report all cases of suspected child abuse. If abuse is suspected, the proper authorities will be contacted including the school site principals and District contacts. In case of an accident or injury the STRETCH will contact the parent or guardian immediately. Serious injuries requiring medical attention from emergency responders such as: Ambulance, fire department and or Chula Vista Police department will be contacted. Student rosters will be shared with office staff and maintained during program hours with classroom location and supervising staff members allowing for easy location of students.

## 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 ELO Program will support the instructional day using techniques aligned with the core-day classroom to assist students in the program. The ELO Program staff will work in close collaboration with the principal or designated liaison to ensure tutoring successfully aligns with core standards, and curriculum is meeting student's needs. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Students will have an opportunity to participate in STRETCH and/or ARC activities. To do so, students/families will be able to select which enrichment activity they would like to participate in for the upcoming quarter/semester. ARC will provide students with the opportunity to participate in feedback via surveys and group discussions to help shape the future development of activities being provided. Enrichment opportunities such as cooking, coding, sports, drama, photography, music, dance, chess, and gardening will be provided by ARC. Additional academic support and enrichment activities will be offered during intersessions, including summer break. The morning program will serve students one hour and forty-five minutes prior to the start of the school day. In conjunction with the regular school day, the ELO Program will allow Mueller to offer services to students a total of twelve hours per day

## 3—Skill Building

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

The ELO Program will provide opportunities for developing academic and 21st century skills. Participating students will have access to enrichment programming such as: cooking, athletic activities, VAPA, gardening, STEM, and projects that give each student access to hands on learning opportunities. In addition to specialized programming students will have access to tutoring, and physical activity that help promote good study and eating habits. Enrichment activities will be based on student interest and input and will be primarily hands-on and project based. Mueller is working in conjunction with community-based vendors to support the enrichment portion of the program.

## 4—Youth Voice and Leadership

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

Program design, goals, activities, and outcomes will be based on student input to support their interest and assure engagement. Enrichment cycles will be developed, and all students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students in each grade level. The enrollment and attendance of the enrichment programs will be monitored to determine if the enrichment program should be offered in the next or future enrichment cycle. Service-learning projects will be encouraged to connect students to their community. The ELO- Program was designed based on student, parent, and staff input. The program will send out additional surveys and will meet with student leadership groups to gain additional feedback pertaining to students' interest in the program and will use the information to plan out future activities.

## 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-Program will align its wellness initiative with the school wellness policy. The ELO-Program will collaborate with Mueller's Physical Education, Health, & Wellness Coordinator to support students' health and wellness goals. Additionally, the program will ensure that students have a physical fitness component that will be included to promote healthy physical exercise. Physical fitness components will also include a nutrition emphasis. All students will participate in structured daily Moderate and Vigorous Physical Activities (MVPA) that teach team building, and healthy physical structured play. The ELO-Program will include discussions, lessons, and promoting of healthy snacks and meal options. Students will be served healthy meals during ELO-P programming hours through a partnership with CVESD Child Nutrition Services (CNS) department. ARC will provide a snack during the after-school portion of the program they offer. Additionally, CNS will provide breakfast, lunch, and snacks during intersession programs. Child Nutrition Services will ensure all snacks and meals meet healthy nutrition standards. SEL practices will be included in all components of the program. The practices include welcoming and engaging all participants and families, engaging in communication circles as well as a debrief of the day prior to the end of the program day.

## 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.

A welcoming and inclusive environment is promoted by Mueller throughout the regular school day and will be promoted during the ELO-Program as well. The same opportunities will be offered to all students regardless of their ability or disability status, cultural, or linguistic background. The program will expose students to a variety of cultures and heritages different from their own. Field trips and highlighting cultural events will broaden and enrich the student's appreciation of the diverse world in which they live. The ELO-Program is essential to meet the needs of students, especially those with disabilities, Multi-lingual learners, and/or students that have barriers that could potentially limit their participation. For students with disabilities, the ELO-Program will provide support staff who have training in working with students with special needs. The enrichment components of the program (e.g., student clubs, sports, and enrichment, etc.) provide students who experience academic challenges with opportunities to develop, improve, and excel in areas outside of academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate fully in the program.

## 7—Quality Staff

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

A Mueller staff member will receive a stipend to serve as a part time Extended Learning Coordinator, working as a liaison with program leads and coordinate the scheduling and logistics of the ELO-Program. ELO-Program staff are hired through STRETCH (YMCA), ARC, and AthLead and are required to have passed a background clearance. The LEA will ensure that all employees meet or exceed the minimum qualifications and ensure that all staff members who directly supervise students meet the minimum qualifications of a charter helper. Program leadership will build intentional relationships with school administration, staff, parents, and students. Mueller administrators will work closely with STRETCH, ARC, and AthLead Program leads to ensure LEA goals and areas of focus are being implemented. Mueller staff will provide support to the ELO-Program through check-ins, observations, and guidance on program components.

## 8—Clear Vision, Mission, and Purpose

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

As stated in Mueller's Charter Petition, we believe "Our Children Will Change the World." We believe that we have the ability, the will, the opportunity and the obligation to re- invent the institution of schools, to challenge the status quo, to remove barriers to our students’ success, and to make Mueller worthy of its children. In doing so, our commitment as an organization is to align our programs with the this clear mission in mind. Our ELOP program is an extension of our mission and aligns with our LCAP goals. We seek to continue to respond to community and student input in the development and implementation of our plan. Mueller Charter School’s ELO-Program offers equitable before and after school program opportunities to all students and families. The ELO-Program is dedicated to making sure all students have access to a wide variety of enrichment and academic activities that ensure all students are successful while providing social and emotional support. The ELO-Program mission and vision mirror that of the LEA and is in the charter petition.

## 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.

Mueller Charter School will continue to maintain partnerships with STRETCH (YMCA), ARC, AthLead, and ArtsBus Express to provide staffing for before-and after-school programs. Mueller is working to obtain outside collaborative partners to support student centered enrichment activities in the ELO-Program. Students will be able to participate in enrichment activities provided by specialized vendors throughout the community.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The ELO-Program’s continuous quality improvement process will work in conjunction with the Expanded Learning Quality Standards. An internal assessment will take place annually to ensure the quality standards are being met, and program improvement and accountability are occurring. Through ongoing educational partner surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be aligned with currently established goals and supports identified in the school’s LCAP. Results will be shared with Site Administration, parents, staff and students through meetings and letters.

## 11—Program Management

Describe the plan for program management.

The program will be managed by a part-time coordinator who will oversee the program. The program coordinator will be a staff member who is provided a stipend and will be overseen by school administrators. Mueller is working with STRETCH (YMCA), ARC, and AthLead to operate the after-school program. Each program will have site level staff: Site Supervisor and Youth Leaders to work directly with students and families daily. The LEA's program will adhere to all applicable federal, state, and local requirements, as well as LEA-specific procedures.

## 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.

Mueller does not directly receive ASES or ASSETS funding. As a school within Chula Vista Elementary School district, the school district has operated an after-school program called Stretch. While stretch has served the Mueller community for years, there was a cap on the number of students that they were able to serve and there was always a waitlist. By having additional ELOP funding, Mueller is able to offer a parallel program, and offer more high interest activities and more experiential learning opportunities. Students in stretch are also able to access some of the high interest classes and clubs, and still remain in the stretch program. Additionally, tutoring is offered to the students who require it, and we offer programming during intersession and an extended summer. An extended academic calendar has been one of Mueller's Hallmark offerings for many decades, and students receive 194 days of instruction. With the ELOP funding, we will continue to offer an extended academic year, plus a summer program to engage

### 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?

Mueller has developed a full UTK plan for implementing a full U- TK program as is required by the state. The YMCA program will implement age appropriate curriculum to address the specific needs of TK/K students. The program structure and daily, weekly and monthly schedules will focus on age-appropriate education enrichment activities which are adapted to early childhood education.

### 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.

#### Morning Program

6:30am Students have the option to arrive to Mueller Charter School as early as 6:30am. They have an opportunity to complete homework, read from a variety of books provided and enjoy break which is served by 7:15am, which is served by the school cafeteria. All activities are supervised by charter school staff.

Mueller offers Extended Learning opportunities for all students by way of the YMCA Stretch Program and the ARC program. Sample schedules are listed below.



#### Afternoon YMCA Stretch Sample Schedule

Opener Games ( 15 Minutes) 2:30-2:45pm

Assembly ( 20 minutes) 2:45-3:05 pm

MVPA ( 30 minutes) 3:15-3:45pm

BWB ( 10 minutes) 3:50-4:00pm

Snack ( 10 minutes) 4:05-4:15pm

Academics ( 40 minutes) 4:25- 5:05pm

Brain Power 5:05-5:25pm

Closing Assembly 5:30-5:45pm

Sign out (15 minute) 5:45-6:00pm

#### Afternoon ARC Sample Schedule

Sign In/Opener & Games 2:30pm

Assembly 2:40pm

Homework/Cooperative Activity 2:45pm

Enrichment Rotation #1 3:20 pm

Snack Time 3:55

Enrichment Rotation #2 4:05pm

Enrichment Rotation #3 4:40pm

Enrichment Rotation #4 5:15pm

Social Time/Cleanup 5:50pm

End of Program 6:00pm

#### Sample Summer School Schedule

All students were provided an opportunity to participate in ARC as part of the Summer Schedule in 21-22 school year. The above schedule will serve as the template for our upcoming summer schedule.

\*Please note that Mueller has offered 194 days of instruction for decades as part of our instructional program.

**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.

**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.

**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.