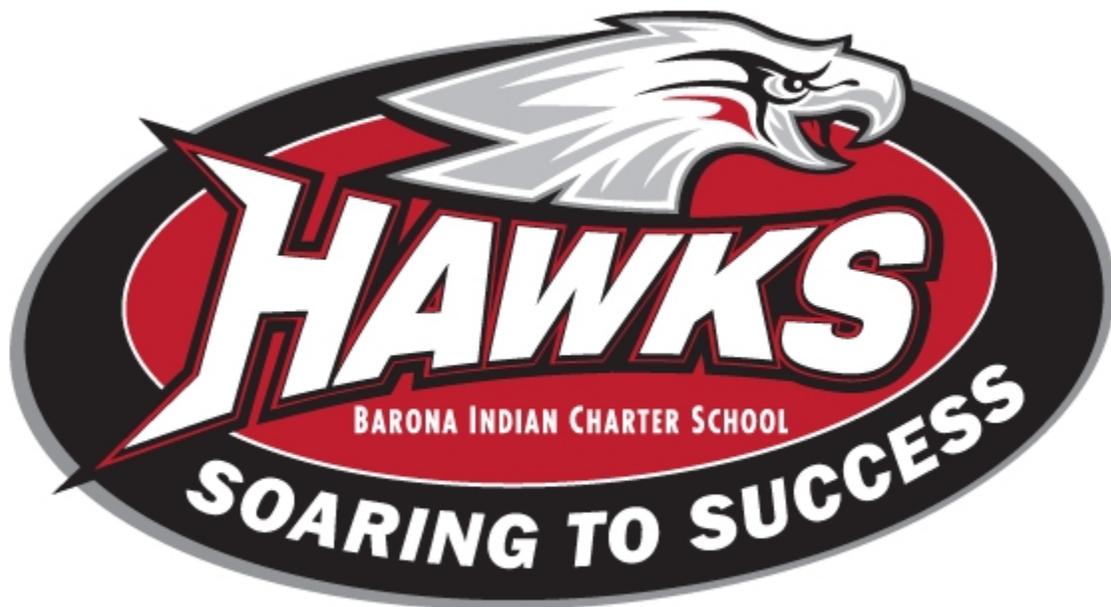


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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Approved by BICS Governing Board 09/19/2022

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)

Name of Local Educational Agency or Equivalent:	Barona Indian 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. Barona Indian 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.

Barona Indian Charter School will utilize a system for tracking student enrollment and attendance through Infinite Campus, to ensure that eligible students are able to participate in ELO-Programs. Staff will focus on positive relationship building and develop positive mentoring relationships with students. Procedures will be in place to ensure that students are always accounted for. Safety procedures will include, but are not limited to, mandated reporting and effective supervision. Students will be signed in at the start of their program each day that they attend. After the program ends, teachers/supervisors will safely check in students attending the afterschool care through the Barona Recreation Department. Teachers/Supervisors will ensure students that are being picked up, are safely turned over to the care of their parents. The safety procedures in place during the school day will be strictly adhered to during after school programs, and will be included in each school's safety plan.

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.

Both after school and summer programs will provide opportunities for students to reinforce math and reading skills, in addition to hands-on programs. Students will have a choice of after school programs to choose from, including Tutoring Services, Yearbook Club, Drama Club, Robotics Club and Leadership Club. Staff will use techniques aligned with the regular day classroom to assist students. Students will have access to technology to assist with tutoring and other after school/summer programs. The planning of educational enrichment activities will involve a collection of student data that will drive the selection of educational enrichment activities. Some programs can include aspects such cultural awareness, character development, community engagement, current events, and STEM projects. We will include educational partners, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

3—Skill Building

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

The expanded learning programs will have direct and indirect skill building opportunities. For TK-8th Grade students, staff will lead students through enrichment activities four days for a minimum of 30 minutes where students learn and practice vocabulary, fluency, comprehension and math skills through interactive lessons. Students will participate in focused reading, language arts and math skills to reinforce classroom concepts. Programs will integrate language, math and reading skills needed to complete projects.

4—Youth Voice and Leadership

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

Student feedback will be used to determine enrichment program selection and after school activities. BICS is in its second year using the leadership program called Leader in Me (LIM). The focus of this program is to help students "find their voice". LIM provides students with many opportunities to develop leadership qualities that will lead the way for lifelong achievement. The Leadership Club will provide various avenues for students to demonstrate their skills and participate in community events. The use of service projects will help students connect to their peers and to the community at large.

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.

Our after school and summer programs will provide a safe place for students that may otherwise be left unattended. The programs are designed to engage the students minds and provide opportunities for healthy relationships with teachers, mentors and friends. Students will have access to delicious and nutritious snacks and lunches through the National Lunch Program. All students will have access to this food program, including disadvantaged students.

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.

All of the after school/summer programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. The inclusion of Kumeyaay culture is integrated in many of the lessons and activities at Barona Indian Charter School. Activities and events that include family connections will further promote the unique backgrounds and cultural traditions of our students. To meet the needs of English language learners (ELL), staff will utilize best practices to support ELLs such as the use of visuals, practice with modeling, and teaching vocabulary during club and STEAM activities. The program activity plans will include the use of the ELL supports to ensure these students have access to the materials and content in order to participate fully in these programs.

7—Quality Staff

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

The staff that will be utilized for the after school/summer programs will be highly qualified and credentialed employees (where appropriate). All staff will prioritize teaching and learning; communication and engagement; and safety and wellness.

8—Clear Vision, Mission, and Purpose

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

BICS strives to provide expanded learning programs that provide a safe environment and a variety of opportunities that enrich the lives of our students. By integrating the principles of the Leader in Me program into all programs, students will learn a number of academic and life skills including:

- Critical Thinking
- Creativity
- Self Discipline
- Vision
- Initiative
- Communication
- Relationship Building
- Goal Achievement
- Public Speaking
- Global Awareness
- Social-Emotional Learning

Teamwork
Listening Skills
Time Management
Leading Projects
Self-Directed Learning
Valued Diversity
Problem Solving

Our mission is to unite student, staff, and families around a common goal to prepare students with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment. By providing extra curricular opportunities, students can explore a variety of ways to learn and practice these valuable 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.

A collaborative effort staff and local organizations were involved in the process to develop and implement the ELOP after school and summer school plan. This would include BICS staff, Barona Recreational Department and the Barona Museum and Cultural Center.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year evaluations will take place at our school site to ensure the quality standards are being met, and program improvement and accountability are occurring. BICS will look at data trends, areas of strength, areas needing improvement and program goals. We will look at specific objects and create a plan to meet these objectives. BICS will work to improve the expanded learning programs by providing resources and collaboration for staff to meet objectives, as well as professional development.

11—Program Management

Describe the plan for program management.

Expanded Learning Opportunities Program funding will allow our school to increase supports in academics, wellness and enrichment, and give ALL students and families the opportunity to participate based on their needs and interests. Due to the small size of our charter school, the management of the after school and summer school programs will be under the direct supervision of the school principal. The programs will have the operational support of the school staff members. Administration and staff members will coordinate with outside agencies (Barona Rec Department and Barona Museum and Cultural Center) to ensure the quality of programs and the safety of students while on our campus.

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 ELO-P funds will be used to combine with our Leader in Me program to create enrichment activities throughout the school year, such as, Leadership Club, Robotics Club, Yearbook Club and more. The students will have the option to enroll in a rotation of a variety of clubs and activities to reinforce academic achievement and develop leadership and life skills.

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 TK/K program will include literacy enrichment and educational enrichment activities that are geared for early childhood education. STEAM and Language Arts curriculum will be provided as education enrichment activities that adapt to early childhood education. BICS will utilize instructional aide to support credentialed staff to maintain a pupil-to-staff member ratio of no more than 10 to 1. The Barona Indian Charter School is designed for small class sizes. This ensures that our expanded learning programs will never be at risk of over capacity.

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.

Barona Indian Charter School Sample Daily Program Schedule

6:00 AM – 7:30 AM Early Morning Care Check-In (TK-8th Grade)
6:00 AM – 6:30 AM Morning Snack
6:30 AM – 7:30 AM Indoor Activity
7:55 AM - 2:30 PM Instructional Day Schedule
2:30 PM – 2:45 PM Afternoon Snack
2:45 PM – 3:30 PM MARS (Math and Reading Support)
2:45 PM – 3:30 PM Club Activities- Rotational
Robotics Club

Yearbook Club
Leadership Club
Visual Arts Club
3:30 PM - 4:00 PM Outdoor Activity

Barona Indian Charter School
Intersession Schedule

Mondays-Wednesdays:

7:30-8:00am - Teacher Prep Time
7:45-8:00am - Library open for Early Arrivals
8:00-8:15am - Breakfast/ Welcome/Attendance
8:15-9:15am - Academic Block 1
9:15-9:30 am - Recess/Snack
9:30-10:30am - Academic Block 2
10:30-12:00pm - Robotics Class
12:00pm - Grab-n-Go Lunch/ Student Release

Thursdays:

7:30-8:00am - Teacher Prep Time
7:45-8:00am - Library open for Early Arrivals
8:00-8:15am - Breakfast/ Welcome/Attendance
8:15-9:15am - Culture Block 1/Academic Time
9:15-10:15am - Culture Block 2/Academic Time
10:15-10:30am - Recess/Snack
10:30-12:00pm - Robotics Class
12:00pm - Grab-n-Go Lunch/ Student Release
12:00-12:30 - Teacher Prep Time

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.