

# 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>	Tree of Life Charter School
<b>Contact Name:</b>	Stacy Strauss
<b>Contact Email:</b>	stacystrauss@treeoflifeschool.net
<b>Contact Phone:</b>	(707)462-0913

**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. Tree of Life 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.

Tree of Life Charter School's before and after care program mainly consists of physical exercise and outside games when the weather permits. When staff surveyed students, they chose outdoor games and activities over indoor activities. Surveyed parents also agreed that they wanted their children to be outside, getting fresh air and exercise whenever possible. The before care program lasts from 7:30am-8:30am. The aftercare program is from 3:30-5:30. After one hour of outside games, the program moves inside to participate in cooperative board games or an arts and crafts project. The program is supplied with games and art supplies. The aftercare coordinator is given 45 minutes each day to plan for the games and projects. During inclement weather, the program focuses on indoor cooperative games and craft projects. This program is offered onsite.

Tree of Life Charter School's 30 days of on-site Summer/Intersession Programming will include lessons on science, technology, engineering, arts, and mathematics (STEAM). The certificated instructors create a half day program each day that focuses on one of those subjects. Half the students attend a morning session with one teacher and the afternoon with the other teacher. The other half has the opposite schedule. Each of the classrooms also has an instructional aid. The program is STEAM focused, but there will be opportunities for other subjects if the student is interested. The teachers are Montessori trained and the Montessori materials will be available in the classroom.

## 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 instructional day (8:30-3:15) includes lessons and work on the Montessori lessons and curriculum implemented by Montessori trained teachers. The Before and After Care Program is supervised and implemented by staff who teach outdoor games, arts and crafts, and cooperative board games. The Before and After Care staff have their own equipment and resources that are just for that program to help make sure that lessons are not duplicated. There will also be a staff person hired specifically for After care that will have 45 minutes per day for preparing and lesson planning. The summer program will include STEAM lessons that the teachers create. There are two certificated teachers each with an instructional aide. One of the classrooms will be a maker's space and the other will focus on science and engineering. The students will spend a half day in each of the classrooms.

## 3—Skill Building

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

There will be many opportunities for students to build many different skills: practical life, building, sewing, coding, designing, cooperating, gross motor skills, fine motor skills are a few of the activities that our Before/After Care program and Summer Program will address through project based learning and physical exercise. Also, Social/emotional development is one of our priorities at Tree of Life Charter School. Our teachers are trained in non-violent communication and restorative justice. Teachers practice these skills with students as issues arise. The students build peacemaking skills in this way. Here are the instructions on the Peace table and restorative justice process:

The Peace Table is a place where conflict resolution takes place. It happens by choice or invitation and should never be required or the result of a command. "Let's go to the Peace Table and work that out." "Would you please come to the Peace Table and work that out with me?"

1. Invite the person(s) you want to solve a problem with to meet with you.
2. Start with the I-messages. Honestly express what you are observing and feeling without blaming or criticizing. The listener responds empathetically by checking that what s/he is receiving is what the speaker wants to communicate. Listen to each other respectfully. Share perspectives. Try to gain understanding of the other's point of view and feelings.
3. Identify your needs, values, desire, or thoughts connected to your feelings.
4. Clearly identify the problem. Gather and organize information about the observations, feelings, and needs through dialogue to identify the real problem or unmet needs of each person.
5. Make a request that would meet the needs of all parties. Share possible solutions, list criteria, predict consequences. If someone has caused harm or damage to a person, things, or relationships, ways to repair and restore those should be included. See what is acceptable to the persons involved.
6. Agree to ideas/actions that would meet the needs of all parties and apply them.
7. Set a date to check in after applying the idea/action to examine its effectiveness. Meet again to find an alternative solution if the first solution is not working.

#### **4—Youth Voice and Leadership**

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

The program will not necessarily engage in youth voice or leadership. The focus in both programs will be STEAM, physical exercise, and cooperative games. Tree of Life's instructional day already includes many activities that provide opportunities for students to engage in youth voice and leadership. The Montessori principles include allowing students to have a voice in their education and be allowed to evaluate their learning with guidance from the teachers and choose lessons accordingly. Tree of Life Charter School also has a student council with student representatives from each classroom.

#### **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.

Currently, Tree of Life Charter School's FRLP is less than 50%, so the school is not required to provide a meal during the Expanded Learning Opportunities Program. During the summer program, staff will encourage students to bring healthy lunches that follow the school nutrition policy: no refined sugar or artificial sweeteners. If the school's FRLP reaches 50% or more, the school will work to find staffing and funding for a meal program during the summer program and before/aftercare programs. The school can apply for the Seamless Summer Program for Summer 2023 for funding. Beginning with the 2022-23 school year, the school is providing two free meals for all students during the instructional day as required.

#### **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.

Tree of Life's Expanded Learning Opportunity programs are available to all students. Every family is given many opportunities to opt in. For Before/Aftercare, an application (paper copy) is given to every family at the orientation conference in August. Historically, Tree of Life has not had to turn any family away from participating in the program.

If there is not the capacity to serve all the opt in students in the future, priority will be given to our most vulnerable students: students in transition, foster youth, economically disadvantaged, students with disabilities, and English learners. Opportunities to sign up for the summer program was given through Parent Square messages. Families could sign up using the Google form or by calling the office. If we do not have the capacity to serve all the opt in students, priority will be given to our most vulnerable student population.

## 7—Quality Staff

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

Staffing for the before and after care program has been difficult in the past for Tree of Life Charter School. Currently, one of our instructional aides provides before care from 7:30-8:30. This employee is planning on continuing for the 2022-23 school year. After care has always been very difficult to staff because of the hours. One of our current instructional aides will be on aftercare duty from 3:30-4:30 as the second provider at the time when the attendance is at its greatest. The school has posted a job announcement for the 2:45-5:45 daily position. Historically, this position has been difficult to fill. For the 2021-22 school year, the school added 45 minutes of daily preparation time and increased the starting wage to \$18 per hour. For the upcoming 2022-23 school year, the school will try increasing the pay wage again and requiring at least 2 years of experience with elementary age children or 12 units of child development to try to acquire and retain quality staff.

Staffing for the summer program will be filled by staff members from the regular school year. Each year, the staff will be polled to see who would like to work beyond the regular school year. Currently, most of the certificated and about half of the classified staff is interested in working beyond the regular school year. This is enough meet the needs (approximately two classrooms) of the opt in students for the 2022-23 school year. These staff members have had trainings and experience during the school year that will help them to deliver a quality program during the summer.

## 8—Clear Vision, Mission, and Purpose

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

Tree of Life Charter School's vision, mission, and purpose of its Expanded Learning Programs will align with its charter vision, mission, and purpose.

Our Vision:

Like parents everywhere, we care about our children, want what's best for them, and know that their experience in school can have a great impact on the quality of their life. We want them to have an education that is worthy of their beauty and potential. We want them in a place where they are known, not as part of a pack or faces in a crowd, but individually and personally. We want them in a school where they receive direct, high-quality attention, where their actual needs are met, where their potential is being realized. We want them in a classroom where they are engaged, interested, and happy – a place where they have a say about what they learn and how they learn it, where their education means something to them and to us, and where they have a vote and voice in class decisions. We want them in an environment where they are respected and where they are expected to respect each other and held accountable for it. We believe these simple but far-reaching desires can be the basis of an education that helps them grow into creative, truthful, compassionate adults who contribute meaningfully to the society that made their education possible.

The school we have created to meet our goals is based in part on proven principles that have borne fruit in situations as different as the slums of Rome and the suburbs of Silicon Valley. It is also based on an element we think is relatively new – a desire to co-develop with our children, to become better, more effective, more fully human people by learning with and from them, both inside and outside their formal school setting.

Our Mission:

We will work and learn with our children, with our school staff, with each other, and with the community to develop confident, creative, fruitful citizens of a world made better by their having the opportunity to fully develop.

Our Purpose: For our children to be educated for the 21st century

We feel that a truly educated person in any era is one who has developed the physical, emotional, and cognitive skills necessary for functioning as a creative, fruitful member of society. The person is independent, responsible, self-motivated, self-disciplined, self-reliant, respectful, compassionate, and creative – a person who not only has the developed skills needed to function in the world, but the ability to contribute positively to it.

## 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.

At this time, the program is not collaborating with any non-LEA entities to implement ELO-P programs. In the future, the school is looking at collaborating with NCO's foster grandparent program. The school currently is participating in the foster grandparent program during the instructional day. The program trains and hires local grandparents to work in classrooms to become the students' "foster" grandparents. They listen to students read one on one and provide a connection between generations that some students may not experience in their own families. If there is enough ELO-P funding, the school could also contract with specialty teachers from organizations, like the local performing arts and education center (SPACE) or a yoga center, to give enrichment lessons. At this time, the school will be using all the funding it is given to pay for staffing, materials, and operating costs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The school will assess the Expanded Learning Opportunities Program using surveys given to Tree of Life Charter School's educational partners. These surveys will be done twice yearly for the before and aftercare program and once per year for the summer program. After receiving the data from the surveys, it will be presented to the staff and board cabinet. After data analysis by the staff and board cabinet, the plan will be adjusted to meet the needs of the community. As the needs of the community changes, the program will be adjusted and implemented.

## 11—Program Management

Describe the plan for program management.

The program will be managed by the school's principal/director. The principal will be in charge of training before and after care staff (along with the remainder of the staff) during the week before school begins and evaluating staff during the school year. The principal will be in charge of consulting with the staff and ordering supplies for the program. The principal will also advise the teachers for the summer program when planning curriculum and ordering supplies. The two classrooms will have a certificated teacher and instructional assistant so that they can be a self-sustaining classroom.

## 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.

Tree of Life Charter School does not receive either grant.

### 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?

Tree of Life Charter School uses the Montessori method. Our primary class teacher has Montessori Primary (ages 3-6) training. This method has the philosophy that elder children become the teachers and mentors for the younger children. It is "normal" for three and four-year-old children to be in the same classroom/program with 5- and 6-year-old children. The Montessori Method was developed by Dr. Maria Montessori and focuses on preparing an environment specific to the developmental plan that the child is in. During the first plane of development- ages 0-6- the teacher brings the outside world to the classroom. The beautifully designed materials have four main sections: Language, Mathematics, Sensorial, and Practical Life. Abstract concepts are introduced to the child with concrete materials. The children can see, touch, and experience while learning new language and concepts. The children may also choose their activities based on the lessons that they have already received from the teacher. They may practice any exercise as many times as they want. Practical Life lessons are a large part of the Montessori primary classroom. They practice washing their hands, pouring water, stringing beads, polishing shoes, etc. The Montessori primary curriculum is already relevant for a classroom ages 3-6. There will be no need for Tree of Life Charter School to change anything. The primary class at Tree of Life also has an instructional aide. Currently that instructional aide also has Montessori training. For future years, if the school does not have an instructional aide with Montessori training, instructional aide training will be provided by the school's Montessori primary trained staff. This training will take place during the preparation week before school begins. The school will also give preference to applicants for the instructional aide position with 12 ECE units. Maximum class size will be 24 during the 2022-23 school year. Maximum class size beginning with the 2023-24 school year and beyond will be 20.

### 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.

Our regular school year Tree of Life schedule is this:  
7:30-8:30am Before Care: Outside field games weather permitting, inside games if inclement weather

8:30 Classes begin. Goal setting, lessons, and follow up work

11:30 Recess/playtime

12:00 Lunch and clean up

12:30 Class time: lessons and follow up work

3:15 Dismissal/Pick up

3:30-5:30 After care: outside/inside field games, arts and crafts projects, cooperative board games; the first hour is a time when students may receive help with homework

Summer Session:

8:00 Before care: Outside field games

8:30 STEAM programming

11:30 Recess/Outside games

12:00 Lunch and clean up

12:30 STEAM programming

3:15 Dismissal

3:30-5:00 After care: outside/inside games

**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.