

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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Kid Street



Charter School

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:	Kid Street Learning Center 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. Kid Street 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 located on the school campus. All students are excused from school to the playground where they are immediately greeted by the well-trained After School Program (ASP) staff and enrolled into the after school program.

The After School Program (ASP) works closely with the school to make sure that there is a seamless transition regarding all safety policies & procedures with the students. The school and ASP are in alignment in all areas regarding the safety of the students. This is accomplished by daily check-ins with the Principal of the School and the After School Program (ASP) Director as well as emails to document what has occurred throughout the instructional day and the ASP day. The ASP staff follows the same procedures for all emergency drills that the instructional day practices. As well as daily interactions with teachers, ASP communicates with students' guardians regularly during pick up. This allows the guardian to be informed about their student's day, regarding both positive and negative acknowledgements. Guardians also inform ASP about their student's at-home situations or behavior so that ASP is aware of why a student is acting or feeling a certain way. Daily interactions with students' guardians help ASP understand students and allow for them to create a safe environment and trusting relationship.

All ASP staff are provided with training for tools that are required in the program as well as extra opportunities for professional development, such as trainings through CAN (California After School Network). All staff are continually educated and trained in awareness of common core standards and STEM (science, technology, engineering, and mathematics) concepts to be implemented into our ASP planning and assessments.

All ASP staff are trained in blood borne pathogens, and First Aid / CPR every two years. Yearly trainings consist of staff Self-Care and Self-Awareness, Active Play Every Day, Beyond Consequences Approach, ToolBox training (social and emotional curriculum), campus safety, and Mandated Reporter Training. All After School Program staff has been trained in injury and illness prevention. They have also trained in coronavirus (covid) prevention to ensure the safety of the students and themselves.

All ASP staff carry a radio with them to be able to quickly communicate with each other to fulfill all the needs of the students and parents. ASP staff also carry cell phones on them in case of an emergency. On each cell phone, the ASP program has loaded an application called Yapp. Yapp is a secure application that has all the student's emergency information on it so that ASP staff can access information quickly if the need arises.

To make sure that the program provides a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of all students we hire all instructional aides that meet or exceed our job requirements. All instructional aides are fully vetted through a background check and fingerprinting. ASP staff are evaluated every semester so that the program stays relevant to the evolution of staff needs. When staff needs are met, the staff is best equipped to support the students in their school journey.

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.

Our program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons by giving the students an opportunity to explore what is they are interested in.

A variety of fun, educational and character building clubs and activities are offered to our students. Clubs and activities that are offered are led by high school student volunteers or staff that have a passion/interest for such activities. Clubs and activities offered include Girls Who Code, (which focuses on computer science and sisterhood), art lessons, organized sports games, yoga, music, drama and Homework club. These clubs allow for students to create friendships between themselves and staff, learn team and leadership skills and have their minds learning and expanding to their fullest potential.

The following best practices align the after school program with the regular school day to enhance students' academic performance and positive youth development:

ToolBox - TOOLBOX™ is a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

Beyond Consequences Approach - The lessons learned from this evidence-based approaches can be directly applied to classrooms and schools. At the heart of this approach is the belief that students' actions are a direct result of their experiences, and when students act out or disengage, the question we as educators should ask is not "what's wrong with you," but rather "what happened to you?" When educators are sensitive to students' past and current experiences with trauma, educators can break the cycle of trauma, prevent re-traumatization, and engage a child in learning and finding success in school.

STEAM - STEAM (science, technology, engineering, art, and mathematics lessons encourage students to explore the world around them, develop and create innovative solutions to problems, think deeply, work collaboratively, and communicate their results.

3—Skill Building

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

An extra 20 minutes of time is dedicated to reading, in which students have access to the school's Reading Room and ASP library in which they can pick a book that is at their reading level to read for that time. In the previous years, the Sonoma State Jump Program was able to offer our after school students tutoring help and one-on-one assistance with educational needs. We currently have high school volunteers who help students with their academic assignments and goals.

Clubs that are set up daily offer enrichment and enforce reading skills as well as focusing on problem solving capabilities. Clubs and activities, such as board games groups, include question and answer elements. This allows for the students to think or regroup with others to solve problems.

4—Youth Voice and Leadership

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

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementations and provides ongoing access to authentic leadership roles by consistently checking in with students to see what they are interested in. When students drive the content of the clubs that are provided, they are more likely to be actively involved in their learning and development.

Students' interactions with staff help staff have a better understanding of what students are interested in and how they help students develop further in leadership. At Kid Street, we have older students (typically third grade through sixth grade) that have expressed how they wish they could further help staff and fellow students. With this, we have student helpers who help within the homework club or have created the buddy system to help our kindergarten through second grade students and have even established a clean up crew who ensures that our campus stays clean for all students. Older students have also asked for 'tech time' in which they use their school computers to play in engaging online games, some that help further their math skills or games that help concentrate and focus on a goal.

Our younger students are also leaders themselves. We have volunteers who enjoy reading stories to their classmates. Students that "teach" their classmates on a white board to help everyone finish homework.

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.

Nutritious snacks are identified and selected to follow the California Nutritional Guidelines. Typical snacks include cheese sticks and sliced apples, whole grain crackers with peanut butter and carrots, whole grain sandwiches (turkey, ham or peanut butter) and a fruit, or yogurt with slices of oranges or apples. We offer a second chance snack element for our students who are hungry again before 6:00pm, in which students may choose from a box containing whole grain granola bars or any snack left over from earlier in the day. All areas of nutrition are met as we serve a fresh fruit daily and a protein rich, low fat and low sugar content item. We use the California LEAN Calculator and the Middle School LEAN Calculator to confirm that our snacks meet the required guidelines.

The program collaborates with local vendors to supply the kitchen with amazing food for the students. Two vendors that we work with are Redwood Empire Food Bank and Imwalle's Groceries.

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.

The after school program creates a welcoming environment by representing the diversity of all of our students in our literature, which can be found in both Spanish and English. Most of our staff are able to speak and write in both languages. This allows for them to be able to translate for teachers and help with better communication for our Spanish-speaking families. Each year there are social – emotional training that all ASP staff attends.

In ASP we actively build a culture of learning from one another and inclusiveness. We provide students with an opportunity to share stories of their home life, such as family holiday practices, which provides fellow students with a window into their peer's cultural traditions. We challenge our students to consider different perspectives that help to teach them how to interact with their peers on a social level and equip them with skills they'll use for the rest of their lives.

The program celebrates diversity related to participants' race, color, religion, sexual orientation, age, income level, national origin, physical ability, and / or gender identity and expression.

7—Quality Staff

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

Administrators ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide through checking references and background checks. The program engages in a rigorous interview process with each Instructional Aide that carefully considers the experience, knowledge, interest, empathy, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning,

Staff are also evaluated every year that incorporates feedback received from school teachers, other After School Staff and volunteers working directly with staff in the program. Consistent interactions with teachers allows for ASP staff to know what area of improvement students need help with, who needs extra help in Homework Club and which students were having a difficult time throughout the day. ASP staff are able to grow with the help of teacher/principal interactions, volunteer and student feedback.

8—Clear Vision, Mission, and Purpose

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

The Mission of Kid Street Learning Center and the After School Program, in partnership with the community, is to provide a rigorous and enriching educational program in which every child realizes their full potential. We strive to meet each student's unique physical, psychological, and emotional need as they strive for academic excellence using 21st Century skills and tools.

The needs of Kid Street students and their families are first determined by data collected from enrollment forms and the venue from which they heard about Kid Street. For example, if they were referred to Kid Street from Catholic Charities or another homeless services organization, we would then have access to information about the family and their children seeking enrollment. We then assess the needs of the student and parents by having the prospective teacher meet with the applicant, to determine if their needs will be best met by their attending Kid Street. This may include meeting with Child Protective Services workers or Social Workers.

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.

All After School Program staff are required to attend the Fall Conference that is provided by Extended Learning for After School Providers. After attending the conference, we evaluate and share all information gleaned from the various workshops and incorporate all that is applicable to our program. After school program staff consistently

collaborates with instructional school teachers, Sonoma State Interns and volunteers, school counselors and all community volunteers.

The after school program Director attends all SCAN (Sonoma County After School Network) online meetings which connects the program to other community contacts, resources and educational and recreational opportunities. We are able to collaborate with other after school providers to implement those program elements that are proving most successful in other programs, too.

The After School Program works in conjunction with the instructional school teachers and administrators, volunteers, the school board, and the community to come together to serve every need of the students enrolled in Kid Street Learning Center.

In the previous years, Kid Street has partnered with:

Keysight who provided a weekly science club, where they brought in volunteers and instructors to teach a club in the After School Program. Various STEM projects were created and the principles of science are taught and applied hands-on instruction.

New World Ballet , a local dance studio, was providing professional dance classes to our students. They were able to learn a variety of dance techniques, from Hip Hop to Ballet. Our students had the opportunity to perform what they have learned at our school talent show as well as in the studio's own dance production. Chess For Kids taught students the game of chess in an organized and child friendly way. Theatre for Children worked directly with our students and also trained our staff and volunteers to work with our students in all aspects of drama production; from lights and sound to directing. Jump was a Sonoma State University Volunteer Program that came to our program Monday through Friday to work with our students.

Girl Scouts of Northern California provided our program with a girls' group program so that our students can have the opportunity to be a girl scout member. Due to the worldwide coronavirus pandemic, we have not brought on many volunteers to come on campus. We are fortunate enough to still partner with Cardinal Newman High School who provides student volunteers. These volunteers come onto campus weekly and help organize sports games, teach art lessons or cooking lessons as well as planning future events that benefit Kid Street, such as a clothes' drive to help Kid's Closet. We are hoping to bring Girls on The Run this spring in which our girls will learn about health, body image, self-esteem and build friendships amongst themselves.

We are also having more applicants who wish to volunteer and bring new skills to our group such as introductions to sewing.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

To demonstrate program effectiveness, Kid Street shall submit, using the unique statewide pupil identifiers, for participating pupils who are unduplicated pupils, both of the following:

(A) Schoolday attendance on an annual basis.

(B) Program attendance on a semiannual basis.

In addition, the program is assessed through these other measures that are aligned with the school day:

Positive behavioral changes, as reported by school day teachers and/or after school program staff who directly supervise students.

Homework completion rates as reported by school day teachers or after school program staff who directly supervise pupils.

11—Program Management

Describe the plan for program management.

Once a quarter, After School Program staff meets with school staff and principal to discuss effectiveness and academic collaboration within the program. Clubs are evaluated and staff determines which clubs are proving to be effective and successful and those that are not working to meet program goals are either removed or re-structured. Student feedback also helps ASP Staff understand what is and isn't working. They communicate what they need in Homework Club, such as a quieter space, technology resource or question and answer demonstrations on a whiteboard.

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.

Our ASES grant and ELO grant support a cohesive expanded learning program in the following ways:

- Instructional aids and credentialed teachers transition between the two programs to set student goals and create educational plans that include intervention. They assess, plan, and amend as goals are met. This includes the educational component of the program and occasionally the enrichment portion of the program. An example is the homework club. A teacher may meet with an ASP aide that supervises that group to strategize on the best ways to intervene and also discuss the best ways to motivate an individual student. Another example are our classroom aides. Our full time classroom aids work in the school days program and into the after school program, making their knowledge of the students very comprehensive. They grow to bond with each of the students in a way that a part-time aid that is just with them for an hour or two each day couldn't. They are truly invested in each student's success.
- Summer School- Both grants will be used to implement our Summer School program that includes both makers based activities and accelerated curriculum.

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?

We have a 10 to 1 ratio in the Transitional Kindergarten and Kindergarten classroom. The ratio is even higher in the after school program. The Transitional Kindergarteners are under the supervision of two after school program aides for two hours before the rest of the after school program begins. Currently, this is a 1 to 2 ratio. Likewise, the KinderKlub time in which the kindergarteners are under the supervision of 2 aides for one hour before the rest of the after school program begins, is a ratio of 1 to 6.

The primary supervisor of the Kindergarten program is required to have ECE experience and a minimum of 12 units in education related classes at the Junior College level or beyond. Our kindergarten club leaders also have experience in working with younger children. Such leaders have already worked in summer camps or in the Boy's and Girl's Club - this experience has them ready to take on leadership and to bring ideas on how to make kindergarten club more fun as well as helping the kindergartens learn. Our ASP director who is a supervisor for this employee is required to have a Bachelors degree and the ability to train and evaluate the employee's work.

The TK time and the KinderKlub time is designed for early childhood learners with a variety of movement activities, song, games, and story time. We also collaborate with the kindergarten teacher who helps us provide academic work

for the kindergarteners to help them improve in an area in which they struggle. We mix academic activities with art or movement activities to have a stimulating yet fun learning experience.

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.

Sample Instructional day (180 days)

8:30-1:00- Instruction for TK with credentialed teacher and aid

8:30-2:00- Instruction for TK with credentialed teacher and aid

1:00-3:00- KinderKlub with age appropriate activities

3:00-6:00- After School Program

Sample Intersession or Summer day (minimum 30) This will begin in 2022-2023

8:30-5:30- Makers and Accelerated Learning activities integrated with play based activities.

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.