

**S.E.M.I.L.L.A.'s Expanded Learning Opportunities
Program Plan Guide**

S.E.M.I.L.L.A.s PROGRAM PLAN GUIDE

Prepared by:
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This Program Plan Template Guide is required by California *Education Code (EC)*

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Section 46120(b)(2)

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

**Local Educational Agency (LEA) Name: Escuela Popular Accelerated Family
Learning Center**

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Contact Phone: 408-426-6593

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. Escuela Popular Accelerated Family Learning Center**

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Purpose

In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development as required by *EC* Section 46120(b)(2)

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])

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1—Safe and Supportive Environment

Escuela Popular will work with after school providers (Boys and Girls Club of Silicon Valley) and teachers to ensure successful transitions from school to their programs. Escuela Popular believes that all children deserve safe and positive environments to learn and grow, have fun, be supported in their relationships, be offered opportunities, and be recognized for their achievements and accomplishments. The expanded learning program will provide a valuable opportunity to offer support in all of these areas. The weekly schedule for the program will include literacy, math, science, arts, sports/fitness, technology, and life skills. Any relevant COVID-19 protocols and procedures will be reviewed and implemented. All staff will be trained on safety procedures annually.

2—Active and Engaged Learning

SEMILLAs will leverage an evidence-based instructional curriculum which is complementary to the core curriculum used during the school year. Designed to be hands-on, the program focuses on character and leadership development, health and life skills, the arts, sports, fitness, and social recreation. The curriculum is flexible, allowing for differentiation and enrichment to keep children engaged in whole-group and small-group learning. The curriculum and programming for expanded learning shares a foundation with the regular core curriculum, the California State Standards, but is strategically designed for implementation in an expanded learning environment.

3—Skill Building

The daily and weekly routine within the expanded learning program intentionally targets literacy, math, and social emotional skill building through project based instruction. Both literacy and math instruction is designed for 60 minute daily lessons with whole group and small group practice. Literacy focuses on reading and writing support. In mathematics, planning and pacing guides articulate the lesson/unit design and learning goals. Lessons for direct instruction with math manipulatives are included as a part of the approach to learning math concepts. Youth also develop positive self-images through working with others, developing and sustaining relationships, and learning how to maintain a healthy lifestyle.

4—Youth Voice and Leadership

Students engage in opportunities to practice and exercise their agency via leadership development where youth learn the importance of contributing to their community and to be involved in efforts that contribute to the broader good. The expanded learning curriculum which is specifically designed around the Happiness Aim methodology focuses on developing core 21st century skills: growth mindset, social awareness, self-awareness, and critical thinking.

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5—Healthy Choices and Behaviors

Escuela Popular is committed to implementing and following health and wellness practices in support of the mission to create a healthy and thriving community. Physical activity and play is offered to all students with a focus on building a habit of wellbeing that continues throughout their lifetimes. Healthy eating habits & snack options are modeled and supported throughout program activities and events. The learning environment reflects the program's overall commitment to the health and wellness of all participants, including promoting healthy eating, physical activity and food security. Meals will be served to students during regular meal-times/snack-times by Escuela Popular's school nutrition program. All meals will meet or exceed the USDA Nutrition Standards for School Meals.

6—Diversity, Access, and Equity

Escuela Popular is committed to the inclusion and success of all students. This commitment is made clear in all forms of communication. Escuela Popular ensures that all communication is available in English and Spanish. Bilingual skills are emphasized in the hiring of school staff. There are zero barriers to student enrollment in the program and any courses or opportunities within the programs.

7—Quality Staff

Preference is given to staff who are current Escuela Popular teachers and to the Boys and Girls Club of Silicon Valley given their knowledge of the programs, students and families. All staff are chosen through a rigorous hiring process which includes an application, interview, and a DOJ background check. Staff receive training on the expanded learning program curriculum and assessment system. Training takes the form of in-person and virtual sessions.

8—Clear Vision, Mission, and Purpose

The mission of SEMILLAs expanded learning program is to provide a safe learning environment that enriches the lives of students, expands their academic and social-emotional skills, and encourages a love of learning. All program goals are aligned with this mission, developed based on data, identified community needs and in collaboration with community partners. The program will also be evaluated on an ongoing basis. Our vision is fun and impactful programs which develop thriving students who demonstrate growth academically, socially, emotionally, and physically.

9—Collaborative Partnerships

SEMILLAs partners include the Boys and Girls Club of Silicon Valley who provides programming for students as part of the ELOP school day and summer school program; they provide a variety of academic and enrichment activities which support

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Escuela Popular's expectations for student learning. They are close and long-term partners with whom Escuela Popular collaborates with on an ongoing basis.

10—Continuous Quality Improvement

The program evaluation plan incorporates data from a variety of qualitative and quantitative sources: 1) student academic performance, 2) program enrollment data, 3) parent, teacher, administrator and student surveys.

Academic success, good character and citizenship, and healthy lifestyles are the program's priority outcomes. Measures of student success that align with the instructional day and the outcomes of the program are as follows:

IMPACT ON ACADEMICS

- Attendance: 85% of students will end the year with an attendance record 90% or better.
- Academic Performance: 80% of students will perform satisfactorily or better (performance based on teacher evaluation or 2.0+ GPA for applicable grades).
- Learning and Applying New Concepts: 70% of students will report that they improved their ability to learn new things.
- Future Academic Plan: 80% of students will report that they plan to graduate from high school and attend college or a technical program.
- Expectations of Academic Success: a) 80% of students will report that academic success is important to their future; and b) 80% will report that program staff care about their learning and academic performance.

IMPACT ON CHARACTER, CITIZENSHIP, LEADERSHIP & OTHER DEVELOPMENTAL ASSETS

- Staff-Member Connectedness: 70% will report positive relationships with program staff.
- Member-Member Connectedness: 70% will report positive relationships with other members.
- Self-Concept: 70% report that the program improved a positive understanding of who they are and their abilities.
- Critical Thinking: 70% will report that the program improved or sustained their ability to make informed and important choices.
- Communication: 70% will report that the program improved or sustained their interpersonal communication skills.
- Collaboration: 70% will report that the program improved their ability to work collaboratively with their peers (68%/24%).
- Creativity: 70% will report that the program improved their divergent and lateral thinking skills and their desire to express themselves creatively.
- Citizenship: 70% will report that the program helped them find ways to help their community.

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- Youth Voice: 70% will report that program staff created a safe and encouraging environment in which to express their ideas, interests and opinions.

IMPACT ON HEALTHY LIFESTYLES

- Healthful Choices: 70% will report that the program improved their ability to make healthful lifestyle choices that nurture their personal well-being.
- Physical Safety: 80% will report feeling physically safe in the program
- Emotional Safety: 80% will report feeling emotionally safe in the program.
- Self-Efficacy: 70% will report having learned more about themselves, their strengths and capabilities.
- Resiliency: 70% will report having learned to face challenges and set-backs.
- Staying Active: 70% will report that they are physically active 60 minutes or more per day.

Other data will be collected to measure change in knowledge, skills and/or attitude and will be as follows:

- Reading/Writing Enrichment: 70% will report that the program improved their interest and self-confidence in reading, textual analysis and writing.
- Math Enrichment: 70% will report that the program improved their interest and self-confidence in math.
- Science Enrichment: 70% will report that the program improved their interest and self-confidence in science.
- Technology Enrichment: 70% will report that the program improved their understanding of computers their interest and self-confidence in technology.
- Arts Enrichment: 70% will report that the program improved their interest and self-confidence in art.
- Sports & Fitness: 70% will report that the program improved their interest and self-confidence in physical fitness and sports.

11—Program Management

Classified salaries, program managers, site supervisors, teachers, paraprofessionals are employed to ensure effective programming and meet the 1:20 staff to student ratio (1:10 in TK classrooms). Also included are administrative staff who manage budgets, instruction, technology, communication and overall programming. Administrative costs are within the 15% maximum allowed. The program also provides the resources and talent to ensure high quality instruction, comprehensive professional development, and activities that are meaningful and impactful to students.

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

Escuela Popular operates the ASES grant to support the Boys and Girls Club of Silicon Valley. ELO-P funds will be used to maintain a single program, with additional support for at-risk students and English learners.

Transitional Kindergarten and Kindergarten

Escuela Popular employs trained teachers to serve TK-K students and does not anticipate challenges for recruiting teachers at this time or maintaining a 10:1 teacher/student ratio. The TK planning team has developed a strong vision for the TK program. As part of the implementation, Escuela Popular will partner closely with Santa Clara County Office of Education to develop/implement TK-K specific professional development for staff and choosing TK-K specific curriculum.

Sample Program Schedule

Summer ELO-P sample schedule:

8:30 am - 10:00 am: Instruction (Math, Literacy)

10:00 am -10:20 am: Recess

10:20 am -11:50 am: Instruction (Math, Literacy)

12:00 pm -1:00 pm: Lunch with Recess

1:00 pm - 6:00 pm: Enrichment (art, physical play 1:00 Dismissal and transition to after school programs) After school program at BGC

Fall/Spring ELO-P Sample Schedule:

7:30 am - 8:30 am: Before school enrichment (art)

8:30 am - 3:10 pm: Regular school day instruction

3:10 pm - 4:30 pm: Tutoring (Math or ELA)

4:30 pm - 4:50 pm: Recess

4:50 pm - 6:00 pm: Enrichment (ie.,art, music, play)

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

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For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult

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Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts,

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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.