

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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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:	Trillium 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. Trillium Community Charter School Site

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.

(In this document, "The Program" refers to Trillium Community Charter School's ELO-P Summer and Intersession Program)

The Program will be offered on site at Trillium Community Charter School, with occasional walking field trips to nearby planned locations. Parents will provide transportation to the school site.

The staff will respectfully welcome and release participants from the program. We will use the same welcoming and check in procedure as within the calendar school year. Staff will intentionally build and maintain trusting, nurturing, and supportive relationships with the students and their families.

Program staff will accompany students on the walking field trips. Student safety will be maintained through the use of highly reflective vests worn by the whole group, hand held stop signs utilized at all crosswalks and by ongoing student safety drill preparation throughout the school year. Staff will carry emergency medical kits and student information cards in our school safety backpack and follow correct safety protocols.

We will continue to maintain an environment that promotes healthy peer interactions along with socio-emotional support by caring and involved staff. Trillium supports a safe and supportive environment by investing in staff training on a continual basis. Weekly meetings with the Program Director, Teaching Staff and Administration address complex issues so that appropriate and mindful actions can be taken. Staff are trained in how to deal with student problems, first aid, redirection or positive intervention strategies, collecting student health information, safety drills, and field trip emergency procedures. Staff training will include ways to support behavior and create connections with the children.

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 Expanded Learning Opportunities Program will not replicate the instructional day, however, it will build on the skills that students are learning during instructional days. After School clubs and thematic weeks during intersession breaks will enhance learning and bring a richer understanding of the curriculum. Our staff work together with our teachers on shared goals and to have consistent Trillium culture. They know each student as an individual and can tailor experiences that will help nurture the "whole" child. The goal of this program is to create fun and educational experiences that foster a love of learning outside of the classroom setting.

Students and parents will provide answers to questions in a survey describing what they're interested in learning this summer, how much time they are willing to commit, and we will plan the summer accordingly. The survey will include a list of activities that straddle academic rigor and interactivity or kinesthetic learning, such as cultural engagement through dance, hands on gardening and community building through community service, drumming and music, art and mural making, and science, specifically engineering and robotics or STEM skills. Based on recent student report cards, we will also have an academic tutoring time targeting areas of deficits in terms of grade level expectations. These tutoring sessions will not duplicate the instructional day.

The 2022 Summer Program will run for 13 days in addition to our normal calendar school year with operation hours that will accommodate our working parents. Parents may choose ½ day or full day:

Hours of operation = 8:00am - 5:15pm

8:00am - 12:30p Lunch Break Transition 1:00pm - 5:15pm

In accordance with EC Section 46120(b)(1)(B), during the upcoming 2022-23 School Year this program will be expanded to 30 days which will include 1 or 2 (to be determined) intersession breaks and another 13-20 summer days. The Program will operate for at least 30 nonschool days from 8:00am-5:15pm for a total of 9.25 hours per day.

3—Skill Building

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

Our Program will provide opportunities for students to build skills in a variety of areas. During the morning block, we will have daily themes with guest presenters to help students build skills in the areas of music, art, dance, gardening, and STEM. During our academic tutoring time, students will build reading, writing, and math skills in those areas identified on their report cards as lacking in mastery. During our afternoon block, students will be able to build physical skills by participating in field games and obstacle courses.

The enrichment opportunities are designed to inspire creativity and innovation with a focus on increasing critical thinking and problem solving skills. They have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills. Staff will highlight the links between these activities and the students' daily lives outside the program.

4—Youth Voice and Leadership

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

Trillium's ELO-P programming will offer various ways for students to engage in youth voice and leadership. Each time block begins with a sharing circle which provides participants with opportunities and space to share their viewpoints, concerns, or interests and gives the participants a clear view of the upcoming activities. Likewise, our student survey will give students an opportunity to impact the activities and tone of the Program. Finally, opportunities for leadership will happen daily through "grouped team" work which gives students the opportunity to practice collaboration during enrichment activities. Older students can choose to participate by taking on Leaders In Training (L.I.T.) roles and guiding younger students through games and activities under the supervision of Summer Staff.

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 program supports healthy choices for minds and bodies. Students will be engaged in a variety of free choice and enrichment physical education, such as walking field trips, playground activities, and dance. Staff will model participation in physical activities during the program. During meal times, we will be offering snacks and lunch provided by our District as part of the Seamless Summer Lunch Program. The food will meet the nutrition standards set out through the Federal Free and Reduced Lunch Program and served by staff who follow all DHH food safety standards and practices.

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.

Our Summer Staff and Program guests are made up of people from a variety of backgrounds and represent different gender norms and orientations. The Summer Director worked at an art studio for adults with disabilities for over two years and several staff members attended art education programs that have trained them in providing equitable access to education.

During the school year, Trillium emphasizes taking an individual approach to each student's learning and behavioral needs and has created a culture of understanding, patience and care that the students model and exercise for each other (TACO = Taking Awesome Care of each Other). This approach lends itself to taking the time to provide equitable educational opportunities for each student in accordance with their needs, as our small school size allows us to give students that high level of attention. The curriculum will cover various ethnic art traditions (samba drumming, samba dancing, gardening, Duolingo language time on iPads, theater, and visual art that will cover a variety of handicrafts) as well as language acquisition.

Trillium Community Charter School will offer the Summer and Intersession Break Program to all unduplicated students enrolled in our school as a free program whenever possible. If enrollment exceeds expectations, students that qualify for the Federal Free and Reduced Lunch Program and families who demonstrate quantifiable need for care will be prioritized.

7—Quality Staff

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

The Summer Program Director is engaged with the community on many fronts as she was a volunteer with a queer art organization for some years and has made many connections with artists and culture creators in the local community through her art and cultural practices. She will provide programming using her connections in the art community. She also attended the local university's art education bachelors degree program and has connections to its current students as well as her own cohort. Her staff and local contractors have been selected based on their experience level, aptitude for connecting with students on a level that is both empathic, humanistic, and appropriate for adults proper supervision of children. Some of the Summer Staff are hired from our school community of parents, creating a communal environment where the children feel both safe and comfortable. Over half of the current total staff at Trillium are parents or former parents of students. Hiring "from within" has helped build and keep long-time vested interest in our small school and its continuing success.

8—Clear Vision, Mission, and Purpose

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

Our mission is to nurture community values within a diverse curriculum. We offer small group and individualized core academic instruction balanced with strong school wide environmental science, art education and mindfulness.

Trillium's Summer and Intersession Break Program will aim to provide a safe environment where children are properly supervised, empathically redirected, and overall enriched during each Session. We aim to first and foremost create an environment with a well organized and clearly communicated schedule and order of operations for keeping track of students for the duration of each Session.

Students will be greeted and released in an orderly way and accounted for at all times by being assigned an activity leader throughout their time in the Program. Health and reporting procedures will be a part of the training that all staff will undergo before a session begins. This will include mandated reporting, incident reporting, first aide, and familiarization of our behavioral redirection flowcharts and an order of operations for taking issues to supervisors. Staff will be directed to prioritize safety and supervision. The next priority will be to create an atmosphere of good, personal boundaries with children while also being an approachable adult on campus. Our activities will be centered around having a variety of choices with flexibility for participation. We will try to accommodate student preferences to the best of our ability within reason and will always take time to listen and adjust accordingly.

The goal of our Program is that students will look forward to coming. We want this to be a happy memory for them and to create an idea of school that is overall positive. School should be an enriching place that students feel excited about. At Trillium, building a lifetime love of learning is our highest goal. Our Program should not provide rigorous academic content, and any pen and paper academic practices should feel not stressful but a welcome break from the excitement of a fun filled day. Each day will provide a piece of cultural engagement, a piece of academic practice, and a lot of play and outside time. The purpose of our Program is to give kids a place to go and an opportunity to connect with their classmates and strengthen their bonds to each other, the school, and themselves in terms of building a positive self image. We want to give students more context for understanding the world and build plasticity in their minds about school, themselves, the world, and how it all correlates.

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.

The Summer and Intersession Program Director will contract dance instructors from local dance organization Redwood Raks, theater experts from the local Ferndale Repertory Theater, music instructors from local Sunday Drum Church organizer Jessie Jonathon (who is also a teacher at a Trinidad Elementary and an instructor at local arts organization Synapsis), gardening instruction from local artist and farmer Taylor Anne Thompson of the art institution The Sanctuary, and art instruction from local HSU student Emily Orth, who is a student of the HSU Art Education program. We may also contact the Arcata Playhouse for arts instruction and the local Humboldt Redwoods State Park for interpretations, the Friends of the Dunes Recreation Center and Certified Personal Trainers who specialize in working with children. We will source books from local libraries and may contact local farms for field trips.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Continuous Quality Improvement Process for the ELO-P will include parent and student surveys that are distributed online and in hard copy format to the whole school community prior to the Program Session. This survey will include questions that will help aide staff in determining participation numbers as well as activities that interest students. The survey includes information about program timing and duration to help parents plan their schedules. The goal of this survey is to primarily assess budget needs and to gauge parent interest in sending their students to participate in the program. Following completion of a Program Session, another survey will be distributed to collect data regarding parent and student satisfaction in overall program quality, timing and staffing. The resulting information will be used to improve any aspects of the program that do not “fit” with the desires of our school community. The data collected will be shared with the Trillium Charter School Staff and Steering Committee to help make more informed decisions regarding ELO-P budgeting and staffing.

11—Program Management

Describe the plan for program management.

Trillium strives to employ and retain staff whose focus is entirely on building a love of learning in a safe environment. Our staff must reflect and practice our “Trillium Values” of honoring differences, respecting others and the Earth, always try your best, and EVERYONE is welcome. We will use the funding made available through the ELO-P to budget more money for professional development and training, to incentivize current valued employees to retain employment outside of regularly scheduled instructional days, and to bring in experienced professionals to enhance our Summer and Intersession Break programming.

Our school is a small, tightly knit community in a rural county. 70% of our students receive free or reduced lunches. Our school contains multiple sibling groups. Many of our students, once grown, choose Trillium Charter School for their children. The ELO funding is an important way for us to add meaningful help for these families by providing no cost care so that parents can work and know their children are experiencing positive peer interactions in a caring and supportive environment.

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.

Currently, Trillium Community Charter School does not participate in ASES or the CCLC Elementary/Middle School Programs. Nor is it eligible to receive those funds. Funding from the ELO-P may also be used to help supplement our current Before School Care and After School Care Program, which runs daily from 8:00am-5:15pm throughout the school year.

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?

Trillium Charter School currently enrolls TK students, but does not operate a stand alone Transitional Kindergarten Program. A stand alone Transitional Kindergarten Program for 2022-23 school year is currently being discussed. It would enroll no more than 5 students per year and would employ one additional part-time teacher for that group. As this plan continues to take shape, it will include a curriculum that is based on all current TK standards. The teacher who is hired will be credentialed and encouraged to participate in professional development classes on a regular basis. All current staff will be trained on developmentally appropriate ways to interact with younger children. Academic times will be geared towards TK standards. Enrichment opportunities will be differentiated.

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.

See Attached

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.

Time Block	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00a	Meet with your group, discuss day, have a share, play a game	Meet with your group, discuss the day, have a share, play a game	Meet with your group, have a share, play a game	Meet with your group, have a share, play a game	Meet with your group, have a share, play a game
9:00-10:00a	Work for 20 minutes on math games, reading, journaling, or art, rotating to different stations	Work for 20 minutes on math games, reading, journaling or art, rotating to different stations	Work for 20 minutes on math games, writing, reading, or art, rotating to different stations	Work for 20 minutes on math games, journaling, reading, or art, rotating to different stations	Work for 20 minutes on math games, journaling, reading, or art, rotating to different stations
10:00-10:30a	First snack/recess	First snack/recess	First snack/recess	First snack/recess	First snack/recess
10:30-11:30a	Guest activity	Guest activity	Guest activity	Guest activity	Guest activity or walk to the park
11:30-12:30p	Rotate activity with sport/game	Rotate activity with sport/game	Rotate activity with sport/game	Rotate activity with sport/game	Rotate activity with sport/game
12:30-1:30p	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess
1:30-2:00p	Meet with your group, themed activity	Meet with your group, themed activity	Meet with your group, themed activity	Meet with your group, themed activity	Meet with your group, themed activity
2:00-3:00p	Robotics or engineering activity	movie/play production	Robotics or engineering activity	Movie/play production	Special activity or walk to the park
3:00-4:00p	Second snack, free play	Second snack, free play	Second snack, free play	Second snack, free play	Second snack, free play
4:00-5:15p	Staff choice	Staff choice	Staff choice	Staff choice	Staff choice