

# Manzanita Public Charter School

## Expanded Learning Opportunities Program

California Department of Education

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

Local Educational Agency (LEA) Name: Manzanita Public 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. Manzanita Public Charter School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 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.

Manzanita Public Charter School is committed to providing scholars with a safe, violence free, bullying free learning environment. In order to accomplish this goal, the staff is dedicated to achieving an implementation of life skills/Cyber safety curriculum, providing a clear and easy to understand framework for social interaction among scholars, and swiftly addressing issues that do arise on campus with clear communication that involves staff, scholars, and families.

Manzanita offered an expanded learning opportunity program during summer school (2021) for all interested TK-5 scholars and for all TK scholars during the 22-23 regular school year. The 9 hour day for TK scholars will begin at 8 a.m. and conclude at 5 p.m., 4 days per week. The program will be offered on the school site and be staffed by paraprofessionals. Bussing will be provided for these scholars.

Manzanita expanded its extended learning opportunities during the 2023-24 to include an after school program and an additional 20 days of ELOP per school year.

## **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.

Manzanita's extended learning program will focus on providing enrichment activities which include but are not limited to the following:

1. Creative play that includes water and sand elements
2. Introducing "mirror talk" to help scholars practice reflecting back what they see and hear
3. Provide more imaginative play opportunities
4. Create problem solving lessons/opportunities for scholars to build self esteem
5. Outdoor gross motor skill lessons/play
6. Activities that improve grip (e.g. spray bottle painting)
7. Supplemental reading activities
8. Sports camps and clubs
9. Daily, life skills including cooking, sewing, and housecleaning

### **3—Skill Building**

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

The LEA's ELO-P program is designed for scholars to experience learning opportunities in a variety of disciplines. Young learners are naturally curious, and some of after school activities that will be introduced will focus on fostering inquiry skills through the use of simple experiments and hands on learning. Physical education and purposeful play supports healthy growth and motor skill development and has an impact on the developing brain. Early physical experiences enhance the brain and body for children. Creativity and arts exploration help young minds to recognize and reflect on their own feelings and the feelings of others. Daily, life skills help children to feel connected and a valued family member.

The ELO-P program will also include tutoring and homework assistance designed to help scholars meet grade level standards. Homework assistance will be provided daily for a minimum of 30 minutes. There will be an educational enrichment component each day with a minimum of 45 minutes of fine arts, physical education,

### **4—Youth Voice and Leadership**

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

The LEA's ELO-P program will be including the "Mood Meter" (which can be found under the RULER framework by Yale), as part of the larger framework for the extended day program. The Mood Meter focuses on the recognition and labeling of emotions. It functions as a road map for children to begin expanding their emotional vocabulary to fit the complex feelings they experience. For example, if a child says they are mad or upset when they are anxious or maybe frustrated, it may take time to get to the root of what they are actually feeling.

The Program will introduce and adopt the "Mood Meter" to compliment the current use of "I Messaging" already in place on the campus.

## 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.

Through structured and unstructured play activities, scholars learn and grow through play. Play provides scholars with an opportunity to learn while engaging in fun activities, discovering their own physical space, and build social skills with peers.

The ELO-P program will develop collaborative partnerships with outside agencies to support activities of great interest to scholars such as Dance, Zumba, Yoga, fitness exercise circuit, and multiple sports activities.

Manzanita Public Charter School maintains a Food Service Contract with its authorizing agency, Lompoc Unified School District. The LEA participates in the National School Lunch Program and the NSLP program will provide after school snacks for the ELO-P program.

## 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 LEA's ELO-P program will be inclusive of all scholars who represent the school's subgroups: socio-economically disadvantaged, EL, and Foster Youth. Manzanita is located on Vandenberg Space Force Base, so the LEA also serves a subgroup of military dependents with unique needs. The extended day program is designed to provide open Access and opportunities for all these groups, including our special education scholars on an active IEP.

Staffing, bussing, and appropriate support measures are in place to provide access. The LEA is making strong efforts to hire a diverse staff for the ELO-P program, recognizing the importance of scholars interacting with role models who look familiar and share cultural similarities.

## 7—Quality Staff

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

All program contractors will be required to maintain ongoing compliance with MPC's requirements for Instructional Assistants as well as undergo a criminal background check required by the Department of Justice and Federal Bureau of Investigation. All Instructional Aides involved in the program must meet the NCLB qualifications for their position.

Staff members are recruited primarily from a local, geographic pool. Hiring notices are posted in the school office lounge, Job postings are listed in ED-JOIN and sometimes in local, social media announcements. Hired paraprofessional staff receive weekly trainings from the LEA's SELPA agency, in the areas of classroom management, social emotional (PBIS) strategies, and small group instructional support.

## 8—Clear Vision, Mission, and Purpose

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

The ELO-P program is, essentially, designed with a mission to support the "whole child" and to build the necessary skills to support a physically, mentally, and emotionally healthy child. The program's primary purpose is to improve scholar outcomes in areas of self esteem, physical health, academic and emotional vocabulary, and help scholars find a broader awareness of their important role in family, school, and society.



## **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.

Manzanita Public Charter School has developed collaborative partnerships with outside agencies to assist with its ELO-P program. These partnerships include the Channel Islands YMCA and Allan Hanock Community College.

## **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

The quality standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of improvement. Data will be collected in a variety of ways including surveys, interviews, observations, and self assessments. The information will be collected from all stakeholders, which will include scholars, staff, families, and community members. The results will be used to drive improvement of the program.

Each year, prior to school opening, The School Principal, Assistant Principal, and Superintendent will participate and review the program quality and discuss possible changes in the program. Staff will also be given the opportunity to contribute ideas for program improvement to implement.

The ELO-P program staff will meet quarterly to discuss all areas of program design and implementation, provide key programmatic and financial guidance, and conduct ongoing formative evaluation to ensure program effectiveness.

The IFA will provide ongoing staff development and outside partnerships to assist staff in

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## 11—Program Management

Describe the plan for program management.

Manzanita has assigned a “key leader” for the program. This key leader will be responsible for creating and monitoring documents which record the last and first names of student participants, and keeps monthly attendance sheets. The key leader will compute the attendance percentages and compare it to the identified target goal. The instructional staff will organize and communicate programmic information with MPCs families through the school’s Parent Square APP.

The LEA administration will be responsible for coordinating food and bus services for the program.

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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.

N/A

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## 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?

Manzanita will have a 12:1 ration for TK scholars during the 22-23 school year. The LEA will maintain the lower pupil-to-staff ratio by including the paraprofessional position(s) in the 22-23 school budget. The TK program at MPCs has been in place since 2017, and the curriculum and program is developmentally modeled to address this young age group with a mixture of preschool and pre-kindergarten. Manzanita's TK model, which will morph into the State's new UPK model, is designed to strategically use play, along with classroom organization and learning centers, to prepare children for their futures...and to create happy, healthy, and inquisitive learners for life.

## 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.

### Regular Instructional Day Schedule

Bus pickup: 7:30  
School Arrival: 8  
Breakfast: 8-8:15  
Classroom learning: 8:15-10  
Recess: 10-10:15  
Classroom learning: 10:15-12  
Lunch/Recess: 12-12:45  
Classroom learning 12/45-2  
Electives/specials 2-3  
ELO-P program 3-5

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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):**

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 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, 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.