

**Expanded Learning Opportunities
Program Plan Guide**

EAGLE PEAK MONTESSORI SCHOOL

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
In connection with Expanded Learning Division

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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Eagle Peak Montessori 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. 800 Hutchinson Rd. Walnut Creek, CA
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

Expanded Learning Opportunities Program Plan Guide

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/qualstandcqj.asp>.

Expanded Learning Opportunities Program Plan Guide

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.

Eagle Peak Montessori in partnership with Diane Adair Childcare will serve students through the Expanded Learning Opportunities Program on the Eagle Peak Montessori campus throughout the school year. The Summer program is intended to be on the Eagle Peak campus as well. This is a site where the students have acclimated to the space. The campus has secured gates which encompass the entirety of the space. All of the instructors have experience working with children and will be provided with guidance and instruction in the practice.

Both Eagle Peak Montessori and Diane Adair have staff who are trained in CPR/First Aid. Both organizations have a set of behavioral expectations for the children and protocols which are followed to ensure the safety of all children.

Starting in the 2023-2024 school year, the program will take place on the Eagle Peak Montessori campus and transportation will not be needed for current Eagle Peak Families.

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.

Eagle Peak Montessori's Expanded Learning Program in partnership with Diane Adair, will provide students with opportunities to participate in art, movement, and other educational experiences. However, these experiences will differ from the instructional day both philosophically and in content.

The Eagle Peak Montessori staff will provide homework club for students at least three days a week. This will be open to students in grades 4-6. This will provide academic support.

Fine arts, physical education, and recreation will be provided through the partnership.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

The program will provide opportunities for the students to participate in creative activities that build on writing, reading, and artistic expression. There will be both daily lessons and opportunities in physical fitness and art.

4—Youth Voice and Leadership

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

The program will provide experiences for students to build confidence, provide feedback and input, and develop skills through sports, serving as assistants to the staff, classwide or group jobs, mentors and leaders.

Expanded Learning Opportunities Program Plan Guide

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.

Meals are only required on instructional days. These meals will be provided through an interdistrict agreement with MDUSD.
Students enrolled in the extended day program, will be provided with a mixture of healthy snacks. These will vary between whole grain snacks, fresh fruits and vegetables, and protein.

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 facilities where the ELOP program takes place are ADA compliant. The activities that the students will participate in, take into consideration all individual student needs, strengths, and challenges.
Diane Adair childcare participates in CoCo kids which is a program that supports families who need assistance with paying for childcare programs. Diane Adair Childcare also provides a sliding scale for families.
Eagle Peak Montessori strives to ensure that all children from a diversity of cultures and languages are represented through the books, lessons, and activities.
It is the policy of the Eagle Peak Montessori School (the "School") to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

All staff members employed by either Diane Adair Childcare or Eagle Peak Montessori must meet the minimum qualifications required to work as a Teaching Assistant at Eagle Peak Montessori School which are as follows:

- Minimum High School Diploma or equivalent documentation/test
- CPR/First Aid Certificate or the ability to obtain one.
- Must be 18 years of age.

Prior to beginning work:

- Must Complete Physical including TB Clearance
- Must Pass fingerprint clearance or have fingerprint clearance on file with CDSS Guardian.

8—Clear Vision, Mission, and Purpose

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

The PURPOSE of the Expanded Learning Opportunities Program is to provide students with additional opportunities to participate in alternative learning environments. This will help them to develop supplementary skills in addition to the Montessori setting.

The MISSION of Eagle Peak Montessori School is to promote an educational atmosphere that encourages socioeconomic and cultural diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to equip each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21st century. The activities and skills being offered in the ELOP partnership will build on this mission.

The VISION of Eagle Peak Montessori calls for our students to grow to understand and respect others, to respect and learn to care for nature and the world around them. These values will be run throughout the ELOP program.

Expanded Learning Opportunities Program Plan Guide

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.

Eagle Peak Montessori School (the LEA) will partner with Diane Adair Childcare. Eagle Peak will provide the instructional day portion of the day as well as the homework club portion. Diane Adair Childcare(non-LEA) organization will develop and implement the expanded day portion of the program. Eagle Peak will also provide the facilities for this program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Annually, Eagle Peak Montessori will send out a parent survey specific to the Expanded Learning Opportunities Program in order to engage parents in productive conversation in regard to the program.
The Executive Directors of both the instructional (LEA) program and the supplemental program(non-LEA), will be in constant communication and set up quarterly meetings.
The staff working with the children will have input as to programatic needs and successes and what can be improved.
These three areas of input will be used to create a living plan that can be changed and adapated as needed.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

The program will be primarily run and implemented through a partnership with Diane Adair Childcare. Eagle Peak will be providing for the cost of the program for students who are eligible through the ELOP program guidelines. The Executive Director of Eagle Peak Montessori will meet quarterly with the Executive Directors of Diane Adair Childcare to discuss any updates or changes to the program as well as to discuss any additional needs of the program to ensure consistency and quality.

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.

Not applicable.

Expanded Learning Opportunities Program Plan Guide

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?

Eagle Peak Montessori does not serve TK/K.

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.

Instructional Day Schedule:

7:00 am-8:15 am: Supplemental Program by Diane Adair on EPMS campus.

8:15 am-3:00 pm: Instructional Day Regular School Day hours

8:15 am-1:15pm: Early Dismissal Instructional Day Schedule

3:15pm-6:00 pm(1:30pm-6:00pm on Early Dismissal Day) Supplemental Program

Non-Instructional Day Schedule:

7:00 am - 6:00 pm Supplemental Program

Expanded Learning Opportunities Program Plan Guide

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.

Expanded Learning Opportunities Program Plan Guide

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

Expanded Learning Opportunities Program Plan Guide

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.