

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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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: Alpha: Cornerstone Academy
Preparatory 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. Alpha:Cornerstone Academy

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>.

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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Cornerstone Academy Preparatory School & CORAL: Catholic Charities of Santa Clara County (CCSCC) has provided the Communities Organizing Resources to Advance Learning (CORAL) program to Cornerstone Academy since 2011. CORAL offers academic year and summer programming to students from disadvantaged neighborhoods in Santa Clara County, where families struggle with numerous issues such as cultural and linguistic barriers, high cost of living, poverty, overpopulated households, homelessness, high crime rates, instability due to immigration status, and other challenges.

Safe Physical and Emotional Environment: Staff receives safety trainings from CCSCC's Facilities, Safety, and Security Department, including First Aid certification, plus trainings from school staff on site-specific protocols. Staff receives CCSCC's Emergency Preparedness and Safety Plan, which includes the phone numbers of CORAL and CCSCC administrators, and protocols for emergency scenarios. CORAL Site Managers participate in school drills (fire, earthquake, bomb threat, lockdown, shelter in place, natural disaster), so they can then conduct those same drills with students. CORAL staff are also identifiable; they wear shirts and jackets displaying the CORAL name, and a lanyard with photo ID. CORAL has specific protocols for addressing and reporting incidents; staff reports injuries or illnesses to their supervisor and CCSCC's Human Resources. Staff who witness an incident complete an Incident Report Form within 24 hours and inform parents and site administration via email before the start of the next day. CCSCC also uses student sign-in/out sheets to ensure staff, students, families, and partners know where students are during program hours. Emergency contacts for each student are maintained in the CitySpan Youth Services database and in hard copy. CORAL releases students before dark and encourages students to walk home in groups. Each student is assigned to a CORAL After School Instructor (CASI), who becomes familiar with their strengths, challenges, opportunities for growth, and broader family circumstances. CASIs ensure student needs are met and may refer student families to other CCSCC programs to address a wide range of issues, including housing, immigration legal services, employment, and behavioral health.

Opportunities for Relationship Building: Students receive leadership training as they perform leadership roles and gain meaningful learning experiences. CORAL offers Youth Led Activities (creating classroom agreements, selecting activities), Youth Leadership teams, and other activities that promote relationship building. CASIs offer emotional and practical support that create a supportive learning environment, keeping students engaged through a Positive Behavior Interventions and Supports (PBIS) model. Improving academic, social, and emotional outcomes, CORAL ensures that students access the most effective and accurately implemented instructional and behavioral practices and interventions possible, addressing other needs through case-by-case assessments, CCSCC counseling services, interventions, and/or one-on-one tutoring.

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.

Active Student Engagement: CORAL serves 2,000 students daily across 22 public schools in San José; it was designed with a vision to harness the community’s diverse resources to advance the academic achievement of the most underserved students through intensive balanced literacy and engaging academic enrichment activities. Program components were developed based on student and community needs assessed by leveraging the strong partnership between CCSCC and local school districts. CORAL’s approach to academic assistance utilizes an evidence-based literacy model, which has been shown to increase English scores at twice the level of non-CORAL students.

3—Skill Building

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

Educational and literacy elements, tutoring or homework assistance in Language Arts, Math, Computer Training, and Science: CORAL provides literacy and math assistance to students that enhance academic performance and address the needs of English Learners (ELs). The school administration and teachers work together to ensure that CORAL is tied to the school day curriculum. Homework assistance reinforces school day lessons and increases homework completion rates. Academic enrichment gives students hands-on skills that promote mastery of the “four Cs:” critical thinking, communications, creativity, and collaboration, all of which support increased achievement and success in developing and mastering 21st Century Skills. Homework support helps students understand assigned content, while reducing incorrect application of skills. CORAL also offers students additional homework support beyond the one hour provided. This increases knowledge, confidence, and success in the classroom, creating a bridge between the school day and out of school time for those who need support.

Additional Educational Enrichment Elements:

STEM: As the epicenter of tech innovation, it is vital that Silicon Valley youth have access to STEM opportunities to prepare them for future learning and careers. Early STEM education can promote academic success, and ongoing STEM learning prepares students to meet increasingly technology-focused professional requirements. Past STEM activities at CORAL include:

- A Python programming language coding club for CORAL middle school students.
- The Engineer for the Week. This year, students submitted 2 products - a chatbot and a game, with the help of volunteer engineers from Facebook.
- Mission to Mars Students Challenge, a five-week program on NASA’s Perseverance mission.
- Solar Week, where three sites participated in learning about our sun in detail.
- Simple hands-on electric paper circuit activities offered monthly at all sites.
- Our partnership with Christmas In The Park designing computerized ornaments.
- The virtual robotic program in partnership with Finch Robots and Bird Brain Technologies

EL Services: CORAL offers ELs cooperative learning opportunities, experiential learning, and vocabulary development activities. CORAL's personalized communication and outreach facilitate access for students and parents who are isolated from traditional education practices. Staff also implement project-based learning to facilitate language acquisition.

Career Technical Education (CTE): CORAL's career exploration component helps students link school to a positive career outcome and motivates them to stay in school, which addresses potential absenteeism and low graduation rates at the high school level. This component also encourages higher education as a path to success. CORAL's career exploration component helps children understand pathways and skills needed to obtain various careers, such as law enforcement, firefighting, medicine, teaching, and other vocations as requested by students.

Character Education: CORAL helps young people learn how to cope with and resolve conflict. CORAL is committed to creating meaningful opportunities for young people participating in the program to develop SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management.

Parent engagement: CORAL invites parents to sports events and other presentations to support their children. These opportunities help parents to feel included in their child's learning process and activities. CORAL engages families in decision-making. From meetings at the executive levels to student surveys and focus groups, program staff continue to gather information and feedback to create program elements. Parent input is gathered from surveys, meetings, one-on-one conversations, and during events and volunteer opportunities, from which parents learn about the program, build relationships with staff, and express themselves about program vision, goals, and outcomes. Parents have consistently advocated for homework support and a safe place for their children. In turn, tools and systems were created both at the site and program levels to document and monitor homework completion and safety.

4—Youth Voice and Leadership

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

Student Choice/Voice: CORAL Leadership students, who have been elected by their peers and recommended by teachers, participate in CORAL's Student Council and wear a "CORAL Leader Shirt." They support decisions regarding educational field trips, STEM activities, themes for journaling, and more. Student choice is, and will continue to be, an essential part of CORAL. During the literacy component, students provide feedback on the book selections offered to ensure high interest books are presented. Enrichment clubs, sports, and other activities are student-selected. Activities change every 8 to 10 weeks to provide comprehensive and varied options for the children. In addition, students are surveyed every year to obtain their input about the program. Over 1,000 students participate via Survey Monkey, an online survey

tool, to guide improvement strategies. Feedback on all program components and program culture is collected.

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 programming.

Physical Fitness Activities: CORAL offers physical activities, such as dance and cheer, to encourage healthy practices to address student health and fitness needs. A desire to participate in physical activities helps promote student retention in CORAL’s academic components. CORAL also implements CORAL Moves, a fitness program that takes place for 30 minutes daily and includes sports, walking, stretching; plus Fit Kids and San Jose Earthquakes SCORES soccer.

Nutrition: CORAL offers healthy food and beverage options and educates youth and families through nutrition classes and tabling at events. CORAL partners with SNAP-Ed, a USDA program, which helps prevent nutrition and activity-related chronic disease and improves food security, and educates individuals about food resource management, healthy eating, exercise, and supportive food and activity environments in collaboration. CORAL works with each school to daily provide healthy suppers and snacks, such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, muffins, yogurt, cereal, milk, and grilled cheese sandwiches are served according to monthly menus provided to each site. Students are also provided with additional referrals for health and safety as defined through student assessment and school referrals. In addition, families receive support on healthy living and nutrition through wraparound services provided in alignment with the expanded learning 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.

Diversity, Access, and Equity: CORAL does not discriminate on the basis of race, color, age, religion, gender, gender expression, national origin, disability, marital status, sexual orientation, or military status. To maintain high standards, CCSCC embodies cultural proficiency throughout the agency. It is committed to culturally sensitive services, with a strong understanding that culture is not limited to race, ethnicity, or language. CCSCC has received multiple 3-year accreditations from the Commission on Accreditation of Rehabilitation Facilities (CARF), which has noted our exemplary conformance to cultural competency and diversity. To continue to achieve cultural proficiency, CCSCC has: developed and implemented training to support its policies; institutionalized cultural knowledge at all agency levels; required all leadership to assure a high quality of care for diverse clients; developed and adopted policies and procedures, designed programs and services and an infrastructure that can respond to Santa Clara County’s changing demographics; ensured recruitment and retention of staff with relevant linguistic and cultural skills; and developed standards of practice aligned with clients’ cultural needs.

7—Quality Staff

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

Quality Staff: CASIs have 48 college units or an undergraduate degree or must pass a paraprofessional test, and must pass a background check. CORAL recruits staff via local job fairs, postings, and announcements at meetings and networking activities. CORAL has had a high retention rate among Site Managers, with a five-year average on the job. CCSCC encourages bilingual, bicultural candidates and staff. Site Managers and CASIs attend an initial five-day training in the summer, with follow-up training held every month thereafter. All staff receive ongoing professional development in literacy, language acquisition, relationship building, and classroom management. Other topics may include: Lesson Planning, Classroom Management, Common Core, Quality Assurance, Positive Behavioral Interventions, Balanced Literacy, Student Safety, Academic Enrichment, STEM, Developmental Assets, Literacy Assessments, Mandated Reporting, and Anti-Bullying. Teachers are also key to positive student outcomes. They often observe the program in action and interact regularly with CASIs. Teachers will serve on special projects and modify curriculum as needed to align CORAL goals with school goals. Site administrators and Site Managers work together to determine program direction, focus, goals, students, and outcomes. Because CORAL staff have office space at the school and Site Managers are present during the school day, they have become integral to the school environment and valuable partners to school staff.

8—Clear Vision, Mission, and Purpose

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

Established Mission, Vision and Goals: The mission is to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring adults. The vision is to provide a world-class program experience that assures all the youth possess the 21st century skills they need to be successful in school, a career and life—Critical Thinking, Creativity, Collaboration, Communication and Citizenship—so they become self-directed, lifelong learners and leaders.

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.

Partnerships: CORAL leadership and staff emphasize close relationships with school day staff and school administration, communicating frequently. CORAL Site Managers meet with principals monthly to assess and discuss progress, issues, and needs; meet with teachers monthly and more often if there are issues with a student; and, communicate with the administrative and teaching staff of individual schools. Site Managers maintain office space at the schools and are on-site during most of the school day to promote open communication and joint planning with school staff. Site Managers participate in school training and serve on school site committees. Site Managers are also considered a vital part of the school team and, as such participate in school staff meetings and other convenings. In addition: San José State and Santa Clara University provide STEAM-related activities and staff training; San José State’s CommUniverCity service learning program provides volunteers, College Day curriculum, and events; Santa Clara University’s ARRUPE and Cristo Rey San Jose provide volunteers; Santa Clara County Health Department offers nutrition workshops and presentations; San José Technology Museum of Innovation provides STEM professional development and Tech Challenge support; Resources Area for Teaching (RAFT) provides school supplies and training; Fit Kids provides structured physical fitness activities; USTA HITS provides a tennis and character building program; San Jose Earthquakes provides a soccer and poetry program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Continuous Quality Improvement: CORAL measures progress toward student academic indicators and surveys parent and student satisfaction to make informed program improvements. The Student Survey, administered during the last two weeks of school, solicits feedback on CORAL effectiveness (on one's academic achievement and self-confidence), and program satisfaction (with CASIs, literacy materials, and enrichment activities). During the school year, instructors solicit feedback from students, which is forwarded to CORAL leadership. CORAL also assesses student needs through formal and informal feedback that includes parent and student surveys, youth voice and choice conversations, and on-going school staff and stakeholder conversations. CORAL's Site Manager conducts a separate survey to principals to gather feedback on program effectiveness and areas for improvement. CORAL also assesses staff with a formal tool to provide feedback to CASIs to ensure there is a cycle of continuous improvement.

11—Program Management

Describe the plan for program management.

Program Management: The CORAL Managing Director provides oversight and support of program quality and compliance; works with the Senior Division Director, Program Managers, and other staff; and communicates with school administrators quarterly or when needed. The Site Manager works with school and project partners to ensure quality; supervises CASIs; assists with fund development and fulfills grant obligations; collaborates with stakeholders (parents, community, partners, schools); oversees evaluation; administers the site's budget; interacts with families, school staff and other stakeholders; and serves on Educational Services' leadership team and other committees as required. CASIs lead an assigned cohort of students; plan and implement balanced literacy lessons and learning activities; maintain student attendance; develop age-appropriate programming; take responsibility for the health, safety, and well-being of students; coordinate with Site Managers regarding student issues; attend staff meetings and trainings; and exemplify CORAL's mission and overall goals. Site Managers regularly meet with principals and teachers monthly or more, as needed, if there is a particular issue with a student.

Hours and Attendance Protocols: CORAL provides instruction and activities five days per week from after school until 6:00 p.m. each day, a minimum of 15 hours per week. CORAL will begin immediately after the end of the regular school day, which includes minimum days, and end no earlier than 6:00 p.m. CORAL uses Youth Services-City Span to track attendance. Sites falling below 90% average daily attendance are flagged to increase attendance. CORAL follows early release and late arrival policies and procedures per CA Department of Education Policy (<https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>). A parent who wants a student to arrive late or be released early regularly must, in writing, indicate the reason and time for which the late arrival/early release occurs, which staff note on daily attendance sheets. When requested by parents, staff will allow students to walk home alone, unless unsafe. If a student does not check in at program start, and staff has not received information from parents, the Site Manager investigates and talks to parents if needed.

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.

The school has operated an ASES Program, and the intent is for ELO-P funding to build upon that to expand Opportunities and Access. During 2022-23, the funding will be used to staff up the Expanded Learning team to continue building vision and capacity for the development of the program.

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?

The ELO-P program will support Traditional Kindergarten, in alignment with Alpha's Prekindergarten Program Plan. The pupil-to-staff member ration will be maintained with adequate staffing, supported by additional responsibilities executed by core day Transitional Kindergarten staff.

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 ASES Program Plan for this sample schedule.

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.