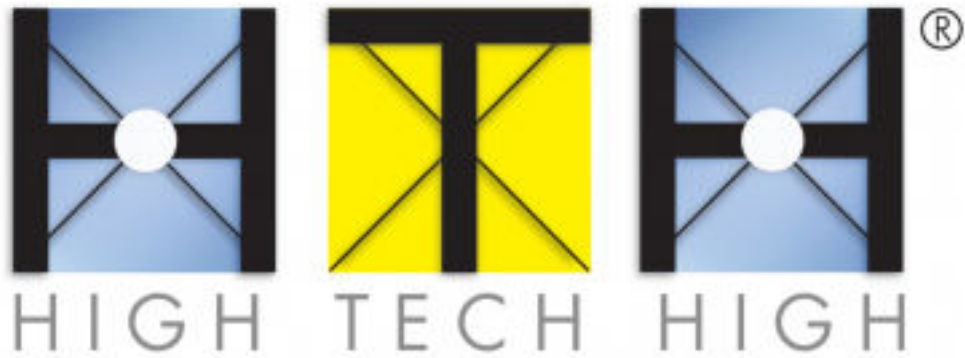# Expanded Learning Opportunities Program Plan Guide



Prepared by: High Tech High
2861 Womble Road
San Diego, CA 92106
619-708-1943

California Department of Education

Revised April 18, 2024

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

**Local Educational Agency (LEA) Name:** High Tech High

**Contact Name:** Karla Mireles

**Contact Email:** kmireles@hightechhigh.org

**Contact Phone:** 619-564-6700

**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. High Tech Elementary Point Loma

2. High Tech Elementary Explorer

3. High Tech Middle Media Arts

4.  High Tech Middle

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

California Department of Education

Revised April 18, 2024

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.

California Department of Education

Revised April 18, 2024

**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.*

High Tech High schools are committed to providing students with a safe, violence-free, social-emotionally supporting learning environment. In order to accomplish this goal, the staff is dedicated to modeling and supporting an environment that supports these commitments and addressing issues that do arise on campus in a manner that involves staff, students, and families.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. "Positive Discipline" is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined behavior expectations that align with the instructional day. Building relationships with the instructional day site staff is supported so that the needs of students with special needs are not only known but appropriately supported.

HTH SBC is committed to the safety of our staff and students during individual and school emergencies. Drills are conducted to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the extended services programs and instructional day programs to ensure consistency.

The program will be offered on the school site.


**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.*

HTH ELO-P program uses a project-based approach, grounded in social-emotional learning, to align with the learning approach in the instructional day. Students are given the opportunity to choose from a variety of activities they are interested in and that require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product.

### 3—Skill Building

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

The program's educational and literacy element includes tutoring and academic assistance designed to help students meet grade-level standards. Academic programming will be provided Monday - Friday for a minimum of 45 minutes. Additionally, there will be an educational enrichment component that consists of at least 45 minutes per day. The enrichment component may include: the arts, physical fitness, science, and/or engineering.

At the beginning of each year, the HTH Director of General Education, Student Services, ELO-P Program Managers reviews the ELO-P with the site principals and site expanded learning leadstaff.

Students are grouped into classes and activities according to grade level and/or interests. All ELO-P activities are intended to keep students motivated and actively engaged.

### 4—Youth Voice and Leadership

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

In alignment with the instructional day, student voice is an integral part of the ELO-P. Within grade-level groups (and other groupings) students will exercise their voice as they choose activities and projects with guidance from ELO-P staff..

In addition, collaboration with the school site principals and central HTH staff will support  ELO-P leaders on strategies for small group instruction and opportunities for student voice in the program development.

**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.*

Students will participate in structured and unstructured physical activities that support them in learning and growing through play. Play provides students with opportunities to learn while engaging in fun activities, and building social skills in both recreational and physical activities.

Program leadership is currently pursuing partnerships with local recreational activities providers to offer a wide variety of physical activities for students.

In addition, students may be offered the opportunity to participate in cooking/kitchen activities that involve making a healthy afternoon snack that is in alignment with healthy nutritional practices.

The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance in extended earning programs is tracked at the end of the regular school day when the extended learning program starts and is monitored throughout the extended learning sessions. ELO-P staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality.

Nutritious snacks are provided daily for every student in attendance. Snacks are provided by the school lunch vendor who serves HTH students lunch. Examples of snacks served include cheese sticks, apple juice, yogurt, fruit, vegetables, and milk.

**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.*

In alignment with the HTH design principle of Equity, the ELO-P is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access and equity. ELO-P leadership will collaborate with school site leadership and HTH leadership to provide continuity between the instructional day and the ELO-P.

The goal of ELO-P services is to provide a program that sparks student interest, helps students succeed in school and prepares them for high school and post-secondary success. Program staff will work with students to promote and help them

California Department of Education

Revised April 18, 2024

experience and equitable environment that embraces diversity in all ways. Orientation and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served. Program information will be provided to students and families in English and Spanish languages.

## 7—Quality Staff

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

HTH ensures that all staff members who directly supervise/teach students meet the minimum requirements of their position by confirming all credential and educational requirements prior to onboarding. To further confirm, HTH administrators are involved in the interviewing process for ELO-P program staff and will confirm eligibility. Staff will also be trained in Positive Discipline using the ASSET (After School Staff Essential Training) Model. ASSET is a trauma- informed framework and collection of tools specifically designed to increase social and emotional learning opportunities for before, after, and out of school settings. ASSET includes a series of trainings/ labs- trauma awareness, positive engagement strategies, professionalism, program procedures, and social and emotional learning techniques.

HTH will work to ensure that the selection of staff is based on defined qualifications as well as a strong desire and commitment to working with young people. The ELO-P Program Manager will oversee the management of ELO-P at HTH schools. The Director of General Education, Student Services is a central management position help by an individual with extensive educational and leadership experience. Additionally, each school site will employ an Expanded Learning Coordinator/ Director who will manage programming at their respective site.

The Director of General Education, Student Services will design and guide staff development in collaboration with ELO-P Program Managers and school-site leads. The Expanded Learning  Coordinator/ Directors will manage and support their school site team with the implementation of the program and staff development.

## 8—Clear Vision, Mission, and Purpose

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

High Tech High is guided by four connected Design Principles that set aspirational goals and create a foundation for understanding our approach. The High Tech High Design principles also guide HTH ELO-P:

Equity: High Tech High is an equity project. Teachers work to address inequities and help students reach their full potential. Our schools are intentionally diverse and integrated, enrolling students through a zip code-based lottery aimed at creating schools  that are reflective of the communities we serve. Teachers recognize the value of having  students from different backgrounds working together, and employ a variety of  approaches to accommodate diverse learners without academic tracking. High Tech High has an acute **7** focus on college entrance and college completion for all students.

Personalization: High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work: High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.

Collaborative Design: High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

ELO-P leadership and staff work to integrate HTH design principles into ELO-P programming by elevating student voice, fostering strong relationships with students and staff, engaging students in work that is meaningful, and creating an equitable learning environment.

## 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.*

HTH ELO-P leadership is working to develop collaborative partnerships with non LEA entities that provide programming in art, music, athletics, and engineering. The leadership team has developed strong partnerships with local vendors and afterschool enrichment providers. We will continue to seek partnerships with outside agencies who can provide additional resources and support to meet the needs of our students. We will also plan to foster partnerships with the SDCOE as we enhance our Expanded Learning Program.

**10—Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement plan.*

HTH will use a combination of measures to gauge student success in programming. The measures of success will be grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE).

California Department of Education

Revised April 18, 2024

HTH has an internal data team that will support with program data tracking and reporting. Data will be collected in a variety of ways which may include: surveys, interviews, observations, and self-assessments. The information will be collected from all educational partners which will include: students, parents, community members, and staff. The results will be used to drive improvement of the program.

Program and site leadership will review the survey data each year. This provides an opportunity for the staff to review the program and discuss possible changes in the program.

The HTH Director of General Education, Student Services (or designee) will meet at least semi-annually with school-site program leadership to review program plans and data.

The program partners will meet at least quarterly to discuss areas of program design and implementation, provide program and financial guidance, and conduct ongoing formative evaluation to ensure continuous program improvement.

**11—Program Management**

*Describe the plan for program management.*

Describe the plan for program management.

HTH ELO-P goals are to provide programming that is aligned with HTH design principles. HTH ELO-P is designed to support instructional day success through academic and  enrichment activities before and after school and during intersession periods.

Program operations are overseen by the Director of General Education, Student Services. The Chief Operations Officer (COO) and Chief Learning Officer (CLO) oversee the Director of General Education.
  - The COO and COO ensure support for the Director of General Education and ensure grant compliance.
   - The Director of General Education, in collaboration with school-site leadership, is responsible for program oversight and external partnership. These parties also collaborate to analyze quality improvement data and provide program oversight.
  - The ELOP Program Managers and Expanded Learning Site Coordinators/ Directors are responsible for on-site program administration and oversight, including supervising expanded learning program staff. Expanded learning program staff implement academic support and enrichment programming, maintaining a 20:1 student to staff ratio in grades 1-6, and a 10:1 student to staff ratio in kindergarten. **9**

- The Director Data Analytics is responsible for tracking and reviewing attendance data and provides regular reports and compliance assurance on programs across all sites, in collaboration with the Director, General Education.
- The Chief Financial Officer is responsible for maintaining budgets and fiscal reporting.

The Director of General Education, ELO-P Program Managers and Expanded Learning Site Coordinators/ Directors will be responsible for managing relationships with school personnel. Monthly meetings between

California Department of Education

Revised April 18, 2014

the Director of General Education, ELO-P Program Managers and Site Coordinator/ Directors and school administration ensure schools are informed about expanded learning activities and permit continuation of  projects and learning from the regular school day to the expanded learning program.  When possible, teachers will be hired for teaching roles in the program to further  strengthen links.

High Tech High is committed to meeting all reporting expectations for this grant. An annual independent financial audit of the financial records of High Tech High will be conducted for each fiscal year. The financial records of High Tech High will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The High Tech High audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools.

## 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.*

N/A: High Tech Elementary Explorer does not operate ASES or CCLC grants.

**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?* **10**

HTH is committed to ensuring that all staff are fully qualified to address the developmental needs of students, including our youngest kindergarten pupils, and TK pupils beginning in fall of 2024. We will prioritize recruitment of individuals with experience in early childhood education and individuals pursuing early elementary education or childhood development certificates. We will need to increase recruitment and hiring to meet the need for additional kindergarten staff, due to the 10:1 student to teacher ratio.

California Department of Education
Revised April 18, 2024

HTH is convening a TK planning committee which meets on a bi-monthly basis to vision, plan, and eventually implement TK at HTH elementary schools. ELO-P leadership will collaborate with this committee to ensure continuity between the instructional day and the extended day.

**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.*

**Sample Program Schedule**

7:30-8:15 Daily morning supervision (45 minutes prior to school)

**DAILY SCHEDULE 2023**

|  | Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | HTMM |
|---|---|---|---|---|---|---|
| 2:00 | Clock in |  |  |  |  |  |
| 2:20 | Classroom Assignments |  |  |  |  |  |
| 2:30 | Attendance |  |  |  |  |  |
| 2:45 | Recess | Recess | Recess | Brain Gym/ Study Hall | Brain Gym/ Study Hall |  |
| 3:00 |  |  |  | Snack | Snack | Prep |
| 3:15 | Snack | Snack | Snack | Recess | Recess | Attendance |
| 3:30 | Brain Gym/ Study Hall | Brain Gym/ Study Hall | Brain Gym/ Study Hall |  |  | Snack |

| 4:00 | Recess | Recess | Recess | Enrichment | Enrichment | Clubs 3:45-4:45 |
|------|--------|--------|--------|------------|------------|-----------------|
| 4:15 | Enrichment | Enrichment | Enrichment | | | |

California Department of Education
Revised April 18, 2024

| 4:45 | Clean up classroom |
|------|--------------------|
| 5:00 | Rec/ Hot Spots |
| 5:45 | SPARK Sweep |
| 6:00 | Clock out |

## WEDNESDAY SCHEDULE 2023

| | Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | HTMM |
|------|--------|-----------|-----------|-----------|-----------|------|
| 12:15 | Clock in | | | | | |
| 12:35 | Classroom Assignments | | | | | |
| 12:45 | Attendance | | | | | |
| 1:00 | PLAY | PLAY | PLAY | PLAY | PLAY | Support HTeM |
| 1:30 | SNACK | PLAY | PLAY | PLAY | PLAY | Rotations/ daily supervision |
| 1:40 | | SNACK | SNACK | | | |
| 1:50 | Brain Gym/ Study Hall | | | | | |
| 2:00 | | Brain Gym/ Study Hall | Brain Gym/ Study Hall | Brain Gym/ Study Hall | Brain Gym/ Study Hall | |
| 2:45 | | PLAY | PLAY | SNACK | SNACK | |
| 3:00 | STATIONS | ACTIVITY | ACTIVITY | PLAY | PLAY | Snack |
| 3:30 | PLAY | ACTIVITY | ACTIVITY | ACTIVITY | ACTIVITY | (TBA-Club Time) |
| 4:00 | Enrichment | Enrichment | Enrichment | Enrichment | Enrichment | |

| 4:45 | Classroom Clean up |
|---|---|

| 5:00 | Hot Spots |
|---|---|
| 5:45 | SPARK Sweep |
| 6:00 | Clock out |

**Sample Schedule for a minimum nine-hour summer or intersession day:**

| Daily Schedule | |
|---|---|
| 8:00 | Drop off |
| 8:30 | Morning meeting |
| 8:45 | Literacy Block #1 |
| 9:15 | Snack |
| 9:30 | Recess |
| 9:45 | Mindfulness |
| 10:00 | Literacy Block #2 |
| 10:30 | Mathematics |
| 11:00 | Movement/Exploration |
| 11:30 | Literacy Block #3 |
| 11:50 | Closing Circle |
| 12:00 | Lunch (eat) |
| 12:15 | Recess |
| 1:00 | Color Wars |
| 1:00-4:30 | Enrichment Classes |

California Department of Education

Revised April 18, 2024

| 4:30 | Free Play + pickup |
|------|--------------------|

Revised April 18, 2024

# Expanded Learning Opportunities
# Program Plan Guide

# 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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

California Department of Education

# 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

California Department of Education
Revised April 18, 2024

# 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.