

# Expanded Learning Opportunities Program Plan



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

The plan was approved by Elk Grove Unified School District's Board of Education on June 24, 2025. Plans must be approved by the Board every three years.

# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name: Elk Grove Unified School District**

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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.**

**Anna Kirchgater Elementary**

**David Reese Elementary**

**Arlene Hein Elementary**

**Edna Batey Elementary**

**Arnold Adreani Elementary**

**Elitha Donner Elementary**

**Arthur C. Butler Elementary**

**Elk Grove Elementary**

**Barbara Comstock Morse  
Elementary**

**Ellen Feickert Elementary**

**C. W. Dillard Elementary**

**Elliott Ranch Elementary**

**Carroll Elementary**

**Florence Markofer Elementary**

**Charles E. Mack Elementary**

**Florin Elementary**

**Cosumnes River Elementary**

**Foulks Ranch Elementary**

<b>Franklin Elementary</b>	<b>Miwok Village Elementary</b>
<b>Helen Carr Castello Elementary</b>	<b>Pleasant Grove Elementary</b>
<b>Herman Leimbach Elementary</b>	<b>Prairie Elementary</b>
<b>Irene B. West Elementary</b>	<b>Raymond Case Elementary</b>
<b>Isabelle Jackson Elementary</b>	<b>Robert J. Fite Elementary</b>
<b>James A. McKee Elementary</b>	<b>Robert J. McGarvey Elementary</b>
<b>Jessie Baker School</b>	<b>Roy Herburger Elementary</b>
<b>John Ehrhardt Elementary</b>	<b>Samuel Kennedy Elementary</b>
<b>John Reith Elementary</b>	<b>Sierra-Enterprise Elementary</b>
<b>Joseph Sims Elementary</b>	<b>Stone Lake Elementary</b>
<b>Maeola R. Beitzel Elementary</b>	<b>Sunrise Elementary</b>
<b>Marion Mix Elementary</b>	<b>Union House Elementary</b>
<b>Mary Tsukamoto Elementary</b>	<b>Zehnder Ranch Elementary</b>

**Governing Board Approval Date: June 24, 2025**

**Review/Revision Date:**

**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”:**

Expanded Learning refers to 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”:**

“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])

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See[EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off- Site Locations:**

Off-Site or Non- LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

## **Plan Instructions**

Development/Review of the Plan

### **Collaborating with Partners**

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 partners in the development and review of the plan.

### **Quality Programs**

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on program goals, program content, and outcome measures. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

## **Completing the Program Plan**

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

## **Program Plan Due Dates**

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

## **Approving and Posting Program Plans**

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

## **Revisions/Changes**

### **Reviewing and Revising Program Plans**

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

# 1—Safe and Supportive Environment

## Physical Safety

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. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

All Elk Grove Unified School District (EGUSD) Expanded Learning Programs will take place entirely on District school campuses. EGUSD is committed to providing all students an equitable opportunity to learn in a culturally responsive, physically, and emotionally safe environment. The District emphasizes safety both during and outside of the instructional day through closed campuses, campus supervisors, and structured activities that keep students participating in school. EGUSD maintains a visible and accessible overview of safety information and practices on its website. These include school safety plans, fingerprinting policies, and information about the Safe Routes to School program. The District’s Expanded Learning Opportunities Program (ExL) sites create a safe environment for students through training, resources, and practices for staff that align with the instructional day practices. EGUSD trains all ExL staff at regular staff meetings on safety topics including first aid and Epi-pen administration; fire, earthquake, and intruder drill procedures; classroom management; and Positive Behavioral Interventions and Supports (PBIS). EGUSD also offers staff full-day certification classes for Mental Health First Aid and Non-Violent Crisis Prevention and Intervention.

Resources for staff include emergency guidelines posted in every classroom during regular and expanded day; handbooks located on each staff cart that outline emergency procedures; digital and print copies of EGUSD’s Multi-Tiered System of Support (MTSS) guide; and radio handsets with access to emergency channels to enable rapid communication across campus. ExL programs follow the same safety practices as the regular day by administering monthly fire drills and quarterly earthquake and intruder drills. The District has installed additional lighting as identified by site needs to ensure students have well-lit access to the whole campus. Students’ physical safety is ensured through vigilant and constant supervision and oversight across campus. Staff at all levels wear EGUSD badges and shirts that visibly identify their roles. A staff member monitors phone lines, greets campus visitors, and verifies their campus access. All visitors must enter through gated campuses and obtain clearance at a visitor station to receive a visitor badge before accessing campus. For sites that do not have office access after hours, security cameras may be installed at the main gate that enables visitors to ring a bell, be seen by staff on campus, and enables two-way communication so parents and staff can communicate ensuring that identity can be verified before allowing entry for student safety.

Staff take daily attendance within the first 5 minutes to identify absent students. If these students attended the regular day, staff call parents using contact information taken from student registration forms located in each school office and on the electronic Student

Information System to verify the authorized absence from the Expanded Learning Opportunities Program. At the end of each program day, parents or authorized designees must sign out students using an electronic process, and a minimum of 2 staff members greet them, check identification, and re-verify authorization for unfamiliar designees. Any incidents or injuries are thoroughly documented, including witness statements, using the Student Incident Form and reported to District Administrators within 1 hour of the incident. Family members and appropriate emergency response and district personnel are contacted immediately by phone or emergency radio.

## Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The first priority with our program is creating a welcoming space where youth feel connected as well as emotionally and physically safe. This foundation is critical for students to engage in a program where they can learn, grow, and thrive. Research shows that when students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, their disconnection has a negative impact on their academic success, social behavior, and overall health (Durlak et al., 2011). Threaded throughout all EGUSD after school programming are the three best practices known to support resiliency: caring relationships with adult role models, high expectations, and opportunities for meaningful engagement.

Through partnership with the District's Youth Development for conflict resolution and Office of Educational Equity for restorative practices, ExL staff members are trained through high quality district professional development to facilitate community circles and class meetings that enable all students to air concerns and work collaboratively to find solutions. Older students are trained by site administrators and regular day teachers who work after school to serve as peer-to-peer conflict managers. These students learn to use problem solving skills to mediate and resolve conflicts between peers. Conflict managers learn through a series of lessons and role playing activities to facilitate the use of affective "I" statements, identify elements of a conflict and create possible and reasonable solutions. They encourage students involved in the conflict to recognize each other's feelings and resolve the situation through a solution acceptable to all. If all parties cannot agree, a staff member assists with the conflict resolution.

Our community partners celebrate student voice and view youth as collaborative partners in after school programming. The ExL staff are trained on setting expectations, facilitating student transitions, redirecting behavior, praise-correct-praise, and pre-framing. Examples of student-centered learning include programming where staff model for students, and students model the expectations. Positive youth development is fundamental to our program as it recognizes young people as responsible and engaged citizens. Woven throughout conflict resolution and mentoring activities are the key concepts of social emotional competence and leadership. Youth receive opportunities to practice social emotional skills such as empathy development, responsible decision making and social awareness.

## 2—Active and Engaged Learning

Explain 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.

Based on our community needs assessment, EGUSD formed core goals for the Expanded Learning Opportunities Program: 1) to create a stable and responsive environment for youth with diverse needs where they can develop social competencies, personal resilience and school readiness, and 2) to engage students through relevant, purposeful knowledge and experiential learning opportunities. Families' priorities include providing physical activity; homework assistance; opportunities for reading, writing, and STEAM learning; culturally relevant enrichment; and healthy meals and/or snacks. We select wellness activities centered on physical fitness, healthy food choices, self-care, and positive behavior practices. Elementary students practice yoga, mindfulness, and meditation; and regular day teachers report seeing students employ these stress management strategies during standardized testing. Enrichment activities develop social emotional learning competencies by discussing feelings, learning to recognize stressors, and reducing stigma around asking for support.

ExL programs give students access to visual and performing arts activities such as dance, theater, band, and/or visual arts. Academic-based activities include STEAM on Demand which provides NGSS-aligned instruction and activities; literacy enrichment to support and practice classroom-based instruction in decoding and comprehension; and Capital Region Engineering, Science, & Technology (CREST) which fosters collaboration and decision-making through hands-on, standards-aligned STEAM competitions held at local high schools. In Attendance Recovery, classroom teachers support students in ExL programs through standards-aligned direct instruction activities that are substantially equivalent to the regular day. These teachers design targeted lessons or utilize supplemental curriculum that has gone through a rigorous curriculum steering approval process and has been selected based on standards-alignment and opportunity for student engagement. Teacher-led Attendance Recovery can re-engage students who have missed school while addressing learning gaps.

EGUSD's ExL activities align with the five Learning in Afterschool and Summer principles: 1) learning is collaborative, 2) learning is active, 3) learning expands horizons, 4) learning supports mastery, and 5) learning is meaningful. To maximize academic achievement and student success, we follow research-based recommendations. These include providing opportunities for skill-building; motivating students through relevant topics; and enhancing learning activities using fun, interesting and creative methods supplemented by educational skills training (Kauh, 2010). Students receive caring adult help with academic subjects, a support which may not be available at home during the hours after school. Daily literacy activities, English language practicum, and dedicated time for supported homework completion are available. ExL staff draw from District assessment data including English Learner status, fluency scores, phonics assessments and standardized test scores to determine student learning groups based on targeted academic needs. Study sessions take place in instructional day classrooms to maintain instructional consistency with classroom teachers' assignments, expectations, and practices.

Fully credentialed classroom teachers push into the ExL program to offer standards-aligned

instruction for students participating in Attendance Recovery (AR). The AR option invites students to extend their learning, build academic skills, and participate in additional direct instruction opportunities that are substantially equivalent to the instruction offered during the regular day. Through participation in AR, students have additional time working with teachers to support their learning and reinforce connection to school.

Project-based learning contributes to student achievement, and program activities emphasize this method. For instance, STEAM lessons focus on real-world engineering design. We rely on student input along with methodical assessment of site strategies and regular day practices to provide relevant programming and meet students' needs. These approaches follow two afterschool policy recommendations: 1) solicit feedback from students to determine future programming and increase youth investment in the program, and 2) use a systematic approach to program evaluation to ensure responsive change. We invite all ExL students to complete interest surveys to guide future enrichment offerings, and each term students submit preferred enrichment schedules. Family Advisory Groups and student focus groups provide input as a component of the Continuous Quality Improvement process. Student Leadership raises concerns and presents ideas for program improvement. For example, students at one site after school program voiced concerns about pre-portioned meals. EGUSD Food and Nutrition Services responded by piloting an "Offer vs. Serve" program at all sites where youth choose from healthy options rather than receive a predetermined meal. Subsequently, all programs moved to the "Offer" menu based on student feedback.

At elementary sites, site coordinators may participate in Multi-Tiered System of Support (MTSS) Team Meetings that include site administrators, classroom teachers, intervention teachers and school wellness staff. These teams discuss individual student needs and determine strategies for intervention. Coordinators may use this information to design flexible student grouping or implement other support strategies for individual students. Instructional Coaches who support regular day staff also support ExL staff through professional development and consultation. Our program uses EL data, bilingual teaching associates, and credentialed teachers to design lessons that support English learners. These processes determine areas for program growth and ongoing training, resource development and other site needs.

### 3—Skill Building

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

Learning and Innovation; Life and Career; Information, Media, and Technology: These core 21st century skills and the activities, instructional techniques, and inquiry-based projects that foster them are the heart of EGUSD's Expanded Learning Opportunities Program. Learning and innovation skills include critical thinking, communication, collaboration, and creativity, which are practiced and nurtured throughout all program activities. Inquiry-based learning projects foster critical thinking skills by demonstrating how problem-solving includes multiple plausible solutions. Failure, resilience, and risk-taking become part of the learning process along the path to success. Site staff explicitly teach self-management and social emotional competencies to elementary students through implementation of PBIS behavioral expectations and the use of research-based curriculum such as Second Step and Character

Strong. Students develop collaboration skills through group classroom projects and service learning opportunities. Support from bilingual teaching associates and trained staff provide meaningful opportunities for structured student interaction and active engagement strategies, which offer all students including English learners additional experiences to develop language and pro-social skills. Program activities and events emphasize community-centered issues; activities to reduce bullying; and prevention of tobacco, drug, and alcohol use.

EGUSD's ExL programs also foster creativity and sequential learning. In partnership with community partners, elementary sites offer programming that promotes imaginative learning and creative play through pretend and make-believe scenarios. Through arts and crafts, storytelling, and role play, students express creativity and gain a sense of mastery. Students explore interdisciplinary, inquiry-based learning such as addressing food access by building a school garden. Students might plant seeds, grow tomatoes, and make salsa or vegetable-infused water, sequencing the hands-on activities with the growing cycles of the garden. Our ExL program also supports the development of life and career skills including financial literacy and career exploration. To spark interest in a range of career options, EGUSD high school students enrolled in Career Academy and Pathway courses use hands-on methods to showcase program equipment and skills to ExL students at feeder elementary schools. Sample topics include robotics, culinary arts, health technology, fire science, and digital media studies. All students have Chromebooks for classroom use after school. Information, media, and communication technology skills are supported through staff trained in Google Suite and use of tools in the ClassLink Portal, which provides opportunities to develop computer skills and collaborate via an electronic real-time format. Our partnership with Techedify provides guided technology instruction through dynamic activities and compelling projects to develop future-ready skills. The e-sports program brings structure and well-planned lessons about strategy, sportsmanship, and collaboration to the student-requested interest in video games.

Our program also incorporates interdisciplinary literacies into skill-based learning. Site staff encourage health literacy and self care by teaching strategies for maintaining a nutritious diet and building exercise into an active lifestyle. Elementary students develop environmental literacy through Nature Bowl in which they learn about ecosystems, conservation, and preservation. In Water Wizards they learn about the properties of water and develop a service learning project related to water in their communities. All students have opportunities to develop cultural literacy and global awareness through program activities that educate students about linguistic, religious, and cultural practices that may differ from their own. The District engages in an annual Request for Proposal process of public procurement to search for the best enrichment and supplemental service providers. Through this process, ExL programs may contract with vendors to provide enrichment services based on specific community needs and interests. Recent contracts have provided additional services for golf instruction, Spanish language development, sports clinics, dance, and more.

#### 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Research indicates that when after school programs empower youth with responsibilities and provide leadership opportunities, students are more invested in and responsive to the program (Kauh, 2010). Threaded throughout all EGUSD after school programming are the three best practices known to support resiliency: caring relationships with adult role models, high expectations, and opportunities for meaningful engagement. Program sites offer Student Leadership for intermediate students. Leadership students gather input from student participants through polls, interviews, and surveys; serve as ambassadors to the program for visiting guests; and assume additional leadership roles such as making school-wide announcements and introducing special guest presenters. ExL programs also ensure an input box is available to students to share suggestions, contribute ideas, and make recommendations which are reviewed by student leaders. This leadership opportunity gives participants a visible platform for student input along with experience in research, design, implementation, and evaluation of projects. Students will be able to provide feedback on and make suggestions for program development.

Student surveys and student leadership input that highlights students' interests, coupled with community needs identified by our interest holders, drive the program's academic courses and enrichment activities. Based on recent family surveys, additional opportunities for social, emotional, and behavioral skill development, as well as sports/physical activity and opportunities for student leadership development, are particularly desired. Courses and activities vary throughout the year to give each student multiple opportunities to explore a range of interests. Students at all grade levels will have the opportunity to choose preferred enrichment activities from term offerings. Our community partners celebrate student voice and view youth as collaborative partners in after school programming. ExL staff ensure that young people are engaged and interested in relevant program offerings. Our partner PRO Youth & Families (PRO) supports teen mentors who extend opportunities for youth to connect and practice leadership, voice, and agency in guiding program offerings.

## 5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our program follows EGUSD's Healthy Body, Healthy Mind, Healthy Learning initiative, which promotes healthy eating and physical activity as integral to student learning. It also establishes a district-wide framework for nutritional practices and physical activities. The EGUSD Board-adopted wellness plan recognizes the link between student health and learning. It tasks the District with providing students a comprehensive program promoting healthy eating and physical activity as well as opportunities for developing their social, emotional, and psychological well being. The Wellness Collaborative assumes responsibility for implementing and reviewing 8 components that overlap with the eleven standards recommended by the National AfterSchool Association's healthy eating and physical activity (HEPA) standards. ExL program activities and healthy practices adhere to each component in the following ways: 1) Health Education: addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors in both regular day curriculum and expanded learning programs. 2) Physical Education:

provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; and yoga in regular day and ExL. 3) Health Services: prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for safe school facility and environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health available in regular day and ExL. 4) Nutrition Services: provides prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for safe school facility and environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health including in ExL. 5) Mental Health and Social Services: all regular day services provided to improve students' mental, emotional, and social health are available to students in ExL. 6) Healthy and Safe School Environment: staff are responsible for implementing PBIS plans to eliminate or reduce high risk behaviors, bullying and stress at school sites. 7) Health Promotion for Staff: all ExL staff receive professional development to model healthy food choices around students. 8) Family and Community Involvement: An integrated school, parent, and community approach for enhancing the health and well-being of students. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

Our ExL program teaches students about the importance of healthy food choices and regular physical movement alongside direct instruction on growth mindset, which empowers them to focus on effort and resilience to overcome challenges. Our community partnerships ensure our students have opportunities for meaningful social emotional learning. ExL incorporate PBIS strategies to model prosocial behaviors, develop strong relationships, and support elementary students in building self-awareness. Using the National Afterschool Association's Healthy Eating and Physical Activity (HEPA) standards as a guide, our program provides a positive social environment using evidence-based materials that encourage students to enjoy healthy foods and participate in physical activities. EGUSD's ExL programs are committed to addressing health disparities and promoting health equity in our communities. Building upon the District's Board-adopted Wellness Policy, ExL programs create healthy eating and active living environments in which students can make positive choices through sequential standards-based nutrition education and moderate to vigorous daily physical activity.

EGUSD also partners with the California Afterschool Network's Whole Child Health and Wellness Collaborative (CAN) and has responded to their call to action. Site coordinators have worked collaboratively to deepen their understanding of the CAN's Statement of Strategic Direction to build a sense of urgency for supporting staff in developing a program with equitable whole child wellness as a guidepost. Strategies include providing "critical services and supports for youth and families identified by them in the communities where they live during hours when they can access them," (CAN, 2021). Examples at EGUSD include staff-led movement classes, which may include stretch breaks and meditation. In culinary classes, students learn to read food labels and prepare simple meals. These align with Harvest of the Month, a regular-day California Dept. of Public Health initiative in Title I schools to support healthy lifestyle habits through increased access to fruits and vegetables. We offer Tasting Classes that highlight new flavors, and CSS provides multilingual handouts in English, Spanish, Vietnamese and Hmong with healthy lifestyle tips and easy recipe modifications. Our summer programs offer culinary education where students get to create healthy meals and snacks. In addition to hands-on practice, students receive recipes and nutrition information

to share with families for replicating strategies at home.

The physical activities in our program offer a variety of structured opportunities for movement. We work with Soccer for Success to offer professional development on providing quality physical activity enrichment focused on character development and leadership growth alongside sports instruction. In addition to acquiring athletic skills, students learn the importance of sportsmanship, peer encouragement, respect for rules and personal accountability. Outcomes include reduction of student behavior referral rates. Many of our wellness activities illustrate how physical activity, growth mindedness, mental health, and nutritious eating overlap. Skillastics, a Common Core-aligned fitness game, integrates STEAM and pro-social competencies—such as collaboration and problem-solving—with physical activity. In teams, students of multiple ages and varying physical abilities collaborate to further the game's progression. Garden Club may be offered to all grade levels and integrates the three elements: pulling weeds and raking requires physical exertion; working quietly outdoors and breathing fresh air supports emotional wellbeing; and eating school-grown produce promotes healthy eating practices. One student illustrated this activity's success by sharing, "it is a place where I can be calm."

EGSUD's ExL staff handbook includes policies that expect staff to model healthy behaviors and participate in physical activities alongside students. Staff are not allowed to bring sugar-based beverages or snacks into the program. Meal service is provided by EGUSD's Food and Nutrition Services Department and meets school meal health guidelines. During meal service, staff discuss nutrition with students and encourage them to try new vegetables.

## 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. Include how the ELO-P will provide access for students with disabilities.

The After School Alliance (2016) concluded that many parents living in communities of concentrated poverty do not enroll children in after school programs because they hold negative perceptions of these programs in general. We aim to learn about any cultural or community perceptions that might deter enrollment. With improved cultural competency on this subject, EGUSD can devise a more targeted outreach effort to families in our service areas. Specifically, the Expanded Learning department analyzes participation and enrollment data to determine if there are students who qualify as unduplicated who are not taking advantage of program offerings. In these cases, additional data analysis and family outreach occurs to determine what obstacles to participation may exist. Based on the data, intentional targeted program offerings may be created and implemented specific to the unique needs of a particular school community or student group.

In addition to whole school communication and up-to-date information on the district webpage for all families; information about the ExL program is distributed directly to families 1) when registering a new foster student, 2) if the school site becomes aware that a family is experiencing homelessness, 3) included with ELPAC testing results, or 4) upon the District's receipt of a qualifying Free & Reduced Price Meal application. Messaging highlights that the program will take place at a local school site and includes information about transportation

options if the school site is a site other than the student's home school location. Additionally, multilingual information sheets are available in the school office year-round and can be distributed electronically.

Families are invited to attend informational meetings each year via fliers sent home with students, invitations in school newsletters and automated emails or texts. Bilingual teaching associates will share information about the program with families in their languages of origin. In addition to being part of the school-wide recruitment messaging, case managers supporting students with special needs may also share information with families. EGUSD's FACE department has collected extensive data to determine communication preferences for each school community. Overwhelmingly, parents at sites served by our program have reported preferences for face-to-face (including video conferencing) or phone and text contact. We offer virtual meetings with families, and if they provide cell numbers, text messaging is also used to communicate information and important dates regarding programs. EGUSD purchased Talking Points software to support multilingual communication via text in over 100 languages.

One of EGUSD's ExL program goals is to create a stable and responsive environment for youth with diverse needs. To accomplish this goal of creating equitable access and closing the opportunity gap, our program actively invites diverse student participation and uses research recommendations to reach a broad network of students. Foster youth and students experiencing homelessness receive priority registration for program participation. Students who qualify as unduplicated (English learners, students who qualify for free/reduced priced meals, students in foster care) are actively recruited and given priority enrollment. Special education case managers recruit students who would likely benefit from the program through contact with families and IEP teams. EGUSD has LGBTQ+ district-wide student alliances, and ExL staff directly reach out to students who participate. Bilingual teaching associates share information in multiple languages with families of English Learners during meetings about district-wide EL resources. EGUSD also uses Talking Points, a communication software that offers immediate translation via text in over 100 languages. Regular day teachers share program information at Back-to-School nights and parent conferences. Studies show that one of the most successful recruitment methods for expanded learning programs is to use peer networks. Students may share with their peers information about activities that happen in ExL and some sites host an "invite your friend" day in which students who have not yet attended the program may be able to try it out (with parent permission).

One of the ways that EGUSD's ExL program strives to reach its goal of engaging students through relevant, purposeful knowledge that helps eliminate social and educational disparities is to include accessible opportunities for students to learn about social and cultural differences. Diversity encompasses not only demographic characteristics such as race and gender but also life experiences including poverty, discrimination, and family instability. Exposure to linguistic, religious, and gender differences alongside cultural practices and key community issues educates students about life experiences different from their own. This kind of exposure and opportunity to take pride in one's unique background leads to increased self-esteem, consideration for others, and cultural competency. The first ingredient for a successful multicultural program is the staff's knowledge of diverse cultures. One proven strategy is to offer a relevant program whose staff are representative of the community they serve. When staff share similar life experiences and cultural knowledge with participants, students feel that they can relate to these adults and tend to build trusting relationships with them (Kauh, 2010). Program staff reflect the cultural diversity of the student population. Many

expanded learning staff are bilingual, and others have specialized enrichment skills that align with the diverse interests of the students served. Programs hire staff who provide a nurturing environment following the motto, “connect before you direct.” Empowering participants by respecting their input, trusting them with leadership responsibilities, and holding them to high expectations are all part of the staff commitment to the program and their students. Our collaborative partners abide by administrative policies and practices for recruiting and retaining staff that represent the diverse populations served. Staff must demonstrate extensive experience and knowledge in working with various populations prior to entering the field. EGUSD and our community partners incorporate cultural competency training into staff meetings and professional development offerings.

EGUSD is also actively enacting a district recruitment plan to attract a wide range of eligible applicants for teaching and student support positions. These regular day staff members have opportunities to support students in expanded learning programs through targeted student support, intersession or summer learning, attendance recovery, and enrichment offerings. Staff receive training on cultural and linguistic competency through professional development opportunities which explore tools for staff on enhancing engagement with students and families. Our staff also prioritize learning about individual students’ backgrounds and the beliefs, values, customs, and foods of the populations represented in our community. Sites host multicultural events, and many EGUSD and ExL staff are trained by the Parent Teacher Home Visit program, a national nonprofit that partners with school districts to provide an evidence-based, non-punitive strategy of home visits that catalyze real relationships between home and school. Through participation in the program, staff learn about students’ lives outside of school and build positive relationships with families. EGUSD encourages staff to develop units that speak to student interests and cultural backgrounds and to include texts that reflect the community diversity. Staff encourage students to research and document life in their homes and communities and incorporate relevant popular culture—music, dance, film, and games—into learning activities.

The accessibility and relevance of Expanded Learning Programs are essential to supporting students with diverse needs and eliminating inequalities that might otherwise prevent students from participating in the program. Our ExL programs provide targeted academic intervention for English learners (ELs). Bilingual teaching associates are available to work with students and their families. Staff are trained to use research-based strategies such as language frames, think-pair-share, and total physical response for structured student interaction and engagement in all EL contexts. Program staff also work to bridge language barriers by reducing colloquial speech and emphasizing academic language. Our ExL program is aligned with the instructional day to ensure that students with behavior plans or individualized education plans receive the necessary support in both places which may mean that students are able to practice independence and participate in the afterschool program with less restrictive support due to a decreased academic demand during the program. Appropriate supports and services are determined on a case by case basis with the support of expanded learning administrators and teachers with special education expertise. Each site coordinator collaborates with regular day staff to confirm that the tools, training, and assistance are in place outside of the regular day. Additional mentoring and training may be available from an expanded learning teacher. For instance, students with individual behavior intervention plans work with the same reward systems or token economy identified in the plans and used during the regular day. Staff care for students with diabetes by monitoring regular snacks and blood sugar checks. Students with disabilities who rely on high- or low-tech adaptive technologies work with the same technological assistance, and sign language interpreters remain with deaf

or hard of hearing students throughout the day. LGBTQIA+ support groups and resources for families are available to all ExL participants. Staff receive training on supporting any student with a Gender Support Plan, which creates a shared understanding about the ways in which a student's authentic gender will be accounted for and supported at school. Many foster youth receive additional tutoring hours. We coordinate with regular day staff to offer individualized tutoring during after school hours. Counselors may also work with foster youth or students with educationally-related mental health services. In collaboration with ExL staff, these counselors may provide opportunities for individual students to develop identified skills in a safe, controlled environment. To facilitate the attendance of foster or unhoused youth in our program, we help them determine if they qualify for bus passes or other transportation services provided through our Foster Youth Services and Student and Family Empowerment (SAFE) Centers. Youth experiencing homelessness may also face additional barriers to school and extended learning attendance such as limited access to hygienic practices that might deter them from participation. Our program works with SAFE Centers to deliver self-care packages to students in need that include soap, deodorant, feminine hygiene products and other supplies.

## 7—Quality Staff

### Staff Engagement

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

Recommendations for promising strategies for effective after school programs include 1) ensuring staff stay informed about youth's lives both inside and outside of the program; 2) holding regular staff meetings to discuss programming; 3) teaching staff about effective practices used to recruit and retain underserved youth; and 4) documenting program best practices to create a useful body of shared knowledge. Our ExL program follows these recommendations through continuous professional development for all staff. Staff follow the technique "connect before you direct" to relate to students in the moment before correcting students' behavior.

Frontline staff have multiple opportunities for leadership in chosen areas of interest. For instance, the Capital Region Engineering, Science, and Technology (CREST) community of practice team meets monthly to identify resources and best practices for CREST in after school programs. This group is composed of a frontline member from each site who participates in this collaborative leadership opportunity. Frontline staff are also encouraged to identify personal strengths and areas of interest to design and implement enrichment offerings for students. Other opportunities include attending professional development courses and sharing materials with colleagues at staff meetings; participating in community of practice workgroups; or shadowing credentialed teachers to learn best practices aligned with the Expanded Learning mission. In addition to the professional learning opportunities designed by EGUSD staff, our partnership with Expanded Learning University brings opportunities for staff to dive into student engagement strategies through an 8-hour intensive training.

Staff may learn about pertinent student issues by attending student leadership meetings or reviewing data from student surveys or focus groups. In addition, they receive training on cultural and linguistic competency through professional development opportunities offered in

partnership with EGUSD. Topics may include immigration, acculturation, ethnic identity, and youth advocacy. Multi-Lingual Education coaches, bilingual teaching associates, and other staff who work with students' individual academic and behavior plans might highlight important student issues in staff meetings. Through regular monthly staff meetings, ExL staff and volunteers meet to learn about promising practices and discuss challenges. These meetings provide staff with evidence-based ideas to test in their classrooms. At subsequent meetings, staff share the success and pitfalls encountered with the new strategies creating a community of practice where staff can learn from and support each other.

## Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Active recruitment of qualified staff is an ongoing priority. Studies show that sustained student participation in expanded learning programs occurs more frequently when youth personally relate to staff through shared backgrounds and experiences. To recruit staff, EGUSD shares job opportunities with volunteers, parents, and community members who reflect the diversity of the school community. To be counted toward ratio, frontline staff must meet EGUSD's minimum qualifications of a paraeducator which includes completion of 48 college units or a high school diploma with completion of a paraeducator proficiency examination. All staff must obtain fingerprint clearance, show evidence of a clear TB test or xray, and demonstrate completion of mandated reporter and sexual harassment training. Administrators may also recruit regular day paraeducators, teaching associates, and other staff who work effectively with students and are interested in extended hours. EGUSD's Special Education department partners with the ExL program to identify paraeducators trained to work with students with special needs who may be interested in extending their day to support after school programs. These staff members receive overtime pay for any work beyond 8 hours. If EGUSD paraeducators cannot be identified to support students with special needs, outside contracts with non-public agency staff may be obtained to ensure students have the necessary support in place for meaningful program participation.

Both EGUSD's ExL program and our community partners have collaborative relationships with three local institutions of higher education where we advertise career opportunities (Cosumnes River Community College, Sacramento City Community College, and California State University, Sacramento). Program staff reflect the cultural diversity of the students and possess specialized enrichment skills and talents that include the visual and performing arts, music, and athletics. Although minimum student to staff ratios are maintained at all times through paid staff, our program uses volunteers to extend the reach of our services. All volunteers are paired with ExL staff to ensure alignment with district practices and priorities. Site coordinators offer guidance to volunteers and oversee their contributions as well as determine regular volunteer schedules. All volunteers submit fingerprints and a negative TB test. We offer on-campus orientations for all volunteers so they can tour sites and learn about ExL policies and safety procedures. To fold volunteers into the school community, we welcome them to site staff meetings and professional development opportunities. Volunteers also bridge our programming with the wider community. For example, United Way coordinates a cohort of volunteers through its Literacy Tutoring Program, which screens and trains

potential volunteers. Approved volunteers from the community work with students in grades 1 to 3 who need additional academic intervention and reading instruction. Students from California State University, Sacramento, many of whom are Education majors pursuing a teaching certification, volunteer in our ExL programs. In addition, EGUSD secondary school students volunteer to tutor and mentor elementary students with the support of our College & Career Connections department and our partnership with PRO Youth and Families. These student internship or volunteer opportunities create opportunities for student leadership and peer-to-peer support networks. During summer programs, high school students are hired as student interns and paid by the district to gain work experience working in elementary summer programs. Many return during the school year to volunteer in ExL programs.

## Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Our extensive professional development trainings ensure that all staff stay current on support services and engagement strategies relevant to the student population served. Collaborative training dates include workshops on topics such as classroom management, PBIS and youth development, homework support, and strategies for engaging EL students along with CPR and first-aid certification. Additional year-round professional development opportunities include youth mental health first-aid and non-violent crisis intervention offered by the district. All ExL staff are eligible for Parent Teacher Home Visit program training to conduct non-punitive home visits that build positive relationships with families. In conjunction with EGUSD guidelines, site coordinators participate in a monthly professional development series focused on strength-based leadership enhancement. SCOE offers no-cost curricula on career science education such as Engineering Everywhere, NBA Math Hoops, and TechBridge to staff who attend trainings. Sacramento's Crocker Art Museum offers art education courses including art appreciation and teaching meaningful art activities to students. Expanded Learning University offers micro-credentials for staff to support a deeper dive into the skills needed to work effectively with youth.

Responsive, site-specific professional development also addresses needs as they arise such as additional bullying prevention or core curriculum support. Credentialed regular day teachers and instructional coaches support individual expanded learning staff by modeling lessons and sharing resources and techniques. ExL staff may arrive on site early to shadow a regular day teacher, and many teachers and coaches stay late to observe after school staff and provide direct feedback and support. Site coordinators attend monthly collaborative practice meetings in which they have the opportunity to share promising practices or challenges with their colleagues to create a community of shared knowledge and practice. Input shared includes best practices for meeting all grant requirements, adhering to Federal Program Monitoring Guidelines, and effective fiscal planning and management, meaningful program evaluation, leadership development, and program design and implementation. Site coordinators attend monthly collaborative meetings focused on current research and best

practices in Expanded Learning Programs to develop leadership skills and best support program goals and outcomes. These meetings are facilitated by the program specialists to disseminate up-to-date information from the California Department of Education, the Sacramento County Office of Education, the California Afterschool Network, and other vetted sources; to offer professional development provided by specialists in the field of expanded learning; and to dedicate time for site coordinators to share promising practices, collaborate, and problem-solve site issues as part of a professional learning community. Site coordinators host bi-monthly staff meetings for all members of the ExL site team. Site coordinators also use EGUSD's Expanded Learning Programs' vision and mission statements and the program goals and outcomes as a guide to identify areas of need and determine resources for professional development that support site staff.

## 8—Clear Vision, Mission, and Purpose

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

EGUSD's mission is to provide a learning community that challenges all students to realize their greatest potential. The District's goal is to ensure that every child is adequately prepared for post-secondary education, life-long learning, successful employment, and responsible citizenship with every student learning in every classroom in every subject every day. EGUSD's Expanded Learning programs are an integral part of this goal. In June 2016, the Board of Education adopted an interest holder-developed vision and mission statements for Expanded Learning. This collaborative articulated the vision that all students served in our Expanded Learning programs will become confident, competent individuals who value themselves and others and have developed the skills to be successful in college, career, and life. The mission includes three core components: to provide a physically and emotionally safe environment in which students are valued, included and encouraged; to ensure all students have access to quality academic and enrichment opportunities; and to empower students by creating a community focused on social and emotional learning to enhance self-management, self-awareness, social awareness, relationship skills and responsible decision-making.

Through Continuous Quality Improvement implementation, the Expanded Learning team gathers input from interest holders to identify positive student attributes that would be fostered through participation in the ideal expanded learning program. The Expanded Learning team annually convenes advisory meetings with EGUSD's Expanded Learning Family Advisory Committee, representatives from Special Education/Student Support & Health Services, after school site coordinators, regular day school site administrators, enrichment providers and community partners. Using this interest holder input, the Expanded Learning team continues to refine programs through the Continuous Quality Improvement planning process. With feedback from these teams as well as additional input from families and community, the Expanded Learning team identified the following goals and outcomes for Expanded Learning Opportunities Programs: GOALS 1) To create a stable and responsive environment for youth with diverse needs where they can develop social competencies, personal resilience, and school readiness. 2) To engage students through relevant, purposeful knowledge and experiential learning opportunities that help eliminate social and educational disparities. OUTCOMES 1) Students develop meaningful relationships with connected, caring adults through shared experiences and youth development activities. 2) Students explore personal

interests and acquire prosocial skills that create a foundation for long-term academic, behavioral, and social success.

## 9—Collaborative Partnerships

### Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Student surveys and student leadership input that highlights students' interests, coupled with community needs identified by our interest holders, drive the program's academic courses and enrichment activities. Based on recent family surveys, additional opportunities for social, emotional, and behavioral skill development, as well as sports/physical activity and opportunities for student leadership development, are particularly desired. Courses and activities vary throughout the year to give each student multiple opportunities to explore a range of interests. Students at all grade levels will have the opportunity to choose preferred enrichment activities from term offerings. Our community partners celebrate student voice and view youth as collaborative partners in after school programming.

In addition to annual surveys with students and families, the Expanded Learning department holds listening sessions with families through twice-annual Expanded Learning Family Advisory meetings. At site coordinator meetings, coordinators are asked to complete a "ticket out the door" with relevant questions that inform decision-making about the needs of their unique school communities. Site LCAP plans which include goals set by the regular day school site council are reviewed and applied to after school planning for the site. Administrators from the Expanded Learning department attend meetings of the School Board, District English Learner Advisory Committee (DELAC), District Advisory Committee(DAC), and Superintendent's Parent Advisory annually to share information about Expanded Learning offerings and gather feedback and input from various interest holder groups.

EGUSD's ExL program promotes family engagement by creating multiple venues for communication and collaboration. We provide printed program material in multiple languages--English, Spanish, Vietnamese, and Hmong--to ensure that all families have access to program information. EGUSD's ExL staff and Family and Community Engagement Office actively solicit parent input through electronic surveys, face-to-face conversations, phone contact, and text messaging. Throughout the year, credentialed teachers and ExL staff jointly host grade level family nights, which offer families strategies to support homework and study habits that promote academic success. Through a partnership with EGUSD's Adult and Community Education department, courses are available to families. All courses are designed and implemented using culturally responsive practices. Sample courses include English as a Second Language (ESL) classes, citizenship classes, Spanish GED test preparation and parenting classes.

### Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners

to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

EGUSD's ExL program goals include creating a stable and responsive environment for students with diverse needs. Achieving this requires close collaboration and cooperation between regular day and expanded learning teams. A study by the After School Alliance (2016) found that after school programs that are well integrated into other support services, including the instructional day, best meet families' and students' needs. EGUSD's after school programs have been in operation since 2002, and the programs have become part of the district's educational structure. Our ASES/21st CCLC/ELO-P programs are staffed with site coordinators who work as an integrated part of the site team during the regular day. This active participation and familiarity with the regular day program at each site enables coordinators to craft after school, intersession, and summer programming that aligns with school day practices. Coordinators also attend meetings with regular day staff to stay informed about instructional day practices and to provide after school program updates. They may attend multidisciplinary MTSS meetings with regular day teachers to get support strategies for any students of concern. All ExL staff learn about the District's core curriculum through professional development opportunities that enable them to support students with homework assignments. ExL staff also receive training in PBIS and hold students to the same behavioral expectations established in the regular day, following the same disciplinary practices to ensure consistency for students. Regular day teachers serve as mentors to ExL staff and provide support for classroom management techniques and positive behavior intervention and working within the ExL program in support of attendance recovery. In addition, ongoing electronic communication between regular day and after school staff occurs through district email and the student information system.

Educational research reveals that increasing awareness of the support systems offered through expanded learning programs can help bridge the gap between perceptions of these programs as only serving youth and their actual function as family and community resources (After School Alliance, 2016). Therefore, ongoing outreach to potential program partners is crucial to our development of a comprehensive program that serves as a central hub for community services and supports. Four core criteria determine our selection of program partners. 1) We seek providers who offer innovative services that complement regular day offerings and deliver programming unavailable through district resources. 2) We value partners who demonstrate a willingness to collaborate with the regular day and connect with students, sparking enthusiasm for learning. 3) We identify providers who invest in visionary community engagement and offer meaningful support for underserved populations. 4) We partner with providers who are willing to train our staff in best practices for delivering activities so EGUSD can extend the program offerings using site staff and district resources. In this way, we build capacity and enable program sustainability. EGUSD identifies potential program partners through ongoing cooperative processes. EGUSD actively disseminates public Requests for Proposals to recruit community partners and encourage them to submit proposals outlining their services and capacity. In addition, we participate in a reciprocal relationship with all 11 counties supported by Sacramento County Office of Education (SCOE). As Region 3 districts, we work to pool our resources and attend neighboring trainings and provider fairs. SCOE also hosts quarterly grant manager meetings for Region 3 districts where potential providers and community partners attend and present on potential program offerings.

At the district level, EGUSD's Expanded Learning program specialists meet with enrichment providers a minimum of three times per year. Most providers schedule meetings with a program specialist on a monthly basis to provide updates on various program implementation results at specific school sites. At the site level, enrichment providers check in with the site coordinator each time they are on campus. In addition, they work alongside frontline staff while on campus. Formal meetings between the site coordinator and outside enrichment providers occur on a monthly basis. This consistent and constant communication ensures alignment of the enrichment activities with the goals of the expanded learning program.

## 10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Through partnership with regular day staff, our Expanded Learning programs collect and analyze data throughout the year that pertains to student achievement and behavioral outcomes. Our program goals strive to create a responsive environment for diverse youth and to eliminate social and educational disparities. Outcome measures include the acquisition of knowledge and pro-social skills that create a foundation of long-term academic, behavioral, and social success. Following the CDE's Guidance for a Continuous Quality Improvement Process for Expanded Learning, our program sites develop an annual Quality Improvement Plan to address priority needs. Each site coordinator consults interest holders, selects assessment tools and strategies, and determines areas of focus for improvement accompanied by an action plan. In the interest of continuously improving program offerings and meeting the needs of the communities served, EGUSD's after school programs have mechanisms for gathering feedback from interest holders throughout the year. We elicit student input through direct surveys, student enrichment selection, student leadership feedback, and student engagement data such as the California Healthy Kids Survey. Family input is gathered through EGUSD Expanded Learning Family Advisory Committee meetings, multilingual parent surveys, and conversations with families at site-specific Family Nights. Staff input is collected using the California School Climate Staff Survey, district-created surveys, and through staff use of Quality Standards to self report on and review program areas.

In addition to other data sources, EGUSD has developed a Program Implementation Continuum (PIC) rubric for evaluating program quality. This rubric is assessed multiple times throughout the year by a site support team including site coordinators, community partners, and Expanded Learning administrators. EGUSD's Research and Evaluation Department compiles and analyzes PIC and survey data to highlight potential areas for programmatic growth. Expanded Learning staff also analyze site-level surveys to identify growth targets for individual sites. Specific sites address these goals through their CQI plans.

Expanded Learning staff use a range of measurements to assess student performance and identify areas of intervention. Elementary programs use classroom assessments to measure

student phonics mastery for 1st-3rd grade students. These results allow the regular day and after school programs to jointly target early literacy needs. Site coordinators also contribute to the site plan by gathering student level data for all grades including fluency scores, performance assessment scores, English language assessment scores, attendance, grades, and assignment completion. Sites use the Synergy student information system, which contains current individual student academic, behavioral, and attendance data. Throughout the year ExL staff use these data to inform academic interventions, student support groupings, and academic enrichment offerings to create the best possible outcomes for all students. Site coordinators use these materials for evidence-based intervention and to implement targeted instructional strategies to improve student achievement. Site coordinators use these data to track students' regular day progress and align ExL interventions and support with instructional day practices. Teachers use attendance data to determine students who may benefit from attendance recovery opportunities. All programs provide academic support and homework assistance aligned with regular day curriculum and standards based on individual student needs.

## 11—Program Management

### Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

See addendum

### Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

1000s  
Teacher timesheets for Attendance Recovery, intersession, summer programs, and ExL program support  
Certificated salaries for Expanded Learning department administrators and VP at Jessie Baker  
2000s  
Classified timesheets for paraeducators and health aides supporting students in ExL programs  
Classified timesheets for staff supporting intersession and summer programs  
Classified salaries for Expanded Learning department staff and fiscal support  
Classified salaries for custodial support

3000s

Benefits for certificated and classified staff

4000s

Materials and supplies for use with students in ExL programs including before/after school, intersession, summer, and Attendance Recovery

Curriculum and software used to support ExL programs including before/after school, intersession, summer, and Attendance Recovery

Office supplies for Expanded Learning department staff

Meals and snacks for students during program

Classrooms and furniture necessary to offer full day TK/K programs

5000s

Contracts—community partners identified through RFP process

Contracts—special education support

Contracts—enrichment and supplemental service providers

Transportation

6000s

Indirect

Budget planning is built on the following priorities: 1) meeting program requirements to comply with the necessary number of days/hours, minimum staffing requirements, and essential elements of program as described in *EC 46210*; 2) alignment with district LCAP and EGUSD Strategic Goals; 3) unique needs of each school community based on needs assessments.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

EGUSD envisions that all students who participate in Expanded Learning Programs will develop skills to be successful in college, career, and life. Our Expanded Learning mission, detailed in Section 8, ensures that all students feel empowered and have access to quality academic and enrichment opportunities. Our goals aim to engage students through relevant, purposeful knowledge and experiential learning that helps eliminate social and educational disparities. Our program uses these commitments as a guide for designing a fiscally responsible program that aligns its offerings with stated goals and desired outcomes. ExL staff work to close the opportunity gap and create successful outcomes for youth through the use of qualified personnel in coordination with our community partners. Our program selects contracted providers, program staff, instructional materials, healthy meal options, and educational field trips for experiential learning that directly support our vision, mission, and goals. Site coordinators manage core programs designed to provide individualized academic, behavioral, social-emotional, and language support in before & after school, intersession, and summer through the use of regular day resources including classroom equipment, the computer lab, and the school library. Staff implement PBIS strategies to maintain physically and emotionally safe environments. Core enrichment activities and daily meals meet physical activity and nutritional needs. Based on expanded learning policy recommendations, sites operate a working budget to support the implementation of enrichment offerings and to respond to community needs. We provide training and resources for staff who have an interest, talent, or passion they wish to share with students.

EGUSD uses approved public procurement processes to select community based

organizations to support comprehensive program implementation and/or to provide additional enrichment and supplemental services. This Request for Proposal (RFP) process as well as the contract process that follows clarifies all roles and responsibilities. Once selected and contracted, vendors are expected to submit expenditure reports with invoices so the district can audit expenses and ensure that all funds are being utilized in accordance with the assurances signed through the RFP process, alignment with contractual agreements, and compliance with all local, state, and federal requirements.

## 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes

Do you have a 21st CCLC Grant? Yes

If one or both grants are held, please describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Several sites in EGUSD are multi-funded through ELO-P, ASES, and 21st CCLC funding. Currently, the programs operate as a single comprehensive program in which all students receive the same supports and services. For audit, reporting, and fiscal management, each funding source is identified to serve specific grade levels and expenses are assigned accordingly. For example, if a site were funded 50% through ASES and 50% through 21st CCLC, students in grades TK-2 might be counted toward ASES attendance while grades 3-6 were counted toward 21st CCLC. In this instance, timesheets for staff supporting students in grades TK-2 would be coded to ASES funding as would supplies purchased for use with the younger students. EGUSD's integration of ELO-P works in the same fashion with ASES/21st CCLC protocols maintained for all students served in a single comprehensive program. For all sites including those that do not currently have an ASES or 21st CCLC grant, programs follow the same Continuous Quality Improvement Plan process, consistent data is collected, and matching supports and resources are made available. Sites that have ASES and or 21st CCLC funding in addition to ELO-P utilize the additional resources to best meet the needs of the school community based on data. This often includes additional opportunities for academic support, English language development, and increased experiential learning activities.

## 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?

ExL programs recruit staff from our school communities and staff. This supports developing a staff who represent the diversity of the community. Regular day staff often extend their day to work with expanded learning programs which enables well-trained, experienced staff who have built relationships with students and families to create a continuity of service. Recommendations for promising strategies for effective after school programs include 1) ensuring staff stay informed about youth's lives both inside and outside of the program; 2) holding regular staff meetings to discuss programming; 3) teaching staff about effective practices used to recruit and retain underserved youth; and 4) documenting program best practices to create a useful body of shared knowledge. Our ExL program follows these recommendations through continuous professional development for all staff including those working with our youngest students. Additional monthly trainings specific to the needs of transitional kindergarten and kindergarten students are offered with specific information targeted to staff who support these early learners. Staff follow the technique "connect before you direct" to relate to students in the moment before correcting students' behavior. Staff assigned to work with TK and kindergarten students have the opportunity to participate in early childhood education trainings offered by our PreK-6 Education division which has dedicated program specialists and instructional coaches who support PreK and TK programs. Our extensive professional development trainings ensure that all staff stay current on support services and engagement strategies relevant to early childhood education. Collaborative professional development days offer workshops on topics such as classroom management, student calming strategies, toileting, PBIS and child development, strategies for engaging EL students along with CPR and first-aid certification. Curriculum and developmentally appropriate activities are identified with the support of the PreK/TK program specialists and instructional coaches in collaboration with the classroom teachers. Curriculum and activities are designed to support and complement the regular day program.

## Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

In addition to whole school communication and up-to-date information on the district webpage for all families; information about the ExL program is distributed directly to families 1) when registering a new foster student, 2) if the school site becomes aware that a family is experiencing homelessness, 3) included with ELPAC testing results, or 4) upon the District's receipt of a qualifying Free & Reduced Price Meal application. Messaging highlights that the program will take place at a local school site and includes information about transportation options if the school site is a site other than the student's home school location. Additionally,

multilingual information sheets are available in the school office year-round and can be distributed electronically including use of the district's Parent Vue and Talking Points applications.

Families are invited to attend informational meetings each year via fliers sent home with students, invitations in school newsletters and automated emails or texts. Bilingual teaching associates will share information about the program with families in their languages of origin. In addition to being part of the school-wide recruitment messaging, case managers supporting students with special needs may also share information with families. EGUSD's FACE department has collected extensive data to determine communication preferences for each school community. Overwhelmingly, parents at sites served by our program have reported preferences for face-to-face (including video conferencing) or phone and text contact. We offer virtual meetings with families, and if they provide cell numbers, text messaging is also used to communicate information and important dates regarding programs. EGUSD purchased Talking Points software to support multilingual communication via text in over 100 languages.

Applications which have been translated into multiple languages are accepted electronically, include an electronic signature, and are maintained on a district server. For families that have difficulty accessing the electronic applications, support is available at each school site where staff will assist with electronic upload or distribute and accept a paper version of the application (which is later uploaded into the district server for electronic storage). Links for applications are distributed multiple times through different media at the school site including but not limited to inclusion in school newsletters; QR codes on fliers or posters; emails sent through Parent Vue; and text messages delivered in the listed home language through Talking Points. All site application links are also available through the district webpage. Once a student has been accepted into the program, the family is notified through multiple means which may include phone calls in addition to electronic communication. At the end of each program day, the authorized pickup signs out using an electronic sign out process that houses the data in a secure cloud. If electronic sign out is unavailable, paper sign out will be used as back up so that accurate records are maintained at all times. Any paper documents are maintained on the school campus during the year and then boxed up at the conclusion of the school year and catalogued to be saved at the district warehouse for a minimum of seven years.

## Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips may be planned for ExL students as culminating events connected with learning and enrichment segments in ExL programs. One example is a field trip to the American River Water Education Center at Folsom Dam that is offered to students who have completed the Water Wizard curriculum through our partnership with 4-H. Through partnership with Girl Scouts, students who have participated in the program may be invited to the Girls in STEM Resource and Activity Center at the Girl Scouts campus in Sacramento. Additionally, students may be invited to feeder middle or high schools to see live performances or participate in hands-on activity showcases put on by CTE Academy students. These opportunities to participate in career pathway exploration builds awareness of future educational offerings and inspires students to continue their studies and plan for their future. Live performances put on by the high school students are culturally enriching and may be offered as a culminating event for students who participate in performing arts as an enrichment offering in ExL programs.

All field trips follow the regular day process for scheduling and acquiring approvals. Each field trip must be scheduled in advance, deemed a justifiable use of funds, relevant to ExL programming, and signed off by the site administrators and Expanded Learning department prior to submitting a field trip packet for district approval. Field trip packets include the intent and learning outcome of the field trip as well as the logistics, funding source, and transportation information.

## Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above in your sliding scale. If no fees will be collected please write that in the space provided.

No family fees will be collected.

## Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

A sample schedule for a school site with a bell schedule of 8:30-3:00 includes before school programming open to all grades from 7:30-8:30. The staff working in the before school program may include staff who have extended their contract day to work additional hours before their contracted day begins. A minimum of 2 staff will support the students in PM transitional kindergarten (TK) or kindergarten before their instructional day begins in the ExL program hosted in a separate room on campus 8:30-11:45 (maintaining a 10:1 ratio). When the AM transitional kindergarten or kindergarten students complete their instructional day, they transition to the ExL program where they will be supported at a ratio of 10:1 in the same room on campus that the PM class used in the morning as those students have now transitioned to their regular day class. All students would join the after school program when it begins upon dismissal at 3:00. All ExL programs remain open until at least 5:30 with many scheduled until 5:45 or 6:00 based on grant requirements and the needs of the school community. The latest scheduled program at Irene B. West remains open until 6:30 daily to allow 3 hours of programming after the 3:30 dismissal time at that site.

Sample A: Currently some of our TK students participate in the Head Start program for 6.0 hours daily as part of the instructional day. The ExL program is utilized to extend the day for an additional 3 or more hours for a total of 9+ hours daily. The schedule may be 8-2:00 pm with the Head Start program and then 2-5:30 pm for the ExL program at the respective school sites. The extended day will permit students to engage in enrichment activities, learning projects, and explorative events to increase their kindergarten readiness and overall social emotional development as they engage in peer activities.

Sample B: For students in a half day transitional kindergarten or kindergarten program, ExL program is offered before and after their instructional day. Students may attend the before school program from 7:30-8:30, then join their AM TK/kindergarten class while their PM TK/kindergarten peers are supported in a separate ExL program classroom. For sites without additional appropriate classroom space, portable buildings may be added to create a dedicated space for ExL program TK/K students to be supported for a minimum of 9 hours daily. When the AM TK/kindergarten concludes, students are met by their ExL program teacher who takes them to the ExL program classroom where they remain until they join the after school group upon dismissal of the instructional day. The after school program continues until 5:30 providing 9+ hours of programming including the half day instructional program.

Sample C (Summer or intersession): Students participate in a 9+ hour program offered from 8:00-5:30. Students are provided breakfast, lunch, and snack during the program.

ExL programs for each site submit a weekly schedule to the Expanded Learning department that outlines the program schedule and rotation of activities based on the needs of the school site. The department reviews the schedules to ensure that students participating in the after school program will be offered 1) a minimum of 30 minutes of physical activity daily, 2) an opportunity to complete homework and build academic and literacy skills for a minimum of 45 minutes daily, 3) planned, meaningful, age-appropriate enrichment activities, and 4) a nutritious meal and/or snack. A sample weekly schedule for 5th and 6th grade students follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
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1:30 (early out Wednesday)			Student leadership		
2:30	Soccer for Success	Yoga & mindfulness	Soccer for Success	Skillastics	Soccer for Success
3:15	Snack & restroom break				
3:30	HW & academic enrichment	HW & academic enrichment	HW & academic enrichment	HW & academic enrichment	Club rotations
4:30	STEAM on Demand	Graphic design	Performing arts–Theater	eSports	
5:30	dismissal	dismissal	dismissal	dismissal	dismissal

## Expanded Learning Opportunities Additional Legal Requirements

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio**

#### ***EC Section 46120(b)(2):***

Local educational agencies 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 school sites, 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.

## **Regular Schooldays and Hours**

### ***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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Non-school Days and Hours**

### ***EC Section 46120(b)(1)(B):***

(A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Prioritizing School Sites**

### ***EC Section 46120(b)(3):***

Local educational agencies shall prioritize services provided pursuant to this section at school sites 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 opportunity programs across their attendance area.

## **Grades Served**

### ***EC Section 46120(b)(4):***

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **Partners**

**EC Section 46120(b)(6):**

Local educational agencies 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 opportunity programs offered across their attendance areas.

**Audit**

**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**Snacks and Meals**

**EC Section 8482.3(d)(1-2):**

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

**Program Capacity, Family Fees, Sliding Scale**

**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

**Staff Minimum Qualifications, Ratio**

**EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

## **Program Components**

### ***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.

## **Third Party Notifications**

### ***EC Section 8483.4(b-d):***

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.

(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or

guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.