

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Sierra 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.

1. Foothill Elementary
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The program will be operated at Foothill Elementary School. The Director will work closely with regular school day staff, the principal, and ELOP staff to ensure that emergency procedures align with the regular school day. Safety Training includes Earthquake, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and providing important emergency contact information. The after-school program will have the same drills as the regular school day.

ELOP staff also participate in professional development. To provide students with social emotional support, the ELOP program will implement Positive Behavioral Interventions and Support system that aligns with the school site. The staff will implement restorative practices such as restorative circles to provide students with a forum to share their thoughts and feelings.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The program will offer academic, enrichment, and recreational activities. We strive to create a program that reflects and aligns with the needs and wishes of our school community. Enrichment activities are designed and implemented based on student interest and staff strengths. Art, dance, cooking, sports, and other activities will be taught to allow students to have experiences in a variety of personal interests. Students will have an opportunity to use modern technology to support their learning.

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3—Skill Building

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

The ELOP program will engage students in projects and activities in which students will demonstrate mastery by working toward a final product or presentation. Our staff will select or create projects that relate to our students' lives. The ELOP staff will supports activities in which students develop and demonstrate 21st-century skills (e.g. creativity, critical thinking, communication, citizenship, and collaboration). They will work in groups where they practice skills such as team building, collaboration, and use of effective communication.

4—Youth Voice and Leadership

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

The expanded learning program will provide students with opportunities to share their interests to impact our program practices or policies. Students are surveyed regularly through formal and informal means. Student feedback can directly influence the program offerings. Students will have opportunities to lead event planning for social activities to foster community at the school.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Students learn about how to live a healthy lifestyle. Our program educates our students on what it means to eat a balanced nutritional meal. Students are taught to make healthier choices when it pertains to their diet and they are taught the importance of exercise. The district's Food Services Department (FSD) will provide the after-school snack that follows the district's wellness policy, which adheres to all state and federal guidelines.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The expanded learning program will actively recruit and hire staff that reflects the community of the students we serve. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Program planning is done through a culturally sensitive lens. There is special attention to ensuring activities are inclusive of all students' and staff members' beliefs. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds.

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7—Quality Staff

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

Instructional staff is mostly comprised of our own teachers, who lead the portion of the afterschool program dedicated to academics. A few of our teachers lead the enrichment portion as well, although Community Members, under the direction of a properly credentialed teacher, lead some of the enrichment portions. Classified support staff are also our regular school day staff, and have already met our rigorous standards for employment.

In addition, our RTi Coordinator will work with teachers during the school day to make sure that the instruction from the school day program is carried into the ELOP.

8—Clear Vision, Mission, and Purpose

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

Student success is our top priority and is valued by the entire community. Sierra Unified School District is committed to meeting the diverse educational needs of all students and creating lifelong learners, by providing exceptional staff and opportunities for family and community involvement in a safe and nurturing environment. The Expanded Learning Opportunity Program will provide a safe learning environment where student leadership and students' voice are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential. Students will have an opportunity to participate in a varied enrichment program that looks at their own interests to choose activities.

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9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

In developing our program plan, we solicited input from our stakeholders such as parents, district leadership, district staff, and our students. The ELOP program will collaborate with the school site leader to ensure that there is an integrated partnership between the school site and the expanded learning program. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected from the site principal, participating students, parents, instructional day teachers, and program staff. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication on the regular school day. To provide continuity between instructional day and the ELOP program, the ELOP program will rely on a our RTi coordinator to bridge between the ELOP program and the day program, providing improved communication, training, and coherence between the school day and the extended/enrichment programming available through ELOP. All of the programming offered through Expanded Learning services act as an extension of the school day.

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11—Program Management

Describe the plan for program management.

Program operations are overseen by District Office Personnel and the Site Principal. The Site Principal is responsible for program oversight and staff supervision. The ELOP Director is responsible for on-site program administration. ELOP Aides implement academic support and behavior support. The RTi Coordinator is responsible for coordinating academics with the school day staff, many of whom are also teachers in the ELOP.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P and ASES funding will be used in conjunction with all other funding sources to create a comprehensive program. The expectation is that the most stringent requirements will be adopted for program guidance. There is no differentiation between the ELOP and ASES programs, as they are offered as a single program at Foothill Elementary School.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Our TK teacher is also a teacher in the ELOP. Our classes are grade based, so that teacher has an aide to ensure that the pupil-staff ratio is 10 to 1. Our TK curriculum will align with the developmental needs of our students since it is created by their school day teacher.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule
6:30-8:25: Drop Off & Breakfast
8:25-2:45 School
2:45-3:00 Sign-in, Snack and Announcements
3:00-3:25 Outside break/playground
3:30-4:15 Block 1 - Academic
4:15-5:00 Block 2 - Enrichment
5:00-6:30 Tutoring/free play

Sample Summer/Intersession Schedule
6:30-8:25: Drop Off & Breakfast
8:25-9:55 Tutoring
9:55-10:15 Free play
10:15-10:50 Reading

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.