

# Expanded Learning Opportunities Program Plan Guide

Agenda Item #8

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:

Twin Hills Union School District

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707-823-0871

Contact Name: Contact Email: Contact Phone:

Dr. Anna-Maria Guzman

**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.

Twin Hills Union School District

### Purpose

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

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered,

results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” do 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 the law, and provide continuous improvement in the development of an effective ELO-P.

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp> Expanded Learning Opportunities Program Plan Guide for

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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 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.

THUSD will be working on creating an expanded Summer Jumpstart Program that we will offer during the summer of 2023. There will be two 15-day Summer Jumpstart sessions, both held on the Apple Blossom Elementary School campus. Students entering grades 1st -8th during the 2023/24 school year will be invited. The first session will be offered in June and will feature classified staff providing a variety of academic skill-building and enrichment activities. The second session, in July, will add a classroom instruction component with certificated teachers providing a block of direct instruction during the day. Both programs will operate from 7:30 am - 5:30 pm daily. A safe and supportive environment will be provided for students through the implementation of all safety measures that are in place during the school year, including low student: staff ratios, provided by current staff that has built relationships with our students. All staff will receive trauma-informed professional development prior to each session, and our Counseling support will be on-site or on-call during both sessions.

## 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.

Lessons and activities will be a combination of group direct instruction, leveled small groups, and limited use of technology programs for independent practice. The curriculum will be standards-based, aligned with our adopted materials, grade-appropriate, and will focus on these key areas:

### Math:

- Academic vocabulary
- Number Sense
- Review of grade-level key concepts and operations
- Practice in increasing Math fact fluency and automaticity

### Language Arts:

- Phonemic awareness and sound-spelling patterns
- Reading fluency
- Reading comprehension and practice with finding evidence from the text
- Grade-appropriate writing
- Keyboarding lessons for grades 3rd through 8th

Additionally, staff will direct a variety of arts and crafts, music, physical activities, games, and other events and activities as well as supervising free play/choice activity times. The initial consideration is being given at this time to adding field trips, guest speakers, or other special events. Each three-week program is designed to provide support for current THUSD students who will be entering grades 1 - 8. Students will be grouped by their grade level and/or needs. Regular attendance and appropriate behavior are key elements of success in any academic program and will be expected in our program.

## 3—Skill Building

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

Learning opportunities during Jumpstart will focus on the academic goals for each grade level that are in line with the upcoming grade level curriculum as well as the identified focus areas based on student data. The Jumpstart Administrator will send a curriculum request to grade-level teachers prior to school being out for the summer; the current plan is to use an ERD to address this activity. This guide will ask for important vocabulary words from Language Arts, History, and Science. The guide will ask ELA teachers for writing concepts that are covered in the upcoming grade level. The guide will ask the Math Teachers for math concepts that are covered in the upcoming grade level. The concepts and vocabulary should be something that these Jumpstart Students will see early on in the school year, giving them a “Jumpstart” on these concepts prior to the school year beginning. Teachers and staff have been identifying and documenting strengths and barriers for individual students (including social-emotional issues), This information will be available to Jumpstart staff as well as a starting point for addressing individual student needs as ELOs are implemented.

## 4—Youth Voice and Leadership

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

During Jumpstart, THUSD will be incorporating several different strategies that provide opportunities for youth voice and leadership. Following our current common practice on both campuses, staff value and encourage youth voice and expression, making sure that time is allotted for discussion, exchange, and consideration of the perspectives of our students. Staff will provide a forum for students to discuss and decide on segments of the daily schedule and the opportunity to make significant choices about activities in the program. Students will be given the opportunity to serve as activity leaders and mentors to each other. The Jumpstart Program will support youth's leadership development through appropriate skill-building opportunities such as goal setting and planning, and youth input and contributions will be encouraged in activity planning, implementation, and evaluation. It will be important for staff to keep in mind that as young people gain experience, their input and contributions become increasingly sophisticated. Additionally, staff will provide opportunities for reflection and for youth to showcase their work.

## 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.

During the time that the program is in operation, staff will implement the guidelines and expectations that are in place for students during the regular school year. Students will be supervised in all settings and expected to exhibit positive behaviors and practice life skills and prosocial behaviors. Regular opportunities for physical activity will be part of the schedule for each day. Our food service program will continue to operate under the supervision of our Food Services Lead and CBO in the same manner as it does during the school year, providing regulation-compliant breakfast, lunch, and snacks. Breakfast will be made available upon arrival, and lunch and snack service will be staggered by grade levels to ensure that all students have ample time to be served and eat.

## 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.

During Summer Jumpstart, students will receive targeted remediation instruction in English/Language Arts and Mathematics based upon skill deficiencies identified by classroom teachers in May of 2023. Pre- and post-assessment will be used to evaluate student progress, determine the need for additional support, and provide a basis for program evaluation. THUSD will increase the number of contract days for our Resource Specialist Teacher for consultation as well as for direct instruction for students with disabilities. We will purchase materials for English Learners to support the English Language acquisition and increase the number of support days as contracted with our district English Language Support Staff to support students' language acquisition needs.

## 7—Quality Staff

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

Staff will be surveyed regarding their availability and intent to work during either or both Jumpstart sessions.

## 8—Clear Vision, Mission, and Purpose

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

As a district, the Vision and Mission for THUSD focus on having outstanding staff providing an innovative, rigorous, engaging, and enriching educational experience in a safe and inviting environment with support in place to assist all students in achieving academic and social-emotional growth annually. Our district is beginning to implement a Multi-Tiered System of Support (MTSS) approach to address academic growth, chronic absenteeism/truancy, and loss of instructional time due to discipline issues. Summer Jumpstart is a component of our MTSS and by extension will represent an extension of our current district Vision and Mission statements. For each individual student, the purpose of the program is to address any skill deficits due to the suspension of in-person instruction or any other barrier and to provide a "jumpstart" that will support success as a student during the upcoming school year.

## 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.

The district is consulting with the county office of education for ELO-P program development as well as MTSS training, resources, and strategic support.

THUSD will work with our other community partners in mental health, health services, probation, law enforcement, truancy prevention, partner districts, and in the identification and implementation of any other needed supports or interventions and the implementation of ELO-P programs.

## 10—Continuous Quality Improvement

One of the major functions of our Local Control Accountability Plan (LCAP) is to support continuous quality improvement. Our LCAP is drafted to support student progress academically, behaviorally, and in attending school regularly. THUSD will implement multiple strategies in the coming years to annually reduce the percentage of students performing below district standards. This work includes:

- Opening each school year with academic assessments to confirm the growth from the previous year and to identify individual students in need of support. Initial data analysis indicates that many individual students in RSP, EL, and Title 1 student groups will need targeted support and interventions
- Develop common grade-level academic progress data assessments for early identification of students performing below grade level
- Continue the development of our Multi-Tiered System of Supports (MTSS) and ensure that the process for initiating and accessing Tier II level supports is known and easily accessible for all teachers
- Continue the development of our SEL student support, daily classroom SEL activities and overall campus climate activities to prevent disruptions, behavior issues to continue the trend in reduced suspensions and expulsions
- Formalize our truancy and chronic absenteeism prevention protocols

The development of the Summer Jumpstart Program is an extension of our strategies for continuous quality improvement.

## 11—Program Management

**Jumpstart Principal:** This person will work with the Leadership Team and will be responsible for planning, implementing, overseeing, and closing the Jumpstart program. An administrative credential is preferred but not required. The Principal will work with the teachers and classified staff in the review of current assessment data for invited students, devising an instructional program, selecting and implementing program baseline and end-of-program assessments, communicating with parents, and will oversee the daily operations of the program.

**Jumpstart Teachers:** Our credentialed teachers, representing primary elementary, upper grade elementary, and middle school levels will work with the Jumpstart Principal and classified staff in the review of current assessment data for invited students, devising an instructional program, and selecting and implementing program baseline and end-of-program assessments. Credentialed teachers will provide program and activity guidelines and suggestions for classified staff to implement in the first session, and will be providing direct instruction during the second session. Classes will be capped at 20 students, instruction will focus on ELA and Mathematics, and each classroom will have at least one Instructional Aide.

**Jumpstart Clerical Support:** We will have a school secretary during the days of program operation as well as an additional 5 days to be scheduled for program set-up and closing. Duties will include data entry/registration, phones and front counter coverage, any required daily staff health screening, program opening, and closing clerical duties.

**Jumpstart Instructional Assistants:** Our goal is to employ between 12 and 14 IAs, for the first session, and at least 10 for the second session to work with the Jumpstart Principal and certificated staff in the review of current assessment data for invited students, devising an instructional program, and selecting and implementing program baseline and end-of-program assessments. Staff schedules will be staggered so that there is ample supervision for all students for the entire 10 hours of program operation.

**Food Services:** The program will have one staff member with Food Service qualifications for both sessions. This staff member shall ensure that food service ordering and distribution are in line with the program schedule and provides all students with nutritious meals and snacks daily.

**Custodial:** We will have a dedicated Custodian as well as support from regular year staff during both sessions of the program. The Custodian will ensure that all classroom set-ups are complete prior to the beginning of each program, as well as clean and disinfect classrooms and other indoor spaces where students and/or staff are present during the program sessions.

**Counseling:** Counseling support will have an extended work schedule and will be available in person or on call for both program sessions.

## 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.

THUSD is not currently operating an ASES or 21st CCLC program.

### Transitional Kindergarten and Kindergarten

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

The proposed THUSD Summer Jumpstart Program will serve students entering grades 1-8.

### 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.

7:30 - 8:30 am Open for early drop-off and breakfast  
8:30 - 12:30 pm Structured classroom activities and direct instruction  
12:30 - 5:30 pm Enrichments, self-selected skill-building activities, games, crafts, playground activities  
The Jumpstart Program will operate for 10 hours per day for each day of the two 15-day sessions.