

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Turlock 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. Walter M. Brown Elementary
2. Crowell Elementary
3. Cunningham Elementary
4. Dennis Earl Elementary
5. Julien Elementary
6. Sandra Tovar Medeiros Elementary
7. Osborn Two-Way Immersion Academy
8. Wakefield Elementary
9. Walnut Elementary Education Center
10. Dutcher Middle School

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 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.

Turlock Unified School District (TUSD) Expanded Learning Opportunities Program (ELO-P) will be operated on all district elementary sites as well as the middle school, serving students in grades TK-6. TUSD operates safe and supportive school sites, each with a fenced campus and single point of entry. Student safety and well-being is the highest priority and efforts are ongoing to implement and update best practices in collaboration with Turlock public safety agencies. After school programs will adhere to established safety protocols.

Parents/guardians will be required to sign out their students from the ELOP program to ensure that the student is being released to the appropriate adult who is authorized through documentation in the student's school data file and program registration paperwork. Parents may sign a release to allow their student to walk home without having to sign them out. The release allows the student to leave the program at the end of program hours. During winter months and daylight savings, students are permitted to leave early, as reflected in the Early Release Policy, so they can arrive to their home safely and not in the dark.

Safety protocols are maintained at every program site. All staff members are required to have their CPR/First Aid certificate to be employed by the program. Trainings are held regularly to ensure all staff are trained and up to date on their recertification. Additionally, monthly fire drills rotate through various day(s) of the week and time(s) of day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in October and are intended to prepare staff and students to be prepared in the event a true emergency occurs. Information on the outcome of the drill is used to improve response time, ensure safety for all involved, and better educate the students about the importance of being prepared in the event of a man made or natural disaster.

A safe and supportive ELOP program on the school site has the ability for students to build upon their peer-to-peer relationships and enhance their social skills. Frequency and proximity for those who may have come from various backgrounds allow for increased familiarity, which, combined with engaging and enriching activities, helps to build a network of positivity and feelings of safety. All programs provide social emotional learning to promote social skills and help build relationships with adult role models. District staff and community partners offer extended opportunities for social emotional learning which contribute by teaching students how to prevent violence in their school and home life, provide safety tips, and give them a voice in youth empowerment.

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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.

TUSD ELO-P components are aligned to district initiatives, curriculum, and evidence-based practices. Programs work with school site teachers and administrators to make academic and social emotional learning materials available for each grade level served.

Digital resources also are available to ELO-P students who will have access to literacy support for intervention and acceleration through core and supplemental materials.

Additional areas of focus include engaging students in social emotional learning through TUSD's Positive Behavior Intervention Support (PBIS), Restorative Practices, social emotional learning curriculum, and *Toolbox Project*, which provides strategies for skill development in communication, positive relationships, assertiveness, and problem-solving. Incorporating art with social emotional learning supports skill development in a safe and supportive environment. To ensure effective implementation of social emotional learning, training opportunities will be provided to program staff.

TUSD program staff collaborate with the site manager/head recreation leader to coordinate efforts and ensure they have necessary training to support student learning and engagement. Innovative and engaging practices include reading buddies, project-based learning, and STEAM activities. To increase success in reading, various evidence-based practices have been implemented. Reading circles, jigsaws, and discussions to increase academic discourse promote all domains of literacy while engaging students in learning.

Social emotional and academic learning activities combined with STEAM projects and homework support enhance academic achievement. Connections between program leaders and their classmates who they may not typically interact with during the school day are invaluable in enriching the lives of students.

3—Skill Building

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

Research findings indicate that students who participate in high-quality after school programming demonstrate improvement in specific skills, including self-efficacy and work habits, which are attributed to such participation. Gains are significantly greater among the student population identified as those in the unduplicated students count--English learners, foster youth, and students who qualify for free/reduced lunch.

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TUSD will provide opportunities for students to experience skill building through the ELO-P educational and literacy elements which will center on aligning the curriculum to the regular school day and using extension lessons to help the students master skills and concepts. Providing experiences beyond the classroom by allowing students to explore the world beyond the classroom will be an integral component, as well. Such enrichment allows students to experience real world activities that connect to the community through activities that are both engaging and educational. Enrichment components are generated through ideas from both students and staff with an academic focus that teaches a variety of concepts such as service learning, youth development, life skills, health and nutrition, and resiliency. All activities are age and grade-level appropriate. Staff incorporate social emotional learning, literacy, mathematics, science and social studies concepts into the activities. Additionally, staff incorporate STEAM-based (Science, Technology, Engineering, Arts, and Math) activities with a goal of building interest among all students through equitable practices.

Planned program activities are based on the school site as well as student and community needs for programming which address educational literacy and educational enrichment activities specific to their needs. Participating students have the opportunity to experience, learn, and benefit from the world around them. Students who attend the program also are more likely to boost academic performance, reduce risky behaviors, and promote both physical and mental health, allowing students to be in a safe and structured environment while parents are working. Aligned with research study findings, Expanded Learning Opportunity Program participants have potential to strengthen skills to develop positive behaviors and habits related to academic and social emotional success.

2023-2024 contracts for ELOP programs to support skill building includes: Great Valley Museum – traveling science teacher, Chartreuse Muse – traveling art teacher, and Turlock Sports Park – organized sports.

4—Youth Voice and Leadership

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

A goal is to provide student voice and leadership development opportunities and is one of the components to the TUSD ELO-P. In alignment with practices implemented during the traditional school year, opportunities are available through staff identifying junior leaders to incorporate student leadership responsibilities within ELOP. For the youngest program participants, developmentally appropriate approaches to eliciting input will be implemented, including drawing, journaling, and small group discussions.

Through self-assessment as well as peer and teacher feedback, students gain a deeper understanding of their progress and can plan for future learning, making frequent adjustments along the way. This is especially true with project-based learning and design thinking, where the learning is iterative. Students engage in numerous exploratory experiments, adjusting both the process and the product. Students can provide genuine and useful feedback to the programs which supports continuous improvement goals, including those related to participation.

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Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints through scheduled class meetings. Students are encouraged to approach staff with anything that might impact their school life. Students and staff meet and discuss viewpoints, concerns and interests regularly, which empowers students to enact positive change in their communities.

Many of the sites have gone to great lengths to provide multiple learning platforms for staff in Positive Behavior, Intervention and Support (PBIS) and Social Emotional Learning (SEL) giving them tools to assist with students. Staff recognize the importance of creating spaces and opportunities for students to be seen, heard and supported.

2023-2024 contracts for ELOP programs to support skill building includes: Center for Human Services – Student Assistant Specialists available on site for student groups on various topics.

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.

Expanded Learning Opportunity Program health choices and behaviors align to those included in the Turlock Unified School District wellness plan and include:

- Moderate to vigorous physical activity
- Nutrition education
- Social and Emotional Learning training
- CPR/First Aid training

Following the district wellness plan, sites implement the practices and program activities to encourage healthy choices and behaviors. Sites encourage access to healthy foods and opportunities for physical activity in order to grow, learn, and thrive. Additionally, good health fosters student attendance and academic success.

Snacks provided through the program meet minimum California nutrition standards and costs are reimbursed through the United States Department of Agriculture (USDA) reimbursable meal program. Snack menus are developed by month and are displayed for student and parent information. Staff tracks the number of students who receive snacks daily and report the information to TUSD Child Nutrition Department. Snacks served make positive contributions to the diet and health of youth with an emphasis on serving fruits and vegetables as the primary snack. Beverages must meet nutritional standards, as well.

Each site is required to have a physical activity component daily so students can get the regular exercise needed. Programs have access to health and wellness curriculum that not only teach movement skills, but healthy eating habits and food choices. These programs are developed for all grade levels with activities for younger grades focusing on motor skills,

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while older grades can enhance and improve their sport skills. Activities and games are developmentally appropriate and encourage regular physical engagement as part of a healthy lifestyle. Not only do students participate daily, but all site staff are required to engage, as well. Modeling active physical engagement serves as a motivator for ELO-P students.

2023-2024 Contracts for ELOP Programs to support healthy choices and behaviors include: Turlock Sports Park – Certified and trained staff on site to support students’ developmentally appropriate sport skills on various sports three times a week.

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.

Equity and access in a supportive and inclusive environment are a top priority of the Turlock Unified School District Expanded Learning Opportunities Program.

Program staff will be mindful of any potential barriers for student success and maintain open communication with families and school staff to ensure any concerns are addressed.

Understanding the highly diverse community of the Turlock community and school district is essential to valuing individual differences and celebrating our many cultures.

Program staff develop positive relationships with families to gain greater understanding of any challenges they may face and specific needs of students. Since Turlock Unified School District supports students with disabilities across all school sites, providing accommodations is an integral practice at all schools. For those students with disabilities participating in Extended Learning Opportunities, open communication with families, site personnel, and special education staff will be essential to determine appropriate accommodations.

Development of social skills supports best practices in diversity, access, and equity and activities are planned which promote friendships and allow students to assist others in the activities.

A goal is to celebrate cultural recognition days and explore cultural differences through discussion and literature. Staff is familiar with and use the Quality Standards support Respectful Accommodations for all our students. Additionally, positive affirmations regarding the diverse population represented in classrooms are shared and/or posted. Students and families are encouraged to participate in cultural events which encourage parent engagement. Finally, program staff are typically community members and represent the various cultures and languages of Turlock which also supports positive relationships between students, staff, and families.

Program staff work closely with Special Education teachers and parents to understand the learning disabilities of any students in the program, and collaboratively develop a plan for success. School and District staff collaborate regularly with program staff to ensure support is provided for students with special needs.

To meet the needs of English learners, bilingual staff members support student language

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needs and facilitate communication with parents. Although Spanish is the predominant second language in Turlock schools, students and families also speak a variety of other languages, including Assyrian, Farsi, Punjabi, Arabic, and Dari, among others. Program staff work with sites to ensure effective communication with students and families.

7—Quality Staff

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

Turlock Unified School District will follow Expanded Learning Opportunities Program requirements and adopted policies and procedures for recruitment and hiring of staff. Staff who directly supervise students will meet the following minimum requirements:

- I. Completion of 48 units of higher education study, or
Obtained an AA Degree or higher, or
Successfully passed Highly Qualified Paraprofessional Assessment Exam
- II. Health screening and fingerprint clearance
- III. CPR and first-aid certification
- IV. Completed mandated reporter and other annual trainings

Candidates should exhibit the following experience, knowledge, and interests: experience supervising students; knowledge of child growth and development principles and behavioral management strategies; excellent communication skills; knowledge of the communities in which sites are located, and local resources and services that support students and their families; interest in serving as role models for diverse student populations; adept at actively engaging youth and fostering student involvement; and the capability to intervene calmly when youth are experiencing difficulties or are engaged in physically or emotionally unsafe behaviors.

Staff who are hired by any partner agencies or community organizations will meet program requirements and all established safety protocols for employees working with students.

Program staff have opportunities for training and professional development through multiple providers, including Turlock Unified School District Educational Services, San Joaquin and Stanislaus County Offices of Education, instructional coaches, and site-based trainings to build program capacity in meeting student needs.

The recruitment process includes new staff orientation, training on program procedures and handbook, student check in/out attendance procedures, and snack guidelines.

2023-2024 ELOP Program trainings have included: Strategies to best support students, how to respond to student behavior, how to form a relationship with students, active supervision, managing behavior by leveraging our emotional IQ, and de-escalation practices.

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8—Clear Vision, Mission, and Purpose

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

ELOP program participants demonstrate improvements in social emotional and academic achievement. Providing a wide range of enriching activities in a safe and supportive environment, students benefit from experiences as well as additional positive relationships with peers and staff. The ELOP Program collaborates with district partners to ensure a wide range of opportunities and supports for students. Considering specific student populations, students with high needs also included homeless youth and those identified in TUSD’s unduplicated student population: English learners, foster youth, and students qualifying for free/reduced lunch. All unduplicated students have access to the ELOP program and services. District and community partners review data as needed to support students academically, socially, and behaviorally.

Developing a vision, mission, and purpose for the Expanded Learning Opportunities Program combines those needs identified by data with the essential components of a successful after school, summer, or intersession enrichment program to best serve students and families within the Turlock community.

The Vision of the Turlock Unified School District Expanded Learning Opportunities Program is to engage students in expanded academic learning, meaningful social emotional development, and fun physical activity to enhance their daily school experience. The District continues to work collaboratively with current community partners and increase partnerships within Turlock Unified as well as the community and region.

The Mission of the program focuses on those relationships, as Turlock Unified School District and community partners will deliver effective expanded learning opportunities in a safe, equitable, and supportive environment.

The Purpose of the program is to meet the needs of Turlock community students and families through enhanced services that expand learning opportunities and promote social emotional well-being.

Throughout the implementation of the Expanded Learning Opportunities Program, Turlock Unified and educational partners will monitor progress and review the mission, vision, and purpose with updates made as needs and program focus changes.

9—Collaborative Partnerships

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.

Engaging students in expanded learning outside of the instructional day will require coordinated and specific efforts from program management and staff. To ensure that students are maximizing the time available to them, unique experiences and approaches will be required that support grade-level learning through innovation and a broad range of options which will include hands-on STEM activities, creative expression, and physical engagement. Additionally, support from community and regional partners will enhance but

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not replicate the instructional day with presentations, activities, and study trips.

A collaborative-based approach to the development and implementation of programs is used, building upon available resources (e.g., school staff, parent and community volunteers, community-based organizations, public agencies, and businesses). This approach respects the strengths of parents, youth, and collaborative service partners as key educational partners in the Expanded Learning Opportunities Program. Utilizing surveys to gather information from parents, teachers, and students will elicit input regarding program planning and opportunities.

Turlock Unified has partners (City of Turlock, Center for Human Services, Great Valley Museum, Chartreuse Muse, Turlock Sports Park) that participate and provide support to school sites and programs, including enrichment and after school offerings. Partners may also include local Turlock businesses and non-profits, Public Safety, Carnegie Center for the Arts, Turlock Library, and the TUSD Farm. Additionally, Gallo Center for the Arts, Modesto Symphony, and Modesto Nuts baseball team offer "after school only" performances and games. Many organizations support student enrichment opportunities through reduced ticket prices and free transportation.

Increasing partnerships with local businesses will be a continuous goal of the Expanded Learning Opportunities Program as a means of integrating local job sectors into the enrichment component. A continued effort to explore Career and Technical Education (CTE) to inform students of high demand career opportunities available in Turlock and the surrounding region has the potential to establish early education and career goals to keep students engaged locally with college and career.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement Plan

Turlock Unified School District Expanded Learning Opportunities Program will continue to utilize the established continuous quality improvement approach implemented through the current ASES program. School and community needs will be identified through review and analysis of information and data sets from various sources, including community needs assessments, state testing results, and the California After School Network's ongoing self-assessment. Continuous Quality Improvement cycle and timeline consist of:

1. Assessing the quality of the program by collecting data through various methods, such as interviews, surveys, self-assessment, and observations from program participants, staff, parents, and key stakeholders.
 - a. Data Collection Timeline: April (prior to a new school year) – teacher surveys and focus groups. June to August (immediately following the end of the school year).
 - b. Persons/Partners Responsible: TUSD Director of English Learners, Assessment, & Special Programs, ELOP Coordinator, community partner staff, site supervisor/coordinator, school administrator, contractors/consultants.

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2. Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.
 - a. Data Assessment and Action Plan Timeline: April to August – upon completion of information and data collection.
 - b. Persons/Partner Responsible: TUSD Director of English Learners, Assessment, & Special Programs, ELOP Coordinator, community partner staff, site supervisor/coordinator, school administrator, contractors/consultants.
3. Implementing the plan while reflecting on progress in order to improve program quality.
 - a. Implementation Timeline: September (of the new school year) – a full summary of assessment results is compiled and presented to Turlock Unified School District Board of Trustees as well as community and educational partners. November – results are shared with program sites and the Site Coordinators hold meetings at each site to share results and determine next steps.
 - b. Persons/Partner Responsible: TUSD Director of English Learners, Assessment, & Special Programs, ELOP Coordinator, community partner staff, site supervisor/coordinator, school administrator, contractors/consultants.

2023-2024 Planned scheduled visits to ensure quality of program includes weekly meetings with school administrators, department leads, contract partnerships with City of Turlock, Center for Human Services, Great Valley Museum, Chartreuse Muse, Turlock Sports Park, and site managers/head recreation leaders. Meetings are held to discuss areas to work on and successes of the program.

11—Program Management

Describe the plan for program management.

The budget supports the overall purpose of the program by funding expenditures that are necessary for the operation of a quality program, including:

- **Personnel** – Director and ELOP Coordinator who is responsible for overall program oversight, coordination with community partners, continuous quality improvement, program assessment, program development opportunities, providing training and technical assistance to participating schools, ensuring compliance with local, state, and federal requirements, information and data collection, and reporting outcomes to educational partners.

TUSD Staff – ELOP Coordinator, Head Recreation Leader, Recreation Leader I, Para Educators – Severe, Campus Supervisors, School Nurse

Internal Department Staff – Human Resources, Special Education, Nutritional Services, Maintenance and Operations, Transportation

Community Partners – City of Turlock, Center for Human Services, Great Valley Museum, Chartreuse Muse, Turlock Sports Park

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- **Materials and supplies** – Social emotional learning and academic enrichment materials, books, including those for STEM, arts, and physical activities; office and program materials and supplies, chrome books, paper, clerical supplies, printer cartridges, and duplication; and storage equipment, including necessary units, cabinets, and bins to maintain instructional materials in good condition.
- **Services and other operating expenditures** – mileage for personnel to conduct site visits, attend program meetings, participate in travel and conference opportunities. Attend professional development and training.
- **Subcontracts and agreements** – for participating schools to provide direct services to students and other contractors that provide academic support and enrichment services.
- **Indirect** – support general costs not directly attributed to the grant program, such as utilities, operations, supervision, and other general administrative support.
- **Other** – Program registration platform, program registration fees, snacks, field trips, transportation, radios, cell phones, translation services, and events/celebrations.

TUSD and the Director of English Learners, Assessment, and Special Programs and ELOP Coordinator will oversee and be responsible for the overall Expanded Learning Opportunities Grant Program and will work collaboratively with all community partners in providing all aspects of the enrichment program.

Coordinating with site administration, staff, and community partners, the ELOP Coordinator will be responsible for facilitating Expanded Learning Opportunity Program meetings and will create agendas, disseminate information and materials, provide budget updates, facilitate professional development opportunities, provide training and technical assistance, secure additional resources from various sources, access countywide resources and assist sites with statewide and local assessment and evaluation.

The ELOP Coordinator will also conduct site visits a minimum of three times per year to assess curricula and program compliance, conduct student and staff interviews, and review personnel records to ensure program staff meet minimum qualifications requirements for all positions and comprehensive activities.

Expanded Learning district and community partners staff will report directly to the site supervisor/coordinator and will perform a wide variety of academic support, such as homework assistance, tutoring, working in small learning groups; and enrichment services, such as setting up art education materials and supplies, and helping students with service-learning projects. This position will assist the site supervisor/coordinator in providing quality learning intervention skills that promote social emotional well-being and academic competency in core subject areas. Expanded Learning paraprofessionals will project genuine enthusiasm, lead group activities, support students as leaders, demonstrate effective communication skills, and assist in the development of lessons and activities.

Turlock Unified Expanded Learning Opportunities Program meetings will be held as needed to ensure regular collaboration and review of program. Site supervisors/coordinators are active meeting participants and their input on program efficacy is essential to meeting student needs and achieving program outcomes. Site level meetings will be held a

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minimum of once monthly and scheduled by the site who will determine frequency based on need working in collaboration with the Director, ELOP Coordinator, community partners, and site administration. The Director and ELOP Coordinator will maintain open communication between community partners and site staff through meetings, telephone calls, site visits, and written agreements.

Turlock Unified School District's after school programming is based on well-established partnerships and successful collaborative as a result of regular communication among all community partners. Regular collaboration is held to review program goals, outcomes, continuous quality improvement efforts, site level issues or challenges, upcoming events and activities, professional development opportunities, coordination with instructional day, and more.

To maintain fiscal integrity of the program, the district Director, ELOP Coordinator and community partners will regularly review grant reporting requirements. Office staff members will be trained in procedures to submit attendance, fiscal, and academic reports. California Department of Education and Stanislaus County Office of Education staff members provide technical assistance and regular informational updates.

Program administration will review attendance consistently to discuss with community partners and site coordinators/supervisors. Monthly and year-to-date attendance data will be provided to site coordinators/supervisors so actions may be taken to improve Expanded Learning Opportunities Program attendance.

TUSD Finance and Accountability Office staff will track all expenditures according to school district accounting procedures. The district Director will review and authorize payments according to Expanded Learning Opportunities funding guidelines and district policies. All budget and expenditure reports will be reviewed by Finance and Accountability administration in collaboration with Educational Services and community partners.

Sign-in

ELO-P program staff members will sign students in on a digital attendance platform through CommunityPass. Students who arrive late due to other program needs/participation will be noted. Program staff has access to regular school day attendance data to verify student absences.

Attendance

Daily attendance are used to count the total attendance for the day. ELO-P staff members enter the attendance using the digital attendance platform CommunityPass. An attendance record data is maintained, tracked, monitored, and can be accessed as needed for daily, weekly and total attendance. Attendance record data will be maintained, reviewed, and reported regularly.

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Sign-out

Students may be signed out by individuals whose names are authorized through the student's digital registration platform. Photo identification is required for such sign-outs. Students also may walk home at a designated time if pre-arranged by the parent. Staff members may sign these students out. Time of sign-out will be noted on the digital attendance platform.

Early Release

For those parents who express an interest in an early release for their student. Program staff members discuss the process and ensure that the parent completes the Early Release Form, if needed. Program staff will have a record of the date and time of the early release departure of the student through the digital attendance platform, CommunityPass. Parent, guardian, or program staff shall sign the student out and record the reason for release on the student sign-out section on the digital attendance platform. In the case of program staff signing out the student, it is recommended the student's signature or initial be recorded, as well.

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.

Turlock Unified School District currently participates in the Project SAFE Consortium which operates After School Education and Safety (ASES). In TUSD, the grant currently funds programs at five elementary and one middle grade site. Turlock Unified elementary students at Crowell, Cunningham, Osborn, Wakefield, and Walter Brown schools are identified for program participation. Additionally, middle grade students at Turlock Junior High School are identified for ASES participation, as well. Currently, the City of Turlock works collaboratively with the District and coordinates staffing, curricula, training, and management at TUSD facilities.

2023-2024 The remaining elementary sites (Earl, Julien, Medeiros, Walnut), the City of Turlock operates a fee-based program to provide enrichment and childcare opportunities for those sites not eligible for ASES grant funding. As of 2023-2024, the fee-based program at these sites turned into no cost. Due to staffing challenges, the district and the City of Turlock are continuing to recruit for programs that are not operating at school sites. Finally, Dutcher Middle School, a grade 6-8 dual immersion program, does not currently offer after school programming due to staff recruiting challenges. Using the Expanded Learning Opportunity Program funding the goal would be to expand to all 9 TK-6 schools. Goals also include expansion of learning opportunities beyond those currently available on Saturdays and during school breaks and summer. Increasing enrollment at all sites will also promote well-being and improve academic outcomes for students across Turlock Unified School District.

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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?

Implementation of the Expanded Learning Opportunities Program for TK/K students will focus on required staffing ratios, developmentally appropriate learning activities, and professional development for staff. With specific needs for the youngest learners, program staff will have opportunities to work collaboratively with classroom teachers to develop effective strategies and appropriate activities to support the social emotional and academic development of TK/K students.

To maintain the lower student-to-staff ratio, Turlock Unified School District will work with educational partners to provide additional staffing. Considering all resources, including current staff and CSUS students, program administration will work proactively to attract and retain staff.

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Sample Program Schedules

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.

Below are examples of expanded learning opportunities schedules during the traditional school year which include the regular instructional day. Expanded learning activities are provided in a manner to engage students in various ways to develop social emotional and academic competencies. A sample schedule for non-instructional day expanded learning is provided, as well.

Regular Instructional Day Sample Program Schedule-Grades 1-6

Time	Description
8:00 AM – 2:39 PM	Sample Full Instructional School Day Monday, Tuesday, Thursday, Friday
2:39 PM – 3:00 PM	Expanded Learning Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Snacks • Homework Help/Transition Time
3:00 PM – 4:00 PM	Educational and Literacy <ul style="list-style-type: none"> • Homework Assistance • Tutoring • Intervention Support & Digital Resources
4:00 PM – 5:00 PM	Educational Enrichment <ul style="list-style-type: none"> • Organized Physical Fitness and Sport Activities • Social Emotional Learning • STEAM Project-Based Learning • Clubs-Student Voice & Leadership
5:00 PM – 6:00 PM	Enrichment Activities <ul style="list-style-type: none"> • Arts & Crafts • Indoor & Outdoor Games • Music

Expanded Learning Opportunities Program

Regular School Day AM TK/K

Time	Description
7:50 AM – 11:14 AM	Sample Full Instructional School Day Monday, Tuesday, Thursday, Friday
11:15 AM – 11:35 AM	AM TK/K Lunch
11:35 AM – 2:39 PM	Expanded Learning PM TK/K Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Homework Help/Transition Time • Social Emotional Learning • Health & Fitness Activities • Literacy & Enrichment Activities • Snacks
2:39 PM – 3:00 PM	Expanded Learning Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Snacks • Homework Help/Transition Time
3:00 PM – 4:00 PM	Educational and Literacy <ul style="list-style-type: none"> • Homework Assistance • Tutoring • Intervention Support & Digital Resources
4:00 PM – 5:00 PM	Educational Enrichment <ul style="list-style-type: none"> • Organized Physical Fitness and Sport Activities • Social Emotional Learning • STEAM Project-Based Learning • Clubs-Student Voice & Leadership
5:00 PM – 6:00 PM	Enrichment Activities <ul style="list-style-type: none"> • Arts & Crafts • Indoor & Outdoor Games • Music

Expanded Learning Opportunities Program

Regular School Day PM TK/K

Time	Description
7:50 AM – 10:54 AM	Expanded Learning AM TK/K Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Homework Help/Transition Time • Social Emotional Learning • Health & Fitness Activities • Literacy & Enrichment Activities • Snacks
10:54 AM – 11:14 AM	PM TK/K Lunch
11:15 AM – 2:39 PM	Sample Full Instructional School Day Monday, Tuesday, Thursday, Friday
2:39 PM – 3:00 PM	Expanded Learning Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Snacks • Homework Help/Transition Time
3:00 PM – 4:00 PM	Educational and Literacy <ul style="list-style-type: none"> • Homework Assistance • Tutoring • Intervention Support & Digital Resources
4:00 PM – 5:00 PM	Educational Enrichment <ul style="list-style-type: none"> • Organized Physical Fitness and Sport Activities • Social Emotional Learning • STEAM Project-Based Learning • Clubs-Student Voice & Leadership
5:00 PM – 6:00 PM	Enrichment Activities <ul style="list-style-type: none"> • Arts & Crafts • Indoor & Outdoor Games • Music

Expanded Learning Opportunities Program

Wednesday/Minimum Day Sample Schedule TK-6

Time	Description
8:00 AM – 11:49 AM	Sample Instructional School Day Wednesday/Minimum Days
11:49 AM – 12:10 PM	Expanded Learning Program Check In <ul style="list-style-type: none"> • Sign-in & Wellness Check • Snack • Homework Help/Transition Time
12:10 PM – 1:30 PM	Educational and Literacy <ul style="list-style-type: none"> • Homework Assistance • Tutoring • Intervention Support & Digital Resources
1:30 PM – 2:30 PM	Educational Enrichment <ul style="list-style-type: none"> • Organized Physical Fitness and Sport Activities • Social Emotional Learning • STEAM Project-Based Learning • Clubs-Student Voice & Leadership
2:30 PM – 6:00 PM	Enrichment Activities <ul style="list-style-type: none"> • Arts & Crafts • Indoor & Outdoor Games • Music

Expanded Learning Opportunities Program

Summer/Intersession Non-Instructional Day Sample

Time	Description
7:30 AM – 8:30 AM	Expanded Learning Program Check In <ul style="list-style-type: none"> • Breakfast • Social Emotional Learning • Enrichment Activities • Physical Activity
8:30 AM – 10:00 AM	Educational and Literacy <ul style="list-style-type: none"> • STEAM Activities • Experiments • Problem Solving
10:00 AM – 11:30 AM	Health & Fitness Activities <ul style="list-style-type: none"> • Organized Physical Fitness Activities and Sport Activities
11:30 AM – 12:00 PM	Lunch
12:00 PM – 1:30 PM	Educational Enrichment <ul style="list-style-type: none"> • Social Emotional Learning • STEAM Project-Based Learning • Clubs-Student Voice & Leadership
1:30 PM – 2:30 PM	Health & Fitness Activities <ul style="list-style-type: none"> • Team Building • Games • Organized Physical Fitness Activities and Sport Activities
2:30 PM – 2:45 PM	Snacks
2:45 PM – 4:30 PM	Enrichment Activities <ul style="list-style-type: none"> • STEAM Activities • Games • Arts & Crafts • Performing Arts
4:30 PM – 5:00 PM	Clean Up & Closing

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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.