

# Expanded Learning Opportunities Program Plan Guide

## 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)

<b>Name of Local Educational Agency or Equivalent:</b>	Napa Valley 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. Browns Valley Elementary School (TK-8)
2. Canyon Oaks Elementary School
3. McPherson Elementary School
4. Napa Junction Elementary School
5. Napa Valley Language Academy
6. Phillips Elementary School
7. Pueblo Vista Elementary School
8. Shearer Elementary School (TK-8)
9. Snow Elementary School
10. Willow Elementary School
11. Bel Aire Elementary School
12. Donaldson Way (Served at BGCNV Clubhouse)
13. West Park Elementary
14. Alta Heights
15. Vichy Elementary
16. Northwood Elementary
17. American Canyon Middle School
18. Redwood Middle School
19. Silverado Middle School
20. Unidos 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 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>.

## 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.

NVUSD and our partnering organizations believe that all children deserve to thrive academically, physically and emotionally, and expanded learning programs provide a valuable opportunity to offer support in all three areas. The daily program schedules include homework support (addressing academic needs), physical education (to support students' physical needs) and enrichment (holistically supporting academic, developmental, social, and emotional student needs).

ELO-P programs are aligned with the Positive Behavior and Intervention Supports (PBIS) at hosting school sites, and staff are trained in the appropriate curricula, enabling them to provide streamlined support of students' social and emotional growth that is aligned with the core day. All programs implement SEL curriculum that aligns with or complements school-day programs. Curricula include Second Step and Toolbox and additional resources utilized by partnering organizations.

Student emotional safety and support is also reinforced through students staying in a grade level, or combo grade level classroom for the entire year, enhancing their relationships with their school day peers. Typically, students have the same daily staff throughout the year, which allows strong relationships to form between the after-school staff person and their students.

Principals, Assistant Principals, and Community Schools Program Administrators provide program site supervisors with the school safety plans, and work with program staff to develop an expanded learning variation that aligns with the school day while accommodating the unique needs presented by out-of-school-time programs. Planning for success in this area occurs annually, when site supervisors and Program Managers review and revise their safety plans, including lessons-learned from the prior year and sharing of best practices across school sites, and update their materials and training plan accordingly.

Classroom staff receive safety training before program start-up and throughout the year as needed. The safety trainings include the following topics: 1. Effective Supervision (indoors and out); 2. Safety Incidents/Drills: lockdowns, shelter in place, earthquake, and fire drills; 3. Reunification; 4. Use of an Incident Command System (ICS) and assignment of roles; 5. Accident Triage; 6. Active Shooter; 7. Mandated Reporting; 8. Sexual Harassment Prevention and Recognizing and Preventing Youth Suicide; 9. Use of the Health and Safety binder (which includes instructions, contact information for all students, and logs for reporting incidents); 10. Use of the Emergency Crisis Management Manual (which is updated annually and used to practice safety drills); and 11. CPR & First Aid training (current certification required for all staff).

In addition to practicing for serious events, staff of all programs make safety part of their daily routine. Relevant policies and practices include: 1. Up-to-date emergency contact lists located in the Health and Wellness binder are provided to each Classroom Leader to be kept in their classroom clipboard, accessible at all times. 2. Staff wear a uniform shirt and name badge that clearly identifies them to parents, children and school staff. 3. Attendance is taken at the start of each day, and the whereabouts of any student not present is verified immediately. 4. Parents or guardians must sign students out at the end of each day unless they have written permission to sign themselves out (generally applicable to middle school students). 5. Students are assigned to a specific classroom and a Classroom Leader who has direct responsibility for them and knows where they are all times during the expanded learning day. 6. Careful written records are kept of all significant accidents or injuries, both on a log kept in the Safety Binder and on "injury report" forms that are sent home to parents for any more serious incidents.

Students at Donaldson Way Elementary School will be offered programming at the BGCNV clubhouse in American Canyon. Students attending the BGCNV clubhouse in American Canyon can walk to the clubhouse. All Donaldson Way students are escorted by BGC staff.

## 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.

Our program partners use fun to safely promote engagement. Through training and development, we leverage staff to create experiences that welcome kids for who they are while allowing them to experiment with a range of opportunities in an effort to help them find and unleash their passion and talents. Programs are designed to inspire and connect youth to great futures. NVUSD teachers will work closely with program staff, and will provide direct academic support to groups of students based on need. NVUSD utilizes the Renaissance Learning suite of assessments to assess student progress throughout the year. This data will be used to inform instructional planning within the context of the expanded learning programs. Star Early Literacy, Star Reading, Star Math, Bridges Math Placement Assessments, and ESGI will be the primary assessments used to group students and measure the success of the intervention instruction embedded into the expanded learning program.

District and state test scores are used to identify students for services and extra tutoring support, track student progress, and group students within the programs. Once students are identified they are invited to participate in academic support intervention 2-3 days a week after school. We offer 3 intervention cycle's during the academic school year, and during winter /summer intersession provided by credentialed staff.

Communication with teachers is key for integration with the instructional day, and this is a primary responsibility of the site supervisors, who are present on site daily, and join staff meetings when available. Site supervisors meet regularly with school site principals, assistant principals, or Program Administrators at the community schools sites. The teachers share their weekly lesson plans along with homework expectations , and specific materials they think will help guide the site program staff to students and align the school day with the afterschool programming goals.

## 3—Skill Building

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

Beyond dedicated academic programs such as academic intervention and homework support, enrichment and skill building opportunities will be incorporated by NVUSD and our partners.

In NCOE programs, Life and Career Skills are addressed by the many presenters who visit the programs, and in more depth through the summer programs. In a typical middle school (6th grade) summer session, for example, students will be exposed to 8 different careers, both vocational and professional, one week for each. Each week students spend 3 days building specific skills and the final two days developing and presenting a culminating project. For example, when learning about the green energy track in a previous year, students met with a wind turbine technician to understand how they generate energy and learned to build a complete circuit. In their final challenge, they worked collaboratively in small groups to problem-solve potential mechanical issues. During the school year, students engage with professionals in diverse careers all over the country through a virtual platform.

Information, Media, and Technological Skills are also woven throughout the program at all levels. Students are given access to technology as needed, to work on these skills.

In addition to the core skills, 21st Century Themes will be an element of program development. The two themes described below provide examples of how 21st century skills might be addressed thematically.

**Global Awareness:** Students develop their global awareness through developmentally appropriate activities that are engaging and fun. Elementary students participate in “COOL School Olympics” which involves researching a country (using close reading and higher-level thinking skills), to share new knowledge about history, food, culture and language in the context of a friendly athletics competition. Middle school students can participate in the “Peace Project,” in which they learn about one of nine countries, then are placed in trios with students representing other countries that have historically had conflicts. Each week they grapple with a new conflict and work together as a team to develop solutions. This deep, cross-curricular learning values critical thinking and communication skills while building global awareness.

**Health Literacy:** Health Literacy is a component of the program at each site. Students are given the tools and practice they need to develop physical health and have opportunities to play in sports leagues and in less traditional activities like yoga, dance. Nutrition education follows a farm-to-table framework, in which students are able to grow, cook and eat their own food—all the while learning about healthful choices and developing skills that will serve them throughout their lives.

Our partnership with Boys and Girls Club of Napa Valley will provide students with a variety of skill building programs, including some of the options listed below:

**DIY STEM:** A hands-on, activity-based STEM curriculum that connects youth to science themes they encounter regularly. For example, math concepts are contextualized through cooking classes.

**Computer Science Pathway:** A key component of Boys & Girls Clubs’ Education & STEM programming that invites youth and teens on a journey from their first encounter with coding to creative computing.

**Image Makers:** A year-round program that helps Club members ages 6-18 learn the art and science of photography through multiple categories: Culture and Tradition, Portraits, Nature and Surroundings, Fashion and Style, and Editing and Filter. Photographs are displayed at local and regional exhibits around the world.

In a collaborative effort ESSER and ELOP funds will be used to provide all students the opportunity to experience field trips and onsite presenters offering STEM, Sports, Drama and Art during the intersession programming beginning summer 2024.

These are some of the Community Based Organizations that we have partnered with to offer enrichment for the Expanded Learning Programs:

#### **4—Youth Voice and Leadership**

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

One of the best ways to teach leadership and to promote youth voice is to engage students in situations where they can experiment with leadership and find their voice. We will accomplish this informally through mentorship and more formally through dedicated programs, such as the Torch Club, offered by the Boys and Girls Club of Napa Valley. Torch Clubs are chartered, small-group leadership and service clubs for students ages 11 to 13. A Torch Club is a powerful vehicle that helps Club staff meet the special character development needs of younger adolescents at a critical stage in their life.

The NVUSD-NCOE partnership programs ensure that students are involved in program development in multiple ways: the all-student annual interest survey, Friday clubs/Free Choice, and student leadership council. The student leadership council are upper grade students who learn to take on leadership roles during the after school program. These roles include supporting a particular component of the program such as setting up and leading physical education activities, helping to serve snack, or representing programs during community events. They are also involved in evaluation of the program by providing meaningful feedback through regular focus groups, interviews, and the annual survey. Site Supervisors review all student survey responses from the annual student survey and create program wide goals and suggestions. Each Site Supervisor also shares their site-specific data with their line staff, who talk through ways to better engage students in the program and ensure their needs are met. Staff receive training in Youth Development and are encouraged to provide youth the opportunity to lead, as evidenced by high profile community and school projects including Red Ribbon Week, Lights On After School, and Idle Free campaigns.

In middle school programs, student voice and choice become an even more important aspect of the programs. Students participate in frequent surveys/focus groups to ask what they want offered, with programming planned accordingly. There is flexibility in each student's daily schedule, with many activities in which they can choose to participate. Every day a different optional club is offered, with topics based on student interest and staff member skills and passion. Recent topics have included crocheting, cooking, various sports clinics, and fine arts and crafts. Clubs continue for 6 weeks before a new set of offerings begins. In addition, there are multiple daily PE activities. Study hall is available throughout the program for students to work on homework or to complete missed assignments. Students can also join groups that offer opportunities to collaborate in small groups to promote healthy choices and discourage substance use. Students also have the opportunity to participate in the After School Arts Program, or ASAP.

NVUSD will evaluate student survey data annually in collaboration with partnering organizations in order to adjust programming options to best suit the needs and interests of NVUSD students taking part in the expanded learning program.

## 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 programing.

The programs meet students' physical needs through a variety of opportunities for physical activity built into every component of the day. Physical education time gives students structured, skills-progression instruction in multiple sports, while recess allows for more open-ended running and playing. Students in our partner programs are also offered the opportunity to participate in team sports throughout the school year. These teams compete against other schools (of the same age group). In all programs, and additionally in the classroom, students are kept moving, with frequent activity breaks and energizers designed to keep things fun and active. Additionally, staff promote collaborative games and model conflict resolution strategies during recess and break times to increase emotional safety and eliminate bullying during this crucial time.

BGCNV offers the Healthy Habits Cooking programs which help teach youth about nutrition, and more importantly, how to cook healthy meals at home. BGCNV also offers the Triple Play Program: a game plan for mind, body and soul. Triple Play is a comprehensive health and wellness program. It strives to improve the overall health of Club members ages 6-18 by increasing daily physical activity, teaching students about good nutrition, and helping them develop healthy relationships. All 4/5 grade students participating in the Expanded Learning programs will have the opportunity to participate in the 4H Cooking Academy in partnership with UC Davis. Students will practice life skills along with reinforcement of language and math skills.

All ELOP TK-5th have been offered a dance movement classes with Chon Renee Dance Academy that explores various dance genres such as jazz, hip-hop, ballet, contemporary and creative movement. Storytelling and acting are also elements that are shared through this community based organization.

Physical needs are also met through provision of healthful food through the daily supper (NCOE) and snack (Boys & Girls Club/NVUSD) program. The NVUSD Food Service department will provide nutritious meals for students attending programs that are not operated through NCOE. NCOE will provide meals for their programs.

## 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.

Programs promote diversity informally through community building among peer groups from a variety of cultural, gender and socioeconomic backgrounds, and through targeted programs like Project Journeys - a program designed to celebrate world cultures and perspectives. Workforce development programs will give youth the opportunity to interact with local leaders and professionals to see viable career paths and to ask candid questions about the struggles, issues, and complexities of those paths as they relate to minority populations and cultural stereotypes. Students with disabilities will be supported by cultivating an atmosphere that normalizes their experiences and fosters productive relationships between them, their peers, and mentors.

Site coordinators for all ELO-P programs will be active members of each site's MTSS team and have received training from the district MTSS lead on what the system is, and how to access at each individual school site. Site coordinators will attend MTSS meetings and work collaboratively with the MTSS team to plan for the success of students during the school day, during the extended day and the extended school year. Site coordinators will be involved in the development of academic and behavior plans and work with their staff to ensure that plans are implemented as developed.

## 7—Quality Staff

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

The majority of recruitment for classroom level staff is done at the local colleges and local junior colleges, targeting the most relevant departments, including Education, Child Development, English, Math, Kinesiology, American Multi-Cultural Studies, and Sciences. The community colleges in particular are a valuable source for recruiting a diverse group of Classroom Leaders who live in the school communities themselves. On these campuses, recruitment efforts include classroom presentations set up directly with the professors, along with hosting information tables and placing flyers on the campus to attract students walking by on their way to classes. Recruitment processes have also moved online via Craigslist, Facebook, Instagram, Indeed, LinkedIn and ZipRecruiter. NCOE also offers an internal staff referral bonus. The program has been thrilled to hire several former after school students, who are now college students themselves. Many of these students have volunteered in after school programs during their years in high school and transition smoothly into the classroom.

The Site Supervisors are historically a stable group of staff, who often stay in their positions for years. When openings do become available, recruitment occurs through the various program's website and through publicizing the position with current line staff and school staff.



The hiring process for after school line staff includes an extensive interview with the Site Supervisors, who ask about past experiences and work with youth, willingness to learn and grow in this position, and excitement around bringing new activities to students. Some example of interview questions includes:

Please describe your experience working with children.

How would you create a safe and comfortable classroom environment?

This position requires you to be flexible and multitask while sticking to a daily schedule. Please share what strategies you would use to manage this type of work environment.

If the Site Supervisor or a teacher gave you some feedback or suggestions that you didn't fully agree with, how would you handle this situation?

## 8—Clear Vision, Mission, and Purpose

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

NVUSD ELO-P mission is to provide opportunities for students to excel socially, emotionally and academically during out of school time. We believe this mission can be achieved by offering students hands on, engaging activities that promote creative critical thinking and that differ from the school day. Children thrive in a setting that supports individuality, creativity and whole child development. This mission will be met through collaborative partnership with trusted out of school time professionals who help provide equitable opportunities to serve students' needs across our district.

## 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.

NVUSD is partnering with the Boys and Girls Club of Napa Valley and the Napa County Office of Education to provide high quality programming for students in the expanded learning program across all elementary and middle schools. NVUSD has successfully partnered with all of these organizations in the past to provide enrichment opportunities for students and we look forward to continuing and expanding these partnerships in serving students. In addition to these agencies that provide core programming, NVUSD will partner with community based organizations to provide enrichment opportunities for students. We are currently partnering with the Music Connection, After School Play in Clay, PlayWELL Teknology (Lego engineering) , Puppet Art Theatre, In Harmony Music, STEM Magic Show and the AC Community Parks Foundation (mobile environmental science).

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A new management position has been created to support the development of a strong program and a focus on Continuous Quality Improvement. Under the direction of the Director of Curriculum, Instruction and English Learner Services-Elementary, the Expanded Learning Programs District Coordinator will strengthen and align the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning programs.

The Expanded Learning Program Manager will:

- Participate collaboratively in meetings with district staff and outside agencies as necessary to coordinate services and ensure integration with overall educational goals for all programs

- Provide leadership through data analysis, coaching, innovation, collaboration, conflict resolution and intervention to meet our student outcome goals.
  - Coordinate and provide training for Expanded Learning Program staff
  - Interact with parents to promote the program or to address student issues
  - Develop and maintain systems of accountability in all program elements and operational requirements
  - Coordinate student and adult services as stipulated by the grants
  - Visit sites on a continuous basis to observe and provide feedback to program staff to assure implementation of Quality Standards for Expanded Learning Programs
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- Assure sufficient facility space to implement program services, special events, and evening programs
  - Present to regular day school staff as needed to update them on staff and program services
  - Maintain appropriate records, inventory and budgets as specified in related law, policy and procedures
  - Coordinate program evaluation and ensures Expanded Learning Programs are engaging in a Continuous Quality Improvement Process

A Teacher on Special Assignment (TOSA) position, District Academic Specialist: Expanded Learning Programs, has been created to serve as a liaison between partnering program staff, school site staff and certificated and classified NVUSD staff who will be providing academic intervention and enrichment to students in the expanded learning program. The TOSA will report to the Director of Elementary Curriculum, Instruction and English Learner Services and work closely with the Expanded Learning Program Manager. Under the direction of the Director of Curriculum, Instruction and English Learner Services-Elementary, the District Academic Specialist: Expanded Learning Programs TOSA will coordinate and manage the academic and enrichment elements of the TK-6 Expanded Learning Opportunity Program (ELO-P) as delivered by NVUSD certificated and classified staff.

The Teacher on Special Assignment will:

- Participate collaboratively in meetings with district staff and outside agencies as necessary to coordinate services and ensure integration with overall educational goals for all programs
- Provide leadership through assessment, data analysis, coaching, innovation, collaboration, conflict resolution and intervention to meet our student outcome goals.
- Coordinate and provide training for Expanded Learning Program certificated and classified instructional staff, and develop academic intervention opportunities for students during the Expanded Learning Program
- Interact with parents to promote the program or to address student issues
- Visit sites on a continuous basis to observe and provide feedback to staff to assure quality programming
- Supervise the bridging of curriculum and resources between the regular instructional day and Expanded Learning Programs
- Aid in the selection, ordering and distribution of curricular materials and classrooms supplies
- Present to regular day school staff as needed to update them on staff and program services
- Maintain appropriate records, inventory, and budgets as specified in related law, policy and procedures

NVUSD, NCOE and all program partners will lead an on-going Continuous Quality Improvement process utilizing input from all stakeholders. Staff will conduct annual focus groups with parents, students, school staff and community partners, survey school staff twice annually and parents and students at the end of each year, and meet regularly with all stakeholders to review results, engage in action planning and make mid-course corrections as needed. Program managers from all partnering organizations will meet at least three times per year (once per trimester) to review programmatic areas of strength and areas for improvement.

## 11—Program Management

Describe the plan for program management.

NVUSD has hired an Expanded Learning Programs District Coordinator to strengthen and align the educational and enrichment programs for students by providing leadership and coordination in planning, implementing, and supervision of the district's expanded learning programs. The ELP Coordinator will develop and maintain systems of accountability in all program elements and operational requirements. This position will also provide leadership through data analysis, coaching, innovation, collaboration, conflict resolution, and intervention to meet our student outcome goals. The district ELO-P coordinator will act as a conduit between the district administration, school site principals, after school provider partners, and the Napa community. Quality program improvement will be met through continuous site visits to observe and provide feedback to program staff to assure appropriate implementation of Quality Standards for Expanded Learning Programs. The ELO program will also hire administrative staff to support and oversee enrollment, student data, maintain appropriate records, inventory, and budgets as specified in related law, policy and procedures.

## 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.

NVUSD is partnering with the Napa County Office of Education in developing a comprehensive plan that is inclusive of ASES funding. ASES and ELO-P funding will combine to expand services to students at sites where NCOE and Boys and Girls Club of Napa Valley (subcontracted through NCOE) programs are run. This partnership expands programming at McPherson, Phillips, NVLA, Shearer, Snow, Napa Junction, Pueblo Vista and Willow elementary schools, also at Redwood and Silverado middle schools. Students at these sites benefit from ASES funded programs, but ASES funding alone would not allow us to meet the minimum number of students served. ELO-P funding will be combined with ASES to maximize the number of targeted students served.

### 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?

NVUSD will utilize our own NVUSD childcare employees to staff the TK expanded learning programs in addition to partnering with NCOE and BGCNV at select sites. NVUSD and partnering organizations are currently recruiting staff to fill these positions through our respective human resources departments. Staff will be provided with ongoing training and support from program staff as well as from TK and Kindergarten teachers, with whom they will regularly interact. The TK school day ends at 12:35. TK teachers will have time scheduled within their contract day to provide mentoring to expanded learning program staff working with TK and Kindergarten students.

### 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.

Please See Attachment: Expanded Learning Opportunities Program Sample Schedules

**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.

**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 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.