

Expanded Learning Opportunities Program Plan Guide [ELOP]

Kings Canyon Unified School District

1801 10th Street
Reedley, CA 93654



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

**Plan updates by Mary Ann Carousso
Approval of the KCUSD Governing Board
On August 13, 2024**

California Department of Education
Created September 30, 2021

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Kings Canyon Unified School District
Contact Name: Sergio Rodriguez, Student Services Administrator
Contact Email: rodriguez-sd@kcusd.com
Contact Phone: (559) 305-7013

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP). Add additional rows as needed.

1. See Exhibit A for complete list of school sites.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

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

Definitions

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

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

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

Instructions

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

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

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

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

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1—Safe and Supportive Environment

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

(Full text of all components can be found in Exhibit D)

The program's goal is for students to feel success and empowerment while gaining skills and strategies that will help them during the regular school day and prepare them academically and socially for ensuing years. Where feasible, staff are trained in the district's behavior intervention program (e.g., PBIS) and social emotional learning curriculum. Facilities are clean and well-maintained, with custodial supplies and staff increasing to compensate for the increasing number of ELP participants and their expanded activities. School-aligned health and safety procedures and policies are in place including a minimum of two staff members certified in CPR/First Aid. Collaborative meetings are scheduled with school leaders to further develop a safe and supportive environment. The program staff collaborates with site administrators and teachers to identify participant strengths, interests, and learning styles. Staff development includes how to encourage and develop youth skills

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.

Academic and enrichment activities are developed with target Common Core Standards and provide the experience of learning through multiple senses (e.g., project-based learning). Learning is supported by frequent use of technology. Daily structured tutorial programs are adopted, designed and implemented through collaboration with parents, teachers, administration and other stakeholders. Homework is monitored through communication among program site staff, students, parents, and teachers. Assistance is provided in small groups with attention to individual needs. Consistent communication between regular day teachers and program staff is encouraged and ongoing. Staff provides a variety of activities that are hands-on and seek youth feedback in the development of lessons. Providers, (CYM, City of Reedley) work closely with KCUSD to continually review and expand the structures of support provided to staff, so that quality of experiences and activities for students is closely monitored, refreshed and upgraded. Youth regularly work in groups that have a clear purpose and result in a culminating event or product. ELP providers' leaders work collaboratively with Fresno County

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3—Skill Building

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

Staff facilitates activities and conversations that increase participants' 21st Century skills, sense of personal and social responsibilities and understanding of life and career options. Participants are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. A specific focus is placed on science, technology, engineering, and math (STEM) topics, as well as art (both performing and visual) and social-emotional learning (SEL) skills. Additionally, staff supports mastery by facilitating youth reflections and offering constructive feedback to help youth learn from their experiences. The educational literacy and educational enrichment activities are aligned to academic goals of the regular day, building skills and strategies. Certificated staff are consulted on a consistent basis. Tutorial programs focus on closing achievement gaps and instruction is differentiated to meet individual needs and interest.

4—Youth Voice and Leadership

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

ELO-P youth leadership committees are formed to market expanded learning programs, review program practices and policies, impact lessons and activities based on student interest feedback and assess community need. Students from lower grades are involved in focus groups. Additionally, lessons include student reflection activities where students provide daily feedback and have opportunities to make recommendations for future activities. Building relationships is key for expanded learning program staff and students. Oftentimes once a strong relationship is built and students have trust, staff learn more about student viewpoints, concerns and interests. In addition to lessons including reflection activities, staff integrate opportunities for choices throughout activities (e.g., choosing materials, distributing responsibilities, selecting projects etc.). Products of leadership council's assessments of community needs often result in youth-led projects serving the community. All activities are age and grade level specific.

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5—Healthy Choices and Behaviors

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

The expanded learning representative collaborates with school administration to identify healthy practices to implement and contribute to the school wellness plan. In designing lesson plans, staff tie in healthy choices and behaviors when appropriate to the lesson. Staff also model these healthy behaviors. Types of healthy practices and activities include healthy cooking classes, sports, structured physical fitness, and nutrition lessons. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition and healthy lifestyles during the program. FCSS Wellness and Nutrition staff collaborate with programs promoting youth to share their wellness knowledge to influence families, peers, program, and the community.

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.

Staff development plans include on-going diversity and sensitivity training. Activities are adapted to accommodate the physical and developmental abilities of all youth. The program celebrates the various cultural and unique backgrounds of their community through activities and community events. Expanded learning staff serve as models for our expanded learning students. The presence of a positive adult that reflects student culture and ethnicity contributes to nurturing a positive school climate. Site Leads, FCSS Project Specialist, site administration, program provider leaders, and parents meet to review program structure so all students can participate and are successful in the program. Program provider collaborates with the school district to coordinate extra support for students with disabilities or special needs. Expanded learning programs provide a space for low-pressure opportunities for English language learners to practice oral language in a safe, informal environment while actively engaged in hands-on games, computer-based programs or learning activities. Bilingual staff are also a support for English language learners.

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7—Quality Staff

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

Program providers recruit, hire, and train qualified staff who engage students in all program activities. As intended for ELOP dollars beginning in 2021-2022, a sufficient number of staff will be maintained resulting in no waiting lists for families grades TK-6 who request a place for their children in the ELP. Specific steps are taken throughout the recruiting, hiring, and training process to ensure staff are qualified, are receiving ongoing professional development, and are evaluated regularly. New-hire training consists of topics including: program provider history, mission and vision; general work practices and policies; safety; harassment training; mandated reporter, suicide prevention and job-specific training. The job-specific training includes classroom management (PBIS and discipline systems), lesson planning (enrichment sheets, Common Core/Content/CTE standards), and evaluation systems (observation forms, 12 Quality Standards, mandated reporter training, active shooter training, sexual harassment, bullying, suicide prevention, and general workplace safety). Students are supervised by program staff with a maximum average of 20 students per staff.

8—Clear Vision, Mission, and Purpose

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

The expanded learning program site lead works collaboratively with students, parents, school site councils, principals, district office personnel, and program provider leaders to ensure that the expanded learning program supports and promotes the academic and behavioral goals of the regular school day. With this in mind, additional student support services are provided to educate students on social emotional wellbeing and substance abuse counseling and also to offer library services beyond the school day. Students and parents provide input either directly or through surveys and communicate individual and family needs. School site councils are attended and serve as a discussion forum to assist in developing and promoting community goals. Program providers and the FCSS project specialist perform an annual program assessment to expand the needs assessment to include best practices for program content, delivery, staffing and program management.

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9—Collaborative Partnerships

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

A variety of service clubs, institutes of higher education, foundations, and community organizations contribute to the enrichment of KCUSD expanded learning programs. This includes and is not limited to: FCSS, City of Reedley, Community Youth Ministries, Save the Children, Reedley Police Department, Adventist Health, Sierra Kings Health Care District, California Health Collaborative, Reedley College, California State University Fresno, CSUF Foundation, Educational Resource Consultants, Fresno Pacific University.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Program providers and the FCSS project specialist perform a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. The program data and evaluation results are shared with stakeholders for feedback. Staff collect and utilize data to influence program planning and goal setting. Formal feedback is requested of youth regarding enrichment activities. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Students are surveyed annually for the purposes of eliciting student perception of program quality, aligned with CDE 6 Point-of-Service Quality Standards for Expanded Learning. Additionally, program providers and FCSS project specialists complete an annual program assessment based on the 12 Quality Standards of Expanded Learning in California. Results from the assessment are shared with key stakeholders and are the driving force behind the CQI Action Plan. CQI Action Plans are created in the fall and implemented throughout the spring.

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11—Program Management

Describe the plan for program management.

The program plan is updated annually to build a clear organizational staff structure to focus on the needs of youth. Written agreements define roles and responsibilities of subcontractors and partners. Fiscal management includes user-friendly guides for on-site staff to make allocation decisions. Managers at all levels develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs. Annually, program providers and FCSS project specialist engage in a "kick off" meeting with the site administration and site lead. At this time, the program plan is reviewed and if any changes need to be made, they discuss and implement a plan to involve additional stakeholders in the modifications before moving forward. During the school year, the program providers and FCSS project specialist hold a midyear check-in with the site administration, as well as another at the end of the year. At minimum, four times a year the expanded learning staff representative attend the school site council meeting where there is opportunity to discuss program and review the plan. KCUSD maintains an oversight staff member for the ELO-P Plan, acting as the District's

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.

Currently 16 of KCUSD's school sites have ASES and/or 21st CCLC funding. These sites include K-5, K-8, middle school, and high school sites. Four (4) sites within KCUSD currently do not have ASES or 21st CCLC funding. The 16 sites with current ELP funding will use ELO-P funds to insure every student from TK-12th grade has access to expanded learning programs. Staff projection will be based on the return of interest forms so each site will have the staffing to match the 16:1 ratio in grades 1-12, and the 10:1 ratio for Kinder and TK. ELO-P funds will be allocated to meet the staffing and program shortfall from the ASES and 21st CCLC funding at each site. Sites that do not receive ASES or 21st CCLC funding will utilize ELO-P funds to continue expanded learning programs. These programs will be run before school and after regular day instructional time until 6:00 p.m. These programs will offer snack, academic support, and enrichment components required of ELP program.

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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?

Kings Canyon Unified School District will expand the Expanded Learning Program to support students in TK. Providers will work collaboratively with District administration to provide professional development to staff working with the youngest students. In order to provide the lower pupil to staff ratio, additional staff will be recruited and hired to maintain requisite ratios. Providers will collaborate with both the District Early Learning, and Curriculum and Instruction departments to ensure that ELP staff receive the appropriate training and support to provide age and developmentally appropriate curriculum and activities.

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.

See Exhibit B for sample program schedules.

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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.

Exhibit A

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP). Add additional rows as needed.

School Sites:
A.L. Conner Elementary
Alta Elementary
Citrus Middle School
Dunlap School
Grant Middle School
Great Western Elementary
Jefferson Elementary
Lincoln Elementary
McCord Elementary
Navelencia Middle School
Riverview Elementary
Sheridan Elementary
Silas Bartsch School
Thomas Law Reed School (TL Reed)
Washington Elementary
As Available Funds Allow, High Schools:
Kings Canyon High School
Orange Cove High School
Reedley High School
Reedley Middle College High School

Exhibit B

Sample Program Schedule for School Days

8:00 - 2:00 (TK/K) Instructional School Day

8:00 - 3:00 (1st - 6th gr) Instructional School Day

2:00 PM	* Arrival, check in, greeting of TK and K students * Snack * Group quiet time and rest time * Group meeting explaining today's activity options, once literacy component has been completed
3:00 PM	*Arrival of 1st - 6th grade students *Snack *Homework support and literacy component
3:30 PM	*Group gathering to review activity options for today, review rules and expectations, announcements
4:00 PM	Varied activity options, first rotation + Outdoor activities + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
4:45 PM	Varied activity options,second rotation + Outdoor activities + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
5:30 PM	Begin end of day clean-up
6:00 PM	Materials stored, quiet activities, departure/parent pick up

Summer Session

7:30 AM	District operated Summer Learning Program: Literacy, STEAM, Math, Meals
12:00 PM	Varied activity options, first rotation + Outdoor activities, including swim lessons + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
2:00 PM	Varied activity options, second rotation + Outdoor activities, including swim lessons + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
4:00 PM	End of day clean-up: materials stored, quiet activities, departure/parent pick up
5:00 PM	Program closes

Exhibit C

Projected Expenditures 2024-2025

Expanded Learning Opportunities Planned Expenditures 2024-2025

Grant Award = \$11,495,680

Note these expenses occur July 1, 2024 - June 30, 2025, and include School Year and Summer Programs in that window.

7.29.24

Programs and Services to Provide ELOP	Citation	Planned Expense
1) Staffing to eliminate waiting lists, Grs. TK-6 Will need add'l. \$664,516 carryover to CYM for this	Plan Guide item 7 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$5,344,409
2) Other services (SEL, Sub Abuse, Library)	Plan Guide item 7 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$1,102,492
3) High school work experience program (CWEPE) Will need add'l. \$48,611 carryover to CYM for	Plan Guide item 7 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$988,155
4) Transportation to ensure access to ELOP for all Grs. TK-6 (180 days +30 days)	Plan Guide item 1&6 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$755,000
5) Program enrichment activities/experiences on per ADA basis	Plan Guide item 2 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$2,680,624
6) Custodians (15 sites) and 2 Tech Staff	Plan Guide item 1 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$350,000
7) Additional oversight staff member	Plan Guide item 7 & 11 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$70,000
8) Summer snacks charge	Plan Guide item Board approval	\$65,000
8) ELP staff professional development	Plan Guide item 7 & 11 Board approval 3/22/22 Board approval 10/13/22 Board approval 3/9/23	\$40,000
9) Indirect costs [4.41% excludes 5000s/6000s objects.]	Allowable	\$100,000
Expense Total		\$11,495,680

Exhibit D

Full Text of Responses for Each Quality Standard

1—Safe and Supportive Environment

The program's goal is for students to feel success and empowerment while gaining skills and strategies that will help them during the regular school day and prepare them academically and socially for ensuing years. Where feasible, staff are trained in the district's behavior intervention program (e.g., PBIS) and social emotional learning curriculum. Facilities are clean and well-maintained, with custodial supplies and staff increasing to compensate for the increasing number of ELP participants and their expanded activities. School-aligned health and safety procedures and policies are in place including a minimum of two staff members certified in CPR/First Aid. Collaborative meetings are scheduled with school leaders to further develop a safe and supportive environment. The program staff collaborates with site administrators and teachers to identify participant strengths, interests, and learning styles. Staff development includes how to encourage and develop youth skills related to their strengths and interests. Most activities address a variety of learning styles. Families are provided resources of support. Programs will be offered on school sites, transportation is coordinated within the district to allow for safe travel to and from the program.

2—Active and Engaged Learning

Academic and enrichment activities are developed with target Common Core Standards and provide the experience of learning through multiple senses (e.g., project-based learning). Learning is supported by frequent use of technology. Daily structured tutorial programs are adopted, designed and implemented through collaboration with parents, teachers, administration and other stakeholders. Homework is monitored through communication among program site staff, students, parents, and teachers. Assistance is provided in small groups with attention to individual needs. Consistent communication between regular day teachers and program staff is encouraged and ongoing. Staff provides a variety of activities that are hands-on and seek youth feedback in the development of lessons. Providers, (CYM, City of Reedley) work closely with KCUSD to continually review and expand the structures of support provided to staff, so that quality of experiences and activities for students is closely monitored, refreshed and upgraded. Youth regularly work in groups that have a clear purpose and result in a culminating event or product. ELO-P providers' leaders work collaboratively with Fresno County Superintendent of Schools (FCSS) Project Specialists and school and district administrators to facilitate discussion regarding aligning the goals of the program with the regular school day.

3—Skill Building

Staff facilitates activities and conversations that increase participants' 21st Century skills, sense of personal and social responsibilities and understanding of life and career options. Participants are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. A specific focus is placed on science, technology, engineering, and math (STEM) topics, as well as art (both performing and visual) and social-emotional learning (SEL) skills. Additionally, staff supports mastery by

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ELO-P youth leadership committees are formed to market expanded learning programs, review program practices and policies, impact lessons and activities based on student interest feedback and assess community need. Students from lower grades are involved in focus groups. Additionally, lessons include student reflection activities where students provide daily feedback and have opportunities to make recommendations for future activities. Building relationships is key for expanded learning program staff and students. Oftentimes once a strong relationship is built and students have trust, staff learn more about student viewpoints, concerns and interests. In addition to lessons including reflection activities, staff integrate opportunities for choices throughout activities (e.g., choosing materials, distributing responsibilities, selecting projects etc.). Products of leadership council's assessments of community needs often result in youth-led projects serving the community. All activities are age and grade level specific.

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The expanded learning representative collaborates with school administration to identify healthy practices to implement and contribute to the school wellness plan. In designing lesson plans, staff tie in healthy choices and behaviors when appropriate to the lesson. Staff also model these healthy behaviors. Types of healthy practices and activities include healthy cooking classes, sports, structured physical fitness, and nutrition lessons. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition and healthy lifestyles during the program. FCSS Wellness and Nutrition staff collaborate with programs promoting youth to share their wellness knowledge to influence families, peers, program, and the community.

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Exhibit D

Full Text of Responses for Each Quality Standard

learning programs provide a space for low-pressure opportunities for English language learners to practice oral language in a safe, informal environment while actively engaged in hands-on games, computer-based programs or learning activities. Bilingual staff are also a support for English language learners.

7—Quality Staff

Program providers recruit, hire, and train qualified staff who engage students in all program activities. As intended for ELOP dollars beginning in 2021-2022, a sufficient number of staff will be maintained resulting in no waiting lists for families grades TK-6 who request a place for their children in the ELP. Specific steps are taken throughout the recruiting, hiring, and training process to ensure staff are qualified, are receiving ongoing professional development, and are evaluated regularly. New-hire training consists of topics including: program provider history, mission and vision; general work practices and policies; safety; harassment training; mandated reporter, suicide prevention and job-specific training. The job-specific training includes classroom management (PBIS and discipline systems), lesson planning (enrichment sheets, Common Core/Content/CTE standards), and evaluation systems (observation forms, 12 Quality Standards, mandated reporter training, active shooter training, sexual harassment, bullying, suicide prevention, and general workplace safety). Students are supervised by program staff with a maximum average of 20 students per staff member, grades 1-12, and 10 to 1 for Knd and TK. KCUSD actively supports the providers quest for dynamic and enthusiastic staff to interact with students by honoring providers recent hourly rate increases, and the possibility of other incentives to maintain quality ELOP staff. Additionally, a Career Work Experience Program will be launched in 2022-2023 to link interested and qualified high school juniors and seniors with ELP, beginning with elementary school sites. This expands the Summer Work Experience Program, providing training, skills, professional connections, and daily after school employment. Teens will work alongside adult staff to provide extra "hands on deck" for the vastly increasing activities and experiences in the upcoming school year's ELP. This structure necessarily addresses the issues of programs currently being short staffed throughout Fresno County.

8—Clear Vision, Mission, and Purpose

The expanded learning program site lead works collaboratively with students, parents, school site councils, principals, district office personnel, and program provider leaders to ensure that the expanded learning program supports and promotes the academic and behavioral goals of the regular school day. With this in mind, additional student support services are provided to educate students on social emotional wellbeing and substance abuse counseling and also to offer library services beyond the school day. Students and parents provide input either directly or through surveys and communicate individual and family needs. School site councils are attended and serve as a discussion forum to assist in developing and promoting community goals. Program providers and the FCSS project specialist perform an annual program

Exhibit D

Full Text of Responses for Each Quality Standard

assessment to expand the needs assessment to include best practices for program content, delivery, staffing and program management.

9—Collaborative Partnerships

A variety of service clubs, institutes of higher education, foundations, and community organizations contribute to the enrichment of KCUSD expanded learning programs. This includes and is not limited to: FCSS, City of Reedley, Community Youth Ministries, Save the Children, Reedley Police Department, Adventist Health, Sierra Kings Health Care District, California Health Collaborative, Reedley College, California State University Fresno, CSUF Foundation, Educational Resource Consultants, Fresno Pacific University.

10—Continuous Quality Improvement

Program providers and the FCSS project specialist perform a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. The program data and evaluation results are shared with stakeholders for feedback. Staff collect and utilize data to influence program planning and goal setting. Formal feedback is requested of youth regarding enrichment activities. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Students are surveyed annually for the purposes of eliciting student perception of program quality, aligned with CDE 6 Point-of-Service Quality Standards for Expanded Learning. Additionally, program providers and FCSS project specialists complete an annual program assessment based on the 12 Quality Standards of Expanded Learning in California. Results from the assessment are shared with key stakeholders and are the driving force behind the CQI Action Plan. CQI Action Plans are created in the fall and implemented throughout the spring.

