

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.

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

Local Educational Agency (LEA)

Name: Evergreen Elementary School

District

Contact Name:

Tonya Trim

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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. Cadwallader Elementary School
2. Carolyn Clark Elementary School
3. Holly Oak Elementary School
4. Evergreen Elementary School
5. Matsumoto Elementary School
6. Millbrook Elementary School
7. Norwood Creek Elementary School
8. OB Whaley Elementary School
9. Katherine Smith Elementary School
10. Montgomery Elementary School
11. JF Smith Elementary School
12. Silver Oak Elementary 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 a 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.

Expanded Learning Opportunity Program (ELOP) operates on Evergreen School District school campuses. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up.

YMCA Expanded Learning Opportunity Program (ELOP) are ADA compliant and maintained to minimize risk to students and staff. The Y's commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate on city gang task forces and maintain strong relationships with local police.

Our policies, aligned with Evergreen School District, prohibit releasing students to anyone not on the parents' list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call police about suspicious individuals. Staff monitor students' whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

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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.

Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by After School Leaders and School Principal, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)

Academic enrichment stations through STEM (72 hours/year), and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. Alignment to TK/K.(Daily, 30-45 minutes)

Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to address kids' lack of fitness and metabolic diseases. (Daily 45 minutes)

Youth development activities: project-based learning (2x/week) for skill-building, teamwork, and leadership development; college and career exploration (2x/month) to meet needs for students to have positive goals for their future; and leadership development (1x/week), to address students' needs to make a difference, to have voice, to belong, and to practice exercising responsibility.

Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances (1x/week), global learning and cultural exploration (1x/week), to meet the community's need for culturally aware and competent citizens.

Parent/Caregiver engagement through monthly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

TK/K Program Sample Daily Schedule:

- Circle Time
 - Welcome Song
 - Review Letter, shape, color, number of the week
 - Story Time
- Learning Centers
 - Small group homework support
 - Academic activities – number and letters
 - Puzzles
- Physical Activity
- Snack
- Enrichment Centers
 - Enrichment Activities

- Art
- Science
- Cooking
- Closing Circle Time
 - Reflections
 - SEL Activities
 - Small Group Time

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3—Skill Building

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

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all fields. Staff develop activities using the SAFE tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

Our Developmental Assets framework, with a weekly lesson focused on one or more of the 40 youth development assets identified by the Search Institute, provides students with 21st Century skills, such as developing achievement motivation, planning and decision making skills, cultural competence, sense of purpose, conflict resolution, and learning engagement, that create tools for future success

All activities will be led in small group stations. Offering TK/K Students the opportunity to engage in activities such as motor skills, manipulatives, puzzles, science, math, literacy, writing, etc.

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4—Youth Voice and Leadership

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

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y programs.

Youth experience shared leadership of the program with staff. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape the program through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Y staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

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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.

Evergreen School District and the Y are committed to modeling healthy choices for youth and promoting a healthy lifestyle, and we are leaders in the after school community and with our school site partners in promoting and modeling healthy eating and regular, health-promoting physical activity. All activities in our Expanded Learning Opportunity Program (ELOP) adhere to, and generally exceed, our school districts' wellness policies.

We focus on foods as fuel for the body, never as a reward, and all snacks and meals served in our programs exceed district and school standards for nutrition. Y staff must also model healthy eating and in doing so do not, while in our programs, consume or promote fast food or other commercial products that are high in sugar or saturated fats. Our programs adhere to national standards for healthy eating and physical activities; this includes not selling cookies or cakes at expanded learning programs, PTA, or fundraising events. We provide resources for families around food security, which is also in alignment with school wellness plans.

Evergreen School District will sponsor the snack/supper program for the participating students. The YMCA will collaborate with the Child Nutrition Service Department to ensure compliance. The District has extensive staff wellness policies that emphasize modeling healthy behaviors, self-care and nutrition, and physical activity for staff, as well as training on after school nutrition and healthy menu development, health, and physical activity. Healthy Eating/Physical Activity standards for Y programs include:

- Providing safe drinking water at all times and never offering beverages with added sweeteners.
- Having a list of recommended foods for events on site (fruits, vegetables, whole grains, lean proteins, lower fat condiments).
- Serving fruits or vegetables at every meal, and never serving fried foods.
- Offering at least 30 minutes per day of moderate to vigorous physical activity, including a mix of activities that promote bone and muscle strengthening, to take place outdoors whenever possible, and to be inclusive of students with all levels of abilities.
- Offering a mix of competitive and noncompetitive physical activities.
- Integrating physical activities with enrichment, academic, or recreation content.

- Limiting screen time to less than one hour per day, and structuring lessons with digital devices that actively engage students.
- Creating an atmosphere that encourages children to enjoy healthy foods. (Research shows that children's food choices are influenced by social factors including peers, role models, group dynamics, and having healthy options. This includes working with parents to provide guidelines for food that may be brought into the program; sharing healthy eating practices during parent advisory group meetings, and providing information during Family Health Nights.)

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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.

Evergreen School District and the Y aim to take into account all dimensions of diversity, including ethnicity, income level, and special needs and abilities, in the creation of all student activities and opportunities. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key component of Evergreen's mission statement and a component of the Y's Expanded Learning Opportunity Program (ELOP), engaging participants in an exploration of their own and others' cultures. Students will engage in thematic cultural activities each month. Through these experiences, students learn to recognize and articulate various perspectives, and communicate their ideas respectfully.

We collaborate with Project Cornerstone to integrate world arts and cultural curriculum, which exposes students to meaningful art, music, and dance forms from various cultures and regions around the world. Search Institute's 40 Developmental, a Project Cornerstone initiative that focuses on building developmental assets in young people, also promotes diversity in the program and builds positive cultural identity among students. In addition, our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

Evergreen School District and the Y take diversity, equity, and inclusion seriously. Evergreen School District has an adopted equity policy and continues to work with an outside agency to address equity. The YMCA is known for its inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, school staff and Y staff work closely with parents to be partners in their child's Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff to student ratio is

adjusted to meet specific needs. The Expanded Learning Opportunity Program (ELOP) is on campus which is physically accessible to students and families who use assistive devices.

Further, the Y's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train a strong, high quality, bilingual and cultural workforce that represents the school's demographics. This helps us ensure engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. As part of our partnership with the Campaign for Third Grade reading, we work with families on understanding the importance of school day attendance. Sometimes there are greater issues in play like medical, housing, and child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

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7—Quality Staff

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

All Y Leadership school-site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Y site-level staff must meet instructional aide requirements for each district, with an AA degree or equivalent units. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Evergreen School District has aligned the ELOP and ASES Leader requirements to reflect that Instructional aides must have 48 college level units or an undergraduate degree and must pass a background check. In the case where an employee does not meet the minimum education requirement, staff are required to pass the Evergreen School District's Paraeducator Assessment test, formally titled the NCLB test. Fingerprinting is done through the YMCA of Silicon Valley.

Evergreen School District and the YMCA of Silicon Valley provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and some trainings are based on staff need. Staff attend two/three half day conferences and a full day Region 5 and YMCA conference where they choose topics they might be interested in.

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8—Clear Vision, Mission, and Purpose

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

The Evergreen School District, as the Program Grantee works in conjunction with the YMCA of Silicon Valley, and uses a variety of data points to assess stakeholder needs in determining Expanded Learning Opportunity Program (ELOP). This data includes free and reduced price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, and attendance rates.

EESD’s Mission Statement: Evergreen Elementary School District provides all students a high-quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to academic and civic excellence.

EESD’s Vision Statement: Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student’s unique potential.

Evergreen Elementary School District has identified the following goals which are aligned with the district’s mission and vision statements.

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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.

The Evergreen School District and the YMCA of Silicon Valley have had a partnership for over 20 years. The District has selected the YMCA of Silicon Valley to lead the ELOP Programs at the listed school sites.

The Director of Educational Services meets regularly with the YMCA Executive Director to review compliance, safety and quality assessments. They both work together to review and update the Program Plans each school year. Once the draft is complete, The Director of Educational Services shares the Program Plan with each School Principal to gather their feedback. A final copy is complete once all partners have done one last review. Quality Standards and CQI are reviewed so that they are integrated into the Program Plan.

Key partners in the planning, and implementation and monitoring of the ELOP program are the Evergreen School District and the YMCA of Silicon Valley. Principal’s of the above mentioned schools work with our teams to ensure the program is operating in alignment with each school’s expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ELOP happenings and events, we host weekly meetings and opportunities to plan ahead of time. Communication between the YMCA after school program and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus a minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA site director meets regularly with the classroom teachers, Principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The school site council at each school also serves a collaborative role. The council is composed of parents, teachers, counselors, administrators and other school staff as a body. They provide input into all school programs including the ELOP program. District level staff, ELOP Manager, work with YMCA staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies, school districts, and after school providers. The collaborative meets monthly to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district is constantly working with partners to ensure that the needs of the school communities are met. The schools do a great job in collaborating with the ELOP Provider to ensure that communication efforts and alignment of the school day continues and is strengthened throughout the year. An example is the school principal involves the ELOP provider staff to participate in training prior to the school year starting and also during school year-In service days.

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10- Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Evergreen School District and the YMCA leadership examines our program quality assessments and reviews the CQI process annually.

In collaboration with our co-applicant districts; families, partners, and students are engaged in a Program Quality assessment in the month of November through December. Each key stakeholder is trained in reviewing the PQA assessment and their role in observing and collecting evidence. Once the observations are complete the team meets again to review and grade each Quality Standard. The team then tracks trends, opportunities and sets goals that are then replicated on to the Continuous Quality Instrument. Each Site Director meets with their Principals to share the data and to finalize after school program goals. The Director of Education and the YMCA Executive Director then review the PQA final assessment and complete and submit the final CQI.

We set performance measures for ELOP that align with the instructional day and participants' academic needs as follows:

School-day staff work closely and consistently with the ELOP staff. Communication between the ELOP program staff and school day staff and administrators is facilitated through the Site Director, who is on campus six hours per school day and works closely with the school to address individual students' specific needs. The Site Director is treated as a member of the school staff and attends regular staff meetings. With this constant communication, ELOP staff receive regular input on how best to develop activities and curricula based on student academic assessments.

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11—Program Management

Describe the plan for program management.

Evergreen School District works collaboratively with the YMCA to ensure the district's and school's strategic plans and objectives are aligned to the Evergreen School District vision, mission, and strategies to create a comprehensive and integrated ELOP vision and mission. The Y assists the district in meeting their objectives for social emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

- **Site Director** (full-time, on campus a minimum of six hours every school day): Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings.
- **Trained Leaders - Y Program Staff:** Report to Site Director. All Y school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with elementary school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.
- At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Communication between school day staff and Y program staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Site Directors are treated as members of the school staff and attend regular staff

meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize this time as a check-in:

1. At the school site, Y Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the Y staff, school faculty, CBOs, and district offices.
2. At the district level, Y leadership maintains regular contact with the district's Director of Educational Services and other relevant district leaders to share information, leverage resources, and plan for sustainability. Collaborative meetings are held monthly.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey, the Y's COO, who oversees all of our after school programs, also attends monthly Region 5 grantee meetings for grant and legislative updates and training events.

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.

The expansion of Transitional Kindergarten in the district necessitates ensuring families have access to viable enrichment programs for its youngest learners. Thirteen elementary schools will house a combined total of seventeen TK classrooms. Total expected enrollment for the 2024-2025 school year is 340 TK students. EESD families have expressed interest in developmentally appropriate enrichment after school programs for their children. The TK ELOP expansion will accommodate up to thirty TK/K students at designated elementary sites.

The TK/K ELOP program will fully align with the following three ASES schools: OB Whaley, Montgomery, and Katherine Smith.

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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?

Evergreen Elementary School District and the YMCA of Silicon Valley will ensure all TK/K Program ratios are aligned to ELOP; 1 leader:10 TK/K students.

At the start of the school year, the Site Director will work closely with the school Principal to work on recruitment strategies. The school principal will refer students into the program (ensuring all qualifying factors are in place).

Qualifying Factors:

1. Homeless/Foster Youth
2. Students who Qualify for Free or Reduced Lunch
3. English Learners (EL)

Once all qualifying/referred students have been contacted by the Site Director and there are still spaces open, we will then open up enrollment for the entire TK/K classes. The goal is to maximize the enrollment to ensure the 1:10 ratio is met.

The 1:10 ratio will provide a support for the TK/K 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.

TK/K Program Sample Daily Schedule:

Program Hours: Immediate dismissal from school until 6pm

- Circle Time
 - Welcome Song
 - Review Letter, shape, color, number of the week

- Story Time
- Learning Centers
 - Small group homework support
 - Academic activities – number and letters
 - Puzzles
- Physical Activity
- Snack
- Enrichment Centers
 - Enrichment Activities
 - Art
 - Science
 - Cooking
- Closing Circle Time
 - Reflections
 - SEL Activities
 - Small Group Time

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

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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.