EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	Enterprise Elementary School District Redding, CA 96002
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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. Alta Mesa Elementary
2. Boulder Creek Elementary
3. Lassen View Elementary
4. Mistletoe Elementary
5. Rother Elementary
6. Parsons Junior High
7. Shasta Meadows Elementary
8. PACE Academy

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.

The EESD After School program provides ongoing professional development training to help ensure that the program provides a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students. A key element in all training for the After School program staff is how to foster and sustain healthy relationships with students and their parents. After School Site Facilitators participate in a variety of professional development trainings annually and are responsible for training their own after-school staff. Each school site conducts its own after-school staff meetings for this purpose.
New after-school staff is provided a new employee packet that contains the After School written routines, procedures, communication, lesson planning expectations, etc., and is paired with experienced staff for at least two days. The job shadowing is designed for on-the-job training through modeling and consultation. After job shadowing, a Site Facilitator spends one day with the new employee to review what was experienced during job shadowing, answer questions, clarify expectations, and provides the After School program Administrator feedback on the employee's readiness.
The After School program maintains continuity with the instructional day program with the use of social contracts to help address the developmental, social-emotional, and physical needs of students. The social contacts describe the behavioral expectations as well as the process for resolving conflicts in the classroom.
The Enterprise Elementary School District's (EESD) After-school program is located on the EESD campuses of Alta Mesa, Lassen View, Mistletoe, Rother, and Shasta Meadows elementary schools and Parsons Junior High. In 2025-26 we will be expanding to include Boulder Creek as well.
There are times after school activities take place off-campus that require students to travel safely to and from the program sites. When an off-campus activity is planned, the program follows the EESD established protocol that ensures the safe travel of students including signed parental permission forms that contain contact information and pertinent information for each student, the use of EESD vehicles, and adult chaperones are assigned specific duties under direct oversight of After School staff. After School safety procedures at each site follow the safety protocols established by an EESD school safety committee in coordination with the Redding Police Department School Resource Officers. The after-school program conducts safety drills on a regular schedule and follows the same protocol as the instructional day program. After School program site facilitators coordinate with the site principals to address any unique circumstances at each site. The after-school program administrator ensures that training and drills take place as scheduled and that they adhere to EESD procedures.
All programs comply with the district's safety policies. Each site is a closed campus with security fencing, buzzed entry, and security cameras.
Updating portables (i.e. Boulder Creek) will increase a safe and supportive environment for all students in After School programs.

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.

The After School program is designed to enhance students' academic skills, achievement, and confidence through assessment, targeted instruction, and alignment with classroom instruction. The After School Administrator provides curriculum and training support to staff, communicates at least bi-weekly with After School Site Facilitators, and conducts regular site visits to observe and identify program strengths and areas for growth. After School program staff periodically observe instructional day certificated teachers to help enhance after-school student academic

achievement and to help foster their development. After School staff also participate in district-wide professional development training related to educational literacy and educational enrichment. The Site Facilitators regularly communicate with the Site Administrators and the Program Administrator maintains that communication as well.
The After School Program Administrator is on-site at least once a week and meets with after-school staff and instructional day staff to ensure program coordination, is responsible for after-school curriculum development and its alignment with the instructional day program, and reviews assessment results to identify learning goals for After School students.
The After School professional development plan includes training on the effective use of thematic units in the after-school program, which are used to guide the planning of educational literacy and educational enrichment activities aligned with the instructional day. Thematic unit planning includes differentiated instructional objectives to meet the needs of K-8 students. Thematic units are designed at the site level and are shared among the various sites as needed.
The After School staff are also trained in various aspects of Social Emotional Learning (SEL) and are able to incorporate SEL-based activities into the enrichment time that help students make and identify goals as well as identify and process feelings.
The After School program provides homework/academic support for an hour daily specifically designed to allow students time to complete homework. The dedicated time is for students to work on homework, read, or participate in quiet games or activities. After School staff communicates regularly with instructional day staff about After School students to help provide the most effective academic support.
The planned program activities will:
a. Provide positive youth development.
The After School social contract helps students develop interpersonal relationship skills for positive interactions with others. The After School program is intentionally designed with social structures that provide students with multiple opportunities to work in cooperative groups to build and maintain important social skills.
b. Provide hands-on, project-based learning that will result in culminating products or events.
After School thematic units are structured to guide students through the process of task completion including setting goals along with learning the appropriate steps to achieve the goals. Each thematic unit concludes with a culminating product or event and After School students learn how to plan for the expected end product or outcome.

The After School program purchased supplemental curriculum that includes, but is not limited to, LEGO STEM, WriteBrain, and Practically Equipped Outdoor education.

Intersession camps were offered for 10 days during each school year during non-school days (up to 2 days are used for program Professional Development. Program days and PD days will add up to 10 days). Programs use supplemental materials, create exciting learning environments, and provide extended learning opportunities in the community through field trips.

Classroom teachers are offered to review curriculum and instructional materials to identify materials that can be used for after-school tutoring and/or the summer program for underperforming students.

3—Skill Building

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

Educational and Literacy Element: The After School program academic assistance uses state standardized test results along with teachers' and parents' input to help improve student academic achievement and overall success in school. The After School curriculum and related activities are intentionally linked to classroom instruction and state and district standards.

Homework Assistance: The After School program provides 60 minutes daily for students to complete homework assignments with assistance from project staff and/or tutors in one-on-one or small group settings. After School staff are trained in specific strategies to maximize the homework assistance hour.
Reading and Language Arts Activities: Reading and language arts are priority areas of academic need based on aggregated CAASPP results. Sustained silent reading is incorporated into the program along with story times when staff read aloud to students followed by discussions, dramatizations, and activities designed to reinforce reading comprehension. After School students are encouraged to meet their Accelerated Reader goal which is also used in instructional day classrooms, with activities woven into the after-school academic and enrichment compliments using Accelerated Reader reading materials. Write Brain activities are also used to reinforce a variety of reading and deduction skills. The After School Program is partnered with the Redding City Library. After School groups visit the library on a monthly basis to engage in storytime, literacy games, and other literacy and or dramatic play activities. The library also provides the After School program with grab-and-go book kits to use in their classes for group instruction and or for students to take home and enjoy with their families. This partnership helps make literacy and support materials available to students and their families outside of the school and After School program hours.

Mathematics and Science Education: After School students participate in a variety of high-interest activities integrating math, science, and language arts, all designed to reinforce classroom learning and to support interest and achievement in math and science. Students participate in a variety of organized math activities designed to promote mathematical understanding and in hands-on science and math activities through LEGO STEM and Practically Equipped. Many of the activities students do in the After School program are done in cooperative groups to model the Next Generation Science and Engineering Practices for developing inquiry-based and problem-solving skills.

Tutoring Services: After School tutoring services are provided through volunteers, Intervention teachers, and Simpson University pre-service teachers. After School students in need of academic intervention receive individualized support during the After School program time from certificated and classified EESD staff 3 days per week. All students also have access to BrainFuse online tutoring.

Technology Education Programs: Technology is an important aspect of the After School program. Student computer use is integrated into learning activities such as math and writing assignments. Students have access to Google Cloud Computing options by using personalized logins with Chromebooks or available desktop systems to support their academic learning.

Programs for Students with Disciplinary or Truancy Issues or Counseling Needs: Students are referred as appropriate for counseling services available through the district.
Educational Enrichment: After School students engage in a wide variety of enrichment activities based on a prioritized list generated by students, teachers, and/or after-school staff. The enrichment activities reflect the strengths, needs, and interests of students at each site and provide a variety of recreational, youth development, physical development, cultural, nutritional, and visual and performing arts options. After School staff develop the curriculum for each activity to reflect and reinforce regular academic programming.

Youth Development: After School staff and collaborators foster youth development through a variety of strategies including 1) planned interactions with adult staff, Intervention teachers, and America Reads Volunteers or other volunteers 2) the formation of positive relationships with peers; 3) weekly programs that focus on character development and the acquisition of positive values; and 4) After School collaborates with a variety of community partners including The We Care A Lot Foundation provides youth character development activities designed for positive social and character development as well as social awareness and acceptance of those with disabilities.
Arts and Music Education: After School visual and performing arts and crafts activities are provided, based primarily on students' interests as well as staff and volunteer skills. The After School enrichment program provides a variety of activities including music, drama, sign language, ceramics, and craft classes.

Recreation: The After School program has a full array of recreation opportunities available for students based on their interests, time of year, and staff and collaborators' skills and interests. After School incorporates the standards-aligned CATCH recreation curriculum for which staff has been trained. Recreation activities also include board games, soccer, tennis, basketball, and roller skating.

Drug and Violence Prevention: The After School program regularly incorporates county-approved substance abuse and violence prevention curricula into the after-school offerings including anti-bullying through the Shasta Women's Refuge and the We Care a Lot Foundation, as well as alcohol and drug prevention provided through Shasta County Public Health and their A+ Life Curriculum. The curriculum is taught by the corresponding agency via in-person instruction when applicable or through virtual meetings with the After School classes and their instructor.

Students from TK-3rd grade were given learning backpacks for summer learning that included extended learning workbooks, flashcards, appropriate reading material, and calm-down kits.

Online tutoring through Brainfuse was provided for students to use during the summer and after-school hours. Online tutoring provides support to all students at all hours and on weekends. Tutoring is provided in Spanish for Spanish-speaking students.

Greenhouses and Hydroponics systems have been ordered and installed at each school site to help students learn and develop systems of sustainability and horticulture. Solar Panels are being considered to provide power with a sustainable source.

EESD will partner with sports programs, such as Sportzonomics, as well as local music and dance instructors, to provide skill-building in sports and movement. These programs will provide team building and practice in perseverance.

4—Youth Voice and Leadership

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

The After School Program administers an annual student survey with questions specifically designed to allow students a voice, to gather feedback about the program, and to describe opportunities for leadership. After School Site Facilitators actively seek input from students about their interests and use that information in planning the enrichment activities. After School staff seek out students who are interested in being student helpers, who are usually upper grade level students given opportunities to assist students in lower grades. After School Site Facilitators develop trusting relationships with students so that students are comfortable discussing concerns and ideas with them and the site After School aides. Daily interactions allow for students to share their viewpoints. The most recent annual student survey results showed that over 89% of students affirmed that the After School program is a safe place. After School utilizes thematic units as a means for students in all grades to make choices when participating in program activities. After School staff encourage student input when defining the thematic unit topics along with their suggestions for the types of activities to be incorporated. Students in higher grades learn to actively exercise their leadership skills while participating in cooperative learning collaborative groups during the thematic unit lessons. Students in all grade levels can also vote on which science topics to explore which assists the After School staff in selecting which science kits to check out from the Turtle Bay Lending Library.

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 After School program has aligned its healthy practices and program activities with the EESD Schools which state, "As we focus on educating the whole child, the District is always mindful of student wellness, and it is our goal to promote and foster a mindset towards good nutrition and healthy lifestyle choices. The Enterprise Elementary School District Governing Board has adopted a policy with regard to student wellness and to that end, our food services team, school nurses, physical education department, teachers, and administration work together to provide healthy options for our students and staff." The healthy practices and program activities include the daily snack and recreation curriculum. The After School Program Administrator coordinates with EESD Food Services to ensure a variety of snacks are provided to students daily and that align with the district's health practices and standards. Close attention is paid to students with allergies.

Most After School sites utilize the CATCH (Coordinated Approach to Child Health) curriculum. The other sites utilize physical education-type games and activities. After School daily snacks are prepared and served by the food services staff at each school. A sample of the snacks provided to After School students include:

- Whole Grain Graham Cracker
- Nutrigrain bar
- Roasted Sunflower Kernels
- Fruit cup in 100% fruit juice

In addition to the daily snack, After School students at Rother Elementary School are also served a nutritious supper, provided by the National School Lunch Program. These meals are served to every student in the After School program at that school site. Meals will be provided on-site (breakfast, lunch, snacks) that meet the National School Lunch guidelines during intersession and summer offerings.

The After School program and intersession partners with CalFresh, which focuses on nutrition and healthy cooking.

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.

The After School program sites promote diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds by incorporating the acknowledgment of culturally specific holidays specific to the student's different cultures including Cinco de Mayo, Kwanzaa, and Christmas. The thematic units provide opportunities to develop specific activities designed to encourage students to share their unique cultures and backgrounds. The Brain Write curriculum also provides literature on various cultures and cultural practices that can be incorporated into After School thematic units. The resources for students with disabilities, English language learners, and other students who have potential barriers that are available during the instructional day program such as counseling, special education, and physical education, are also accessible after school for After School students. There is direct, ongoing communication between instructional day staff and After School staff with regard to individual students' needs. The after-school program mirrors what is successful during the instructional day program for these students. The curriculum for intersession includes but is not limited to, LEGO STEM and access to all programs on Clever.

EESD commits to installing technology upgrades into spaces used for afterschool programs, including Cleartouch boards or TVs for better display.

Although the After School program provides scholarships for families needing assistance, in order to help offset the expense of the after-school program for the other families, EESD would like to allocate ELOP funds to be distributed to parents in the form of a rebate 2 times yearly (Winter and end of year). This applies to families paying a fee on the

tiered fee policy. In order to qualify for the rebate, students must be in active status upon issue of rebate and families must have submitted payment per the tiered fee schedule.
Due to the lack of gym space at Lassen View, we will design and build a facility where students can participate in movement and exercise indoors after school. This cost may be shared with the district, as some use may happen during the school day.

7—Quality Staff

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

The school districts' minimum requirements for an instructional aide are that they must be ESSA compliant as demonstrated either by passing the paraprofessional test or having an AA degree or 48 college credits. All After School staff are required to pass a background check. The After School Administrator recruits staff from Simpson University, Shasta College, EdJoin, and the After School program Facebook page. The After School interview process includes the EESD Human Resources required interview questions along with specific after-school prompts that help to assess each potential employee's strengths and weaknesses. The process helps to ensure successful placement based on the applicant's experience, knowledge, and interests. The After School program also provides on-site job shadowing, coaching, and modeling to bolster any areas of weakness. After School staff attend workshops and seminars throughout the school year that develop and maintain after-school adult skills and abilities that best serve children and their families. An After School training manual helps facilitate a smooth transition for new staff. New After School staff receive three days of job shadowing and orientation with experienced staff. The process includes an observation guide that focuses on the key elements of their role and serves as a discussion outline that the After School Site Facilitator and Program Administrator use to identify areas for continued support. The types of professional development sessions offered throughout the school year include Personnel Guidelines, Paperwork, Interactions with School Staff, Classroom Management, Interactions with Students, School and Safety Procedures, District Information, After School Site Procedures, and Miscellaneous Information. The After School program is not currently involved with any sub-contractors. When utilized, subcontractors are required to submit to the same background clearances as all EESD employees and are overseen by After School Site Facilitators when interacting with students. The sub-contractors, After School staff, students, and parents provide feedback on sub-contractor performance to the After School Program Administrator.
Staffing shortages have affected all afterschool programs. Because of these shortages, EESD will pay certificated substitutes at the daily sub rate to assist in the afterschool programs. Classified staff are offered pay at the highest rate to encourage subbing in the program after their daytime shifts.
Certificated staffing to run groups at the afterschool program. These students will be working with credentialed teachers to increase academic time daily.

8—Clear Vision, Mission, and Purpose

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

The mission and vision of the After School program are the same as those of the Enterprise Elementary School District. This mission is focused on "Empowering Every Child, Every Day, to Create a Better World."
After School goals are derived from the needs assessment and are directly related to the Quality Standards for Expanded Learning in California. Each goal is measured by an objective at the program level, staff level, and at the participant level.
The needs assessment results identified three main goals: 1) The After School program will provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students; 2) The

After School program design and activities will reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons, and 3) The After School program will maintain high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery.
The data collected to evaluate whether the After School program goals are being met include annual self-reporting surveys of students, parents, teachers, After School staff, and school staff with questions specifically designed to measure each goal.
Goal 1: The After School program will provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.
Objective 1.1 Programmatic Level: The After School Program Administrator will work closely with school leaders to maintain school-aligned health and safety procedures for the expanded learning program.
Objective 1.2 Staff Level: 100% of After School Site Facilitators and Instructional Aides intentionally build and maintain trusting, nurturing, and supportive relationships with participants.
Objective 1.3 Participant Level: 100% of the students who participate in the After School program will actively participate in the co-creation of a behavioral agreement in collaboration with After School program staff.
Goal 2: The After School program design and activities will reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
Objective 2.1 Programmatic Level: The After School program engages students in a variety of activities that are hands-on, project-based, and result in a culminating product.
Objective 2.2 Staff Level: After School staff design activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
Objective 2.3 Participant Level: 100% of After School students participate in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.
Goal 3: After School will maintain high expectations for all students, intentionally link program goals and curricula with 21st-century skills, and provide activities to help students achieve mastery.
Objective 3.1 Programmatic Level: After School supports projects and activities in which students demonstrate mastery by working toward a final product or presentation.
Objective 3.2 Staff Level: After School staff sequence activities that allow students to build on previously learned skills.
Objective 3.3 Participant Level: After School students work in groups where they practice skills such as teambuilding, collaboration, and use of effective communication.

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 After School Program Administrator has ongoing interaction with collaborative partners during the school year to provide program updates and to obtain feedback. The interaction includes informal contact, phone calls, e-mail, and face-to-face meetings. The collaborative partners are members of the Enterprise Youth Collaborative which includes school site teachers, administrators, parents, students, community collaborators, and EESD personnel.
The collaborative members attend the Enterprise Youth Collaborative annual meeting where partners share achievements, new resources, and any needs. The sharing generates discussions that affirm successes and is a platform for problem-solving. Each member reports back to their organization on After School project progress, continuing involvement, and recommendations for improvement.
The Enterprise Youth Collaborative members review the annual evaluation findings from surveys and observations, use the information from the state report and local evaluation report to identify barriers to success, modify existing programs, implement new activities and approaches, and make recommendations for program improvement.

The benefit of this close communication and collaboration is that all agencies are aware of each other's interests, grant goals, and concerns. Over the course of the grant, additional agencies, businesses, service organizations, and individuals are recruited to further strengthen the existing collaboration. The District also has an MOU with the YMCA for the Summers of 2022, 2023, and 2024 to provide a Power Scholars Summer Program. We plan to transition to a district-run program in 2025.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The After School program engages in a data-driven program quality improvement process with program attendance as a key measure of program effectiveness. California Department of Education (CDE) Statewide Student Identifiers (SSID) are used to collect instructional day attendance and After School program attendance to demonstrate program effectiveness. After School ensures an effective data-driven program quality improvement process based on the CDE's Quality Standards for Expanded Learning in California programs recommended by the California Afterschool Network (CAN) Work Group on Quality Standards.

After School utilizes a Program Quality Improvement Plan to assess program quality through a strategic plan of specific objectives that address each high priority need in an ongoing, continuous evaluation cycle designed to improve program quality. The California After-School Program Quality Self-Assessment Tool (CAN-QSA) tool guides the process at both the individual sites as well as at the overall programmatic level. The After School Program has designed a matrix of CDE Quality Standards for Expanded Learning in California and the EESD Local Control Accountability Plan components as a framework for ensuring that continuous quality improvement is maintained within each measure.

After School utilizes a self-assessment team approach whereby the After School Program Administrator works with a local evaluator to keep the matrix up to date and review the Quality Improvement Plan annually for program improvement based on evaluation measure results. The self-assessment team meets annually with the After School Site Facilitators to: 1) review how the collected data aligns with the goals and objectives; 2) identify any needs to be addressed; 3) define an action plan; 3) specify the individuals responsible to carrying out the plan; 4) a establish a timeline for completion; and 5) identify estimated costs associated with the action plan.

The After School local evaluation partner, Center for Evaluation and Research, LLC (CER) assists in data collection and analysis. This continuous and intentional partnership benefits from lessons learned over many years of collaboration and has established proven best-practices that maximize the efforts to collection, analyze, and report results, and that minimizes the duplication of tasks. CER gathers information across the three major components related to program quality including After School participation data, After School student achievement information, and self-reporting of stakeholders regarding program activities and impacts. CER generates the summary reports for each assessment instrument that are provided to the After School Program Administrator for the self-assessment review process. The summary reports are compiled into an After School Annual Evaluation Report (AER) that displays and describes the results of the formative and summative evaluation data collected to monitor program improvement. The AER includes after-school program attendance statistics also submitted in the Annual Performance Review (APR). The AER also shows evidence to support data trends, which help to identify program strengths and positive impacts, and it highlights areas that can be addressed immediately along with areas that require longer-term solutions. The After School self-assessment process uses the AER to help identify the high priority needs upon which to focus each year for program improvement, and to verify the positive impacts the program accomplishes that lead to marked improvement generated from the services and activities being delivered to students.

11—Program Management

Describe the plan for program management.

The After School Program Administrator oversees all aspects of the after-school program including attendance, meeting agendas, professional development plans, CQI data collection, program quality, and the budget. The After School Program Administrator communicates with staff via memos, email, telephone, and in-person.
The After School Program Assistant is responsible for communication, time cards, scheduling and collaborative planning. The After School Program Assistant also maintains records for the Green Sheets (documentation that tracks monetary support from Shasta County Office of Education). The After School Program Assistant reports directly to the After School Program Administrator. They meet in-person at least weekly during the school year and via email/telephone as needed.
The After School Level II Clerk is responsible for attendance tracking and accounting and reports directly to the After School Program Assistant. They meet in-person at least weekly during the school year and via email/telephone as needed.
After School Site Facilitators are responsible for all aspects of the after-school program at their individual sites including attendance, student sign-in and sign-out, daily program activities, parent interaction, and serve as a liaison between After School and school staff. After School Site Facilitators report directly to the After School Program Administrator. They meet at least weekly on-site during the school year, and they meet as a group monthly during the school year.
After School Instructional aides lead activities with students, monitor students, and facilitate the sign-in and sign-out process. After School Instructional Aides report directly to the After School Site Facilitators and interact in-person on a daily basis during the school year and via email/telephone as needed. The After School program administrator will oversee two week-long intersession program offerings. Enterprise Elementary School District is currently partnered with the YMCA to oversee the summer Power Scholars Program.
In order to manage multiple sites, we plan to build a facility for the After School department located central to all schools on June Street.

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.

Expanded learning opportunities funding will be allocated to academic support and enrichment for all after-school students and the summer learning program. Funding will also be used to provide continued support around socio-emotional learning for students during the instructional day. In accordance with the UPK initiative, funding will be allocated for additional staffing in the after-school program to support nine hours of combined instructional time and expanded learning opportunities for TK participants and a reduced adult-to-TK student ratio of 10:1. After-school care slots will be provided to at least 50% of students who meet the Unduplicated Pupil Percentage (UPP) criteria. The same staffing ratio will also be applied during intersession/summer school programs for TK students. There will be early learning care available for TK students combined at one site during AT LEAST ONE of the recess windows and during the summer learning session. There are three student recesses within the school year: Winter Recess (December), President's Week (February), and Spring Break (April). This will allow students in TK to receive an integrated model for during-the-day instruction and extended-day learning and care.
Due to staffing shortages and adhering to the most stringent requirements, several school sites have smaller programs. The After School administrative staff maintains detailed waitlists of requests in order to create more groups and classes when staffing allows.
PACE Academy continues to gather interest from families regarding an afterschool program via a form on their website. The response at the time of plan revisions has not yielded enough interest to start a program, but the form remains open for more responses. Students of the families that have responded are added to the waitlists of adjacent schools that have existing programs to fill their needs.

Transitional Kindergarten and Kindergarten

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

The Expanded Learning program will provide a minimum of nine hours of after school programming for TK/ K students with staffing ratios of at least 10:1. Currently the District is recruiting classroom and After School aides to support this staffing model for the 22/23 school year. The current schedule for Expanded Learning is Monday through Friday. On minimum days, After School is open for a minimum of five hours. Students will participate in the extended day program from the time school is dismissed until six o'clock. Staff will be recruited through internal and external postings (Edjoin and Facebook). In addition, existing part-time classified staff will be provided an opportunity to apply for additional hours in the extended day program. In addition to recruiting qualified staff, opportunities will be made available for staff to pursue early childhood certification at local colleges or online programs. Staff recruited for the TK extended day hours will be provided ongoing professional development and collaboration opportunities to build their capacity in working with early learners.

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.

Sample Intersession Program Schedule:
8:30-9:00 Breakfast/ Recess
9:00-9:30 In class SEL activity
9:30-11:00 Language Arts Instruction
11:00-11;20 Snack Recess
11:25-12:45 Math Instruction
12:50- 1:30 Lunch & Lunch Recess
1:30- 3:00 Visual Arts Enrichment Instruction
3:00-3:30 Physical Education
3:30- 5:00 Science Enrichment Instruction
5:00-6:00 Technology Skills
6:00 Parent pick up closing

Field trips may occur on these days as well

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.