EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

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:	Arvin Union School District
Contact Name:	Georgia Rhett
Contact Email:	rhett@arvin-do.com
Contact Phone:	661-854-6511

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. Sierra Vista Elementary
2. Bear Mountain Elementary
3. El Camino Real Elementary

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 Arvin Union School District plans to offer students opportunities to participate in expanded learning (engagement in enrichment, play, nutrition, and other developmentally appropriate activities) at specific school sites, centralized service sites, and off campus at various locations through field trips and experiential learning with transportation provided by the district. Providing a safe place for students with a focus on building and maintaining respectful relationships is critical to our work. California Healthy Kids Data indicates that a caring adult supports positive elements of our schools' climates and being actively engaged directly correlates with positive outcomes at school.

Each of our school sites implements Positive Behavior Intervention and Supports (PBIS) to support a safe and supportive environment. PBIS is an evidence-based three tiered framework that focuses on proactive approaches to promoting positive behavior as well as supporting school safety. PBIS utilization in Expanded Learning Opportunity Programs will focus on developing effective classroom environments with predictable routines and expectations. Positively stated expectations are clearly posted and thoroughly discussed with students. Active supervision and participation by adults sets a climate where students are able to be acknowledged with specific praise. The overall goal of PBIS is to create a positive school environment in which students can learn, grow, and achieve their full potential.

Another system in place to support the developmental and social-emotional needs of students is RULER. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. The RULER skills help improve student achievement and social skills with training for staff and lessons for students focused on making social-emotional learning a school-wide approach where emotions become central to learning and teaching. Studies show that the five RULER skills creates a better school climate, increased emotional intelligence, decreased anxiety and depression, reduced likelihood of bullying, better leadership skills, and increased attention.

Staff available to students during Expanded Learning Opportunity time, or providing services to various program components, include instructors/instructional assistants, tutors, school nurses, Student Success Facilitators, Campus Supervisors, school social workers, custodial staff, cafeteria staff, and program leaders. Each staff member is dedicated to ensuring active learning, full participation, respectful relationships, and skillful communication regarding needs. In addition, Safe School Ambassadors will be a fundamental component of the Expanded Learning Opportunity Program to ensure student voice.

Ongoing safety supports include use of the RAPTOR check-in system for visitors, ongoing COVID-19 protocols, regularly scheduled emergency drills (fire, earthquake, sheltering), and facilities monitoring for safe usage. Staff have access to student medications and support of district nurses at each site as needed.

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.

Supplemental learning materials from TCM support language arts and math while interactive learning materials from Stemscopes, PITSCO, and Mystery Science provide STEM activities for after school and summer sessions. Clubs, camps, community service projects, visual and performing arts programs, sports, field trips, and assemblies will be offered on a rotating schedule based on student/parent input gathered from on-line google surveys as well as

interviews with small groups. Students will complete a culminating project or participate in an event at the end of each rotation.

The summer program and various weekend camps will be infused with math, science, and literacy with the goal of engaging students in hands-on, inquiry based projects. Students who wish to participate will be given the opportunity to participate in off campus field trips and programs including out-of-county trips not easily facilitated during the regular school day.

Implementation of all activities will contain a significant component of social-emotional learning to facilitate cooperation, taking turns, taking responsibility, problem solving, building and maintaining relationships, use of materials, and community pride.

The program Resource Teacher supports the implementation of expanded learning programs during the regular school year through regular meetings with site administration and teachers/academic liaisons, program and club directors and supervisors, and the District Supervisor II of Expanded Learning Opportunity Programs. The District Supervisor II will be responsible for program expansion utilizing student voice to envision and implement active and engaged learning, organization of staffing, facility use, constructing contracts for supplemental activities (busses, field trips, presenters, club leaders, etc), and researching/purchase of materials for utilization in the program.

3—Skill Building

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

Students who attend an Expanded Learning Opportunity Program are continuously engaged in learning through the supplemental programs and support being offered.

Current after-school programs include ASES, 21st Century, and Migrant Programs. ELOP (Expanded Learning Opportunity Program) funds will be utilized to expand the number of seats available for students after-school in grades TK - 6 and to provide enrichment activities to complement the regular school year. After-school programs and summer school are especially focused on skill building. Students are supported through tutoring either on a 1:1 or small group basis determined by need and school. Tutoring is provided by site teachers and para-educators. The district is anticipating contracting with PAPER, an online tutoring company to ensure differentiated instruction and support for students for homework time to ensure all students have access to robust academic support in both English and Spanish. Students have access to Chromebooks and can log into CLEVER to use I-ready, I-station, CANVAS, or any other supported programs. I-Ready and I-Station are computer adaptive math and reading programs which support individualized online lesson delivery and practice. Students and staff also have access to https://www.khanacademy.org. This is a free online site that students can use to access reading and math tutorials. This site is broken down by content standards and provides easy access to a variety of lessons. Generation Genius https://www.generationgenius.com/ and Mystery Science https://mysteryscience.com/ are being considered as supplemental online resources.

Training for program staff will continue to support implementation of AVID (Advancement Via Individual Determination) strategy utilization to support college and career readiness as well as language support for Reclassification. Cooperative learning, project-based activities, and problem-solving are supported through utilization of note-taking, questioning, problem-solution journals, quick-writes, four corners, one pagers, and jigsaw strategies. Staff support language development through extensions of Math Talks and the implementation of sentence stems and leveled questions into daily routines.

The Arvin Union School District will provide youth with skill building throughout the year through arts and music

education, overall academic support, social-emotional learning, sports and physical education training, nutrition and healthy eating, and STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities.

4—Youth Voice and Leadership

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

Strategic plan input, conducted twice yearly with representatives of various student groups from each school site, provides an overview of student interests and a venue for voice and leadership regarding use of funds from various funding streams. These opportunities will be conducted in a more targeted manner through input surveys conducted with all students from each of the three school sites served through ELOP at least once a trimester. Enrollment forms will provide students an opportunity to select from a menu of programs and activities offered through afterschool, weekend opportunities, or the summer program.

Input will also take into account what type of family events and community service projects students would like to see offered followed by leadership opportunities to help design and conduct these sessions. in addition, during the after school programs, students have a voice in choosing weekly activities, planning future field trips, and designing a schedule infused with arts, sports, science, nutrition, and career awareness.

After school student governance, participation in Safe School Ambassadors, AVID leadership workshops, and ongoing student engagement in program development provide leadership opportunities for students in Expanded Learning Opportunity Programs. Youth will get a head start on finding their voice so they may become part of productive and pro-active groups involved in the local community. Through the ELOP, the Arvin Union School District will provide students with opportunities to participate in student led shows and fairs, speech and language competitions, and community service campaigns including promoting mental and physical well-being, school attendance, college and career readiness, and providing support to those in need.

Each school site will have a Student Council comprised of students and staff. A minimum of two children per grade level will represent the student population. Students, with support from the site coordinator, will be provided with opportunities to provide input for the activities they would like to participate in utilizing data collected from interest surveys.

Students in all grades can effectively participate in WE schools. This is a program that implements a youth development model to encourage children to develop life-long skills like leadership, critical thinking, and action planning. The goal for students is to view themselves as problem-solvers. The WE program is designed to provide three learning outcomes: (1) increased academic engagement; (2) improved university and workplace readiness; and (3) a commitment to active citizenship. Most importantly, students will be involved in meaningful service-learning projects in their local community and on a global scale. Students have a voice in what types of community-based projects they choose to support.

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.

All Expanded Learning Opportunity Program meals and snacks shall conform to nutrition standards and AR5030 for after school programs. Staff coordination with the District Director of Food Services will ensure students receive proper nutrition during expanded learning programs. The Food Service Director carefully follows guidelines while also keeping an open line of communication with the Expanded Learning Opportunity students on what food items they enjoy. She also stays in touch with program staff to confirm what foods are being eaten and what foods students

seem to not like. The district Wellness Policy provides structure for purchase and sales of food as well as nutrition awareness and physical fitness guidelines. Entrusted Legacy, Boys and Girls Club, contracted vendors, and district staff are expected to support the Wellness Policy through instruction related to nutrition and physical activity, supporting students to participate in developing healthy behaviors through constructed lesson plans, and promoting making healthy decisions through choice based activities.

Fitness Skillastics combined with Skillastics Elementary Nutritional cards encourages maximum participation while increasing nutritional knowledge. This is a powerful resource that helps children learn new ways to improve fitness skills while simultaneously gaining nutritional awareness. The nutritional cards are aligned with the National Physical Education Standards, after school HEPA guidelines, and MyPlate. The detailed instruction manual includes muscle group recognition activities that help students gain a better understanding of what having a healthy lifestyle really means.

In collaboration with the Lamont Family Resource Center and Entrusted Legacy, students in Expanded Learning Opportunity Programs receive nutrition education in the after school program utilizing Harvest of the Month, Dairy Council, Network for a Healthy California Power Play!, My Pyramid, and other USDA materials as well as lessons from the UC Cooperative Extension Program. Students will be involved in making healthy meals and snacks, be taught how to read nutrition labels so they can learn how to make healthier choices when choosing foods and snacks at home, and play games that teach them to stay active and incorporate physical activity into their daily habits.

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 Arvin Union School District is comprised of various ethnicities and language groups however the majority of residents are Hispanic. Over 60% of our students are classified as English Learners. Recent discussions have revolved around cultural biases and the importance of having students examine and celebrate their own cultures and languages as well as being culturally and linguistically diverse. To this end, the district has implemented a Dual Immersion Language Program focused on English and Spanish to promote biliteracy. There is curriculum and professional development from district staff available to support English Learners and students with disabilities. Lead staff on campus are available to speak Spanish and translate as needed.

To promote diversity it is important to expose students to cultures and heritages different from their own. By doing so this builds student awareness and appreciation of other cultures and history. A review of cultural and linguistic literacy finds our implementation at the developing stages. The Expanded Learning Opportunity Program is an excellent venue to have students of all cultures and languages join together for common projects, to learn about each other, and to reach out to various community members and organizations to promote awareness of others for in-depth reflection beyond the hustle and bustle of the regular school day. To ensure equitable participation, it is critical to create a safe environment where all students feel welcome regardless of their race, gender, language, ethnicity, disability, religion, family background, or income.

Students will participate in individual activities as well as long term projects which will support appreciation and respect of diversity at school and in the community. The program will create equitable classrooms by developing respectful and caring learning environments where students feel safe and valued for who they are and by implementing clear classroom policies and procedures. Students will be encouraged to take risks and to analyze and critique differences in viewpoints through collaboration and discussion with each other.

Arvin Union School District's Extended Learning Opportunity Program students will participate actively in the fundamentals of AVID (Advancement Via Individual Determination). Through AVID, all students, regardless of their background, are exposed to academic strategies that are founded in research to lead to success when implemented well. Through AVID, all students are exposed to a college-going environment and treated as young scholars. Students are recognized as individuals, for their unique strengths and abilities. They are included and invited to support their peers. Students are challenged to be their best and supported socially, emotionally, and academically so they may achieve the goals they set. They will be encouraged to work in collaborative groups, participate in Socratic Seminars, and engage in critical inquiry of how they relate to the world around them. Staff will use curriculum and strategies that foster students' abilities to critically think about topics and to analyze multiple perspectives.

In coordination with a district focus on the Community Schools model, the Expanded Learning Opportunity Program is intended to be part of a strong partnership building a web of supports and ensuring access and inclusion for all district students. Educators from all departments, support staff, and community partners are entrusted with the vision of promoting equity within the district. With this in mind, the district is mindful of expanding services to ensure Students with Disabilities have equitable access including enrollment in services, staff support, transportation, and health supports. Mainstream education staff, special educators, school psychologists, speech staff, campus supervisors, paraprofessionals, administration and parents will all play a role in facilitating the inclusion of Special Education students. Meetings specific to parents of Students with Special Needs are conducted a minimum of two times a year to ensure parent input and student inclusion.

7—Quality Staff

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

The Arvin Union School District hires and retains quality teaching and support staff in addition to partnering with community organizations who have the same vision for Expanded Learning Opportunity Programs - "Every Student Learning Every Day, No Matter What It Takes." Diverse and highly qualified district and school-based staff positively impact students. The district is committed to providing professional development to Expanded Learning Opportunity Program staff including administrators, resource teachers, teacher liaisons, campus supervisors, paraprofessionals, teachers, and administrators as well as contracted employees from Boys and Girls Club and Entrusted Legacy staff and/or new educational partners. The district is dedicated to maintaining quality, consistent staff through relationship building, relevant professional development, meetings, and collaborative work groups. Staff will be recruited by the district, Boys and Girls Club of Kern County, Entrusted Legacy, other potential partners, and by existing staff. Job postings as well as advertisements for program enhancements with collaborative partners will be posted through district and partner agency means. The district and partners will ensure that all staff who directly supervise students meet the minimum requirements of an Instructional aide as the district schools are all Title I Schoolwide. All prospective instructional aides and activity leaders will be screened and Human Resources will collect one or more of the following: original para-professional certificate, copy of AA degree or higher degree, copy of college transcripts to verify units.

Program structure, to ensure students engage with quality staff within the Expanded Learning Programs, is being supported by the modification of a previous administrative position to support all aspects of after-school, weekends, and summer program development. Duties will include identifying staffing needs, interviewing, hiring, program and staff evaluation, and providing professional development. This individual will work closely with community partners to ensure staff are matched with various programs and interest based clubs/camps. In addition, the Resource Teacher position will continue to support all staff with strategy implementation focused on extension of district priorities. These positions will be tasked with observation of staff interactions with students utilizing the Thoughtful Classroom Teacher Effectiveness Framework which focuses on providing support through Providing Evidence, Praising, Posing Reflective Questions, and Proposing Questions for continuous program improvement, to identify and

support the strengths of staff, and to identify and meet needs to ensure quality of services. The system of Professional Learning Communities will be enhanced to include Expanded Learning Opportunity staff focused on collaboration, utilization of research based best practices, respectful relationships, and interest based programing.

Schedules will be developed to support consistency of staff/student interactions facilitating relationship building. A clear understanding of the vision for this program and each person's role in offering students opportunities to participate in expanded learning (engagement in enrichment, play, nutrition, and other developmentally appropriate activities) is critical.

8—Clear Vision, Mission, and Purpose

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

Arvin Union School District leadership focuses on meeting the needs of our students and community through a common vision and district-wide strategic planning. All Arvin Union School District plans are structured utilizing the district's vision and strategic planning input. Programs are identified and implemented if they meet a need or are purposeful in meeting the overall vision of the district and the mission of "Every Student Learning, Every Day, No Matter What it Takes".

The program vision follows the district vision which was crafted by the Board of Education and is our guiding focus: "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork."

The Expanded Learning Opportunity Program has a specific purpose as it relates to the district mission and vision --- Expanding Learning Opportunities!

Purposeful implementation of this plan includes working closely with community partners in order to ensure Arvin's youth have equitable access to quality after-school programing, academic support, college awareness, opportunities for relationship building and cooperative challenges, time for play, access to nutrition, engagement in enrichment, and increasing community pride. Mentorship of leaders of the program is intended to ensure students thrive in this environment. After-school activities and robust inter-session/weekend programing are intended to provide a safe and welcoming environment whether on campus or separate destinations. High-quality extended learning and social-emotional development are markers of intended program success.

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 following are an initial listing of collaborative partnerships currently in place or intended for initial program implementation.
Arvin Union School District - school site personnel and programs including cafeteria, transportation, migrant, Family Resource Center and school sites
Boys and Girls Club of Kern County - hiring and training of activity leaders through contract
Entrusted Legacy - hiring and training of activity leaders through contract, lesson/materials support

Arvin Branch Library - resources
Bakersfield Art Museum - art clinics and field trips
International Association of Lions Clubs - local philanthropic club / member visitations
PEPfire/Nancy Padilla - leadership and instructional coaching
Dean Aureamma - Thoughtful Classroom Implementation
P3CC - early math initiative
Mighty Kicks - soccer clinics
Skillastics - PE activities
UC Cooperative Extension - Instruction of STEM units/resources
Kern County Superintendent of Schools - CALM, Kern County Museum, Camp Keep, professional development, Kern Integrated Data Systems, Social workers
Clinica Sierra Vista - counseling services by referral
Jill Hamilton Bunch - ELD support
Dolores Huerta Foundation - community service and input
Cesar Chavez Memorial - field trip and community service
Arvin High School - cooperative education
City of Arvin - community service projects
Paper Tutoring - online tutoring

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Arvin Union School District and its collaborative partners strive to provide quality programs for students with a focus on continuous improvement.

The initial focus of the program is based on the district's four strategic goals.
1. Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all educational partners are actively engaged in the learning process.
2. Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.
3. Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.
4. By May 2023, refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

Specific Expanded Learning Opportunity Program goals include:
1. Provide a safe, nurturing environment
2. Increase student involvement in school and engagement in related activities
3. Raise awareness of community related issues through service - learning projects
4. Increase physical fitness activity and nutrition resources

Program Monitoring:

A minimum of 3 meetings per year will be held to gather community partners, review progress and implementation through the lens of the Quality Standards for Expanded Learning Programs, and expand opportunities through brainstorming and review of input.
Program leadership will participate in bi-monthly District Cabinet Professional Learning Community sessions to ensure involvement as a voice for this component of district initiatives.
Program Professional Learning Community sessions will be held bi-monthly with district and site program leadership focused on the Quality Standards for Expanded Learning Programs.
Site Professional Learning Community sessions including each site program member will be held weekly focused on the Quality Standards for Expanded Learning Programs.
Surveys will be conducted a minimum of 3 times per year for program quality review and to gather ideas for implementation in program offerings as well as at the end of each offered component.
In-person educational partner round-tables will be conducted monthly utilizing site based Student Council.

Data Analysis:
Students in Expanded Learning Opportunity Programs will be identified in the Kern Integrated Data System Early Warning Data System. District and site program staff will review attendance, engagement, and academic data in real time as scheduled to identify needs of individual students and trends within and among program offerings. Initial baselines will be set, specific goals developed, and actions created for each program component.

The California After School Program Quality Self - Assessment Tool will be utilized by program staff as selected goals are set to support measurement. Based on specific goals developed and actions created for each program component, the program Resource Teacher will work with site coordinators to gather documentation to support measurement of quality standards selected for focus. Documentation of progress will be shared among sites through Professional Learning Community sessions to support ongoing improvement of the program.

Student, parent, and staff surveys will be used to evaluate program successes through the lens of the 12 Quality Standards.

11—Program Management

Describe the plan for program management.

Expanded Learning Opportunity Programs allow for expansion of programs to provide youth in the Arvin Union School District opportunities to explore, inquire, and be exposed to content and experiences they may not otherwise have the opportunity to take part in. This plan will be the foundation for three years of implementation upon which a new plan will be written. This plan will be reviewed annually through systemic intermittent check-ins to determine any need for modification as required.

A Supervisor II of Expanded Learning will be hired to oversee/create the program design, ensure program integration with aligned job duties, and oversee funds related to afterschool, intersession/weekends, and summer school. This position reports directly to the Superintendent/designee. The Supervisor II will ensure submittal of attendance reports as required for ELOP ensuring 30 days of additional programing as well as implementation of ELOP activities daily during scheduled instructional calendar days.

A Resource Teacher will continue to support professional development and maintain ASES and 21st Century implementation integrated with ELOP funding. This position works closely with the Supervisor II and Assistant Superintendent. The resource teacher provides necessary resources, recruits educational partners, builds

relationships between the instructional day staff, ensures required paperwork is completed in a timely manner, and attends/leads regularly scheduled meetings to ensure collaboration. The After School Resource Teacher and/or Entrusted Legacy Partner will submit attendance reports for ASES and 21st Century.

Site Coordinators: Set the tone for the program, create calendars for events/programs/daily schedules in coordination with the Supervisor II or the Resource Teacher, walk the program daily to ensure proper student supervision, reviews all lesson plans for Activity Leaders and provides feedback, and attends assigned meetings.

Site Clerks: Input student attendance, sign students in/out, submits payroll for staff, assists with daily operations, and provide assistance and to support efficiency of the program .

Instructional aide/Activity leaders: Creates and follows weekly lesson plans, monitors and assists students in extension, practice and study activities, ensures safe learning and play activities, assists with shaping appropriate social behaviors, and utilizes positive reinforcement strategies to assist students with behavior management.

The district Chief Business Official (CBO) will monitor funding and reporting guidelines in conjunction with the Supervisor II. The CBO will submit fiscal reports as required.

Program funding will be utilized to hire staff, partner with contracted community partners for services, purchase of curriculum and materials, and to provide transportation/nutrition to ensure enrichment and expanded opportunities for students. Cycles of inquiry will be the foundation for determining program offerings, successful implementation, impact on positive students outcomes.

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 Arvin Union School District has the benefit of receiving ASES funding at all four of our district campuses and 21st CCLC at Bear Mountain Elementary and Haven Drive Middle School. District staff and program leads are familiar with the funding streams and stringent requirements for fund usage of ASES and 21st Century. Kern County Superintendent of Schools and Regional Support leads for after-school programs provide additional support when needed. Program design will be expanded to add and or/integrate new engagement and learning experiences yet following the most stringent federal and state guidelines for program guidance. The Supervisor II of Expanded Learning Programs and the current Resource Teacher will be provided resources and training as available to support implementation of ELO-P as a comprehensive and universal Expanded Learning umbrella for district services.

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 district's Transitional Kindergarten program will be expanded in the 2022-2023 school year. 6 hour aides will be hired to work partially during the school day and then to support the Expanded Learning Opportunity Program at each site for an additional number of hours to support a pupil staff ratio of 10 to 1 in conjunction with current district instructional assistants and contracted staff. Expanded Learning time will occur for 3 hours beyond the regular school day for summer school and until 6:00 following a regular school day. Classes will be held in a regular TK or Kindergarten classroom. Staff will be supported with curriculum purchased and activities designed for the younger students as well as trained in developmentally appropriate practices along with regular day-time program staff.

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.

Summer School / Intersession or Weekend classes - including Universal Preschool for children enrolled in transitional kindergarten or kindergarten
School begins at 8:00
School ends at 2:00
Expanded Learning continues until 5:00

Regular School Year - including Universal Preschool for children enrolled in transitional kindergarten or kindergarten
School begins at 8:00
School ends at 2:10 on a regular Elementary school day
(early dismissal days have varying dismissal times - however after-school continues to be open until 6:00)
After School Program continues until 6:00

ELOP staff will work collaboratively to develop, implement, and revise ongoing schedule changes based on program implementation and community needs to facilitate program implementation.

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.