

**Expanded Learning Opportunities  
Program Plan**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN**

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)**

# Expanded Learning Opportunities Program Plan

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

**Local Educational Agency (LEA) Name:** Banning Unified School District

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

1. Cabazon Elementary
2. Central Elementary
3. Hemmerling Elementary
4. Hoffer Elementary
5. Nicolet Middle School

### Purpose

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

### Definitions

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

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

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

## Instructions

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

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

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

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

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## 1—Safe and Supportive Environment

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

The safety and protection of children is our number one priority, and we work tirelessly to maintain a safe environment for youth. BUSD and BGCSGP have many procedures and protections in place to ensure the safety of the children we serve. We perform mandatory criminal background checks on all potential employees and volunteers, including a search of the National Sex Offender Database. In addition, these background checks are done annually on all staff. All employees and volunteers are mandated to report any suspected child abuse, and all attend annual drills and coordinate important safety logistics with ASES staff and students. Additionally, BUSD and BGCSGP have collaborated closely to develop and implement COVID-19 safety policies and procedures, which meet the state county and district requirements and ensure the safety and protection of students and staff.

Other Safety Trainings include First Aid/CPR (general first aid and First Aid/CPR certification), Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and also provide important emergency contact information such as School Resource Officers, Child Protective Services, Sheriff, and Maintenance and Operations.

Any current or urgent safety incidents are addressed immediately through the district chain-of-command, then by the district ASES coordinator to Site Directors, frontline staff, students, and families. Notifications are made by phone call, email, or site visit. Site Directors meet monthly at the district and review district safety updates. Information also includes classroom management and SEL tips. Site Directors meet monthly with their principals to review safety, classroom management, school policies, and student concerns/priorities as need addressing. Site Directors and frontline staff meet as needed with their school nurse to address student health issues within the ASES program. ASES sites meet with their staff weekly to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

All sites have District Emergency handbooks and School Site Evacuation maps. Coordinators work with their site principal to arrange practices to align with daytime drills and coordinate important safety logistics with ASES staff and students. Additionally, BUSD and BGCSGP have collaborated closely to develop and implement COVID-19 safety policies and procedures, which meet the state county and district requirements and ensure the safety and protection of students and staff.

We provide staff experienced in working with youth, and who are good role models and

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motivators for students. Staff are trained on fostering a positive environment and linking after school practices with regular school days.

Programs vary in their structure, but staff are trained to provide a safe and welcoming classroom for their ASES students by establishing classroom routines, classroom agreements, consequences, weekly meetings, and daily check-ins. Parents are informed of ASES expectations at the annual Parent Orientation and are kept informed through staff check-ins, monthly newsletters, and phone calls as needed. Weekly programs are offered to all students that emphasize developmental and social-emotional skills. Programs also include activities that foster a sense of belonging in our programs, helping students feel comfortable among their peers.

### 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.**

Site Directors collaborate with site principals and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading.

BGCSGP also provides Project Learn each day. Through Project Learn, a Boys & Girls Clubs of America (BGCA) program, BGCSGP supports pupil enrichment and youth mentorship. Project Learn is an educational enhancement program based on Dr. Reginald Clark's research showing that students do much better in school when they spend their non-school hours engaged in fun, but academically beneficial activities. Dr. Clark's findings demonstrate that the way children use their time -both in and out of school -is an important predictor of their academic performance.

Project Learn reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the after school program. Through Project Learn, staff use all the areas and programs in the school site to create opportunities for high-yield learning activities (HYLA's) which include leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help and tutoring, and games like Scrabble, Boggle and Apples to Apples, which develop young people's cognitive skills.

Extensively field-tested and formally evaluated by Columbia University, Project Learn has been proven to boost the academic performance of youth in after school programs. In fact, through his research, Dr. Steven Schinke, of Columbia University's School of Social Work, found that Project Learn participants had markedly higher school scores than young people participating in other after school programs. In comparison, Project Learn participants showed a:

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- \* Fifteen percent higher overall grade point average
- \* Sixteen percent higher grade point average in mathematics
- \* Twenty percent higher grade point average in history \* Fourteen percent higher grade point average in science
- \* Twenty percent higher grade point average in spelling
- \* Nine percent higher grade point average in reading

Project Learn features five major components:

- \*Homework help and tutoring
- \* High-yield learning and leisure activities
- \* Parent and adult involvement
- \* Collaboration with schools
- \* Incentives to reinforce program participation

### **3—Skill Building**

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

The ASES program is offered Monday through Friday, from the time school is dismissed until 6:00pm, coinciding with each school site's daily schedule and school calendar. ASES program components are provided by BGCSGP and offer an array of recreational, academic and enrichment activities to provide our students a safe and fun place to be after school.

Students can choose from many activities, including: art, dance, games, and outdoor recreation activities. Children who come to the program enjoy a snack, work on homework, and then choose an activity to participate in. Each Monday through Thursday, students will also have the opportunity to participate in targeted academic instruction through the Academic Intervention Program, in addition to homework assistance.

Students have the opportunity to engage in math mastery by participating in high yield activities that involve a specific skill. We provide the time for students to read, and take AR tests. Youth have the opportunity to complete homework with program staff providing support and assistance.

Art programs include an "Artist of the Month" that highlights various artists' work and concepts for students to build their skillset. Cooking Club includes instruction from a certified chef, who builds their skills weekly from basic chopping and dicing, reading recipes, and proper ways to measure. Around the World highlights a new country each month as students focus on different cultures and traditions, leading up to an end of the year Multicultural Fair where students showcase all they have learned throughout the year through food, crafts, clothes and more.

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High yield learning encompasses various games that reinforce math and language arts skills, such as Mad libs practicing their verbs, nouns, and adjectives or Jenga blocks filled with math facts. All programming begins with an objective and ends with a youth reflection period where students reflect on what they have learned and share their thoughts.

### **4—Youth Voice and Leadership**

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

To ensure students play a meaningful role in program design and implementation, monthly focus groups are held to discuss which programs will best benefit our members and their interests. BGCSGP's Director of Operations frequently visits the school sites and meets regularly with students to get a gauge of how they are enjoying their after school experience and how it can be improved.

When staff are implementing activities and programs, they do an introduction to the activity in order to set expectations for the activity. At the end of the activity, they do a post-assessment to see if expectations were met, if youth enjoyed the activity and to solicit feedback on how the activity could be improved.

In addition, BGCSGP also assesses the impact of our programs and services through the National Youth Outcomes Initiative, a youth survey provided by Boys & Girls Clubs of America. The annual survey collects youth feedback on a wide range of topics, including their Club experience.

Through our junior staff and Torch Club program, students are given the opportunity to obtain authentic leadership roles, while reinforcing citizenship and life skills. The Torch Club program is a small group club for 10-13 year old youth. A Torch Club is a powerful vehicle through which Club staff can help meet the special character development needs of younger adolescents at a critical stage in their development.

The annual ASES student surveys are reviewed, and requests/questions/concerns are addressed through collaboration with Site Directors and additional training as needed. Input from the surveys as well as feedback from students are incorporated into Club programming and implemented during the following school year.

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## 5—Healthy Choices and Behaviors

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

The goals of BUSD's Wellness Plan are to ensure that:

\*Students in the District have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the school campus - in accordance with Federal and state nutrition standards;

\*Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;

\*Students have opportunities to be physically active before, during and after school; Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;

\*School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

\*The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

\*The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

The after school programs align with the goals of the district Wellness Plan and provide a safe physical and respectful environment that engages students. We provide staff that are experienced in working with youth, which are knowledgeable in areas of physical fitness, sports (soccer program, flag football programs, and basketball programs), health, healthy cooking, and healthy alternatives who received sufficient training to support program goals and will be good role models in the areas of healthy choices and lifestyles for youth.

The ASES program recognizes the importance of health education, physical education, health services, nutrition services, and a safe and healthy school environment. BUSD Food Services Department provides healthy snacks, breakfast, and lunch for ASES students.

Physical activity time occurs on a daily basis through Free Play and organized recreational activities. The Clubs all implement Triple Play, a comprehensive health and wellness program which strives to improve the overall health of members, ages 6-18, by



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increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. Part of the Triple Play suite of programs, Daily Challenges helps youth build movement skills and positive attitudes toward physical activity. The program consists of 32 age appropriate, diverse games, cooperative activities and sports that develop a young person's ability, confidence and motivation to be physically active. The daily challenges include activities designed to improve locomotor, acrobatic, hand, foot and stick skills in youth.

We provide a variety of physical activities and nutrition activities, which include all students and that support physical health and nutritional awareness/healthy eating choices. All ASES snacks, lunches, and before school breakfasts are provided by the BUSD Food Services department. BUSD Food Services submits their menus for annual review and approval from the State and/or the USDA Nutrition Services for nutritional compliance

### **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 ASES program includes a diverse student population; the majority of BUSD students are Black, Indigenous, People of Color (BIPOC): American Indian or Alaska Native - 3%, Asian—4.5%, Black/African American - 7.9%,Filipino -.09% Hispanic/Latino—67.8%, White—12.9%, Pacific Islander - .01%, Two or More Races—2.6%.

The ASES program provides a welcoming, warm, and inclusive environment for youth of all backgrounds. Staff are representative of the community and the youth that they serve, coming from diverse backgrounds and possessing the cultural competence necessary to excel in their job roles. In addition, many ASES staff are bilingual. We offer an "Around the World" program that focuses on different cultures and traditions across our globe. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from one another. Staff members are encouraged to create and share activities that reflect their interests, such as art, music, and culinary skills.

Our sites are not income based, as we serve students in very low income communities. 91.1% of students' districtwide qualify for free or reduced lunch, so we offer access to supper and snack daily.

Many ASES staff members are bilingual, providing support to English language learners. BUSD & BGCSGP work collaboratively to reduce and eliminate barriers to program participation for students with disabilities. This is truly an area where the school district and BGCSGP excel. The after school program works to ensure inclusivity and serves a large number of youth with a range of disabilities. Club staff are included in IEP and SSI meetings and are a part of the child's support plan. Staff are trained to adapt activities, so that all youth are able to participate. In addition, all

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sites are ADA compliant and all BGCSGP staff participate in BGCA's Disability Inclusion training.

All students are eligible for enrollment in our clubs regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity or expression.

### **7—Quality Staff**

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

BUSD adheres to high quality staffing standards by ensuring that ASES employees meet the same federal, state, and district requirements to work with students as regular day program instructional aides. Site Directors must have a high school diploma and two years of college (48 units) or an A. A. degree (or higher). All staff must pass a paraprofessionals test, have a clear drug and TB test, as well as a clear background check. All staff must complete abuse prevention, harassment trainings, and mandated child abuse reporting.

Referrals and word of mouth continue to be our main source of recruiting ASES staff. Staff are also recruited via employee referrals, postings at the community college, the Boys & Girls Clubs of America's website, indeed, and the newspaper. Staff are retained by providing competitive salaries, training opportunities, upward mobility within the organization, employee recognition, and positive work environment, diversity of workday and annual evaluations.

Candidate applications are screened for meeting the minimum job requirements and experience. Potential candidates are notified for participation in the interview process. Prospective employees are interviewed by the Site Director and reference checks are completed. Successful candidates are offered employment in the program on a year-to-year basis. BGCSGP Human Resources staff process employee paperwork following organizational policies and procedures. ASES staff recruitment, hiring, and retention practices are aligned to the after school program goals and outcomes. We have many dedicated ASES employees who have worked in our site program for multiple years.

Staff complete Boys & Girls Clubs of America's (BGCA) leadership university training of the following: Child and Club Safety 101 and Emotional Intelligence, with access to additional ongoing training. CPR training is required within 90 days of hiring for all staff. Weekly staff meetings ensure on-site training is established. 30, 60, and 90 day evaluations, as well as yearly evaluations ensure staff are meeting the requirements of BGCA and the local organization.

Effective classroom management and instructional strategies are discussed and reinforced at monthly ASES Program staff meetings. Training in youth development, classroom management, curriculum, and effective instructional practices is offered at least once a year. In addition to the professional development that is provided locally, the ASES staff attend training opportunities sponsored by CAL-SAC, BGCA and other regional and statewide organizations. Additionally, BGCSGP staff attend the Best Out Of School Time

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(BOOST) conference held annually in April. The BOOST conference is the largest, most recognized and comprehensive global convening for after school, expanded learning, and in and out-of-school time professionals.

Staff must also attend trainings required by the district of all employees, including sexual harassment, injury and illness prevention, and technology training on attendance tracking.

## **8—Clear Vision, Mission, and Purpose**

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

The needs of the community are identified through assessment scores, number of students performing below grade level and parent surveys. Additionally, BGCSGP conducts an annual community needs assessment.

The following information is used to assess the needs of the ASES program participants:

- \* 90.4% of BUSD students qualify for Free and Reduced Lunch Program

- \* 18.5% of BUSD students are English learners and 40.9% are making progress towards English language proficiency

- \* In 2019, based on the California School Dashboard, in which scores range from blue (highest) green, yellow, orange and red (lowest), youth in BUSD scored in the red (lowest) and orange (second lowest) in following performance designations:

- \* Suspension rate - Orange

- \* Chronic Absenteeism – Red

- \*The California Dashboard scores for all students in English Language Arts are 67.3% points below standard

- \* The California Dashboard scores for all students in Mathematics are 101.8% points below standard

- \* Banning USD has been identified as a Differential Assistance school district and is working diligently to provide high quality support programs that will improve the academic achievement of all students. The after school program collaborates with individual schools to identify and target focus areas and supports ELL, ELA and Math needs of students through:

- The Daily Power Hour program and individualized tutoring sessions

- 20 minute reading sessions built in to support school efforts in AR program -Project Learn activities and games reflecting what they are learning in the school day (ie verb relay race, math swat, etc.)

- Book Clubs that put a focus on reading comprehension

- Integrated activities mixing art and learning, such as creative storytelling, Around the World, fine arts

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## 9—Collaborative Partnerships

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

BUSD and BGCSGP meet at the beginning of each school year to revisit plans to address program changes to meet the needs of the students as a result of the learning loss and their social emotional health due to the pandemic. Collaborative partners meet and review plans twice annually; plans are reviewed midyear (winter) to ensure all implementation plans are in place and make any needed changes. Plans are again reviewed in spring with ASES leadership team, staff, school administration, and ASES community partners, to assess the program and make recommendations to be implemented the following spring. Additionally, surveys are administered to the students and parents for planned development purposes as well.

The ASES program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students.

Local community partners provide services/contributions to support specific student activities. The ASES program strives to develop and maintain collaborative ties with the following community agencies: Riverside County Office of Education, BGCA, Mt. San Jacinto College, Riverside Community College, UC Riverside, Crafon Hills College, Cal State San Bernardino, Banning Police Department, Riverside County Sheriff's Department, Riverside County Fire Department, local churches, San Geronio Pass Rotary, United Way, Nike Factory Store, San Geronio Pass Rotary Club, Ross, Morongo Band of Mission Indians, Amazon, and Banana Republic, Banning Chamber of Commerce, the City of Banning and the Pass Collaborative, a 45 member multi-agency group focused on serving youth .

## 10—Continuous Quality Improvement

**Describe the program's Continuous Quality Improvement plan.**

In order to follow the CQI process and assess, plan, and improve, ASES programs:

- \* Review the End-of-Year Surveys (June-August)
- \* Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October) \*
- Provide Monthly evidence of each of the CQI standards (September-June)
- \* Complete a narrative summary update in November, February, and May
- \* Provide an End-of-Year Survey to all stakeholders (May-June)
- \* Reflect and score programs in all CQI areas (June)

The overall program is evaluated by the district coordinator, school site principals, and ASES Site Directors as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate. Site Directors meet regularly with teachers and principals to discuss student academics and general wellbeing with the intention of implementing specific academic/character programming/high yield to aid student learning. The ASES Site Director receives copies of classroom homework assignments from each teacher. Surveys are administered to

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the students and parents for planned development purposes as well. Additionally, all sites use a BGCA CQI process tool (High Quality Club Experience Action Plan) continually to assess and improve program areas.

### **11—Program Management**

#### **Describe the plan for program management.**

ASES funding is primarily used for staffing and remaining funds are used to purchase supplies to run the program and to bring in enrichment programs for the students. Under the leadership of the Site Principal and ASES Site Coordinator, we implement sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensure that 85% of the funding is used for direct services. Evidence is provided through internal documents, external audits, and CDE reports.

BGCSGP employs a full-time CEO governed by a Board of Directors. The program employs a full time Director of Operations/Program Director to ensure day to day operations, staff hiring, training and program plans. Each school site has a separate full time Site Director that manages the individual site, ensuring robust program plans are created with the needs of the school represented. Site Directors regularly meet with principals, teachers, counselors and parents.

Annual Collaborative Review of District Program Plan: Plan is posted online and reviewed by the district ASES coordinator, principals, Site Directors, front line staff, parents, and teachers.

Annual and ongoing Review of Site Program Plans: Reviewed by site principal, Site Director, district coordinator, and school site stakeholders.

Monthly Site Director Meetings: Site Directors and district coordinator review and update site program plans.

BUSD manages state, federal and private grants and entitlements for a variety of educational programs. The fiscal management is a co-operative venture between program compliance directors and fiscal managers to ensure that the needs of students and grant requirements are met within the parameters of the program and that the accounting and revenues and expenditure meet the program requirements. Expenditures will follow the approved grant budget and be made within its guidelines. Purchases for the program are made through requisition/purchase order. Any requisitions for a purchase order for program supplies or equipment must be approved by the program director, and accounting.

\* Boys & Girls Club submits monthly attendance reports and invoices to Director, Educational Services at BUSD.

\* Director, Educational Services submits all reports – attendance, expenditures and academic reports.

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## **General Questions**

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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.**

Banning USD ELO-P and ASES Grant are considered a single comprehensive program servicing kindergarten through eighth grade students through an afterschool enrichment and homework program. Currently, BGCSGP is offered an expanded learning program at all elementary sites and the middle school. An expanded learning program for Transitional Kindergarten will be phased in during the 2023-2024 school year as we assess the needs of the community and viable locations.

## **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?**

Using the projected TK and Kindergarten enrollment provided by the CDE, BUSD will make modifications to the district's TK and Kindergarten student estimates and make facilities and staffing estimates needed each year. Based on the projected enrollment, BUSD will begin evaluate current staffing to determine hiring needs. The district will also highly encourage existing TK staff to participate in the Prekindergarten Teacher Development Grant to earn a Bachelor's degrees and/or a Multiple-Subject Credentials. In addition, BUSD will maintain the required ratios of 12 students to 1 teacher by adding a teaching assistant to classrooms that exceed an enrollment of more than 12 students. Class will have a maximum limit of 24 students. We will transition to 10 students to 1 teacher by the 2025 -2026 school year if approved by the legislation.

The district is in the process of adopting the California Preschool Learning Foundations. The California Preschool Learning Foundations work is grounded in the principle that starting early matters. Ensuring children have high-quality early learning opportunities and making sure the positive outcomes of these experiences are sustained through the early elementary years is the best way to provide all children with a strong foundation from which to thrive in future years. The curriculum provides foundational skills in the following: Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics.

A professional development plan and timeline will be developed to ensure that existing and new teachers are appropriately trained. Given the focus on younger learners in TK, two key areas of

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professional development are: 1) utilizing developmentally appropriate instruction for young students, and 2) supporting the social-emotional development of young students. Other professional development areas that support teachers in addressing the needs of BUSD's diverse student population might include:

- Supporting teacher's use of formative assessment and differentiated instruction to meet the needs of all students.
- How to plan lessons that integrate subject areas
- Best practice for meeting the needs of DLLs.
- Family engagement to support children's learning and development.

### 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.

Regular Day K-5		Summer School Schedule: Grades K - 8			
Times	Monday - Friday	Times	Monday - Friday		
9:00 - 10:00 AM	Class	8:00 - 9:45AM	ELA		
10:00-10:15 AM	Recess	9:45-10:00 AM	Recess (teacher supervised)		
10:15-11:30	Class	10:00- 10:45 AM	Math		
11:30-12:10	Lunch	10:45-11:15 AM	Lunch A		
12:10-3:10	Class	11:15-12:30 AM	Math		
3:20 -6:00 PM	Boys and Girls Club	10:00- 11:15 AM	Math		
		11:15-11:45 AM	Lunch B		
		11:45-12:30 PM	Math		
Early Release Day		12:37- 1:37 PM	Boy and Girls Club		
Times	Monday - Friday	1:44- 3:30 PM			
9:00 - 10:00 AM	Class	3:30 -6:00 PM			
10:00-10:15 AM	Recess				
10:15-11:30	Class				
11:30-12:10	Lunch				

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12:00-1:45	Class			
1:50-6:00 PM	Boys and Girls Club			



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Monday, Tuesday, Thursday, Friday			Summer School Schedule :Grades 6 - 8						
Period 1	8:00	8:51	Times	M - F					
Period 2	8:55	9:14	8:00 - 9:19 AM	ELA	Math	BUSD Elective Teachers			
Period 3	9:18	10:09	8:19 - 9:22 AM	Passing Period					
Period 4	10:13	11:04	9:22- 10:41 AM	BUSD Elective Teachers	ELA	Math			
Period 5	11:08	11:59	10:41- 11:11 AM	Lunch					
Lunch	12:03	12:33	11:11- 12:30 PM	Math	BUSD Electives Teachers	ELA			
Period 6	12:37	1:28	12:37- 1:37 PM	Boy and Girls Club					
Period 7	1:32	2:23	1:44- 3:30 PM						
Boy and Girls Club	2:30	6:00	3:30 -6:00 PM						
Early Release Days									
Period 1	8:00	8:40							
Period 3	8:44	9:24							
Period 4	9:27	10:08							
Period 5	10:12	10:52							
Lunch	10:56	11:26							
Period 6	11:30	12:10							
Period 7	12:14	12:54							
Boy and Girls Club	1:00	6:00							

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**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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That charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### ***EC sections 8483.4 and 46120(b)(2)(D):***

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### ***EC Section 8482.3(c)(1)(A–B):***

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.