

Expanded Learning Opportunities Program Plan

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

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Expanded Learning Opportunities Program Plan

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School sites operating the Expanded Learning Opportunities Program (ELO-P):

1. School Site: William A Bailey Elementary School (Frontier School)
2. School Site: West Boron Elementary School

Purpose

This program plan is required by EC Section 46120(b)(2). In this program plan, we 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])

Expanded Learning Opportunities Program Plan

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.

Response:

Our number one goal in service to students every day is safety.

Programmatic Level:

The Expanded Learning Program will take place on our school sites; William A. Bailey Elementary, West Boron Elementary, and Irving L Branch Elementary. Since we are a small rural district, our students are regularly transported by their parents in private transportation or on our district school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as every 45 days by the district's transportation department.

Expanded Learning- After School Program

Students will remain on campus at the end of the school day. The program, which takes place after the school day, will begin immediately upon dismissal of the instructional day and operate until either 4:45 or 5:00 PM depending on the location. The programs may also close early on the last instructional day at the beginning of seasonal breaks.

Expanded Learning- Summer Explorers Program

Our summer program will also take place on the school campuses of William A. Bailey Elementary and West Boron Elementary. Students will be transported in district school buses and vehicles. Any field trips will also take place in district

transportation that meet all safety requirements and are driven by fully licensed and insured drivers.

Attendance/Sign-ins/Sign-outs

When students arrive at the program they are personally greeted by staff and checked into the program. Program attendance is collected in our school district's ELOP Student Registration System, Vanco ASAP Connected. At the end of the program students are released and depending on the program are physically handed over to a responsible adult. Students who are bused or are participating in other partnered programs are taken to designated pick up areas and follow directions from their parents, either walking home from there or being met by a responsible party. TK and K students **MUST** be met by a parent.

Facilities Safety:

Our school site was newly rebuilt in 2020 and meets all current building codes and specifications for public school campuses. We have fully fenced facilities. We also have ample lighting for additional safety precautions.

Any adults entering our campus must sign in at the office. All volunteers are screened through the district office and go through a background check and orientation.

https://www.muroc.k12.ca.us/district_information/muroc_volunteer_program

We also have a safety plan which is updated annually and is available on our website. This plan outlines all of our policies and procedures as well as people responsible. To ensure that we operate in coordination with this plan we participate in frequent drills and practices so that the students and teachers and staff are well aware of all procedures and practices well in the event of an emergency.

Safety Plan:

https://www.muroc.k12.ca.us/district_information/comprehensive_school_safety_plan

Staff Level:**Behavior/Expectations:**

We incorporate a “shared responsibility” approach to our positive behavior supports and reinforcement for our students. These expectations have been created with a collaborative effort between students, teachers, classified staff members and Administrators.

Much like PBIS this system enables us to:

- Effectively teach appropriate behavior to all children by identifying expectations and modeling and practicing these with our students.
- Intervene early before unwanted behaviors escalate-remaining alert and proactive so that we are not pushed into reactive mode.
- Use research-based, scientifically validated interventions whenever possible-work on strategies and behavior plans and be willing to reset and try something new if these are not working.
- Monitor student progress-remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

SEL Supports

At Muroc Joint Unified School District, we employ a School Psychologist, District School Social Worker, and also school psychologist interns who work closely with our staff to support the mental health and well being of all of our students. We also have our special education staff and classroom aides on campus to assist, advise and consult with our staff to assist all students in being successful. They will often meet to create behavior plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students. We also employ a school psychologist as a contract who helps oversee and provide technical support, training and expertise to our special education teachers and staff, general education teachers and aides, Administration and expanded learning staff.

We believe, and research

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/> indicates, that

addressing student social and emotional needs not only improves their mental health but also their social skills and their academic performance. It is with this in mind that we have increased our services to students in addition to purchasing Second Step curriculum to help serve our students diverse needs.

Participant Level:

Students and staff intentionally work together to build a shared community. This is evident in the time that our staff spends intentionally communicating one on one and in small group settings with our students. Our staff and other members of the community know each and every one of our families, their extended families and their siblings. In our small community it is very important to keep consistent, open, calm communication at the forefront of every interaction with staff, students and parents. We feel that the most important thing that we can do each and every day is to pause long enough to listen to a child. They are the reason that we are here.

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.

Programmatic Level:

The design of our program is inclusive and ensures that all participating students are offered the same opportunity within what is developmentally appropriate. Our students are able to see and partake in a quality program because we are offering opportunities for our students to learn and grow in an environment outside of their traditional instructional day. As we are located in such a rural area, our families depend on us to keep their children safe and engaged. The school superintendent and principals are active participants in supporting this program. They have frequent and open communication with ELOP staff to ensure the support for the vision is achieved.

Response:

The Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, and shared expectations for our students, this helps them to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs. The programming is divided into three main components: (1) Homework support tailored to the individual needs of students. (2) Physical education and sports; and (3) STEAM enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

Expanded Learning- After School

The after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is followed by a healthy snack for each child. Then, groups of students will transition between individualized or small group instruction and academic support and STEAM/project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, staff will be assigned groups in which each student is in the appropriate group according to class assignment. If leading the Special Needs student group the staff will use the curriculum provided by instructional day while the other students work on homework.

Expanded Learning- Summer Explorers Program

Current Summer program includes a 5-6 weeks program operating for up to five days a week with respect to holidays. This program will be expanded in both the number of days in operation as well as the number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The program currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM-12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-5:00 PM (9.5 hours) in the 2024-2025 academic year and moving forward with the option of a part time morning session that ends at 12:00 PM.

Our program is open to all students including our Special Needs students and they are able to receive very specific academic support from our special ed department instructional aides but also push into the regular program to participate in physical activities and enrichment activities.

The learning in this program is robust and includes the required educational and literacy element in tutoring or homework assistance. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, and physical fitness.

Staff level:

The staff in our after school and summer expanded learning program also work during the instructional day. This provides the opportunity for continual, open communication about students' needs and desired support.

Participant Level:

Our entire campus is open to our expanded learning programs. They are an extension of what we do to provide support to our students and their families. We allow them access to any resource or materials they need including our library, our technology, our playgrounds, and sports materials.

3—Skill Building

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

Programmatic Level

Response:

All enrichment learning opportunities are intended to inspire creativity and innovation, we work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. Ongoing conversations will be facilitated between the Expanded Learning Program and the instructional day staff and administration to ensure that the Expanded Learning Program will work together on shared curricula goals and socio-emotional growth skills, for enhanced support of the instructional day. One goal for the program staff is to support students in expanding their opportunities to enrich their whole child experience.

Expanded Learning- After School and Summer Explorers Program

Some activities that we are able to introduce and support during expanded learning programming, will work collaboratively with the instructional day to increase the depth of learning and the level of performance of our students. A few of the activities where they could build in expanded learning include:

Oral Language Festival: Staff are able to assist the student memorize their piece and practice their performance outside of their regularly scheduled practices. They also have the ability to practice in front of the live student audience at the afterschool program that will help them gain confidence and self-esteem as they increase their level of performance.

AFJROTC Leadership and Cadet program support with Desert Junior-Senior High School. Cadets volunteer weekly throughout the school year and demonstrate

leadership activities in organized outdoor activities. In the future, a formal leadership club will be developed specific to our 5th and 6th grade students.

The Summer Explorers Program is really an intensive STEM focused program that provides very diverse experiences that allow students the time and support to learn new skills, invest time in building mastery and gaining confidence and then showcasing these skills at the end of the session in various culminating activities dependent upon the skill. The curriculum is project based learning and incorporates individual student material kits from the National Inventors Hall of Fame camp programs. The same curriculum is optional for teachers to use in their classrooms during the instructional day throughout the school year.

Staff level

In supporting students and helping to move their learning forward they have the ability to practice skills. The staff can also offer coaching and positive, constructive feedback. They are able to spend time with students and offer support as they move through the learning process.

Participant level

The activities and events that are integrated in both the expanded learning after school and summer program provide support to engage students in 21st Century skills. They have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills while also fostering a sense of cooperative learning and holistic development.

4—Youth Voice and Leadership

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

Programmatic Level

Response:

Youth voice and leadership is an integral part of our program. With the help of our Edwards AFB School District Liaison, we have developed a very active partnership with the organizations and programs throughout the base that can support all sides of our district. While we continue to develop and establish the program, we intend to create a purpose driven student leadership team and create a multi age group of representatives and leaders who will then help support the other students engaged in the program by utilizing potential program resources such as Leader in Me. The student will begin engaging in additional support to the Anchored 4 Life student leadership team by helping promote that program and support activities from both student organizations.

Staff level

Expanded Learning- After School and Summer Explorers Program

The staff in our afterschool program are intentional in ensuring that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students are provided choices related to what activities they would like to participate in and how they will celebrate their learning. We will work to continue to grow and increase the student's leadership facilitation and application of key learning. While we continue to develop and establish the program, we intend to create a purpose driven student leadership team and create a multi age group of representatives and leaders who will then help support the other students engaged in the program by utilizing potential program resources such as Leader in Me.

Participant level

The use of our formal and informal means of collecting data related to program offerings allows the students the opportunity to provide feedback, participate in discussions and participate in developing the program. During the summer program students really enjoy the ability to spend extended time on self-selected activities, taking responsibility for completing projects from the first half of the day in their individual STEM kits and participating in various projects that thrive on student-led participation.

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.

Response:

Programmatic Level

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level from TK to 12th grade have access to regular physical education classes with instructors who are specifically assigned to support them in skill building and practice. These instructors provide multiple options so that students can explore and learn new skills, try new sports and experience success. Additionally, we utilize the CATCH Health Education Program in ELO-P. It is evident in our culture that fitness and nutritious eating and promotion of a healthy lifestyle is important. This culture is carried into our after school and summer school program by actions, intentional learning opportunities and activities.

Expanded Learning- After School and Summer Explorers Program

All meals and snacks that are scheduled to be served to the students in the program also follow the national school lunch nutrition guidelines that apply to all food items served at school.

In addition to learning about positive behaviors students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

Staff level

Our staff participate in training through the district office's Food Services department as well as through educator resource materials provided through the county office of education and the CATCH Health Education Program.

Participant level

Each activity that we participate in encourages our students to make healthy choices and to extend their learning beyond just the program. Activities provided through the CATCH Kids Club are also incorporated throughout the program schedule.

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.

Response:

Programmatic Level

Expanded Learning- After School and Summer Explorers Program

Communication is vital to our success and we use multiple means to communicate with our small community at all times. Communication is a vital part of our program and our school community as a whole. We employ multiple means of communicating with our parents, our staff and our community. We use our ELO-P Facebook page and our website, phone calls, hard copy notifications, and emails. The program staff also maintain current contact information for all students enrolled, so that they can contact them at all times.

We welcome all students interested into the program. If students have any special needs, we make sure to have open communication so that staff and families are well aware of what resources are provided for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios. Our program celebrates diversity and welcomes all students while it focuses on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

Staff Level

Staff are well trained to serve all students. They are also very well positioned with resources and support to meet the needs of all students in the program. Our staff is

also very representative of the students that we serve. In such a small community we often hire either family members or former students of our school.

Participant level

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7—Quality Staff

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

Response:

Programmatic Level

Recruiting is done in local community meetings, online through edjoin.org, and throughout the school sites. Due to our rural location and unique military demographic, the majority of our applicants come right from our school community and most are related to our families or are siblings who have already graduated from our school so they definitely reflect our students, staff and parents. There is consistent turnover every two to three years in the majority of our positions throughout the district as well. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring and work to be positive role models.

Expanded Learning- After School and Summer Explorers Program

All staff:

- Have passed a paraprofessional test or are education requirements qualified.
- CPR/First Aid Certified
- Mandated Child Abuse and Neglect Reporting Trained
- Trained on Bloodborne Pathogens
- Trained on Sexual Harassment Prevention
- Live Scan/fingerprints cleared by both FBI and DOJ

Staff level

Staff are clearly identified with IDs that identify them as staff members.

Staff are aware of grant requirements and work to maintain all assurances.

Coordinator checks in weekly with District Administration to ensure open communication and adherence to funding program requirements.

Participant level

While our participants do not have a part in our staff selection process their experience is taken into consideration if we ever had a problem with a staff member. Our staff, as previously mentioned, are part of our instructional day staff as well, so they have very positive trusting relationships built with our students.

8—Clear Vision, Mission, and Purpose

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

Response:

As we have operated our program, we make sure that they align with the District's purpose as well as the Afterschool Alliance's vision, and our ELO-P's mission.

MJUSD ELO-P's Mission: For students to grow and learn in an educational environment that is safe and allows for them to thrive.

Afterschool Alliance Vision: "Afterschool programs keep kids safe, inspire them to learn, and give working parents peace of mind. They help children learn, grow, and reach their full potential, offering new learning opportunities that help students do better in school and in life."

MJUSD's Purpose: To put our students first in every decision that we make from safety to staffing to facilities and program offerings. The students are our reason for being here and serving them is our number one priority. "Education is our business."

Expanded Learning- After School and Summer Explorers Program

Programmatic Level

Our ELO-P will directly correlate with the provided vision, mission and purpose. The mission was developed in a collaborative effort with our afterschool program staff and the vision was in alignment with the Afterschool Alliance.

Staff level

Staff facilitates a drop in session for parents at the beginning of the school year prior to the first day of school so students, parents and staff members all have the

opportunity to meet, address any specific needs of students and begin to build a trusting relationship if they are not familiar with each other already. The staff also collaborates with the instructional day staff in the planning for Back to School Night events for those participants, or interested students, to share the program's mission, vision and goals.

Participant level

Students are familiar with our vision, mission, and purpose as well since they were developed to ensure a quality program and experience for them.

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.

Response:

Programmatic Level:

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the years we have developed several partners who we continue to work with as well as some new partnerships that we are working to increase. Support of the local School Board of Trustees and teachers is a vital piece to the success of our program. Communicating and celebrating the great work that is going on there to support our families is important.

- **Boron Library-** The Boron Library is very interested in supporting our students in a variety of ways. We will be working together to help our students get library cards, to help advertise their services and events and to partner in upcoming events.
- **Edwards Air Force Base: 412th TW FSS/CYP-** The Force Support Squadron, also known as the FSS, provides a variety of services supporting airmen and their families in addition to retirees and DoD civilians. They are composed of other mission-supporting elements such as the Military and Family Readiness Center, Rosburg fitness center, lodging, military personnel flight and the youth center, teen center and Child Development Center (CDC).
- **Edwards AFB Library-** The Edwards AFB library is very interested in supporting our students in a variety of ways. We will be working together to help our students get library cards, to help advertise their services and events and to partner in upcoming events.
- **Edwards AFB Security Forces-** Provides support and safety suggestions as well as response in the event we need support.
- **Sabre Magazine-** Reports and shares information regarding events, celebrations, successes on Edwards AFB.

Staff level

Communication is a vital part of our program and our school community as a whole. We employ multiple means of communicating with our parents, our staff and our community. We use our ELO-P Facebook page and our website, phone calls, hard copy notifications, and emails.

Participant level

Students have been very instrumental in sharing what these partnerships have meant to their program. They share with the instructional day staff and we all share the same spaces so this has created a seamless transition from instructional day to expanded learning with our students, our families, our staff and our partners.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Response:

Programmatic Level:

We are also committed to providing a program that serves the needs of our community, our families and our students. In addition, we will be using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. Attendance in Programs: Number of days students attend once enrolled are collected weekly.

Currently, implementation and review as well as future planning will be using the Quality Self-Assessment tool.

<https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>

Continuous Quality Improvement Cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies, feedback from staff, students, families, and others engaged in the program, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, reassess and update the action plan accordingly.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/_crosswalk.pdf

Expanded Learning- After School and Summer Explorers Program

Program reviews are ongoing in order to ensure that we are producing a program that suits the needs of our families. We will also have student, staff and parent surveys as well as informal data gathering opportunities.

Staff level

Staff are very reflective and communicative. Staff regularly collect necessary data required for the management of the program. They also commit to continuous improvement. Attendance data is collected daily. Academic feedback is taken on an ongoing basis in conversations with the student's teachers.

Participant level

We will develop a formal process for obtaining student input specifically related to our program. Moving forward we will continue to ask for input and use it to develop our program.

11—Program Management

Describe the plan for program management.

Response:

This program is dependent upon open and frequent communication between the district's cabinet, ELOP Program Director, and the Site Coordinators for ongoing review and development of the programs.

Programmatic Level

All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams are managed separately:

LCFF: Managed directly by Muroc Joint Unified School District Administration with oversight by the local Board of Trustees and Kern County Superintendent of Schools.

ELO-P: Managed directly by Muroc Joint Unified School District Administration with oversight by the local Board of Trustees and Kern County Superintendent of Schools.

Expanded Learning- After School and Summer Explorers Program

Fiscal Management: Currently the program is managed by the Assistant Superintendent- Business Services of Muroc Joint Unified School district. We work together to review the budget, review expenditures and track all expenses. He, with the help of the Special Projects and Programs Director, makes certain that we remain within the grant guidelines and make appropriate use of the funds.

For ASP and SEP programs, we will have the following positions:

Site Coordinator: This person will have full leadership of the program from planning, managing staff and students as well as managing supplies, helping to support students, available to communicate with families, etc.

ASP Aides: These individuals will assist in the development of activities, plan and prepare materials, help with all food service, recess and lunch supervision and frequent communication home. They will be qualified as Instructional Aides or Teachers.

Food Services support: This person will manage our feed service. We will serve breakfast, lunch, and snack(s) daily. This includes, ordering, receiving, inventory, counting, serving and clean-up.

Policies/procedures/practices: We will have well developed policies and procedures that we regularly put into practice so that we are consistent and fair in our treatment of students and staff.

Clear Organizational Structure: The organizational structure will also be clear and reinforced with support from instructional day administration.

Staff level

Planning: Staff will meet prior to beginning of program to participate in team building, review all policies and procedures and expectations.

Training: Staff will also attend training prior to the beginning of any sessions (example: School year/Summer)

Regular Staff Meetings: Staff meet on the mornings or afternoons of the program to go over the daily plans and materials prep.

Communication: All staff have walkie talkies while on campus so that they can communicate amongst themselves and call for assistance if needed.

Managing student information: Student information will be available via our student information system Aeries as well as hard copy for quick access.

Professional Development: Additional Professional Development will be provided throughout the school year based on staff observations and needs.

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.

Response:

Our district does not receive, or qualify, for either 21stCCLC or ASES (After School Education and Safety) funding. Our program is solely funded through ELO-P grant funds and parent registration fees for those not qualified through the Free/Reduced Lunch Program. We will follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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?

Response:

Our transitional Kindergarten program currently operates as a full-day program and will add additional TK classes that we are anticipating throughout the coming school years based on the birthdate roll out. Muroc Joint Unified School District uses

Teaching Strategies: The Creative Curriculum for the TK students. Recruitment is supported through a partnership with our regional post secondary Child Development programs and other local early childhood education establishments. Ongoing professional development opportunities will be provided to existing staff and new through the adopted curriculum provider and NAEYC's resource and development departments.

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 (eight hours for frontier schools) of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour (eight hours for frontier schools) summer or intersession day.

Response:

Expanded Learning- After School Program (ASP)

The programming is divided into three main components: (1) Homework support tailored to the individual needs of students. (2) Physical education and sports; and (3) STEAM enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning. https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

The after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is followed by a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM/project-based enrichment. Each of the program components will last

45 minutes to one hour. During academic support, staff will be assigned groups in which each student is in the appropriate group according to class assignment. If leading the Special Needs student group the staff will use the curriculum provided by instructional day while the other students work on homework.

Example:

2:15-2:45- Planned outdoor activities, free play, organized sports

2:45-3:05- Snack is served to all students- students eat and clean up occurs

3:05-4:00- Homework help, academic support, etc.

4:00-4:45- Enrichment projects

4:45-5:00- Clean-up and parent pick-up.

Expanded Learning- Summer Explorers Program (SEP)

Current Summer program includes a 5-6 weeks program operating for up to five days a week with respect to holidays. This program will be expanded in both the number of days in operation as well as the number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The program currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM-12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-5:00 PM (9.5 hours) in the 2024-2025 academic year and moving forward with the option of a part time morning session that ends at 12:00 PM.

Our program is open to all students including our Special Needs students and they are able to receive very specific academic support from our special ed department instructional aides but also push into the regular program to participate in physical activities and enrichment activities.

The learning in this program is robust and includes the required educational and literacy element in tutoring or homework assistance. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, and physical fitness.

Example of a current program schedule:

7:30 AM- Campus opens and students begin to arrive-greeting and welcome occurs

7:45 AM - 8:15 AM- Breakfast is served to all students- students eat and clean up occurs

8:15 AM-9:45 AM- Rotation #1 begins

9:45 AM-10:00 AM- Morning recess

10:00 AM-11:30 AM- Rotation #2 begins

11:30 AM-12:00 PM- Students are served lunch

12 PM-12:15 PM- Closing AM session, buses load and leave, parent pick up occurs students have free play with items that are set up in advance by staff during transition.

12:15 PM-12:45 PM- Lunch is served to all students- students eat and clean up occurs

12:45 PM-1:30 PM- Physical Education/Sports

1:30 PM-2:30 PM- STEAM Rotation #1

2:30 PM-3:30 PM- STEAM Rotation #2

3:30 PM-4:00 PM- Snack is served to all students- students eat and clean up occurs

4:30 PM-5:00 PM- Closing window, parent pick up occurs for remaining students at this time. Students have free play with items that are set up in advance by team.

Expanded Learning Opportunities Program Plan

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 school-days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day. California Department of Education Created September 30, 2021 11 Expanded Learning Opportunities Program Plan Guide

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 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.