

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	Yreka Union 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. Evergreen Elementary School & Jackson Street 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 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 Yreka Union Elementary Extended Learning Opportunity Program (ELOP) will provide students with a safe and supportive environment by offering a structured, nurturing space that fosters academic, emotional, and social growth. The program is designed to ensure that students receive the attention and resources they need to succeed both inside and outside of the classroom.

The program will be offered on-site at the school, ensuring that students have easy access to the support and services available without the need for transportation. This on-campus location will provide students with a familiar environment, where they can participate in various enrichment activities, receive academic assistance, and engage in recreational opportunities. Being on school grounds also enables easy communication between ELOP staff and teachers, helping to monitor students' progress and well-being.

Students will be supported by a team of dedicated staff members, including educators and counselors, who will foster a positive and inclusive atmosphere. These staff members will provide individualized support, monitor students' emotional needs, and encourage positive interactions with peers. Additionally, the program will emphasize character development, promoting values like respect, responsibility, and kindness. ELOP funds will be utilized to help improve outdoor play environments including playground improvements, play area asphalt painting (including track, four square, tether ball, pickleball courts, etc.). Additionally funds will be used to purchase structures to provide shade for outdoor play in the hot summer months.

By offering this program on school grounds, the Yreka Union Elementary ELOP ensures that all students have an accessible, supportive, and safe environment that enhances their learning and personal development.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Yreka Union School District's Extended Learning Opportunity Program (ELOP) will provide students with opportunities for active and engaged learning that supports and supplements their regular instructional day. The ELOP is designed to offer enrichment and skill-building activities that complement, rather than duplicate, the core academic curriculum. This ensures that students can deepen their learning experiences in a meaningful way, while also receiving the additional support they may need.

In the ELOP program, students will engage in hands-on activities and projects that encourage creativity, critical thinking, and problem-solving. These activities will be tailored to enrich students' existing knowledge, skills, and interests. For example, the program may offer STEM-based projects, arts and crafts, outdoor learning experiences, and collaborative group work. These activities are designed to spark curiosity, foster teamwork, and provide students with opportunities to explore subjects in ways that go beyond traditional classroom instruction. Field trips will be provided which will include transportation. Destinations will include places like: Kidder Creek, Shasta Caverns, Water Works Park, Siskiyou Golden Fair. Guest speakers will be invited to provide students with enriching activities including art, music and science.

Furthermore, the ELOP will provide academic support through targeted interventions that focus on areas where students may need additional help, such as reading, math, or writing. This support is not intended to replicate the

regular school day's instruction, but rather to reinforce and strengthen the concepts students are learning in class, offering additional practice or alternative methods of understanding.

By offering active learning opportunities in a safe and engaging environment, the ELOP program will help students build confidence in their abilities, deepen their understanding of key concepts, and develop skills that support their academic growth. This approach ensures that students' learning experiences are well-rounded, engaging, and aligned with their personal interests and needs.

3—Skill Building

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

The Yreka Union School District's Extended Learning Opportunity Program (ELOP) will provide students with various opportunities to experience skill building in a variety of areas. The program is designed to help students strengthen both academic and personal skills, ensuring that they are better equipped for future challenges.

Academic Skill Building: The ELOP will focus on reinforcing foundational skills in subjects such as math, reading, writing, and science. This will include targeted support to address any gaps in understanding and provide additional practice opportunities. Students may engage in activities such as small group tutoring, one-on-one academic coaching, or interactive learning experiences to strengthen their knowledge and skills.

Social and Emotional Skill Development: The program will also emphasize the development of important social-emotional skills such as teamwork, communication, problem-solving, and resilience. Activities like group projects, cooperative games, and peer-led discussions will provide students with opportunities to practice these skills in a supportive and structured environment.

Creative and Hands-On Learning: To further foster skill development, the ELOP will offer enrichment activities such as arts and crafts, music, or STEM projects. These activities will allow students to build skills in creativity, critical thinking, and hands-on problem-solving while also providing a fun, engaging experience.

Physical and Wellness Skills: The program may also include physical activities or wellness workshops that encourage students to develop coordination, motor skills, and healthy habits. Activities such as outdoor games, fitness challenges, or mindfulness practices will help students focus on their physical and mental well-being.

By offering diverse opportunities for skill building across academic, social, creative, and physical areas, the ELOP program will ensure that students develop a well-rounded skill set that supports their overall growth and success.

4—Youth Voice and Leadership

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

The Yreka Union School District's Extended Learning Opportunity Program (ELOP) will provide ample opportunities for students to engage in youth voice and leadership development, encouraging them to take an active role in shaping their own learning experiences and contributing to the broader school community.

Student-Led Activities: The program will create space for students to lead and organize various activities. For example, students could take on leadership roles in planning events, such as talent shows, group projects, or community

service initiatives. This empowers students to make decisions, collaborate with their peers, and develop organizational and leadership skills.

Peer Mentorship: The ELOP will encourage older or more experienced students to mentor their younger peers, fostering a sense of responsibility, empathy, and leadership. By guiding others, students will gain confidence in their leadership abilities while helping to create a supportive, connected community.

Student Leadership Groups: The program may establish student leadership groups where students have a direct voice in shaping the activities and initiatives within the program. These groups would allow students to provide input, share ideas, and help make decisions regarding what programs or projects are offered, ensuring that their perspectives are heard and valued.

By offering these opportunities, the ELOP program will foster a sense of ownership and leadership in students, allowing them to grow as responsible, confident individuals who can effectively communicate and lead within their community.

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.

Students will be offered healthy choice opportunities throughout the ELOP schedule including physical activity and healthy meal choices.

All meals offered during the YUSD ELOP program will meet the national food breakfast and lunch program nutritional programs requirements.

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 Yreka Union School District's Extended Learning Opportunity Program (ELOP) is committed to supporting students in making healthy choices and engaging in positive behaviors, both physically and emotionally. Through structured activities and a focus on wellness, the program will promote good habits that foster students' overall health and well-being.

Engagement in Healthy Choices and Behaviors

Physical Activities: The ELOP will incorporate regular physical activity into the daily schedule, including games, sports, and fitness challenges that promote exercise, teamwork, and healthy competition. By participating in these activities, students will learn the importance of staying active and maintaining physical fitness as part of a healthy lifestyle.

Social-Emotional Learning: The program will also integrate lessons on mental health and emotional well-being. Students will engage in activities that teach mindfulness, stress management techniques, and conflict resolution, helping them to develop healthy emotional coping mechanisms.

Wellness Education: As part of their experience, students will participate in wellness education, where they can learn about topics such as nutrition, sleep hygiene, hygiene practices, and making informed decisions about substances.

These lessons will encourage students to make responsible choices and take an active role in caring for their bodies and minds.

Nutritious Meals and Snacks

To further support students' health, the ELOP will provide nutritious meals and/or snacks during the program hours.

Healthy Snacks: Students will receive healthy, balanced snacks during the after-school hours, such as fresh fruits, vegetables, whole grains, and protein-rich options. Snacks will be carefully selected to provide the necessary nutrients to fuel students for learning and physical activities, ensuring they stay energized and focused throughout the program.

Meals: If the program operates during extended hours, a nutritious meal may also be provided, with an emphasis on balanced options that meet dietary needs. Meals may include items like lean proteins, whole grains, vegetables, and fruits.

By promoting healthy eating alongside physical activity and emotional wellness, the ELOP will help students build a foundation of healthy habits that will benefit them throughout their lives. This holistic approach ensures that students are supported in making choices that promote both their physical and mental well-being.

7—Quality Staff

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

The Yreka Union School District's Extended Learning Opportunity Program (ELOP) will provide students with opportunities to engage with quality staff who are dedicated to supporting their academic, social, and emotional growth. The program's staff will be carefully selected based on their expertise, experience, and commitment to creating a positive and inclusive learning environment for all students.

Staff Qualifications and Expertise

The ELOP will feature educators and support staff who are well-trained in working with students of varying needs and backgrounds. Many of the staff members will have experience in areas like classroom teaching, student support services, or enrichment activities, ensuring that they bring a wealth of knowledge and a student-centered approach to the program.

Student-Staff Interaction

Personalized Attention: With smaller student-to-staff ratios in the ELOP, students will have more opportunities to receive individualized attention. This allows staff to better understand each student's strengths, challenges, and learning preferences, providing tailored support that can make a significant impact on student growth.

Mentorship and Role Models: Staff members will also serve as mentors and positive role models for students, guiding them in both academic pursuits and social-emotional development. Staff will foster relationships with students built on trust, respect, and encouragement, helping students feel comfortable and supported in their learning environment.

Collaborative Learning: The ELOP will emphasize teamwork and collaboration, with staff actively engaging in group activities alongside students. This creates opportunities for staff to model effective collaboration, problem-solving, and leadership skills, encouraging students to participate and take on leadership roles themselves.

Ongoing Support: Staff will work in close partnership with classroom teachers and parents to ensure continuity in students' learning. They will regularly communicate with school staff to track students' progress and ensure that any additional academic or emotional needs are addressed, providing a seamless support system for students.

By fostering meaningful interactions with skilled and supportive staff, the ELOP program ensures that students are guided by individuals who genuinely care about their growth and success, providing an enriching and empowering learning experience.

8—Clear Vision, Mission, and Purpose

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

The Yreka Union School District's Extended Learning Opportunity Program (ELOP) is designed with a clear vision, mission, and purpose to support students' academic, social, and emotional development outside of regular school hours. These guiding principles ensure that the program is focused on creating meaningful learning experiences that complement and enrich the students' regular school day.

Vision

The vision of the ELOP program is to empower every student to reach their full potential by providing a safe, engaging, and supportive environment where they can thrive academically, socially, and emotionally. The program envisions a future where students are not only prepared for academic success but also equipped with the skills, resilience, and confidence they need to become leaders and responsible citizens.

Mission

The mission of the ELOP program is to offer extended learning opportunities that foster growth, creativity, and well-being for students. Through hands-on, engaging activities, personalized support, and a focus on wellness, the program aims to create an enriching experience that complements the regular school day. ELOP seeks to ensure that all students, especially those who may face barriers to success, have access to high-quality learning and development opportunities that empower them to succeed academically and socially.

Purpose

The purpose of the ELOP program is to supplement and enhance the instructional day by providing students with opportunities for skill development, enrichment, and support.

In essence, the ELOP program is dedicated to creating a positive and inclusive space where students can explore their interests, build essential life skills, and receive the support they need to succeed, both now and in the future. ELOP funds will be used to contribute to after school programs (ACES funding) that often are short funds to provide the necessary supports, proper staffing levels and enrichment for students.

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 Yreka Union School District's Extended Learning Opportunity Program (ELOP) aims to foster strong collaborative partnerships that enhance the quality of the program and provide students with a diverse array of enriching experiences. By working with both local educational agencies (LEAs) and non-LEA entities, the ELOP program is able to leverage a wide range of resources, expertise, and community support to meet the needs of all students.

Collaborative Partnerships with Local Educational Agencies (LEAs)

Seamless Integration with School Curriculum: The ELOP will collaborate closely with Yreka Union School District teachers and staff to ensure that the extended learning opportunities align with the regular school curriculum. This partnership ensures that academic enrichment activities complement what students are learning in class, reinforcing key concepts and offering targeted interventions where needed.

Support Services: The program will also work with the district's special education and counseling departments to provide additional services and tailored support for students with diverse learning needs. This ensures that all students, regardless of their challenges, have access to the resources and guidance they need to succeed.

Data Sharing and Monitoring: Regular communication between ELOP staff and the district's educational team will allow for the effective monitoring of students' progress. Sharing data on academic performance, behavior, and social-emotional development ensures that the program can adapt and provide the most effective support for each student.

Collaborative Partnerships with Non-LEA Entities

Community Organizations: The ELOP will collaborate with local community organizations, such as the YMCA, other nonprofit groups, and cultural organizations, to offer a wide variety of extracurricular activities. These partnerships can provide students with experiences in arts, music, physical activities, and community service that they may not otherwise have access to during the regular school day.

Local Health and Wellness Providers: The program will also work with local healthcare providers, nutritionists, and wellness experts to ensure that students have access to nutrition education, mental health resources, and wellness activities. Collaborating with these professionals can provide workshops, resources, or even counseling to support students' overall health and well-being.

Local Businesses and Professionals: By forming partnerships with local businesses and professionals, the ELOP can provide students with opportunities to explore careers, participate in internships, or engage in job-shadowing experiences. This not only helps students build real-world skills but also strengthens the connection between the school and the community.

Benefits of Collaboration

Resource Maximization: Through partnerships with local organizations and non-LEA entities, the ELOP program can access additional resources, including funding, materials, expertise, and facilities, all of which help to enhance the overall program.

Diverse Enrichment Opportunities: Students benefit from a wide variety of enrichment activities, ranging from art and music programs to STEM workshops and career exploration, which are made possible through community partnerships.

Holistic Support for Students: Collaboration with community organizations allows the ELOP to address students' academic, social-emotional, and physical well-being in a comprehensive manner, creating a more supportive and well-rounded experience.

In summary, the Yreka Union School District's ELOP program emphasizes collaborative partnerships with both LEAs and non-LEA entities to provide students with an enriched, supportive, and diverse learning experience. By bringing together schools, local organizations, health professionals, and businesses, the program maximizes resources, extends opportunities, and ensures that students have access to the full range of support they need to thrive.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Yreka Union School District (YUSD) in California implements a Continuous Quality Improvement (CQI) plan aimed at enhancing student learning outcomes, improving instructional practices, and fostering organizational efficiency. The CQI program typically follows a systematic approach that involves ongoing evaluation and improvement of educational strategies, student support systems, and operational procedures. Although specific details about the current plan may evolve over time, the following components are generally part of a successful CQI framework in school districts like Yreka Union:

1. Data-Driven Decision Making

Assessment & Monitoring: YUSD collects and analyzes a variety of data (e.g., student performance metrics, attendance rates, behavior incidents, etc.) to identify strengths and areas for improvement. This may involve testing, surveys, and feedback from students, staff, and parents.

Goal Setting: Based on this data, the district sets specific, measurable goals for student achievement, teacher effectiveness, and overall school performance. These goals are reviewed and adjusted periodically to ensure they are aligned with the district's mission and values.

2. Professional Development

Teacher Training: The district places a strong emphasis on the professional growth of its educators. Ongoing training programs are offered to help teachers improve their instructional strategies, integrate new technology, and stay up-to-date with the latest educational research and methodologies.

Collaborative Learning: Teachers and staff are encouraged to engage in collaborative learning communities, where they can share best practices, reflect on challenges, and support one another's growth.

3. Student-Centered Practices

Individualized Support: The CQI plan ensures that the district provides differentiated support to students, including interventions for those who are struggling and enrichment opportunities for those who are excelling. This could involve tutoring, special education services, or advanced placement options.

Engagement and Well-Being: YUSD's approach focuses on the overall well-being of students, emphasizing social-emotional learning (SEL), mental health support, and a safe, inclusive environment. The district may implement programs and initiatives that promote positive behavior, conflict resolution, and student engagement.

4. Community and Educational Partner Involvement

Parent and Community Engagement: The CQI plan encourages the active involvement of parents, community members, and local organizations in the educational process. This could include regular communication through newsletters, parent-teacher conferences, and participation in school events or advisory committees.

Feedback Loops: Regular surveys and feedback channels allow stakeholders to share their perspectives on district performance. This feedback helps to guide future planning and decision-making.

5. Continuous Evaluation and Adjustments

Ongoing Review: The district evaluates the effectiveness of its programs on a regular basis, using both qualitative and quantitative data. This includes reviewing test scores, graduation rates, college/career readiness indicators, and student satisfaction.

Iterative Improvement: Based on the results of these evaluations, YUSD makes adjustments to its strategies, policies, and practices to ensure continuous improvement. This process helps to identify and address issues early, allowing the district to adapt to changing needs and challenges.

6. Equity and Access

Closing the Achievement Gap: Part of the CQI plan involves identifying and addressing any disparities in educational outcomes among different student groups, such as those based on race, socioeconomic status, or English language proficiency.

Inclusive Curriculum and Resources: The district ensures that all students have access to high-quality curriculum, technology, and extracurricular activities, aiming to provide equal opportunities for success.

Overall, Yreka Union School District's Continuous Quality Improvement plan is designed to foster a culture of excellence where continuous reflection, data-driven decision-making, and collaborative efforts work together to

improve educational outcomes for all students. The district's commitment to improvement ensures that it can adapt to challenges, leverage successes, and ultimately support the academic and personal growth of its students.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunity Program (ELOP) in California is designed to provide additional educational opportunities for students beyond regular school hours. Yreka Union School District (YUSD) has developed a strategic plan for managing the ELOP that is focused on enhancing student engagement, supporting academic achievement, and addressing the diverse needs of students. The district's approach ensures that the program complements and strengthens the school day, providing enriching and impactful learning experiences.

Key Elements of Yreka Union School District's ELOP Management Plan

1. Program Structure and Design

After-School and Summer Programs: YUSD's ELOP typically includes both after-school programs during the regular school year and summer learning opportunities. These programs are designed to provide students with academic support, enrichment activities, and personal development opportunities.

Alignment with School Curriculum: The ELOP programs are intentionally aligned with the school's regular curriculum and educational goals. This ensures that the extended learning time supports classroom instruction and helps students retain and build upon what they learn during the school day.

Diverse Learning Activities: The ELOP offers a variety of learning activities, including academic tutoring, project-based learning, arts and culture, STEM (science, technology, engineering, and math), physical education, and social-emotional development. The district emphasizes a balanced approach that nurtures both academic skills and holistic growth.

2. Student Enrollment and Access

Targeting Students with the Greatest Need: One of the main goals of YUSD's ELOP is to provide additional support to students who may be at risk of academic challenges, including low-income students, English learners, and students with disabilities. The district may prioritize these students for enrollment in the program.

Open Access for All: While targeting at-risk students, Yreka Union also aims to provide equitable access to the program for all students who may benefit from extended learning opportunities. The district ensures that parents and guardians are informed about program offerings and have access to enroll their children.

3. Curriculum and Learning Outcomes

Academic Enrichment: ELOP's curriculum is designed to address key academic areas where students may need additional support. This could include literacy, math, or other subjects based on students' individual needs. The district focuses on creating a bridge between after-school learning and the regular school curriculum.

Social-Emotional Learning (SEL): Beyond academics, the district places a significant emphasis on SEL within the ELOP. Programs may include activities and lessons focused on self-awareness, relationship-building, resilience, and conflict resolution.

Student-Centered Approach: The district adapts the program based on student feedback, ensuring that the activities are engaging, relevant, and meaningful to the students' lives and interests. The curriculum is flexible and responsive to the diverse learning styles and needs of participants.

4. Staffing and Professional Development

Qualified Educators and Facilitators: Yreka Union ensures that ELOP is staffed with qualified educators, including teachers, paraprofessionals, and community partners. Staff are trained to work with students in the after-school and summer contexts, often in smaller groups to provide more personalized attention.

Ongoing Professional Development: The district provides ongoing professional development for ELOP staff, focusing on areas such as differentiated instruction, culturally responsive teaching, and strategies to support students' academic and social-emotional growth.

Collaboration with Teachers: ELOP staff collaborate closely with classroom teachers to align the after-school activities with the needs and progress of students in the regular school day. This helps ensure continuity in students' learning experiences.

5. Family and Community Engagement

Family Involvement: The success of the ELOP program relies on strong partnerships with families. YUSD encourages family involvement through regular communication, workshops, and events that highlight the program's goals and outcomes. Parents are invited to attend end-of-program celebrations, share feedback, and support their children's learning at home.

Community Partnerships: The district also partners with local community organizations, businesses, and non-profits to enhance the learning experience. This might include providing additional resources, volunteering, or offering expertise in various subject areas (e.g., local artists, engineers, or health professionals).

6. Program Evaluation and Continuous Improvement

Regular Monitoring and Data Collection: Yreka Union employs a data-driven approach to track the success and effectiveness of the ELOP. The district collects data on student participation, attendance, academic improvement, and social-emotional development to assess program impact.

Feedback and Adjustments: The district regularly surveys students, parents, and staff to gather feedback about the ELOP and identify areas for improvement. Based on this feedback, the program is adjusted and refined to better meet the needs of students and the community.

Accountability and Reporting: As part of the state's ELOP requirements, Yreka Union School District tracks program outcomes and provides reports to the California Department of Education (CDE) on a regular basis. The district ensures that the program meets all regulatory and funding guidelines to ensure its sustainability and success.

7. Funding and Sustainability

Effective Use of Resources: Yreka Union's ELOP is funded through a combination of state grants, district funding, and potentially additional local or community resources. The district strives to make the best use of available funds by prioritizing academic support and enrichment, as well as ensuring that resources are distributed equitably among students.

Sustainability Planning: To maintain the long-term viability of the ELOP, YUSD looks for opportunities to leverage community partnerships, grants, and other funding sources. The district aims to build a strong foundation of support for the program, ensuring that it can continue to benefit students in the years ahead.

Conclusion

Yreka Union School District's plan for ELOP program management is centered on providing high-quality, engaging, and supportive extended learning opportunities for students. The district's focus on equity, personalized learning, family and community engagement, and continuous improvement ensures that the program meets the diverse needs of its student population and enhances their educational experience. By offering both academic support and enrichment in a safe and engaging environment, the ELOP helps students thrive academically and socially, contributing to their overall success.

General Questions

Existing After School Education and Safety (ASES) and 21st Century 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.

In Yreka Union School District, the integration of multiple funding streams such as ASES (After School Education and Safety), 21st Century Community Learning Centers (21st CCLC), and the Expanded Learning Opportunity Program (ELO-P) is crucial for creating a comprehensive and universal Expanded Learning Program (ELP) that effectively serves students in both elementary and middle schools. The goal of combining these funding streams is to streamline resources, provide continuity, and enhance the quality of learning opportunities for students beyond the regular school day.

Given that these funding sources have similar goals but different requirements, aligning them into one cohesive program involves aligning their structures, maximizing their benefits, and ensuring they meet the most rigorous standards for educational enrichment. Below is a description of how ELO-P funding will be used to create a comprehensive Expanded Learning Program at Yreka Union School District.

1. Unified Program Vision and Framework

Mission Alignment: The core of the unified ELP will be ensuring that all students have access to high-quality, enriching after-school and summer learning experiences. These opportunities will target academic improvement, student engagement, enrichment, and social-emotional development.

Program Design: The integrated program will operate in a seamless fashion, with consistent offerings that are available across elementary and middle school levels. This includes after-school sessions during the regular school year and summer programs. By aligning the mission and design of ASES and ELO-P, YUSD can create a cohesive experience for students, with no overlap or redundancy in services.

Comprehensive Focus Areas: The unified program will integrate the best practices of all three funding sources, including:

Academic Support (e.g., homework help, tutoring, and skills reinforcement)

Enrichment Activities (e.g., arts, STEM, sports, and leadership programs)

Social-Emotional Learning (SEL) and Life Skills Development

Health and Wellness Initiatives (e.g., physical activity, nutrition education)

2. Coordinating Funding Streams

Shared Funding Allocation: ELO-P funding will be used strategically to supplement and extend the impact of the other funding streams. The primary approach will be to pool resources from all three funding sources to ensure that the district's expanded learning programs are robust, sustainable, and accessible to as many students as possible.

ASES will contribute primarily to the operational structure of the after-school program, focusing on student safety and academic enrichment.

21st CCLC funding will help enhance the depth of enrichment activities and support the development of programs that specifically target academic improvement, career readiness, and family engagement.

ELO-P funds will be used to strengthen the overall program by filling any gaps, particularly in providing additional academic and social-emotional support, addressing learning recovery, and expanding access to summer learning opportunities.

By pooling resources and ensuring that funding from all three programs is aligned, YUSD will ensure equitable distribution of funds and reduce administrative overhead, making the expanded learning program more cost-effective.

3. Leveraging ELO-P Funding for Program Expansion

ELO-P funding will be used to enhance and expand critical aspects of the existing programs in the following ways:

Increased Learning Time: ELO-P funding will be used to provide additional instructional time, such as extended after-school hours, and enhance summer learning opportunities to help students recover from learning disruptions caused by the pandemic.

Targeted Academic Support: ELO-P funds will support one-on-one tutoring, small group instruction, and academic interventions to improve student achievement, especially for students who are at risk of falling behind. These supports can target specific groups, such as English learners or students with disabilities, to meet the most urgent academic needs.

Social-Emotional Learning (SEL): Social-emotional learning will be a part of the unified program. ELO-P funding will enable the district to expand SEL programming and provide mental health support services, helping students build resilience, improve interpersonal skills, and manage emotions effectively.

Quality Staffing and Professional Development: ELO-P funding will allow YUSD to hire qualified program staff, including educators, tutors, enrichment specialists, and social workers. The funds will also support ongoing professional development to ensure that staff are equipped to deliver high-quality, culturally responsive programming.

4. Program Integration and Coordination

Shared Curriculum and Standards: The curriculum across the three funding sources will be aligned to ensure a seamless learning experience. ELO-P funding will be instrumental in providing the resources needed to create an integrated curriculum that addresses both academic and enrichment goals. This includes blending literacy and math support with enrichment activities like arts, science exploration, and physical education.

To ensure accountability and track student progress, YUSD will use data systems to collect and analyze participation, academic progress, and behavioral improvements. ELO-P funds will support the creation of a unified data management system that ensures all students are tracked across all funding streams, allowing for more effective interventions and program adjustments.

Collaborative Planning: Staff from ASES and ELO-P will work together to plan and coordinate the program. Regular meetings will be established to ensure that program activities are consistent, aligned with student needs, and reflect the district's broader educational goals.

5. Family and Community Engagement

Family Involvement in Program Design and Delivery: Engaging families will be a critical element in the integrated program. ELO-P funding will support family engagement initiatives, including workshops, informational sessions, and events that allow parents to actively participate in their children's learning. This could include curriculum nights, family fitness events, or SEL workshops for families.

Community Partnerships: YUSD will collaborate with local businesses, non-profits, and community organizations to expand the resources available to students in the extended learning programs. ELO-P funds can be used to formalize and expand these partnerships, bringing in experts to offer enrichment opportunities that enhance students' academic and personal development. Some of the local partnerships include: Siskiyou Golden Fair, Kidder Creek, Bella Art Works, Siskiyou County Public Health, Siskiyou County Office of Education, Siskiyou County Probation and Yreka Police Department.

6. Evaluation and Continuous Improvement

Monitoring and Evaluation: To ensure the program's effectiveness, YUSD will employ surveys and students assessment. ELO-P funding will support the development of a rigorous evaluation framework that tracks academic outcomes, SEL progress, and participation rates.

Adjustments Based on Data: The data collected will help guide ongoing program improvements, ensuring that the unified program remains flexible and responsive to student needs. ELO-P funding will be key in implementing improvements based on feedback and evaluation results.

Conclusion: Building a Unified Expanded Learning Program

By coordinating the ASES and ELO-P funding streams into a single, comprehensive program, Yreka Union School District can deliver a more robust, efficient, and equitable set of extended learning opportunities to students. ELO-P funding will play a central role in filling gaps, expanding services, and ensuring that students have access to high-quality academic support, enrichment, and SEL programming. The integrated program will not only meet the most stringent requirements but also foster a more holistic, sustainable approach to student success beyond the regular school day.

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?

Yreka Union School District is committed to meeting the 10:1 pupil-to-staff ratio requirement for its Transitional Kindergarten (TK) and kindergarten programs by ensuring adequate staffing, recruiting qualified staff, and creating a developmentally-appropriate curriculum.

1. Maintaining the Pupil-to-Staff Ratio

Adequate Staffing: For every 10 students, one staff member will be assigned. Staff will include teachers and aides, with additional support available during peak attendance times.

Flexible Scheduling: The district will monitor enrollment closely and adjust staffing levels as needed to maintain the ratio.

2. Recruiting and Preparing Staff

Qualifications: Staff will have experience in early childhood education or child development.

Professional Development: Staff will receive training in child development, behavior management, and play-based learning, with ongoing coaching and mentoring.

3. Developmentally-Informed Curriculum

Play-Based Learning: The curriculum will focus on play-based activities that promote early literacy, math, and SEL skills through hands-on experiences.

Individualized Learning: Activities will be adaptable to meet diverse student needs, with attention to language development and social skills.

Safe, Engaging Environment: Learning centers, sensory activities, and physical movement will be incorporated to support both cognitive and motor development.

By recruiting qualified staff, maintaining a low pupil-to-staff ratio, and offering a developmentally-appropriate curriculum, Yreka Union School District will create a supportive and enriching program for TK and kindergarten students.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

7:45-8:30-Breakfast/Recess/Free Play

8:30-11:30-Classroom Learning, standards based

LUNCHES-K/1-11:15-12:00-Kinder complex

2 /3-11:15-12:00

4/5/6-11:15-12:00

7 /8-11:15-12:00

Afternoon Session-12:10

12:30-3:30-Hands on activity and/or enrichment field trip

3:30-Clean Up and/or Load bus, travel time

3:45-Return to EG

3:45-4:30-Recess/Free Play Time

4:45-Dismissal

9 hour daily program offering

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.