



Chualar Union Elementary School District

Respect - Responsibility - Cooperation - Safety - Upstanders

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Expanded Learning Opportunities Program Plan 2025-2028

**Revision/Update
March 6, 2026**



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

Local Educational Agency (LEA) Name: Chualar Union School District

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School Site: Chualar Union Elementary School

Governing Board Approval Date:

Review/Revision Date: 03/06/2026

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])



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"Expanded Learning Opportunities Program" (ELO-P) 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 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 (COE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

ELO-P includes the 180 days of instruction and 30 additional days of Expanded Learning Opportunities in the Saturday Academy, Spring and Summer breaks.



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Attendance Recovery allows local educational agencies (LEAs) the option to offer more opportunities to increase student access to instruction and recover funding dependent on average daily attendance.

To mitigate the negative impact that chronic absenteeism and emergency events have had on academic continuity for students and LEA funding, Senate Bill (SB) 153 (Chapter 38, Statutes of 2024) as amended by SB 176 (Chapter 998, Statutes of 2024) established the Attendance Recovery (AR) program under Article 9, Chapter 2, Part 26 of *Education Code (EC)* sections 46210-46211.

AR programs are voluntary programs that enable students to recoup absences for the purpose of apportionment (up to the lesser of ten total or the total number of absences accrued in a given school year) by attending supplementary sessions outside of the regularly scheduled school day.

Beginning in fiscal year 2025–2026, school districts, county offices of education and classroom-based charter schools may choose to offer an AR program to eligible students enrolled in classroom-based programs before or after school, during weekends, or on intersession breaks.

Collaborating with Partners

Chualar USD has continually engaged multiple stakeholders to solicit feedback throughout the 2025-2026 year via Google Forms to update the Expanded Learning Opportunities Plan. Additionally, during our upcoming LCAP engagement surveys with students, parents and staff, stakeholders will give additional feedback on what programs and supports have been most successful, along with areas of need. This additional feedback will guide future revisions of this 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.

Programmatic Level

Our number one goal is to provide a healthy and safe learning environment..

Response

The Expanded Learning Program will take place on our school site. Since we are a small rural district, our students walk to school, are regularly transported by their parents in private transportation or on our district school bus. Our driver is fully licensed and remains up to date



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with all safety training. Our buses are also inspected daily before each bus runs in their pre-trip inspection as well as annually by California Highway Patrol.

ELOP Services will include Attendance Recovery during intersession, Saturday's, and after school beginning July 1, 2025 offered by employed certificated teachers. Attendance Recovery can recover a maximum of 10 days of Average Daily Attendance for a student within a fiscal year.

Transporting Students

Expanded Learning (School Calendar Spring Break)

With the exception of planned and scheduled field trips, our summer program will take place predominantly on our only campus at Chualar School. Students will walk to school, be transported to our program either by their parents, on our school buses or will remain on campus at the end of the school day. Planned and scheduled local field trips may require use of our own 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers.

Expanded Learning (Summer School)

Our summer program will take place predominantly on our only campus at Chualar School. Students will walk, be transported by parents via private vehicles or will be transported in district school buses. Planned and scheduled local field trips may require use of our own 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations 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 whether it is before school, after school, or in the summer learning program they will be personally greeted by staff and checked into the program. Students will enter the campus through the school cafeteria / the multi-purpose room. Program attendance



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will be collected and records will be maintained. With the exception of all bus students, at the end of the program students will be released either from the cafeteria / the multi-purpose room, and will be physically handed over to a responsible adult and the adult must sign them out. All registered bus students will be released at the regular bus drop-off and retrieval location in front of the school's main office. TK and K students MUST be met by a parent.

Facilities Safety

Our school site is well maintained, inspected and meets all current building codes and specifications for public school campuses.

We have ample lighting for additional safety precautions. Due to COVID 19 we have also implemented all safety precautions currently recommended by the California Department of Public Health.

Chualar School has an approved comprehensive safety plan that 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 monthly 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.

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.

Being a PBIS district 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.



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Social Emotional Learning (SEL) Supports

We personally greet students every day as they enter our campus through our cafeteria (this is done by a combination of our classified staff, our certificated staff, our principal or designee). The reason for the implementation of school entrance via the cafeteria is to ensure we follow our approved protocols for prevention of COVID 19 spikes by testing every child that participates in our Spring and Summer programs as well as to ensure all children have an opportunity to receive breakfast prior to attending their designated program. This practice will be carried over into the expanded learning program by our program facilitators, program leads and program assistants.

All school faculty and staff have been trained in CPR and First Aid and are prepared to follow any and all emergency procedures outlined in our Comprehensive School Safety Plan including following all protocols for fire and earthquake drills. A fire drill will be initiated during the first week of our summer program. All Spring and Summer staff will be identified by wearing school and program specific identification e.g. badges, vests and/or staff shirts.

We employ School Counselors from Harmony At Home and Sticks and Stones in conjunction with a Monterey County Behavioral Health Therapist 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 behavioral plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students.

We believe, and [research](#) 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 curriculum to help serve our students diverse needs.

Participant Level

Community Building

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. This mirrors what is culturally evident within our Hispanic community. 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 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.



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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 and what will make it a quality program is making certain that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. Our program resources will be utilized only during our scheduled vacation or summer breaks throughout the year. Our program will also offer a very safe and trusted environment for them while their parents work or take care of other business. Our parents work in the agricultural and labor industry and often leave their homes very early in the morning. For this reason our program will start with provision of a morning breakfast upon our student arrival to school.

From the inception of our program we inquired and will continually ask for parental, staff, and student input as to what they would like the program to look like via the District Board of Trustees and parent community meetings. Each of the activities will be designed based on their input. In order to gauge interest in activities we will have the parents sign the students up and to rank the offerings. This will allow us to make certain we are offering enough spaces in relation to the interest of our participants. We also know because we are located in such a rural area that our families depend on us to keep their children safe and engaged. The school Superintendent/Principal, Administrative Assistant as well as designated Managers will be active participants in supporting this program. They will have frequent and open communication with activity leaders to ensure the mission and goals are being achieved. The staff/student/parent surveys will be conducted in March 2023.

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 shared perspective helps participants to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.



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The programming is divided into three main components:

1. Instructional intervention and tutoring tailored to the individual needs of students. This will help meet our goal of adapting our program to the identified needs of our students who enroll.
2. Physical education and sports.
3. STEAM enrichment activities; and
4. All program components will have a daily homework assistance/tutoring plan.

To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning Programs.

[Quality Standards for Expanded Learning](#)

Expanded Learning - 180 School Days program

The ELO-P provides educational experience and serves pupils from TK-6th grade. This program is going to include 180-School days and additional 30 Intersession/Summer days. During the 180-School days the district will offer an after school program that runs from 2:30 PM - 6:00 PM (Regular) and 12:30 PM - 6:00 PM (Minimum). The staff ratio is the following: TK-K 1:10 ratio and 1st-6th grades 1:20 ratio.

Tutors are provided to the students for assistance in their current curriculum. Assistance will help the students complete their daily homework. This will help support students at their current level and move them towards a positive performance.

The district focuses on developing the academic, social, emotional skill sets and incorporates sports as part of the healthy choices program . All of the activities will give students an opportunity to challenge their personal skill set within the thematic instructional environment.

Expanded Learning- Spring Break

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning.



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Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Narbores et al., 2009). Planned and scheduled local field trips will require use of our own 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

The Expanded Learning Spring Break Program is a 9-hour program that begins with a nutritional breakfast. Immediately after breakfast students will proceed to their instructional program location where 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, activity leaders group each student in the appropriate group according to class assignment or intervention needs.

If leading intervention, the activity leader will use curriculum provided by regular instructional day teachers while the other students work on an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead students in a variety of lessons that focus on STEAM-related activities including, but not limited to, hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create.

Attendance Recovery (AR) for all students during Spring Break. The AR will be provided by employed certificated teachers.

Expanded learning- Summer School

The Expanded Learning Spring Break Program is a 9-hour program that begins with a nutritional breakfast. Immediately after breakfast students will proceed to their instructional program location where 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, activity leaders group each student in the appropriate group according to class assignment or intervention needs.

Our current Summer School program is a program operating for up to six days a week for four weeks. This program will be expanded to operate from 7:30 a.m. - 4:30 p.m. for a total of nine hours per day. The summer program includes Saturday field trips and Test Prep Academies.



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Attendance Recovery for “banked hours” of absences will be offered in the month of July for that current fiscal year. The AR will be provided by employed certificated teachers.

Our program is open to TK - 6th grade students and incoming kindergarten students. Our goal is to design a program that is robust and includes the required educational and literacy element in which tutoring is provided in the following areas: language arts, Mathematics, all STEAM curricular areas including Science, Technology, Engineering, Art, and Mathematics (STEM standards).

The special education staff will provide a detailed list of the students' needs identified in Student Study Team (SST), 504 and IEP plans. These detailed lists will be provided to all of the staff leading and providing assistance in Saturday field trips, Academies, Spring & Summer Break. In addition to the list, support staff will receive critical and important information to ensure specific and direct academic/activity support.

A Comprehensive School Safety Plan, approved by the School Board, includes all procedures and safety practices available to all stakeholders during the regular school day and non-school day (Saturdays, Intersession, and Summer program).

Safety drills take place during the implementation of the program on a monthly basis; except for intersession and summer programs.

ExL staff will participate in emergency and school wide systems training on March 30, 2023. Additional Positive Behavior Interventions Supports (PBIS) staff training occurred in the initial professional development training period at the start of the school year (August 2022).

In addition, the design is to have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (mental health). We look to offer a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we will look to have the students engage in are:

- Coding and robotics competitions using multiple resources including Ozobots, EV3 Lego Mindstorms EV3 robots and other Basic Beginner Lego Robotics kits- students learn to construct their own robots following directions and visual models. Once complete they work collaboratively to code and develop obstacle courses for their models. As they advance in their learning, they will also increase the complexity of their constructed robots adding knowledge related to pulleys, inertia, speed, distance and elasticity as well as motors, sensors, controllers and advanced programming.



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- Engineering - Rocketry and students' creation of their own stomp rockets where they learn basic concepts of rocketry, learn the dynamics of bridge construction, and robot design.
- Cooking- where students use skills such as:
 - ❖ Reading skills: following directions, new vocabulary, sequencing
 - ❖ Math Skills: measurement, math calculations, fractions, temperature and shapes
 - ❖ Health lessons: healthy eating, food groups, safety and cleanliness
 - ❖ Fine motor skills: sifting, measuring, kneading, pouring, sifting, rolling, whisking
 - ❖ Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
 - ❖ Chemistry and Science: making predictions, chemical reactions, how temperature impacts gasses, liquids and solids.
- Art: Students are able to use a variety of mediums to design and develop unique creations. (paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few). A muralist will guide students to refresh our school murals.
- Agriculture: Students have been able to build planter boxes measuring and cutting materials then assembling all of the pieces. Design and research temperature, soil conditions and plant types that will survive, grow and thrive in our climate. Learn how to compost from cafeteria leftovers. Plant their own gardens (vegetables, flowers, plants) and learn about the necessity of sunlight and water.
- Music Instruction - Students will learn basic note reading and will apply their music note reading to playing one of the following instruments: marimba, xylophone, guitar, trumpet or drum corps drumming
- Technology - Acquire and improve upon their computer literacy skills while they learn how to develop their own powerpoint presentations, animation design based on summer program themes. Students will prepare the weekly announcements pertaining to the summer programs activities.
- Athletics / Sports - Students will experience the dynamics of all major sports. They will take an active role in their own physical wellness development and learn all of the varied rules for good sportsmanship and sport-specific rules and regulations of fair play. This group will organize a turkey trot at the end of the summer program that includes all summer school participants.
- Field Trips - All field trips will focus on meeting STEAM goals and objectives.



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Staff level:

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

Participant Level:

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

3 – SKILL BUILDING IN ACTION

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

Programmatic Level

Response

The summer program will be designed to allow students the opportunity to select their choice for hands-on study. All of the themes and support activities will give students an opportunity to challenge their personal skill set. Additionally, all areas of study will have a final presentation element that will allow students to demonstrate their new knowledge via presentation, performance or artifacts.

All enrichment opportunities in the program will be designed to inspire creativity and innovation, we will work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons will be designed to support students at their current level of performance and move them towards mastery of skills they have not yet mastered.

Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day. It is the full intent of the administration to acquire all instructors from the existing list of instructional day educators. The intent is to ensure all will work together with



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shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day. This will provide the opportunity for continual, open communication about students' needs and desired support.

Expanded Learning (Spring Break)

There are a few activities that we are able to introduce and support in the instructional day but may not receive the time or attention needed to support mastery. In expanded learning we can work collaboratively with local agencies, who will share their knowledge base and skill set, to increase the depth of learning and the level of performance of our students via field trips.

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Narbers et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes.

Planned and scheduled local field trips may require use of our own 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

Our summer program will be an enrichment intensive STEAM 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. These culminating activities may be a talent show, an open house, a carnival with student created booths and games. All of these opportunities will be presented to students for them to decide what they would like to do as they are instrumental in developing the program and providing the activities.

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Staff level

In supporting students and helping to move their learning forward they have the ability to practice skills. They can also offer coaching and positive feedback. They are able to spend time with students and offer support as they move through the inevitable experiences of trying, failing, reflecting and growing from our experiences. The supportive, open and caring relationships that they have developed will help them be a trusted adult for the students to rely on. Staff will be specifically hired and retained for their character that they exhibit when working with our students. We know that we can teach people how to teach, coach, do crafts, etc., but we cannot teach them to care.

Participant level

The activities and events that are integrated in both the expanded learning after school and summer program will provide support to engage students in 21st Century skills. They will have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills. They will also have the opportunity to showcase their projects and their talents in various venues throughout the academic year and the summer.

21st Century Skills



More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

- **Critical thinking:** Finding solutions to problems
- **Creativity:** Thinking outside the box
- **Collaboration:** Working with others
- **Communication:** Talking to others

Literacy Skills



information



media



technology

They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

- Information literacy: Understanding facts, figures, statistics, and data
- Media literacy: Understanding the methods and outlets in which information is published
- Technology literacy: Understanding the machines that make the Information Age possible

Life Skills



flexibility



leadership



initiative



productivity



social skills

Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

- Flexibility: Deviating from plans as needed
- Leadership: Motivating a team to accomplish a goal
- Initiative: Starting projects, strategies, and plans on one's own
- Productivity: Maintaining efficiency in an age of distractions
- Social skills: Meeting and networking with others for mutual benefit



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4 – YOUTH VOICE AND LEADERSHIP

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

Programmatic Level

Response

Student Leadership and voice is an integral part of our program. With the help of our Technology Specialist, we have developed a very active student council team. Our advisor mentors these students and helps them to develop and refine their skills and to develop essential character traits including: responsibility, respect, trustworthiness, fairness and caring. As the students work and grow in these skills, they use their new found knowledge and empowerment to influence others. These students will be very instrumental on our campus in a variety of ways including our ELO-P. They will help promote the program, they may help mentor younger students, they will help sponsor and support activities and they may also serve as "big buddies" or "peer tutors".

Staff level

Expanded Learning- Spring Break

The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Narbores et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes. Finally, kids in the field trip group “scored higher on end-of-the-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions,” compared to a ScienceDaily brief. April 8, 2022.

Planned and scheduled local field trips may require use of our own 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully



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licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

The staff in our after-school program will be very intentional in making certain that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students will be provided choices related to what the program offerings will be, what activities they would like to participate in and how they will celebrate their learning. As we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi-age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school and working on Link Crew and Student government.

As in the afterschool program we will work to continue to grow and increase the student's leadership facilitation and application of key learning. Again, as we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school and working on Link Crew and Student government.

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 will enjoy the ability to spend extended time on self-selected activities, taking responsibility for completing projects and participating in culminating events that help them show what they know.

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.



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Programmatic Level

Response

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 8th 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 offer a sports program in which our 4th-6th grade students participate in seasonal leagues and compete all year long with other schools. One of the greatest attributes of this program is that all students participate and have the ability to learn and grow. It is evident in our culture that fitness and nutritious eating and promotion of a healthy lifestyle is important. This culture will be carried into our Spring Break and summer school program by actions, intentional learning opportunities and activities. Our policies will reflect the intent of our program which is to support our students in developing, learning and continuing to live a healthy lifestyle.

An annual survey is conducted by our food services manager to help gauge student preferences and choices of healthy meals during our regular instructional program as well as during our Spring and Summer programs. We anticipate providing students with their preferred breakfast, lunch and snack choices during both the Spring and Summer programs within the Child Nutrition Program guidelines.

Our Cafeteria Manager has completed a student survey of preferred meals. Based on the survey of healthy foods, all of the Saturday field trips, Academies, Spring & Summer Break will include meals based on these student preferences. A nutritionist will be scheduled to discuss healthy choices and behaviors pertaining to improved and maintenance of good physical health.

Expanded Learning- Spring Break

Active and engaged learning is the hallmark of our program. Snacks that are 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. We expect students will enhance their knowledge of making the best choices by also participating in selected field trip experiences.



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The power of a field trip as an educational experience can't be overstated. A group of children exploring the scientific, artistic, historical, or natural world around them creates lasting and meaningful learning. In addition, our students get to bond in a different way with both their peers and their teachers. Field Trips offer a unique opportunity for students to create connections, which will help them gain an understanding and develop an enjoyment for learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Narvors et al., 2009). The curriculum with study packets will be reviewed and prepared based on the thematic focus of specific field trips. In the daily academics we offer language arts, math and STEAM classes.

Planned and scheduled local field trips may require use of our own school buses. A smaller school bus will be purchased with ELOP funds (50%) and funds matched (50%) by the general funds. 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 annually by California Highway Patrol. Planned and scheduled extended field trips (fifty miles or further) will utilize professional charter transportation organizations that meet all safety requirements and are driven by fully licensed and insured drivers. If scheduled field trips do not materialize due to inclement weather or other unforeseen but unsafe circumstances, the program will go on as noted below.

Expanded Learning- Summer School

In addition to the aforementioned aspects of the program and our culture, we will also have options for students to participate in gardening as well as cooking and nutrition classes.

Staff level

Our staff will model healthy living and the professionals we bring in will support that goal.

Participant level

Each activity that we participate in encourages our students to make healthy choices and to extend their learning beyond just the program.

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



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ELO-P will provide access and opportunity for students with disabilities.

Programmatic Level

Response

Expanded Learning

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We use our Facebook pages, our websites, REMIND phone calls/emails as well as hard copy notifications. Expanded learning staff will maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, program openings or events will also be advertised in all of the above ways.

We welcome all students interested in enrolling in the program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources 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. Students with Special needs will have additional individual teacher assistants and support as indicated in their IEP.

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.

The Expanded Learning Summer program will also be open to TK-6th grade students. Our program will celebrate diversity and welcome all students. Our program will be open to all and focused 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. All school faculty and staff have been trained in CPR and First Aid and are prepared to follow any and all emergency procedures outlined in our Comprehensive School Safety Plan including following all protocols for fire and earthquake drills. A fire drill will be initiated during the first week of our summer program. All Spring and Summer staff will be identified by wearing school and program specific identification e.g. badges, vests and/or staff shirts. The majority of staff in our after school and summer expanded learning program will also work in the instructional day. Bilingual staff has been hired to ensure



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primary language instruction is maintained for all of our English Learner students.

This will provide the opportunity for continual, open communication about students' needs and desired support.

The special education staff will provide a detailed list of the students' needs identified in Student Study Team (SST), 504 and IEP plans. These detailed lists will be provided to all of the staff leading and providing assistance in Saturday field trips, Academies, Spring & Summer Break. In addition to the list, support staff will receive critical and important information to ensure specific and direct academic/activity support.

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.

Programmatic Level

Response

Rigorous recruiting is done throughout the community by a variety of methods. We post flyers in the office and send out announcements via previously mentioned digital platforms. We also have made significant increases to the salaries and hours for the program to make the positions more enticing.

Due to our rural location all 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. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring and work to be positive role models. The majority of staff in our after school, Spring Program and summer expanded learning program will also work in the instructional day. Bilingual staff has been hired to ensure primary language instruction is maintained for all of our English Learner students. This will provide the opportunity for continual, open communication about students' needs and desired support.

Staffing is accomplished by hiring a combination of Classified and Certificated staff employees.

All staff have had their fingerprints cleared by both the FBI and DOJ (Department of Justice).



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Classified Staff:

Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR/First Aid.

Minimum Qualifications: No Child Left Behind or 48 semester college units

Certificated Staff:

Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR/First Aid.

Minimum Qualifications: CA Teaching Credential or teaching permit from Commission of Teaching Credentialing

Staff level

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

Staff will be made aware of grant requirements and work to maintain all assurances. Staff will check in weekly with the District Administration to ensure open communication and adherence to grant requirements.

Participant level

While our participants do not have a part in our staff selection process their input would definitely be considered if we ever had a problem with a staff member. Our staff, as previously mentioned, are often 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.

Programmatic Level

Response

The program's mission and vision are a reflection of our district's mission and vision.



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Chualar USD - Expanded Learning Opportunity Program

Our district's mission is to Encourage, Engage, and Educate.

Our district's vision is to provide a safe and engaging environment where students develop academic, social and life skills to become productive, responsible citizens in a constantly changing global society.

The vision and mission were developed in a collaborative effort with our teachers, staff, and community members.

The primary purpose of the ELO-P is to support those goals.

Staff level

The staff are the instruments for achieving our goals. The training, planning, focus, and work done by the staff will lead the students where they need to be. Through surveys, assessments, data-meetings, communication with parents and students, the staff will refine the mechanisms of the program to achieve the districts' goals.

Participant level

Students will experience the outcome of our mission and vision without the need to teach it. If our program functions correctly, the outcomes mentioned in the mission and vision will manifest themselves in the products the students produce.

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.

Programmatic Level

Response

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



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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, classified staff, 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.

Expanded Learning- After School & Summer School

Summer School as well as the instructional day program work with the same collaborative partners in support of our students.

Our partners include, but are not limited:

- Monterey County Office of Education
- Harmony At Home
 - Bullying Prevention
 - Sticks and Stones
 - General Counseling Program
- Gonzales Union School District
- Alisal Union School District
- Alisal Community Arts Network (ACAN)
- Fire Department Station #
- Wise Music
- AmeriCorps
- UMASS, CalTeach, CSUMB
- Girl Scouts

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 Facebook pages, our websites, ClassDojo, REMIND phone calls/emails and hard copy notifications.

Participant level

Students will be very instrumental in sharing what these partnerships will mean to their program. They will be invited to the Board meeting to share activities, they will share with the instructional day staff and we all share the same spaces so this will create a seamless transition from instructional day to expanded learning with our students, our families, our staff, and our community partners.



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10 – CONTINUOUS QUALITY IMPROVEMENT

Describe the program's Continuous Quality Improvement plan.

Programmatic Level

Response

We have a long history of 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. In addition to data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students.

Continuous Quality Improvement Cycle

Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities. Students will complete and submit a field trip survey which will provide us with essential information for scheduling of future field trips.

Administration, faculty and staff will 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.

Implementation of the action plan, and taking time to reflect on progress along the way will be essential to ensure the program is meeting the needs of all student participants. Once key goals are met, it will be essential to reassess and update the action plan accordingly.

Expanded Learning- Spring Break & Summer School

Both programs will follow the same data driven assessment outlined above.

Staff level

The expectation is that staff will be very reflective and communicative. Staff will regularly



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collect necessary data required for the management of the program. They will also commit to continuous improvement.

Participant level

We will develop a formal process for obtaining student input specifically related to our program once it has been implemented for a significant portion of time and has the capacity to increase services. 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.

Programmatic Level

Response

This program is dependent upon open and frequent communication between the Superintendent/Principal, Business Manager, Human Resources Coordinator, Cafeteria Manager, Technology Specialist, Assistant Administrator, program support managers, faculty and staff. All fiscal management is done by the Business Manager using the SACS coding system and tracked in our budgeting software, ESCAPE.

Both programs will be overseen by the Superintendent/Principal who will make staffing decisions, evaluate effectiveness, and monitor the budgeting.

Expanded Learning- Spring Break

Staffing for the Spring Break program will be as follow:

- TK/K/1st ELO-P Aide to work 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- ELO-P Instruction Aide to work from 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- Certificated Intervention Specialist (1 faculty)
- Certificated Program Support Coordinator (1 faculty)
- Community partners as budget allows

Expanded Learning- Summer School



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Staffing for the Summer School program will be as follows:

- TK/K/1st ELO-P Aide to work 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20)
- ELO-P Instruction Aide to work from 7:30 AM- 4:30 PM (TK-K of 1:10 and 1st-6th 1:20); to fulfill the non-instructional support time
- Certificated Intervention Specialist (1 faculty)
- Certificated Program Support Coordinator (1 faculty)
- Assistant/Clerk to assist the program
- Community partners as budget allows (Independent Contractors, Career Technical Education)

Staff level

Planning

Staff will meet prior to the beginning of the program to participate in team building, review all policies and procedures and expectations. Staff will be provided with shirts, lanyards and/or badges so that they are easily identifiable on campus and can be seen.

Training

Staff will also attend at a minimum one full day of training prior to the beginning of any sessions (example: Spring Break/Summer/Intersession)

Regular Staff Meetings

Staff meet each morning or afternoon 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 ARIES as well as hard copy for quick access.

Professional Development

Additional Professional Development will be provided at the initiation of the Spring and Summer programs and throughout based on staff observations and need.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 20 to 1. (EC Section 46120[b][2][D]). Please address the proposed



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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 and Kindergarten programs currently operate on a full-day schedule. During the 180-School days the district will offer an after school program that runs from 2:30 PM - 6:00 PM (Regular) and 12:30 PM - 6:00 PM (Minimum).

Academy Days - Saturday

These are defined by thematically designed field trip opportunities. To ensure those unique experiences that are often not found in regular classrooms. Saturday Academy Days focus on reading, writing and arithmetic. If we offer field trips on Saturdays, they will be enrolled in the field trip opportunities.

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Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Narbers et al., 2009). Finally, kids in the field trip group "scored higher on end-of-the-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions," compared to a ScienceDaily brief. April 8, 2022.

30-Day Program Schedule

ELO-P Schedule Breakout

Expanded Learning - Afterschool (TK-6th)

12:30 PM - 6:00 PM Minimum Day

2:30 PM - 6:00 PM Regular Day

Saturday Academy - Expanded Learning - (TK-6th)



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7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up

8:00 AM - 4:30 PM Bus Travel to and from / Event

4:30 PM - Arrival & Parent Pick Up

Academy - Expanded Learning - Spring Break (TK-6th)

7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up

8:00 AM - 4:30 PM Academics and Enrichment

4:30 PM - Arrival & Parent Pick Up

Expanded Learning - Summer School (TK-6th)

7:30 AM - 8:00 AM Welcome / Sack Lunch / Bus Pick Up

8:00 AM - 4:30 PM Academics and Enrichment

4:30 PM - Arrival & Parent Pick Up

12 – Sustainability In Action

Programmatic Level

The design of our program and what will make it a quality program is making certain that we are offering opportunities for our students to learn and grow beyond what they can do in the instructional day. In addition to the regular school day which guides the required curriculum, standards and selection of instructional themes, the selection of field trip opportunities supports and supplements the experiences students will have in addition to their regular classroom environment. The themes selected for our field trip experiences are a combination of student and teacher input. The selected themes fall in line with the curriculum for all levels included in the varied programs provided through the ELOP.

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Staff Level

At the end of the field trip experiences, students will have an opportunity to continue to expand their knowledge and skill set during their selection of the varied learning opportunities

previously outlined. At the beginning of the instructional new year, a student and teacher survey will help define which field trip experiences will be kept as annual supplementary study. Teachers and staff will be guided through review of the ELOP budget to ensure favored field trip experiences can be maintained throughout the year.

Participant Level

Our initial experiences through visits to the variety of thematic locations will serve as development of initial partnerships. These partnerships will be sustained through invitations of representatives to visit our school and provide training to teachers and staff pertaining to the partnership themes e.g, Monterey Bay Aquarium would provide marine biologists to supplement the study of our coast's marine life. A field trip to the Monterey Bay Aquarium will be scheduled during an Expanded Learning Saturday. Some of the themes for the Expanded Learning Saturdays are Exploratorium, Tech Museum in San Jose, Academy of Sciences, Oakland Zoo are a few of the planned experiences scheduled for our ELOP program participants.

Included in the decision and selection of appropriate supplemental field trips are organized school site councils and English Language Advisory committees. These committees are inclusive of parents who will share their opinion and input as it pertains to the selection of the supplemental instruction such as field trips. Additionally, parents will be selected school wide to support these outings and will be utilized as chaperones to ensure all children can participate.