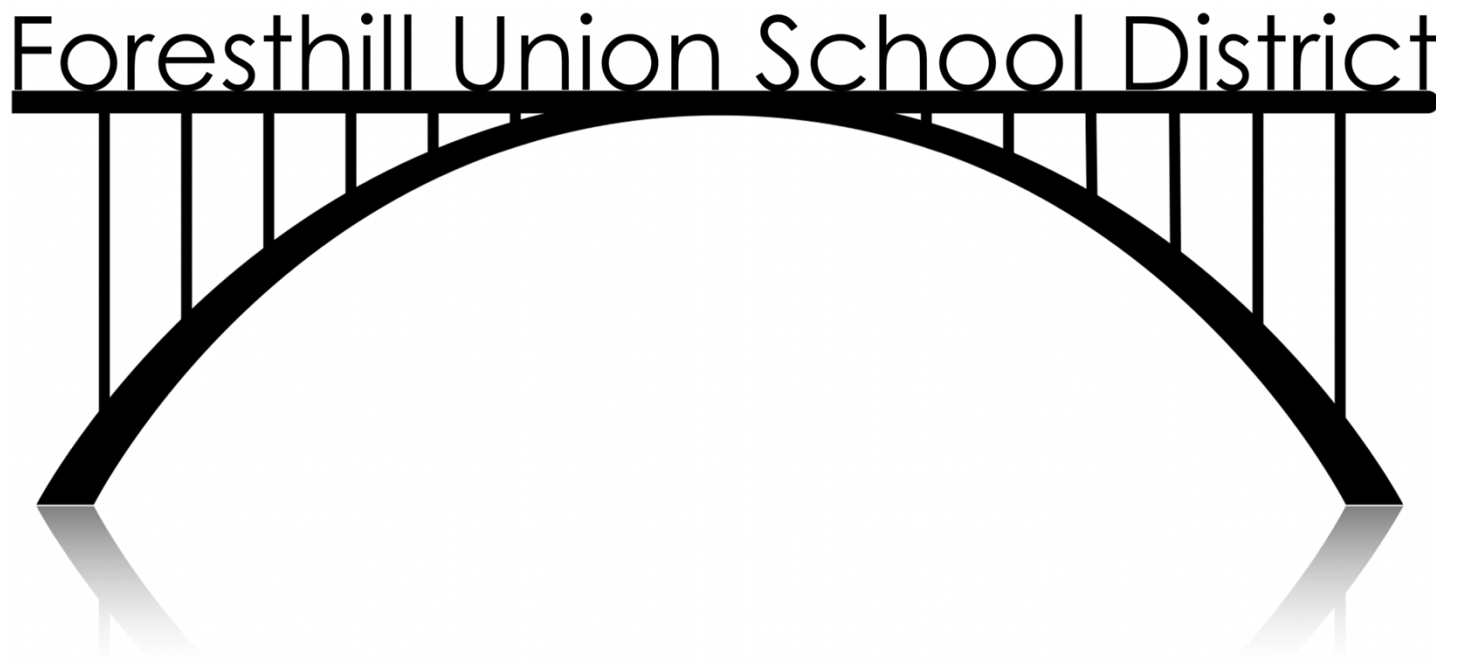


Expanded Learning Opportunities Program Plan Guide

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:	Foresthill Union School District
Contact Name:	Camille Taylor, Ed.D., Superintendent
Contact Email:	ctaylor@fUSD.org
Contact Phone:	530.367.2966

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. Foresthill Divide 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.

Foresthill Union School District's Expanded Learning Opportunities Program (ELOP) is an on-campus offering providing students with safe, supportive and meaningful experiences beyond the instructional day and during intersessions. While ELOP experiences are designed specifically for the district's Kindergarten through Sixth Grade unduplicated students (low income, foster youth, homeless and English learners), any FUSD students may participate if space is available. Fees for participation are waived for all students for all but the Intersession Days. Fees for Intersession Days are waived for unduplicated students and are on a sliding scale for all other students. The ELO Program consists of four components:

- Kids Club before and after school child care
- After School Enrichment Classes
- Targeted Academic Tutoring
- Full Day Camps during intersession

FUSD's ELO Program operates under the district's ELOP Director. All ELOP staff are employees of the district and subject to board policy, employee trainings, DOJ clearance and TB testing, CPR certification, and NCI certification. ELOP staff engage in annual professional development focused on social-emotional wellness and mental health. While the program is located at the Foresthill Divide School campus, summer intersession includes field trips and transportation is provided for all students.

The ELOP Handbook and Procure Check-In/Check-Out support safe operations, consistent and fair expectations, timely communication and overall equity for each of its participants. The Handbook is available online at <https://divide.fusd.org/Programs/Expanded-Learning-Opportunities-Program/index.html>

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.

FUSD's ELO Program reaches beyond the fundamentals of child care to provide meaningful and and engaging experience for students to explore interests and develop skills beyond the core subjects of the instructional day through Kids Club, After School Enrichment Classes, Targeted Academic Tutoring and Intersession Days.

After School Enrichment Classes are led by certificated teachers, classified staff, community members, and local experts/professionals. The focus of Enrichment Classes changes with the seasons and is student-centered in nature. A sample of prior and current After School Enrichment Classes includes:

- Sensory Gardening
- Art (painting, drawing, sculpting, etc)
- Tinker Time/Building/Engineering/STEAM
- Woodshop
- Sports / Physiology / Parkour
- Bicycle Mechanics
- Transitional Kindergarten Boot Camp
- Cooking
- Spanish

Creative Writing/Journalism
Genius Hour / Computer Tech
Game Theory
Acoustic Guitar
Glee
Puppetry
American Sign Language
Gymnastics/Tumbling
Calming Crafts (SEL)
Yoga
Photography
Cheer
Nature Adventures
Spanis
Jr. Chemists

Targeted Academic Tutoring is highly individualized academic support for students based on teacher recommendation or parent request and follows the same 6-week cycle as our After School Enrichment Classes. Students and tutors engage in accelerated learning strategies to close learning gaps.

Intersession (Thanksgiving, Winter Break, Spring Break, and Summer Break) offerings include full-day Kids Club (6 am to 6 pm) as well as week-long Enrichment Mini-Camps focused on experiences similar to the After School Enrichment Classes. Intersession days are fee-based with the fee waived for unduplicated pupils. Summer intersession activities are theme-based. Examples of Kids Club summer themes include:

Wild Wild West (history, story development and telling, geology, scavenger hunt)
Space Exploration (design space ships, astronomy, atmospheric science)
Going Green- environmental stewardship (farm to fork concept), recology field trip
Math Wars
Carnival Week

The student-centered approach to the district's ELO Program keeps the 6-week cycle rotation of classes fresh and engaging for students. A committee of staff, parents, community members and students evaluate possible Enrichment Classes and select the offerings that go forward.

3—Skill Building

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

FUSD students engage in skill building through the four student-centered elements of the district's ELO Program, listed above. In our first year of offerings, it became clear that there was a high degree of interest in classes such as cooking, woodworking, jewelry making, and other skill-based activities. As a result, we have allowed these offerings to become "super classes," allowing a higher number of students to sign up and adding additional adults to maintain a highly functional and safe learning environment.

4—Youth Voice and Leadership

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

The district's ELO Program planning process includes students on a planning committee and consults with the FDS Student Council. Intercession staffing includes a partnership with our neighboring high school by hiring high school students as assistant counselors.

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.

As stated above, participants will be given well-supported, broad agency in choosing what to participate in and how that participation will look and feel. The district's child nutrition team will provide nutritious meals and snacks, following state and federal guidelines, but more importantly highlighting the mealtime process as an important learning environment.

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.

Students with disabilities who attend SDC classes have a long history of participating in the program and engaging with their general education peers, and our ELO Program is no different. Program leadership will work closely with the district to proactively identify inclusive strategies and planning so that the program is available to all students. When appropriate and necessary, the program will engage staff in professional development to further this goal.

7—Quality Staff

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

FUSD leadership has a strong commitment to invest in its learning community at all levels. This includes its ELO Program staff, many of whom work in the district/school educational programs in different capacities. Because we recognize the tremendous opportunities that ELO Program funding will provide, and know that our educational partners are eager for the children in our community to have high quality choices for after school and summer experiences, we have been and will continue to tap into the collective wisdom and creative resources of the Foresthill community, where many talents and passions exist. Clear systems for communication, evaluation, feedback and development will ensure that the highest of standards are in place.

8—Clear Vision, Mission, and Purpose

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

FUSD ELO Program is built upon the district's mission to provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment. In expanding our current program, our vision is to connect our students with their world, open their minds to vast possibilities, and ignite curiosity, innovation, leadership, and stewardship for their community and the environment.

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.

We consider the ELOP / FDS partnership to be the cornerstone of success from which this program will be designed. The inclusive intention upon which FUSD's expanded learning opportunities program is built upon a foundation of partnerships with local and global businesses and professionals, as well as our neighboring high school staff and students. We are approaching this with a strategy of possibility.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Our structure of 6 week cycles will imbed a feedback loop which will collect evaluations, ideas and concerns from students, instructional leaders, and parents/family. Through this process, we can build upon our strengths and identify areas where opportunities to grow and improve exist. Leaders will identify and collect various data points from which to measure satisfaction, growth, interest, engagement, safety, etc. Beyond the Foresthill community, program leaders will actively engage with neighboring schools and districts to compare and collaborate on a more broad basis.

11—Program Management

Describe the plan for program management.

FUSD's Expanded Learning Opportunities Program currently operates under a program director who collaborates closely with district and school administration, ELOP participants and an inclusive planning committee. This management structure serves the program well, and allows for capacity-building from within so that as the program grows, new leaders will have the opportunity to advance. Systems which are being developed on the district and school side will continue to apply within our ELO Program. County and state-wide collaboration, professional development and the sharing of best practices will strengthen this program as it continues to develop.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

FUSD does not have ASES, 21st CCLC or other similar program. The Kids Club/ELOP program will serve as the district's single, comprehensive program.

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?

FUSD's ELO Program started with its roots in developing a program for our youngest scholars. It's current pupil to staff ratio is 10:1, which will continue as the program grows. Staffing for the 2022 summer is sufficient to maintain this ratio. FUSD has reached out to Foresthill High School to recruit staff for after school and summer offerings, and is developing a training and evaluation system to support young staffers in developing superb work ethics, communication skills, project development concepts and other strengths which will serve them well as they continue in the workforce. In this manner, the Kids Club/ELOP program will benefit the community far beyond its TK-6th grade participants.

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.

TK/Kinder

8:05-2:30 Instructional Day

2:30 – 2:45 Kids Club Check in

2:45-3:00 Snack/bathroom break

2:45 – 3:45 Enrichment (STEM/VISUAL/Art/Sensory)

3:45 – 4:00 Brain Break

4:00 – 4:30 LitArt

4:30 – 5:00 Outdoor Activity

5:00 – 5:30 Centers

5:30 – 6:00 Closing

1st – 3rd Grade

8:05-2:30 Instructional Day
2:30-2:45 Primary Check-In Kids Club
2:45 – 3:00 Snack
3:30 – 4:00 LitArt/Tutoring/Enrichment Activity
4:00 – 5:00 Enrichment (STEM/VISUAL)
5:00 – 5:30 Outdoor Activity
5:30 – 6:00 Closing (Indoor Games/Activity)

4th – 8th Grade

8:05-2:30 Instructional Day
2:30 - 2:45 Check-In Kids Club
2:45 – 3:00 Snack
3:30 – 4:00 LitArt/Tutoring/Enrichment Activity
4:00 – 5:00 Enrichment (STEM/VISUAL)
5:00 – 5:30 Outdoor Activity
5:30 – 6:00 Closing (Indoor Games/Activity)

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.