

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:	Salida 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. Dena Boer Elementary
2. Mildred Perkins Elementary
3. Salida Elementary
4. Sisk Elementary
5. Salida Middle School

Purpose

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

Definitions

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

Salida Union School District (SUSD) has effectively operated after school programs (ASP) over the last 20 years, providing a safe and supportive learning environment for our students. The after school programs are administered at their respective sites and each program adheres to the current district policies and procedures that guide extended education practices for student access and safety. The primary reason expanded learning programs exist is to provide a safe, secure environment for students who might not otherwise have a safe place to be after the school day ends.

SUSD is a small school district which educates 2235 students housed on four elementary campuses and one middle school campus. Each school adheres to the same school safety plan implemented during the instructional day. Open communication is maintained between the ASP staff and the classroom instructional staff; program leaders and classroom teachers communicate in person and via email to address the social, emotional, physical and academic needs of ASP students. Site program supervisors meet regularly with the site administrator to evaluate and plan for program offerings, attendance and budget. Site program supervisors communicate with the parent organizations for their sites to gain the organizations' involvement and support. All of the ASP staff is required to attend school safety training drills. SUSD utilizes the Positive Behavior Intervention and Supports (PBIS) and the after school program mirrors the same practices to provide proactive support while preventing unwanted behaviors.

Monthly fire drills alternate between times and days throughout the month. Lockdown drills happen twice yearly and earthquake drills occur as part of the Great California Shakeout in the month of October. Once a year, a bus evaluation drill is conducted. These drills allow students and staff to be prepared for an emergency while at school. During the drill, data is collected to help increase the effectiveness of the drill. This information allows the school staff to better their times during the drill.

The ASP supervisor works with the site administrator to create school-aligned health and safety procedures for the expanded learning program. The ASP supervisor communicates health, safety, and behavior procedures with the ASP staff and families. If there are students with medical needs, this information is communicated to the staff through the school nurse. Families are aware of where students are and how to locate them if they are not in the classroom. Staff documents any issues that arise during the program time and have all emergency contact information available. The district's school nurse provides first aid and CPR training for ASP staff.

The enrichment component incorporates activities that support social, emotional, physical, cultural and cognitive development needs of children. Enrichment opportunities provide youth leadership development in the participation and selection of activities offered. Partners to the SUSD ASP programs are utilized to every extent possible for the purpose of providing opportunities for student enrichment.

The ASP program provides a variety of activities that are hands-on, project-based and incorporate physical activity to bridge the achievement gap through expanded learning. The ASP staff creates an environment where students are able to learn through multiple senses. Activities are designed to create awareness (perception), which allows the students to process that information into understanding (cognition). Maker Space is used to design hands-on science and engineering lessons; kits are available for students to choose from and activities may include coding with Ozobots, building with Legos, collaborating on building the strongest bridge or tallest building from scratch (paper, tape, straws, clips, etc.). Art and craft activities are planned to reflect curricular themes, giving students an alternative for means to express their thoughts about a subject. ASP activities are designed to extend students' time on learning specific concepts and skills while providing multiple means to deepen their understanding and awareness. Given that our population is approximately 30% English Learners and 72.5% Socioeconomically Disadvantaged, we strive to provide multiple means of learning through universally designed opportunities and to extend the time English

Learners are exposed to English through listening, speaking, reading and writing opportunities.

The ASP program provides a variety of character education curriculum which is used to promote social skills and help build relationships. An example is, Every Monday Matters (EMM). This program focuses on promoting social and emotional health through research based lessons. This program helps students understand themselves from the inside-out and the outside-in. In one lesson, students were taught how to practice peace within themselves. They paired in groups and discussed what peace looked like in their lives and how social media can interrupt such peace. In the end, students learned how to balance social media with inner peace.

Students' social and emotional needs are important and research shows if a student is emotionally well, academics will align as well. ASP staff collaborates with school counselors to design lessons that promote social skills, focus on self-awareness and build relationships. Counselors offer recorded lessons (on Google Classroom) that ASP staff may use to lead a group of students in learning a particular skill. Counselors follow the school-wide PBIS Expectations to design our lessons and teach the 3R's - Respectful, Responsible, Ready.

To further provide for a safe and supportive environments, sports, physical fitness, and youth development opportunities are provided as follows:

- Sports and Physical Fitness - utilizing SPARKS PE curriculum and equipment students are exposed to a variety of sports with lead up activities and games including: softball, soccer, basketball, jump rope, double dutch, hopscotch, four square, tether-ball, obstacle courses, badminton, hula hoop and track activities.
- Youth Development - opportunities include service learning projects, community service, character and leadership training, youth council, career exploration and mentoring. Activities promoted include Canned Food Drives for Salvation Army, JumpRope for Heart, Pennies for Patients, Operation Gratitude – writing letters to American soldiers (<http://www.operationgratitude.com/get-involved/write-letters/>), and community clean-up projects like Love Salida.

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 academic component supports the district's efforts to assist students in achieving mastery of the Common Core State Standards. SUSD Programs devote a minimum of one hour daily to academic support for all students. A second hour is offered for expanded learning opportunities. The focus is on developing the academic, social, emotional, and physical needs and interests of students through hands-on engaging learning experiences. All curriculum materials are State-Approved and adopted by our Board of Education. In addition, materials are researched-based to ensure the highest levels of effectiveness. The district-adopted core ELA curriculum is Benchmark Universe for elementary and StudySync for middle school. Benchmark Universe Supplemental materials are available for use during the after school program. In addition, the academic support provided assists students in mathematics if needed. (Zearn mathematics, iReady mathematics, Khan Academy online software is available to students) All students are assessed in reading and math at the beginning of the year to identify academic needs and/or deficit skills. Teachers share these results with the Site supervisor and students are reassessed at the end of each trimester. Students who are in need of supplemental intervention are grouped accordingly at each grade level so that direct instruction is developmentally appropriate. Teachers offer input to adjust and develop programs to meet the needs of their specific student groups. In addition to academic intervention, students may also complete homework as a component of the academic hour(s).

STEAM (Science, Technology, Engineering, Art and Mathematics) Club allows students to participate in hands-on activities that allows students to understand science concepts and the arts. Science materials are used with experiments. During hands-on, multi-sensory learning experiences students explore the NGSS standards. Through open ended activities students engage with the eight science practices. (Ask questions, define problems, construct explanations, design solutions, etc). Through the Garden Club, students work cooperatively on real-life tasks and

maintain the school garden. This is project based learning with an end result of a school garden opportunity to build their sense of pride and ownership maintaining the garden. School gardens serve as a living laboratory which allow students to explore the world of earth and life sciences and ecology. Teaming with possibilities, school gardens provide students with the opportunity to conduct experiments, view seasonal and land-form changes, take population surveys, and watch life cycles unfold. Students use technology to document their findings, express their thoughts and ideas, and get up close and personal with the microcosm of life which expands their theories. Students are able to design, build, and re-image the world around them. This is done from garden planning and installation. Within the project, students are able to calculate volume, area, and mass.

The after school Student Leadership team creates videos that align with the Positive Behavior Intervention Support (PBIS) program. These videos are used to teach students what is expected of them while on campus. Students are encouraged to act in a positive manner. Through their voices, students learn how to be positive learners from their peers. Students also create videos on how the staff should speak and act in a positive manner using the schools focus words. This project based learning opportunities allow students a voice as to the culture and climate and to develop 21st Century Skills.

NASA Curriculum: ASP staff attended a STEAM training about NASA curriculum and how to encourage students' interest in the atmosphere. During the lesson, students were able to discuss what they thought Mars looked like and then they constructed a model or drawing of their vision.

Enrichment activities allow students to demonstrate and communicate their understanding through project based learning. During this time, students also participate in assemblies and celebrations with the ASP staff where they are recognized by staff and families for their achievements.

During the summer break students are invited to participate in a 2-3 week program. The program is planned and designed by a Certificated Staff who selects a theme and plans lessons that include Science, Technology, Engineering, Art and Math. As an example, our last summer session was focused on energy conservation and climate change; students read, wrote, designed and calculated ways to convert to clean energy and the session culminated in a trip to the Children's Discovery Museum in San Jose, California.

The SUSD after school program believes all students have a voice and should be treated as leaders in training. Their input is encouraged and their leadership skills are important to help build the after school program. The student leadership club meets with the ASP supervisor to collaborate with the development of hands-on and project-based activities. Students use technology to help support their learning and to help support their project-based activities.

The ASP program staff along with school administrators collaborate with educational partners to provide students with engaging opportunities to explore and develop. Students will learn to be creative, inquisitive, and think critically through their expanded learning experience.

Expanded learning Assistance: Each day students have a minimum of 30 minutes to do academic support 5 times a week. Guidance is given to students in the following ways: directions read to them, reminders, and answering their questions. When students raise their hands, staff provides encouragement, and verbal praise to encourage students to ask questions and ensure successful practice. Each classroom has general supplies, such as glue, pen, pencils, scissors, markers and crayons available for student use. Staff maintain a quiet working environment so that students can concentrate and at the same time also feel welcomed to ask questions. Classroom teachers are available to assist ASP staff with academic support.

Accelerated Reader (AR): Students utilize an online resource that matches students with appropriate books in their instructional reading level. The program monitors students' reading practice and gives teachers immediate feedback for adjusting instruction. Once students finish reading a book, they take an online quiz. For each quiz passed students earn points toward their reading goal. Providing time for AR allows students extended time to meet their reading

goals and gives teachers ongoing data to check for understanding. At every elementary site, students are recognized and rewarded when they meet their reading benchmarks and goals; a reading celebration picnic is held at the end of the year for all students who earn it. Many more students are celebrated in this school-wide program because of the extended time and encouragement to read after school in our programs.

Educational Games (Disguised Learning) - Program staff offers a variety of educational practice and somewhat “disguised learning” for students to continue learning in fun and diverse ways; and address their varied learning strengths. Activities include, but are not limited to, sort & match phonics games, word family sorting games, reading comprehension games, math games, literature-based board games, science activity tubs and centers, social studies games & match sets.

Math Support: Zearn Mathematics - The program offers math support during the academic hour. Classroom teachers and ASP staff communicate openly to plan for meeting students’ math needs. To enhance the effectiveness of the core math program, teachers pace math lessons so that students from each class at a grade level are on the same lesson each day. This helps teachers after school reteach key standards and support students with tutoring on specific math standards that may not be understood.

Science: Offering hands-on, project-based learning in science makes the Science, Technology, Engineering, Arts and Mathematics fields come alive for youth. The program uses STEAM Activity packs such as Forensics, Earth Day, How’s the Weather, Oceans, and STEAM video and online resources from PBS kids. <http://pbskids.org/zoom/activities/sci/>

Every Monday Matters: believes that every student deserves to know how much and why they matter—to themselves, the community around them, and the world. Also, our teachers and educators deserve to have the best resources available to help our youth grow and learn. This program is designed to engage youth in activities that foster their social and emotional learning development. The social and emotional learning resources are based on the EMM EDU calendar. The lessons are developed around monthly themes and weekly strategies and the pillars of EMM: “I Matter,” “You Matter,” and “We Matter.” EMM EDU resources support SEL development for all learners.

New Mettle Farms: This program includes on-site and national online courses and workshops covering topics in regenerative agriculture, habitat recreating, natural resource sustainability and optimization, STEM projects, herbal studies, food preservation and international artisan skills.

These activities provide students with a variety of hands-on, project-based learning. Students give feedback to align their needs and interests, which allows the program supervisor to make curriculum changes.

3—Skill Building

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

Research reveals that students who are actively engaged in school have a greater chance to graduate and go on to become productive members of society. After school students are less likely to be held back in school, have higher attendance levels, and are less likely to drop out of school (CA3advocacy.org). The ASP program supports activities where the participants are able to develop and demonstrate 21st century skills. Students are given the opportunity to demonstrate mastery in an activity by working toward a final project. They practice team-building, collaboration, and use of effective communication.

As a direct result of activities and support offered by after school programs:

- Students enrolled in ASP’s will experience core subjects in varied and engaging ways. Enrichment activities include STEAM-based projects. After the academic hour students are offered enrichment activities through which they rotate throughout the week. To encourage social, emotional development and communication

skills, students are assigned to different groups each week. The groups are offered science, technology, engineering, (Lego Robotics for example), art, reading, and math activity choices.

- Students enrolled in ASP's will enjoy expanded opportunities for using technology to support their understanding of core curriculum by accessing supplemental programs such as Desmos, Zearn, iReady, See-Saw, Geography Games, and more.
- The SPARK physical education program incorporates specifically designed instructional lessons that develop physical fitness, balance and coordination, and motor skills. Citizenship development is accomplished through monthly lessons from the Deal Me In Character Development program and the Every Monday Matters.
- ASP School Garden programs develop participants' abilities in science, reading, and math.
- Students have the opportunity to participate in choir, strings, and traditional band programs taught by a certificated music instructor.
- Specialized reading and language development programs for English Language Learners are offered to qualifying students as part of their after school program. (Imagine Learning & Literacy program; iReady Reading)
- Each ASP site incorporates a variety of specialized enrichment offerings that are chosen based on the special interests of the students who attend each site.

Planned program activities are based on the school and community needs:

- Students enter our after school programs through a variety of avenues; informational announcements and messages, teacher referrals, referrals from special education and/or student study teams and program waiting lists.
- Academic support typically results in the elimination of work to be done at home, which satisfies parents and produces higher levels of understanding for students.
- Program bulletins and notifications keep families informed of the many benefits and rewards of participation in after-school programs.
- The enrichment activities and expanded learning opportunities provide many of the experiences that are no longer available during the regular school day or in the home environment
- Special academic and physical competitions between program sites provide an opportunity to develop interpersonal skills and build school pride.
- After school program Leadership Councils provide students the opportunity to develop their leadership skills and practice team work and group decision making.

Service learning opportunities teach students the importance of being good citizens and positive members of a larger community.

Special field trips provide unique experiential opportunities for students that they may not otherwise have access. (Examples: Gallo Art Center in Modesto; Resendiz Farms; Children's Museum of Stockton; Great Valley Museum & Planetarium)

4—Youth Voice and Leadership

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

The ASP Supervisors collaborate with classroom teachers each trimester and plan arts and craft projects that support core curricular themes as well as seasonal themes.

An ASP staff member is assigned to a grade level for academic (math) support; each staff member meets with the designated classroom teachers a minimum of once per month to receive information and training on the math

concepts being taught. Additionally, each teacher posts a video of at least one lesson per math module that ASP staff watch and use in assisting students.

The ASP program allows students to share their viewpoints, concerns, and interests in order to shape the program. Students are encouraged to show their leadership skills and address real world problems that are affecting their community. The staff facilitates students in finding their voice in a way that promotes positive relationships and social emotional well-being. This is done through the ASB Leadership Team. The team meets with the ASP supervisor and collaborates on STEAM Curriculum and social interactions outside of the class. The team members rotate to allow each student to be part of the conversation. With the rotation, all ASP staff members are connected with all participants. During the year, usually monthly, student interests are gathered through the survey process and discussed with the ASB Leadership Team. These surveys provide an opportunity for the ASP students to share direction on the types of activities and projects they would appreciate being involved with. Designing staff training to meet the needs of students requires the identification of expected student learning outcomes. Having a greater understanding of students and their expected learning outcomes centers on having better insights to evolving student populations. When staff are provided with the information, data, and statistics of what is causing the struggle for students, staff is able to develop the appropriate curriculum necessary.

There is a Positive Behavior Intervention Support (PBIS) team. This team ensures that the ASP students and staff follow the common language for addressing situations, which aligns with positive social emotional growth.

Students participate in conversations with the ASP program to help shape the learning process. ASP staff is encouraged to listen and make meaningful changes for students. ASP staff survey students and have collaborative conversations regarding the surveys. These conversations help to develop new curriculum or modify current offerings from ASP staff.

Youth voice and leadership is encouraged from all students. All ASP students participate in surveys regarding program activities and events to help with expanding learning opportunities. At the elementary level choice activities are scheduled weekly. Special activities may include seasonal movies or short programs, fun and healthy cooking, outdoor games, hands-on building and engineering opportunities with Maker Space. The ASP supervisor and staff take data regarding most popular activities and plan accordingly.

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 programing.

All schools within the ASP are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP), and other applicable Federal child nutrition programs. Through cooking activities, students are encouraged to make healthy choices. The ASP program offers opportunities for students to be physically active daily.

The SPARK physical education program incorporates specifically designed instructional lessons that develop physical fitness, balance and coordination, and motor skills. Salida Union School students have access to PE Equipment and are encouraged to be active for 30 minutes by playing basketball, soccer, volleyball, badminton, corn hole, street hockey, football, and walking laps around the basketball court. Staff interacts and monitors students by helping to keep score or even participating.

The Salida Union School District Food Services provides ASP students with nutritious snacks daily. These nutritious snacks adhere to code and policies of the California Department of Education.

Fruit
Milk product
Vegetable
Cheese sticks

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.

Salida Union School District's after school program embraces diversity of our families, community and families. All differences are celebrated in their own value, which is integrated into the learning opportunities for all students. The program supervisor attends the Summer Institute and learns about new ways of promoting diversity. The ASP creates a welcoming environment by understanding diversity and supporting all student needs.

Looking at demographics in the district, approximately 68% Hispanic, 4% Asian, 3% two or more races, 3% African American, 1% Filipino and 1% Pacific Islander, the After School Staff plan lessons that teach multicultural celebrations. They recognize differences and help students gain greater knowledge of the different cultures. During the year, students study 3 to 4 different countries. They use this opportunity to gain knowledge of different languages, traditions, and customs. They create different types of art projects and games from those countries. Students are encouraged to speak about their own culture and heritage. Salida Middle School hosts a multicultural festival where students learn about the food, music and dances of various cultures. Speakers are brought in to talk to students about their culture and students have an opportunity to ask questions, which helps promote understanding and acceptance.

Students learn how to create a culture of acceptance and inclusion. This promotes a safe environment and mutual respect within our learning community.

"Own your awesomeness" is an activity where students brainstormed about themselves and how they were awesome. They wrote down what made them special and things that made them different from other students. The instructor talked about what makes people different and how this displays uniqueness within each of us. The learning continued with the instructor asking what diversity is and they talked about what makes us all diverse. This was a learning goal towards understanding differences and how differences need to be celebrated.

Staff diversity training is an on-going process. Creating a culture of acceptance and inclusion where all students and their families feel valued is an integral part of the process. Weekly Every Monday Matters lessons are provided by the ASP staff to promote the value of the individual and focus on how they can impact the world they live in. The lessons are designed to inspire, engage, and empower students to set goals and work diligently towards achieving those goals. Lessons focus on caring for and taking care of one another, celebrating, taking ownership, embracing ourselves and celebrating who we are as individuals.

All students have equal access to the after school program. Accommodations are made for students with special needs. We hire a diverse staff that reflects our student population. Where possible, we employ bilingual staff to encourage open communication with all families.

Enrollment in the ASP programs at all sites is open to all students. When a student with special needs enrolls, the ASP supervisor and site Administrators work together to ensure physical, social and behavioral needs of the subject student are met as indicated in the Individual Education Plan. ASP staff are made aware of the student's special needs and the support necessary to meet them.

We strive to employ staff with diverse language and ethnic backgrounds who reflect the composition of our student population. Where possible bilingual staff are available to assist families in their native language to facilitate open and ongoing communication between families and staff.

Sites set aside seats in the ASP program and grant free admission to students, including students in Foster Care, whose families are experiencing hardship.

7—Quality Staff

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

The staff participates in on-going diversity and sensitivity training provided by the district or county. The ASP supervisor creates activities to accommodate the developmental needs of the students and the staff will encourage student participation. Minimum qualifications for afterschool program include NCLB paraprofessional certification and AA degree or 48 college units.

Salida Union School District hires based on experience, knowledge, interest, and the applicant's ability to create a safe environment, which celebrates diversity, and instructs children in age appropriate and meaningful relevant learning experiences.

Formal application process is initiated.

- Human Resources secretary reviews applications and verifies that candidates have completed all requirements and qualify for the posted position.
- Site principals and ASP supervisors screen all applications prior to scheduling interviews.
- Formal interviews are completed for qualifying applicants.
- Reference and background checks are completed prior to offering applicants a position in our programs.

Continuous professional learning is provided to staff.

- Professional development needs are determined by reviewing state and county guidelines for after school programs; through an analysis of the skills and abilities possessed by program staff; and a review of our students' academic, social and health needs.
- ASP staff members attend the Summer Institute and course offerings provided by the Stanislaus County Office of Education.
- The district's school nurse provides first aid and CPR training for ASP staff.
- Specialized in-district and out-of-district training opportunities in health and nutrition, physical education, fine arts and academics are provided as need arises.
- ASP staff members attend regularly scheduled staff meetings at their sites.
- ASP staff members routinely collaborate with classroom teachers at the grade level they supervise in the after school program.

8—Clear Vision, Mission, and Purpose

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

The district's vision for every child is clear. We are committed to inspiring the children entrusted to us to believe in their potential, so that they become positive contributors to their community and to their world. The district's after school programs align with this vision. Over the past 20 years the district has seen students emerge with academic growth that has been cultivated in educationally enriched, safe after school experiences. District after school

programs offer an array of academic and enrichment opportunities derived as a result of input from various educational partners.

A comprehensive needs assessment was conducted and data was collected from a variety of sources: parents, students, teachers and ASES staff; community partners. The district established the following program goals:

Goal One: To provide a high quality after school program in a safe and secure environment.

Goal Two: To provide a high quality academic support program that generates improved student performance in the mainstream classroom.

Goal Three: To provide high quality opportunities for social skill development, community building, physical activity and learning opportunities that enriches the special interests of all students.

All educational partners are surveyed once a year to determine any changes to the program. The ASP supervisor meets with the site administrator every trimester to monitor progress toward our goals. Academic progress, attendance, engagement and discipline data will be used to evaluate progress toward our goals.

After carefully examining the data from educational partners' surveys, the program and site administrator will review and revise the goals and expected outcomes. Revisions are presented to site staff and parent advisory committees for input. In an effort to ensure alignment with the mission, vision and expected outcomes, continual lines of communication are maintained between the ASP staff and the classroom instructional staff. Program leaders and classroom teachers communicate in person and via email to address the academic needs and progress of ASP students.

The after school program operates minimally 3 hours per day, 5 days per week, on regular school days until 6:00 p.m. and will operate on 30 non-instructional days for a minimum of 9 hours.

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.

Maintaining a collaborative partnership with the instructional day is imperative to the success of the after school program. The ASP program develops collaborative partnerships and maintains these partnerships with on-going meetings and communication. The schedule is created to have a seamless and integrated partnership between the regular instructional day and the expanded learning program. The ASP staff collaborates with all educational partners when making decisions for continued improvement. The below educational partners take part in creating a partnership between the ASP, site level administrators, and district partners.

- School Site Leadership Teams: A coordinated effort between site leadership teams and ASP leadership may lead to a higher level of coordination between the academic needs of students identified by classroom teachers and the academic support programs offered during after school programs.
- School Site Councils: A coordinated effort between school site councils and ASP leadership will increase support and lead to a more balanced approach to meeting the academic and social needs of participating students.
- Salida Rotary Club: Developing a collaborative relationship with the Salida Rotary Club will benefit ASP students in completing continued service learning projects and develop a sense of community pride.

Our community partners support our students in various ways. The Boyett Family offers service-based grants for Science Camp for our 6th grade students whose families would not otherwise be able to pay for the cost of camp. The staff in the ASP at Salida Middle School assist students working on service projects to earn their grants plan for

community service projects. They offer support to the students and help them track their progress towards earning the grant. Students earn funds based on the number of hours of service, ASP staff are key to students' success in earning full grants.

The Women's Auxiliary to the Salida Fire Department supports our efforts to motivate children and recognize them for positive behaviors; our District's expectations as we continue to develop the PBIS program across all aspects of school life are the 3R's - Responsible, Respectful, and Ready. Monies donated by the Women's Auxiliary are utilized by our sites for incentives and rewards for students who model the 3R's at all school activities and events; including ASP programs.

We partner regularly with the Gallo Arts Center Educational Programs. Through local sponsorship which includes Save Mart, George Costa and PrimeShine Express, they extend to our schools grants for free and/or reduced performance tickets. The foundations also offer transportation grants. Salida schools are awarded one-three performance grants each year. Prior to the pandemic, ASP students attended a math musical and a science magic performance. As soon as schools are able to bring back live performances the ASP programs will.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student data is collected through state and local assessments including: ELPAC, CAASPP, District Benchmark Assessments, and Classroom Based Assessments. State assessments are analyzed by reporting requirements established by CDE and all district subgroups are reviewed. All local student assessment data is collected in the Illuminate database. A multitude of reports can be generated through the Illuminate database and be used to analyze student growth by teachers and administrators. School data is collected via the California School Dashboard. Reports are analyzed to understand each school's academic performance, academic engagement, and school climate.

Time at regular staff meetings and Professional Learning Communities (PLCs) is routinely dedicated to data discussions and instructional planning centered upon students' achievement.

After reviewing the data, the ASP supervisor and the site administrator define the means for continuous improvement and outline goals, objectives, and actions to improve the program specific to each school site. The ASP supervisor has established a clear plan for collecting information from all educational partners to help address the quality of the program and set improvement goals. Staff members self-reflect on their performance to make changes with instruction and are required to attend training opportunities provided by the district or county.

11—Program Management

Describe the plan for program management.

The funding being requested by SUSD will be used for after school activities and non-instructional day activities for students and to meet the program's vision, mission, and goals. Providing students with academic and recreational enrichment activities in a safe environment requires qualified, quality staff working in safe and secure facilities, with dedicated support personnel and services. The program budget reflects these aspects and directs money to the benefit of the students through direct, quality services and activities.

The budget reflects these opportunities and funds are allocated to benefit the student through direct, quality services and activities. The majority of the budget is spent on staff, supplies, books, and services.

With the assistance of district administration and district support staff, the program is monitored to ensure all requirements are met. This is important for program stability, which provides excellent service to our students.

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.

The goal of Salida Union School District is to create one cohesive after school program that incorporates all grades TK - 8 at all school sites. Currently, the ASES grant serves four out of five of our school sites (3 elementary/1 middle school).

The goal of a comprehensive and universal Expanded Learning program would be to provide after school programs at all five school sites and support the expansion of Sisk School that at one time had a 21st CCLC Grant to fund their after school program. The district will continue to apply for ASES funding for Sisk Elementary but does not currently meet the FRMP cutoff of 71.89% established last year having a 58.36% FRMP as of October 6, 2021. The priority is to serve TK - 6 grades at five schools and if at least 50% of unduplicated pupils are served the district will serve 7th and 8th grade students.

Some of the programs that will take place during non-instructional days are:

- Academic and enrichment intersessions (utilizing certificated teacher and support staff) and summer school programs.
- Winter, Spring, Summer camps through expanded learning programs is at all sites pending staffing for at least 30 non-instructional days for 9 hours.
- Offer Summer Boost programs at each elementary school that targets all incoming Transitional Kindergarten/Kindergarten students.
- Non-instructional day Field trips expanded to provide STEAM, career, and college experiences.
- Expand programming with collaborative partners mentioned above during non-instructional days.

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?

Current after school programs have served kindergarten students at a 20:1 ratio. The district will expand to include Transitional Kindergarten (TK) and add staff to maintain a pupil-to-staff member ratio of no more than 10:1. Salida USD will seek to expand current K/TK paraprofessionals and offer the opportunity to increase their hours of employment by extending time to support the TK/K after school expansion. In addition, the district will engage in community outreach with the new positions, as well as, MJC and CSU Stanislaus to recruit new hires for after school programs.

Staff will be trained to support TK/K students in developing skills needed to be successful in school. Expanded learning staff will coordinate with TK/Kindergarten teachers through meetings and attend training sessions that are applicable

to early childhood education. Additional professional learning will be provided for classroom management, Positive Behavior Intervention Supports (PBIS), and early literacy curriculum such as Footsteps2Brilliance. Opportunities will be provided for staff to shadow in TK/K classes to understand daily operations and observe students which will better equip staff to provide services during non-school hours.

The offering of Summer Boost program before the school year during non-instructional school days will provide students with a tour of the classroom and sites. Introductions and engagements activities will be provided by teachers and other school staff to prepare students to begin the school year with an easier transition. Our goal is to expand this opportunity to all students who are interested.

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.

Daily School (Instructional Day) SAMPLE

8:05 AM-2:15 PM - Regular School Hours
2:15 PM-2:35 PM - Check in, Eat Snack
2:35 PM-3:35PM - Academic Hour/Expanded Learning
3:40 PM-4:20 PM - Outdoor recreation activities
4:25 PM-5:30 PM - Enrichment Activities/STEAM Activities/Student Choice
5:30 PM-6:00 PM - Expanded Learning Activities/Crafts/Projects/Clubs

Summer/Intersession Day (NON-Instructional Day) SAMPLE

7:30 AM-8:00 AM - Check-in/Breakfast
8:00 AM-8:30 AM - Group Activity: Team building, Collaborative Game, Social Emotional Learning (SEL)
8:30 AM-9:30 AM - Physical Activity/Movement & Music/Art Lesson
9:30 AM-11:30 AM - STEAM and Project Based activity
11:30 AM-12:15 PM - Lunch Time
12:15 PM-1:30 PM - Outdoor Recreation/Tennis/Garden
1:30 PM-3:00 PM - Crafts/Healthy Eating/Math Puzzles & Tasks/Photography
3:00 PM-3:15 PM - Afternoon Snack
3:15 PM- 4:30 PM - Clubs Activities and Games
4:30 PM-5:00 PM - Clean up/Pick Up

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.