

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)

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

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

Contact Name: Eric Fredrickson, Superintendent

Contact Email: efredrickson@sylvan.k12.ca.us

Contact Phone: (209) 574 - 5000

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. Coleman F Brown Elementary
2. Crossroads Elementary
3. Freedom Elementary
4. Orchard Elementary
5. Mary Ann Sanders Elementary
6. Sherwood Elementary
7. Standiford Elementary
8. Stockard Coffee Elementary
9. Sylvan Elementary
10. Woodrow Elementary
11. Dan Savage Middle School
12. Somerset Middle School
13. Ustach Middle School

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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

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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/qualstandcqj.asp>.

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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.

Sylvan Union School District has operated a before and after school program which has provided a safe and supportive learning environment for our students and staff. The before and after school site locations follow the current district policies and procedures that guide extended education practices for student access and safety during non-school day hours. 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 before and/or after the school day. These before and after school programs will operate on their school sites and adhere to district-wide safety protocols already established.

Each elementary school site will operate a before and after school program which will allow for the safe transition of students in grades K - 6th to transition from school to after school program. Students in TK will be transported by bus to Somerset for their before and/or after school care.

To ensure proper checkout procedures, parents/guardians and/or authorized persons (anyone placed on their emergency forms) are required to sign their child out of the after school and may sign a release to allow their child to walk home at a designated time (per parent request). Program staff verify with school attendance staff and call daily to verify unknown student absences.

All before and after school programs follow the same school safety plan implemented during the instructional school day, in addition to specific procedures related to after school program related activities that are documented in the district wide policies. All before and after school staff participate in mandated training yearly and safety meetings throughout the year. Monthly safety drills are conducted rotating through Lockdown, Lockout, Evacuate (fire drill) and shelter in place (earthquake).

Additional steps to ensure students safety include all after school program staff members wearing lanyards and name badges that are clearly identifiable. Every school is fully gated with specific classrooms identified and designated for use by their respective after school program.

After school staff are required to periodically take head counts of students to ensure everyone is present when moving from one activity to another. Once students check into the after school program, students are required to remain with

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their assigned program staff until they are either signed out by a parent/guardian and/or authorized person or otherwise directed by staff. Each after school program is required to have at least one accessible emergency binder that includes contact information for students in the event family members need to be reached. If there is an accident or incident, program staff are required to complete the applicable report and make parent/guardian contact, and a copy of the report is sent to the district office and kept on file at the afterschool program.

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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.

The SUSD after school program will engage student participants in activities that promote collaboration and introduce students to a variety of experiences.

Through after school academies students may choose a variety of academic enrichment activities, Possible academies may be art, music, nutritional cooking, gaming, gardening, coding, sports, etc. STEAM exploration through after school programs, academies and summer programs provide an opportunity for students to be active participants in hands-on activities that further the students' understanding of science and the arts.

Through collaborative partnerships, the students will enjoy a variety of opportunities to explore and develop. Students will learn to be creative, inquisitive, and think critically, all 21st Century skills they will need to be successful.

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3—Skill Building

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

Participation in the the SUSD after school program build 21st century skills including the 5 Cs:Communication, Collaboration, Critical Thinking, Creativity and Caring, as well as, social emotional learning (SEL) competencies of Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, and Social Awareness. Harmony will be used to facilitate SEL. The digital program offers curriculum as well on demand training and webinars for staff development. Monthly Character Trait Program will be used to recognize positive

behavior skills throughout the year at each after school site.

Enrichment activities that promote active and engaged learning will promote the 5Cs. Students will develop SEL skills through lessons and modeling of these skills by all staff and students. Students will engage in cooking and nutrition classes that will develop their culinary skills, promote healthy lifestyles, and foster independence. Students will also have several opportunities to participate in athletics and physical fitness activities, which will promote healthy lifestyles and support gross motor skill development.

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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.

The SUSD after school program welcomes student voice and leadership. Students are encouraged to not only provide input, but also help design and run the after school programs at the sites. Informal and/or formal polls, surveys, or check-ins will be conducted with all youth in the program.

Student leaders at the after school program site meet on a regular basis to discuss and analyze program details. Working with the Site Instructor, student leaders will meet ongoing throughout the school year to share their viewpoints and provide input on program activities.

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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.

The program will support student well-being and healthy lifestyles through physical activity, nutrition education, and healthy meals. Students will have options to participate in various organized and developmental sports activities. Students will receive either a snack prepared by the SUSD Nutrition Services department and will have opportunities to participate in nutrition education classes and workshops. Various gardening programs will be available to students.

Sample menu of nutritious snacks that meet California Nutritional Guidelines that are served in the after school program is shown below.



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6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The SUSD after school program will create a safe environment that values diversity and equity for all students. The program will actively recruit staff that reflects the community of the students served. Program information and help completing forms and applications will be available in English and Spanish. Staff will participate in diversity and equity training.

Other school staff (principals, counselors, teachers, educational specialists, etc.) will communicate physical and developmental needs of individual students to after school staff, including students with disabilities. Accommodations, if needed, will be made available, to the extent possible, for the students upon enrollment in the program.

Multicultural events will also be offered by the after school program. Speakers may present their culture and heritage and or dancers may perform traditional dance representing their countries. Food and items from many countries could be offered. Various multicultural art projects will be incorporated in the program and reading materials selected for activities will represent diversity of student

participants.

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7—Quality Staff

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

The program will recruit and retain high quality staff and provide ongoing professional development based on staff and student needs. Staff will participate in professional development areas. Possible areas for training are sensitivity, diversity, trauma informed practices in schools, classroom management, and STEAM.

SUSD staff contracted to work directly with students must provide verification of meeting the minimum requirements for an instructional aide:

- **Employee must show evidence of completion of forty-eight (48) units of higher education study, or
 - **Obtained an AA Degree or higher, or**
 - **Successfully passed the Highly Qualified Paraprofessional Assessment Exam****
- **Tuberculosis (TB) Clearance**
- **Department of Justice (DOJ) Fingerprint Clearance**
- **All employees shall complete mandated reporter training as required by AB 1432 as well as all district mandated training.**

Open positions for after school staff will be advertised through the EdJoin employment website. All applications will be submitted electronically and then reviewed by human resources to determine if they meet the minimum qualifications for the position. Panel interviews for selected applicants will be conducted using an established selection criteria relating to the specific responsibilities of the position per the job description.

Boys and Girls Club of Stanislaus County staff is recruited by their own agency protocol; however, all their staff must meet the minimum qualifications as stated above. Job openings are posted on their respective websites and applicants follow the established procedures as stated.

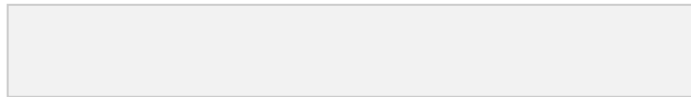
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8—Clear Vision, Mission, and Purpose

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

“Students who participate in quality afterschool programs are more likely to graduate high school, have lower rates of suspension and expulsions, and are less likely to become involved in the criminal justice system.” (CA3advocacy.org) Students that participate in the after school program emerge with academic growth that is cultivated in educationally enriched, safe after school experiences.

The mission of the SUSD after school program is to provide an inclusive and diverse environment that communicates and builds relationships with students and families and is focused on promoting growth in children’s academic, social, and emotional health. This mission was developed this year by staff who run the program. As we build youth leadership and better parent outreach and engagement in our programs over the next few years, the mission will be reviewed and refined with all community partners including students in the program.



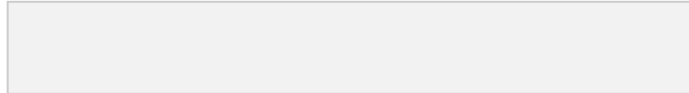
9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Sylvan after school program partners with various programs and agencies to provide a comprehensive level of educational, recreational, and enriching activities, including:

- **Boys and Girls Club of Stanislaus(BGC) is a primary contract partner with SUSD, providing the after school program staff for some of our after school programs and summer programs.**
- **Stanislaus County Library provides "Traveling Tales", a story in a box that includes books, puppets, and fingerplays to promote reading enrichment. Read to Me Kits will be made available to all sites to promote small group storytelling and guide reading for young readers. Stanislaus County Library will provide literacy support through their Youth Outreach program. The program includes presentations brought to all afterschool sites on all library resources. These presentations are designed for students and their families.**
- **Great Valley Museum, which is an extension of MJC provides traveling teachers who will provide instruction related to social studies and science lessons. Additionally, field trips are scheduled to visit the museum and planetarium. Great Valley staff will be included annually in regularly scheduled grant meetings and will be included in staff meetings as necessary.**
- **Foothill Horizons provides camps focused on the environment and exploring nature. Students go on hikes and learn about environment science, animals, and conservation.**
- **Stanislaus County 4H Division of the University of California Agriculture.**

- Modesto Nuts Reading Program will be brought to all after school students. This program is designed to encourage and incentivize your students to read. The Modesto Nuts reading program has motivated around 400,000 students in Stanislaus County since 2002. The goal-oriented program provides prizes for each student that reaches their weekly goal. Students can receive a variety of prizes. Students that complete the entire four-week program will receive a Modesto Nuts game ticket, hot dog and drink. In addition, all graduates will take part in a pre-game parade on the field with fellow classmates.
- Love Modesto is a local non-profit agency who partners with SUSD to sponsor community outreach and project based volunteering efforts throughout the school year.



10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Improved academic performance supports the program goal of having students achieve their full individual potential. The goal of the school and the after school program is for students to meet the academic performance standards established by the state. The after school program is dedicated to helping students achieve this goal by providing academic enrichment opportunities. When students are making progress, the effectiveness of the program can be evaluated and any necessary changes implemented.

California After School Network (CAN) Self Assessment will be conducted and reviewed annually. Each trimester the after school administrators will meet to review staff, student and family feedback and data. Academic performance will be measured using data from various assessments such as the annual California Assessment of Student Performance and Progress (CAASPP) for English language arts and mathematics, the CST(or replacement exam) for science, district assessments of reading fluency, and district benchmark tests. The promotion of student well-being will be monitored throughout the year. Student pre/post surveys will be conducted to help gauge changes in social, emotional, mental and physical health related behaviors. Surveys for participants, parents, and staff will also be utilized to evaluate the perception of the safe and orderly environment of the after school program. Aeries data related to school daily attendance will also be reviewed.

The above mentioned data will facilitate reflection and drive new actions to meet desired after school program goals.

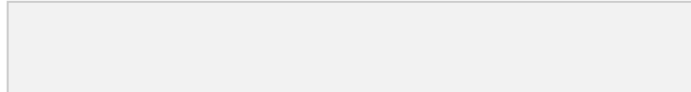
Goals of the after school program:

- Students, parents and staff perceive the program as safe and orderly as measured on participant, parent and staff feedback surveys.

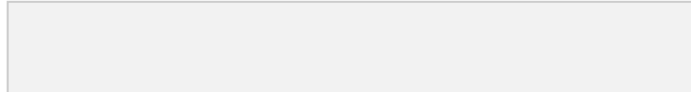
- **Students will maintain a 95 percent (or more) daily school attendance rate or improve daily school attendance by 5 percent (or more).**
- **Students will be at or approaching grade level on assessments or make adequate improvements towards reaching grade level standards.**

Each year, program meetings will be conducted to evaluate the results and determine the effectiveness of the program in meeting the academic, social and emotional needs of the students and their families. Working in collaboration with the site staff, parents, students, and community partners, a determination can be made about how to meet the needs of the students through either continuance of program activities or the adjustment of program offerings.

Data collection is an ongoing process. Information about student performance,

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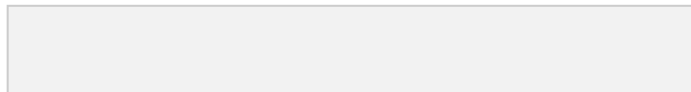
attendance rates, survey data and anecdotal data is collected for analysis and planning throughout the year.

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11—Program Management

Describe the plan for program management.

The Assistant Superintendent of Student Services, in collaboration with other district and site administrators, will be responsible for overall program oversight. The Supervisor of Child Care will guide the program improvement process, facilitate meetings with all Site Instructors, develop a professional development plan, pursue community partnerships, provide program information to the district community and facilitate staff meetings. Site Instructors, hired by the district, will guide the daily operations of the program at each school site. This includes recording attendance, sharing program information with parents, ordering materials. Sites that utilize the Boys and Girls Club will facilitate all of the above in collaboration with district staff. Meetings with district leaders and Boys and Girls Club administration will meet each trimester.

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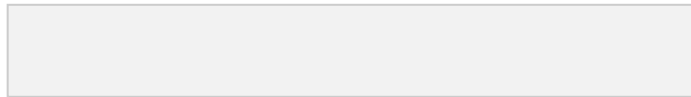
General Questions

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 district receives funding to operate the After School Education and Safety (ASES) program at three of its thirteen schools. Our school sites, funded by ASES, are facilitated by the Boys and Girls Club. The remaining sites, facilitated by SUSD after school care staff, will model their program and align their schedules and activities to those run by Boys and Girls Club. In addition, the ELO-P funding will provide additional enrichment activities at the school sites run by SUSD after school program staff, as well as, Boys and Girls Club. Additionally, ELO-P funding will support both Boys and Girls Club and SUSD programs to provide a robust summer program. ELO-P funds will pay for program staff to increase the number of students served. Ongoing meetings will be held with SUSD and the Boys and Girls Club to create a comprehensive and seamless program.

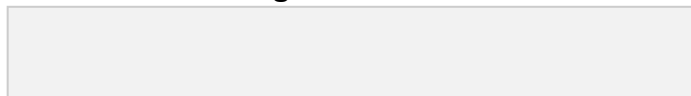


Transitional Kindergarten and Kindergarten

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?

Transitional kindergarten students attend a half day instructional program. The other half of the day they will attend our SUSD before/after school program housed at Somerset Middle School. They will receive transportation to or from their school sites to create a smooth transition from/to the instructional day to the before/after school program. The transitional kindergarten and kindergarten program provides a balanced approach of play and academics

All school sites with kindergarten attendees will have a 10:1 student to staff ratio. Staff will collaborate with school site kindergarten teachers to discuss goals, strengths, and challenges as it relates to the children attending the program. Additional professional development will also be provided to staff working with kindergarten and transitional kindergarten students.



Sample Program Schedule

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

intersession day.

Sample Afterschool Schedule:

2:30-2:50 Meet and Greet/ Healthy Snack Options/ Transition to Homework Groups

2:50-3:50 Homework/Tutoring

3:50-4:30 Outdoor Group Games/Activities

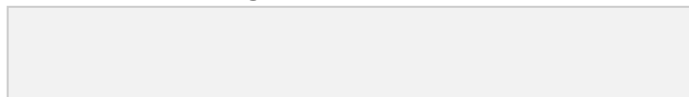
4:30-5:30 Enrichment/Technology

5:30-6:00 Voice and Choice- Children's Choice of activities from learning centers

Sample Non-Instructional Day Schedule

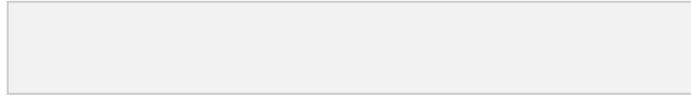
TIME ACTIVITY
7:00 AM - 8:00 AM Meet and Greet, check-in, Voice and Choice Time (selection from learning centers)
8:00 AM - 8:30 AM Outside Physical Movement Time
8:30 AM - 9:00 AM Student Lead Reading to small groups
9:00 AM - 10:00 AM Art, hands on crafts
10:00 AM - 10:30 AM Outside Group Game
10:30 AM -11:30 AM Enrichment Time (Puzzles, technology, learning games, Music & Movement)
11:30 AM -12:00 PM Team Time(Organized Inside Game/Activity)
12:00 PM -12:45 PM Lunch

12:45 PM - 1:15 PM Instructor Reading (Book of the Week)



1:15 PM - 3:00 PM Projects / Science
3:00 PM - 3:15 PM Afternoon Snack
3:15 PM - 3:30 PM Daily Reflection Group Time

3:30 PM - 4:30 PM Creation Corner- Student Choice of DIY Art/Projects
4:30 PM - 5:30 PM Voice and Choice (selection from learning centers)
5:30 PM- 6:00 PM Clean-Up/Wind Down Time



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.

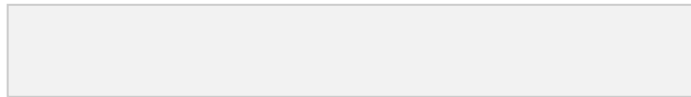
(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(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 non school days, 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):

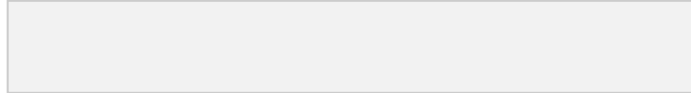
[LEAs] shall agree that snacks made available through a program shall

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.