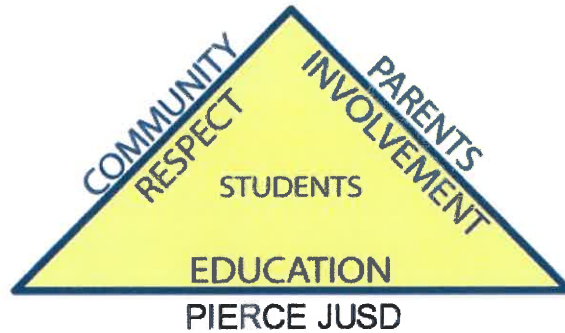


Pierce Joint Unified School District



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Board Adopted: March 9, 2023

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

Name of Local Educational Agency or Equivalent:	Pierce Joint Unified 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. Arbuckle Elementary School
2. Grand Island Elementary School
3. Lloyd G. Johnson Junior High 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.

It is our program goal to provide a safe and supportive learning environment that provides for the developmental, social-emotional, and physical needs of students and staff. We have the following measures and initiatives in place to create safety procedures that are aligned with the instructional day:

1. Paraeducators have access to CPR and first aid training as needed
2. Each site has access to a phone line during program hours
3. Staff is trained in Crisis Prevention Intervention (CPI) as needed
4. Staff is trained on trauma informed practices
5. Social Emotional Learning training is ongoing
6. Site safety plans are reviewed bi-annually with ASES/ELOP staff
7. Fire drills and lockdown drills are performed 1x/trimester and are logged

In addition to the above safety measures the ASES/ELOP program staff also integrates several programs designed to create a positive learning environment. Each of these programs are an extension from the regular instructional day.

The following are the programs:

1. Suite 360
2. 5 Finger Rule
3. Conflict Facilitation
4. Structured team building activities

ASES/ELOP staff communicate regularly with the site administrators and have access to district counselors for students.

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.

Our program aims to offer learning activities that are engaging and fun for students. All ASES/ELOP students have their own Chromebook device that they are able to use for research and learning programs. The learning programs are an extension of the regular school day and are used to enhance student learning. Each program has a focus on STEM and fine arts and displays group projects and individual student work. District ASES/ELOP programs with multiple classrooms on site follow the same schedule each day including breaks to keep consistency. Each ASES/ELOP program has a youth leadership team that provides input and feedback on activities and projects. The leadership team meets with the ASES/ELOP site leader to create the plan. Additionally, our sixth grade students have the opportunity to participate in a five day overnight science camp each year at shady creek.

3—Skill Building

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

Our program strives to provide activities and learning opportunities that enhance the academic achievement of students. The ASES/ELOP staff works together with classroom teachers to target students who are below grade level. These students receive extra time daily to work on online learning programs, group reading activities, individualized

learning needs, and are paired with students as mentors to read and play learning games. Students in ASES/ELOP may move between the ASES/ELOP program and the regular day after school tutoring program offered by classroom teachers when there is a need or benefit.

4—Youth Voice and Leadership

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

Student surveys are given to participants in the ASES/ELOP program and are analyzed by ASES/ELOP staff annually. Feedback from the survey is used to make modifications to the program. Youth leadership teams are emphasized in our ASES/ELOP programs. The teams help plan enrichment projects with the ASES/ELOP staff. In addition to the leadership teams we also extend our conflict facilitation process from the regular school day through the ASES/ELOP program. Through this program student leaders are used to help facilitate conflicts among their peers. Students in the ASES/ELOP programs participate in service learning projects that serve their school and community. Students set up for community events and often create decorations and signs. It is our goal to provide opportunities to students that are meaningful and help develop opportunities to grow as leaders and be civic minded.

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.

Our programs aim to promote student well-being through opportunities to learn about balanced nutrition and physical activity. Healthy nutrition is emphasized through weekly lessons taught by the ASES/ELOP program staff. In addition, our program partners with UC Extension to provide nutrition education and classes through cooking and gardening programs. Our programs provide a balanced snack for the students each day. Examples of snacks that may be served are: apple and string cheese, graham crackers and yogurt and a granola bar and milk. Our students are given 30 minutes of structured physical education time and an additional 20 minutes of outdoor play each day.

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.

Our program is advertised and open to all students regardless of sex, race, ethnicity, and/or economic status. Bilingual ASES/ELOP staff are an integral part of our program and are available to communicate with parents of English Learners. All communication regarding the program is sent out in English and in Spanish. Our staff has also undergone training on working with students who have experienced trauma. Activities and lessons are taught that celebrate students' cultural backgrounds. These are often done through art.

7—Quality Staff

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

All ASES/ELOP staff are hired by the district office which has done a thorough check to ensure all paras have met the minimum requirements of an instructional aide. Open job positions are flown through edjoin.org, posted on district and site web pages, sent through email to all district staff, and posted on district school's social media sites. Paras participate in weekly staff development, including participating in grade level meetings with regular day teachers as appropriate, at their respective sites. These staff development opportunities are designed and planned by the site leader/expanded learning director/ school administration. The district ASES/ELOP staff meet on a monthly basis for staff development that has been planned by the director and site leads. The site leads meet with the expanded learning director and review staff survey data to plan staff development that is relevant. All staff development opportunities are tracked in Google Docs and shared with director and administrator.

8—Clear Vision, Mission, and Purpose

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

Our program serves students who live in rural areas. Our communities lack a sufficient number of licensed daycare facilities and there are no youth centers in our area. At least 70% of our students are economically disadvantaged and well over half of our students are below grade level in ELA and math. The program utilizes staff, parent and student surveys as well as the Healthy Kids Survey for parents and staff to assess needs of the program. The site and district ASES/ELOP staff collaborate amongst each other to analyze local data and coordinate with school staff to create a seamless program between the regular school day and the after school program. The purpose of our program is to provide a safe and enriching program that supports and enhances academic instruction that our students receive during the regular day.

Program Goals:

1. To support and supplement academic instruction that students receive in their regular classes with tutoring and homework help.
 2. To provide a safe environment where students are supported emotionally, behaviorally and physically.
 3. To provide ongoing continuous training to staff in order to build their capacities to deliver an exemplary program.
- Site ASES/ELOP staff, parent, regular day teacher and student surveys are given annually to measure program quality and effectiveness. The site ASES/ELOP team analyzes survey data and adjusts the Quality Program Improvement Plan to reflect the needs of 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 collaborative partners that will be involved in the process to plan, implement and update the after school program plan will include the site principals, expanded learning director, the after school program site leads, the after school program staff and the superintendent.

Collaborative Members and/or Parallel Programs include:

1. Arbuckle Parks and Recreation – basketball league on site, ASES/ELO-P students participate
2. Sacred Heart Parish – catechism offered as a parallel program
3. Arbuckle Little League – baseball practices on site, ASES/ELO-P students participate

4. UC, Davis Cooperative Extension – provide curriculum resources and training-ASES/ELO-P enrichment option
5. AYSO - youth soccer clinics on site that include ASES/ELO-P students
6. 4H - parallel program for students-ASES/ELO-P students participate
7. Girl Scouts-ASES/ELO-P students participate
8. Shady Creek Science Camp-6th grade students participate as part of ELO-P

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our program is designed with continuous improvement as the foundation of change. Since 2015 the programs have created a Quality Program Improvement Plan. This plan is monitored throughout the year and modified at year's end to reflect the needs of the program based on program evaluation. The programs are evaluated through staff, parent and student surveys. These surveys are administered and reviewed annually. Data analysis is done on computer based learning programs to determine effectiveness in ASES/ELOP programs. These programs include SAM, Lexia, My Path, MAP accelerator and iXL as examples. Site leads/expanded learning director communicate weekly with classroom teachers to ensure student targets are being met and homework is being completed. ASES/ELOP leads will meet with Expanded Learning Director on a monthly basis to review and monitor progress on QPIP and review ASES/ELOP program data.

11—Program Management

Describe the plan for program management.

Under the leadership of PJUSD’s Chief Business Official, superintendent, and site administrators, the program implements sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensures that 85% of funding is used for direct services. Evidence is provided through internal documents and CDE reports. PJUSD coordinates with federal, state, and local programs to achieve the most effective use of public funds and other resources. Since the inception of the ASES grant, February 2007, funding has been provided exclusively by the ASES funding and now has benefited from funding from ELOP. The After School programs are supported by countywide in-kind contributions, human resources and participation by various agencies. This is attributed to the active alignment between district, school, county, and program goals, and community, student, and parent needs. The Programs have been highly effective in sharing school classrooms. ASES/ELOP staff take attendance (manually and then enter it in Aeries student management system) the beginning of each program day. This attendance is cross checked by the expanded learning director. When students leave the program early, on a given day, the student is signed out and the appropriate early release code is recorded next to their name on the roll sheet.

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.

We have an existing ASES program for two elementary and one middle school. With the addition of ELO-P funding, we have hired an expanded learning director to over see the ASES/ELO-P programs in our district. This is a full time position which ensures that the regular school year and 30 additional days (8am-5pm- 8am-12pm academics are offered with credentialed teachers. 12pm-5pm offers enrichment) will allow us to maintain one comprehensive program, offer a wider variety of enrichment opportunities, and can serve all students in our district that need or want to attend the 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?

The program has hired para educators that have previous experience with pre k students. The para educators are scheduled to work during part of the regular school day, in the tk classroom, with the regular day time teacher and students. When school ends, the para educator uses the same classroom that they are scheduled to work in during the regular school day, and continue to support tk students that are enrolled in the expanded learning program. This has created more cohesiveness and has allowed positive relationships to be built with daytime staff and the students who attend the expanded learning program. The experienced para educators are used mentor and cross train other ASES/ELO-P employees that can be moved to the cover transitional kindergarten/kindergarten rooms, if we have an absence or need to enroll additional students to keep our staff to student ratio 10:1.

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.

Our program complements the school day by providing an extension of three additional hours to the school day to meet the minimum requirement of nine hours per day. It is open to all students enrolled in TK-8th grade. The ASES/ELO-P program starts directly after the school day ends and provides a healthy snack for each student as they check in. We then move into our academic time, which includes structured homework, reading, and lexia time. During our academic portion, we also provide intervention support, by grade level, that is taught by credentialed teachers.

Students are placed into expanded learning interventions, by their daytime teacher, because they have been identified as needing extra support in either math or language arts. After academic hour, students, by grade level, participate in thirty minutes of daily structured recreation/pe time. This time ensures the students get at least thirty minutes of active structured play, build skills in teamwork, and encourages them to collaborate together. We also have a structured enrichment time where students have the opportunity to explore the arts, steam activities, social emotional learning, cooking/nutrition, baking, and much more. With the addition of ELO-P, we have also introduced one day a week clubs. Some examples of what has been offered include: gardening, kickboxing, sports, and games. These clubs are taught by credentialed teachers.

Our summer session adds thirty additional days onto the school year. It is open to any student (TK-6th grade) who would like to attend. The first four hours are academic and taught by credentialed teachers. Students participate in various lessons and projects to enhance their understanding of the core subjects. They also have an opportunity to enroll in swimming lessons at no charge to the family. The last five hours are led by para professionals. The students receive a healthy snack and then participate in various stations. Examples of these enrichment stations include: Ceramics, woodworking, steam curriculum activities, cultural dance, stop motion, nutrition/cooking, baking, and team building active activities to promote social emotional learning. These enrichment stations change according to the interests of the students. Summer session runs from 8 a.m. - 5 p.m. each of the 30 days.

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.