

**Expanded Learning Opportunities  
Program Plan Guide**

**Project SHARE & Happy Valley Unified  
School District  
EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:

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# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Shasta County Office of Education

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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. Happy Valley Elementary School
2. Happy Valley Primary

### 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])

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## 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>.

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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.

- All of our programs are located on our school campuses so that students can walk safely to and from the program site.
- We will provide a safe and supportive environment by:
  - including an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training.
  - having an educational enrichment element.
  - maintaining a pupil-to-staff member ratio of no more than 20:1.
  - collaborating and coordinating with the regular school day program.
  - beginning operation immediately upon the end of the regular school day and operate for a minimum of 15 hours per week and until at least 6:00 p.m., on every regular school day.
  - translating material in a form and language that is easily understandable to all parents.
  - planning the program through a collaborative process with all stakeholders
  - encouraging participation every day that the after school program operates.
  - establishing an early release policy for students picked-up prior to 6:00 p.m.
  - providing a safe physical and emotional environment and opportunities for relationship building and to promote active pupil engagement.
- We believe that SEL is about helping students develop a range of skills they need for school and life. Program activities which support students' development of Social and Emotional Learning (SEL) skills include:
  - Setting and achieving positive goals;
  - Feeling and showing empathy for others;
  - Establishing and maintaining positive relationships;
  - Making responsible decisions; and

## 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.

- All programs include a minimum of five hours a week of academic support for all students registered in the program. Literacy is a predominant academic focus throughout the program because without strong reading skills students struggle in all other subject areas
- After school staff are trained and provided with ELA and math guides that connect after school support materials to school day pacing guides. Thus, staff

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can easily choose appropriate activities to better support students in each grade level.

- The educational enrichment element comprises up to a minimum of one hour of each day's program. Staff is trained in basic tutoring procedures and positive behavior management as well as implementation of purchased materials. All enrichment activities are linked to the program goals. Enrichment activities engage learning in the areas of literacy, math, social studies, science, visual and performing arts, and civics. Each day, students participate in guided physical activities from the appropriate curriculum. In addition, thematic units have been created to help promote project and performance-based activities to increase student engagement.
- A variety of educational supplies and activities were purchased including educational games, hands on curriculum, physical activity curriculum and many other resources.
- The after school program is aligned with the regular school day. SHARE administrative staff work with school administration to establish communications between the ASP and the regular school program. Program facilitators work with their school site principals and teachers to ascertain student needs and strategies for meeting those needs. Communication methods used by the sites:
  - Attendance at staff meetings; student study meetings
  - Have an open invitation to the school site council
  - One-on-one meetings; Front office mailboxes
  - Standards aligned activities and curricula
  - Teachers work with ASP
  - Behavior notices
- To ensure effective assistance with homework the afterschool staff communicate directly with teachers in order to provide consistency and follow-through for student progress. Homework support is provided for one-hour daily.
- Each site has their individual process for scheduling; however, all have the same basic components. Every week is planned in advance and includes: a nutritious snack, planned supervised bathroom breaks, a minimum of three hours a week of an academic intervention, a minimum of 30 minutes a day of planned physical activity, age appropriate enrichment activities and grade level appropriate daily homework time. Throughout the year all sites participate with programs and presentations offered by community-based organizations: Anderson Parks and Rec, the Fire Department visits, and other community partners. In addition, throughout the year there are district-wide activities such as Lights On!, Family Fun Runs, Movie Night, letter writing campaigns as a service to a broader community, and coat or food collection projects.

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## 3—Skill Building

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

- All program sites are provided access to the following all inclusive curricula in ELA and Math:  
Scholastic After School Kits; Standards Plus; Essential Skills; Language Arts Skill Sets; Learning Wrap-Ups; Learning Palettes; Brain Quest; Jeopardy Game Console; Essential Skills; Measurement Kits; Family Math; Mathematic Skill Sets; Brain in a Box; Get It Together; Muggins Math Games and Activities w/Dice; EnVision Math games; Brain Quest; Jeopardy Game Console; Lego Robotics; Boxcars and One-Eyed Jacks Math; Skillastics; Mindworks, and many more.
- Many students participate in cross age tutoring and homework assistance during academic time.
- Fun and engaging opportunities to expand on core subject matter are offered through hands on learning activities.
- The program utilizes a variety of robotics kits and coding programs, as well as a wide variety of engineering curricula and activities.
- A variety of tools and curricula are provided for science and math concepts, such as Boxcars and One-Eyed Jacks, learning Wrap Ups, Trivial Pursuit, and timed math fact sheets. The program also provides Rube Goldberg Club.
- The program conducts pre and post parent and student surveys in the spring and fall in order to assess the community After School Program needs.
- We use a variety of conflict resolution and character development strategies such as PBIS and Second Step

## 4—Youth Voice and Leadership

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

- The data collected from student surveys and informal discussion is used the development of training, curricula, and projects that will meet students' needs and interests.
- Students are encouraged to participate in a Junior Staff Mentor Program so that they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

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- Students in the lower grades are provided a few choices each day of Clubs and then they self select which Club they wish to participate. This process happens weekly or daily depending on age or grade of students.
- Students participate in our leadership group: Chieftain Spark. Students participate in running club, recreation basketball utilizing 40 developmental assets, and dance team.

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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 limits sugary snacks and beverages to special events only.
- The program provides nutrition education activities such as CHOPPED for Kids, Cooking for Parents, Harvest of the Month, and other similar activities.
- SCOE has MOU agreements with all school sites and districts to provide a nutritious daily snack to all after school program participants in accordance with the USDA snack guidelines. School site nutrition specialists select snacks and communicate with program staff regarding snack menus.
- Site Facilitators have access to nutrition calculators.
- Programs are supported by the Nutrition Services Department and strive to meet the school's designated health and wellness policies, as well as that established by SCOE.
- Nutritious snacks are provided for all students who participate in the afterschool program through CWUSD's Food Services Department and funded by the National School Lunch Program (NSLP). After-school snacks under the NSLP are authorized by the United States Department of Agriculture (USDA) and the California Department of Education, Nutrition Services Division. Examples of snacks served are attached.
  - A reimbursable snack must contain full servings of any two of the following four food components:
    - Fluid milk;
    - Meat or meat alternate;
    - Fruit, vegetable, or 100% juice; and
    - Grain or bread product.
  - Meals can be hot or cold as simple as a ham sandwich, cucumber slices, apple, and a carton of low-fat milk. An after school snack can also be included with this meal.
- The following health-related curricula is available to all sites:
  - Skillastics; CATCH; S'Cool Moves; SPARK; GeoFitness, Intramural Sports; Harvest of the Month; Second Step, 40 Developmental Assets Resources, Master Gardener; Center Stage Science Activities; Lawrence Hall of Science GEMS; Family Science; K'Nex; Robotics; Schreder Planetarium Visits; Star Buckets;



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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 program encourages diversity, equity and access and creates an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

The program partners with the district in order to reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program. If necessary, the After School Program staff can participate in student Individual Education Programs (IEPs) and behavior modification plan meetings. The program makes reasonable program modifications when possible to allow for students with disabilities and other areas of need.

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## 7—Quality Staff

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

In order to be hired, all staff members who supervise students, must meet the minimum qualifications of a paraprofessional which include:

- (a) high school diploma or GED and,
- (b) completed at least 2 years of college (minimum 48 semester units)
- (c) obtained an Associates (or higher) degree; or
- (d) met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification through the Shasta County Office of Education.

In addition, each staff member must be fingerprinted and have a current T.B. clearance.

CWUSD After School Program Facilitator positions are advertised on-line through EDJoin.org. ASP staff are trained and encouraged to apply for facilitator jobs. Partner staff agencies run advertisements in the newspaper, recruit at job fairs, college campuses, and on-line job boards. Staff retention is encouraged through on-going training providing skills to enhance their job performance. Regular meetings with program facilitators and partner agencies include team building activities as well as informational items to be shared with staff. Each facilitator is encouraged to celebrate staff successes.

Partners or subcontractors provide ASP line staff to lead academic support, enrichment, recreation, and homework help activities; other subcontractors provide specific enrichment activities such as Zumba, or VAPA. All partners and sub-contractors sign a contract guaranteeing all employees have met the minimum requirements of an instructional aide, have recorded evidence of fingerprinting and a current T.B. clearance.

All providers are screened via established background checks, references and fingerprinting. Sub-contractors provide services on personnel services agreements for short periods of time and as scheduled by the support office. Providers are under the supervision of staff members while delivering services. All sub-contract providers are required (via MOU) to provide evidence and assurance of background checks. Providers include enrichment instructors, faith-based organizations and at Cottonwood Elementary District, all staffing and services.

Personnel Service Agreements are made with employees and outside contractors to provide dance, fitness clubs, academic support, and enrichments.

Professional development is determined based on staff survey needs, site observations and programming needs. The following trainings are provided yearly: behavior management, lesson planning and leading groups, policies and procedures, a variety of current curriculum, safety planning, and connections to the academic school day core materials. Additional areas of professional development are provided based on staff needs, such as new curriculum and technology.

Professional Development opportunities are published annually, in our county catalog, on our web-calendar, and distributed to staff monthly. Yearly plan will contain strands for academics,

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physical activity and youth development. Leadership opportunities are also included in the plan. Additional opportunities are added to the schedule as available and support program goals. The program will contract with internal and external providers deliver professional development. Professional development will be delivered in a tiered process.

- **Tier 1:** Opportunities for site teams, delivered on site; including Professional Learning Communities (PLC's), cross-program visits, mentoring and subject specific content.
- **Tier 2:** Opportunities for all program staff; internal and external providers, inclusion of conference opportunities.
- **Tier 3:** Opportunities for site facilitators to participate in program wide collaborative and leadership training.

Staff competencies will be assessed formally and informally. Application packets will be the first level screening for staff and volunteer strengths. Employed staff will participate in an intake interview that includes a competency survey. Staff will also be consulted informally during site visits and will have opportunity for input through evaluations after participation in professional development.

Additionally, ASP staff are invited to District sponsored trainings. ASP staff have the ability to observe regular day staff to develop classroom management skills. Program-wide conferences and trainings are offered to staff on non-student school days. Coaching/modeling support is provided by Project Coordinators and PSA Employees.

## 8—Clear Vision, Mission, and Purpose

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

- Project Share utilizes survey data and input from Site Administrators and staff to determine the needs of the community, students, and parents to align with the Project Share vision, mission, and purpose.
- **Our Program**
  - Project SHARE (Shasta, Health, Academic and Recreation Enrichment) is a collaborative effort between Shasta County Office of Education and our school district to provide out of school time activities, a safe place for our students, and homework support. Our mission, vision and goals guide our programs and success.
- **Our Mission**
  - To engage children in enrichment activities which positively affect their academic, social and emotional development.
- **Our Vision**
  - A safe, structured and caring after school environment for every student in the Cottonwood School District, supported by the collaborative efforts of

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families, students, community members, local agencies and the county office of education.

- **District Goals**

- **Goal #1:** To increase student achievement and school attendance through provision of academic enrichment activities
- **Goal #2:** To positively affect student behavior through decreased referrals and lower truancy rates regular school day attendance
- **Goal #3:** To increase parent involvement in students' education and literacy skills
- **Goal #4** To provide a safe and fun place for students during after school hours.
- **Goal #5** Provide homework assistance
- **Goal #6:** Offer recreational activities including art, sports and drama

- **Site Goals**

- **Goal #1:** To provide quality academic support to students.
- **Goal #2:** Provide a variety of themed activity choices for participants to choose from monthly.
- **Goal #3:** Create a fun atmosphere that participants will want to keep participating in.
- **Goal #4:** Hold a minimum of 3 family outreach activities per school year. Schedule activities for parents to view during off work times including participation in the publicly held annual Robotics/STEAM Showcase.

Goals will be reviewed and data will be collected and reviewed monthly by the Director, District Administration and program staff. Changes will be made to the program based on the data.

Program goals and progress are reviewed informally and formally on a regular basis. Programs not meeting attendance goals establish goals for improvement and if necessary, submit voluntary reductions. Student progress is reviewed and professional development adjusted to meet the needs of the program participants. The program consults regularly with regional leads and CDE consultants to formulate program plans. Program attendance is monitored monthly. Students not meeting attendance guidelines are encouraged to attend more regularly. Students are surveyed for interests and resources matched to offer interesting and engaging activities daily.

Additionally, all sites conduct fall and spring assessments of students and parents. Students, front-line staff and site coordinators complete curriculum assessments on a quarterly basis. All site coordinators meet with their principals, teachers and school site support staff on a regular basis to assess the successes and challenges of the after school program. All sites are assessed by support office on a quarterly basis. All assessment results are evaluated and programming changes are made accordingly.

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Area Coordinator, Site Facilitator, and school administrators meet twice per year

- Program effectiveness will be evaluated based on information obtained from:
  - Surveys
  - Analysis of student achievement
  - Increased student attendance
  - Monitoring student progress on Developmental Spelling Assessments
  
- We use the following collaborative process to plan, implement and update our after school program:
  - Facilitator Collaborative: monthly, for site facilitators, to disseminate program information and develop knowledge and skills related to standards based activities;
  
  - Regional Expanded Learning Collaborative: quarterly convening of partners, to discuss program effectiveness and progress.
  
  - Academic & Activities Alignment Conferences: site level staff for the purpose of reviewing student academic progress and appropriate activities to meet deficiencies offered ongoing throughout the year;
  
  - Monthly Facilitator meetings are held to discuss progress and strength or to overcome challenges each program faces. Conferences are held throughout the year for Liaisons and Facilitators to attend. Meetings and discussions with Principal or office staff when needed. Start up and Close out meetings with Area Coordinator, Facilitator, Principal, and Superintendent.

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## 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.

- Collaboration meetings are held at the District and community level. The Superintendent of Education Services meets with After School Administration and principals. After School Administration meets with After School Program Facilitators and partner agencies to support and provide training required for new implementations. The Shasta County Office of Education Advisory Committee also participates in the process as information is shared with committee members regarding the school district needs for student support and academic achievement, and plans are put in place to support these goals. Members contribute staffing, safety information, cultural enrichment activities, and provide training.
- Collaborative members of the Shasta County Office of Education Advisory include the Anderson Partnership for Healthy Children (APHC), AVID, County Office of Education and other local districts, the local police and fire department, Golden Umbrella, Head Start Child Development, Inc.), Healthy Eating Active Communities (HEAC), New Agencies, Parks and Recreation City of Anderson and City of Redding, Schreder Planetarium, Shasta County Probation Department, Shasta County Public Health, Shasta Public Library Anderson Branch, Reach Higher Shasta, and a representative site facilitator. Site collaborative groups include coordinators, After School Site Facilitators, Anderson Parks and Recreation, and partner staff.
- Parent representatives would be a valuable partnership to have. To assure parent collaboration each after school facilitator is encouraged to attend Parent/Teacher Club, School Site Council (SSC) meetings. Each site is encouraged to set up formal student leadership groups, a Youth Council, to ensure student groups provide input and assist in planning activities for each program. Engaging the business sector, arts community and other local organizations is an ongoing process.
- The Region 2 Collaborative Partnership meets quarterly. Agency coordinators and Program Facilitators meet a minimum of once a month.
- The District currently contracts with Shasta County Office of Education, Project SHARE to administer day-to-day program operations. Responsibilities for each party are clearly outlined in a Memorandum of Understanding between both parties that is updated and signed annually.
- The resources and support offered by the Shasta County Office of Education, Project SHARE program as part of this contract are noted in the MOU.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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- A data-driven CQI process is in place. Project SHARE management identify one to two quality standards that are highlighted each month at Collaboratives. Two to three are chosen annually as program-wide goals and targeted for improvement based on data from our student, staff and parent surveys. Progress is tracked using both internal and the CDE tools provided such as the Crosswalk for Quality Standards in California. All stakeholders are encouraged to participate in some capacity.
- Progress is tracked and monitored quarterly, semi-annually and annually using a variety of tools and methods. Please refer to the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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## 11—Program Management

Describe the plan for program management.

- Funding is directed to the identified needs of the program.
- All funds are used to provide targeted and intentional activities and support in the areas of Health, Academics, Enrichment and Recreation. Staff are trained to work with a wide range of student interests, abilities, and ages, and are given strategies and tools to effectively lead and manage groups of up to 20 students with intentionality.
- Project SHARE staffing model is as Follows:

### 1. Site Level:

- Site Facilitators are responsible for all day to day attendance and site level program scheduling. They handle discipline issues or emergencies, meet and greet parents daily, serve as a conduit of information between the regular day and the after school program, and communicate daily with the Project SHARE offices.
- Site Liaisons are responsible for leading groups of students, grouped by grade level in academic recreational, and enrichment activities each day. They plan their week using a template provided by Project SHARE. There is one Liaison to every 20 students enrolled.
- Teen SHARE employees are students from local high school who are employed to assist Liaison with classroom activities. They are not counted in ratio, nor are they left with students, but provide great assistance during homework and academic periods as well as during sports and enrichment activities.
- PSA's are occasionally used to provide recreational or enrichment activities that benefit students but would otherwise not be offered.

### 2. Project SHARE Support Council Level:

- Director - is responsible for all aspects of the programming, including budgets, grant compliance, district relationships, parent concerns and student discipline issues, all duties relating to staffing, quality, curriculum choices, and all expanded learning-related data and activities.
- Area Coordinators are managers assigned to several sites and who manage the staff and quality at those sites, up to and including staff



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evaluations, employee discipline, ratios support, emergencies, grant compliance, direct support, ratio support and all other site level and program level duties.

- Project Coordinators bring enrichment and academic activities to sites and work directly with students and staff to enrich the quality and offerings at each site. They model curriculum and classroom management strategies for staff. They coordinate events and activities at all sites.
  - Project SHARE Administrative staff handle attendance data, and reporting, assist with CDE reports, direct phone calls to proper personnel, collect and disseminate information, and train staff on ordering supplies and using the CitySpan database.
- 
- The after school administrator and HVUESD administrator meet and establish the budget and presents it to the advisory council and district's business services office. Indirect rates and administrative costs are determined and set not to exceed 15% of the total budget. Partner contracts are determined based on staffing needs. All invoices are reviewed and must be accompanied by appropriate documentation. School site expenditures for supplies, materials, and teacher timesheets are routed through the after school office for approval. Funds are solely used for after school or intercession activities and only used to supplement not supplant other funding.
  - The budget is managed through the after school office and the district's business office. At the end of each quarter, the after school administrator and the assigned accounting technician confirm the budget before the quarterly expenditure report is uploaded into ASSIST. The District also conducts an annual fiscal audit yearly to maintain compliance.
  - All students are signed-in at the beginning of the after school program and signed out per parent directions in the registration packet.
  - District: attendance is tracked through the City Span web-based tracking services program. Monitoring procedures are in place to ensure accurate data entry.
  - School Sites: Site program staff use City Span to track attendance. A staff member signs students in daily. Parents sign students out daily and utilize codes if picked up before 6 pm.
  - Achievement and participant attendance data is collected by the support office and submitted to the CDE via the ASSIST tracking system.
  - The after school program commences immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and at least until 6 p.m. every regular school day. As students enter the program, each staff person checks in their group. The daily site absence list is used to assure all students are present. Every student must be signed out daily by an authorized person, as recorded in the student's registration form or by designated staff. The time and reason for early release must be recorded if early release is necessary.

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- Intercession days will be offered for 9 hours per intercession day to all unduplicated students as permitted by staffing. In the event there is not adequate staffing or interest to serve a full 9 hour day or 30 days, the school will reach out to the parent community to assess true community need and provide accordingly.
- The program plan will be reviewed at the beginning of the year with ASP staff to assure the program is understood, followed and in place. The plan will also be reviewed at the end of each year with the Advisory Committee. The program plan and all records and required documentation are maintained for at least five (5) years and stored at school sites and in storage at the SHARE Office.
- The Happy Valley Union Elementary School District will sub-contract with Shasta County Office of Education for program administration, including staffing, compliance and program support.
- To evaluate the program's effectiveness, surveys will be given to parents, students, staff and principals regarding satisfaction with the program, safety, student academic support, collaboration, professional development and communication with parents.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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.

Project SHARE and HVUSD agree to combine the ELO Program funds and ASES funds to support the needs of the students and the district. All requirements of the ASES grants will be adhered to, however, the stricter ELO-P guidance will be adhered to with regard to the 1:10 ratio for serving TK-K students.

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## 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?

**Project SHARE currently serves TK-K students at a 1:15 ratio. We will adjust to a 1:10 ratio and continue to implement the Early Childhood Education recommended standards for developmentally appropriate schedules, curriculum, content and activities for early childhood.**

## 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.

**See Attachments**

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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.

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## **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

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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.