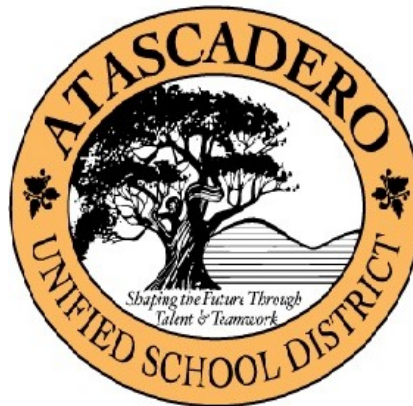


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: E.J. Rossi

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5601 W. Mall
Atascadero CA, 93422



This Program Plan Template Guide is required by California *Education*

Code (EC) Section 46120(b)(2)

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

Local Educational Agency (LEA) Name: Atascadero 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. San Benito Elementary School
2. Monterey Road Elementary School
3. Santa Rosa Elementary School
4. San Gabriel Elementary School
5. Santa Margarita Elementary School
6. Atascadero Fine Arts Academy
7. Creston Elementary 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.

Atascadero USD plans to offer programs at 7 of our 8 elementary sites, by engaging with existing partners (Champions, Boys and Girls Club, and potentially the City of Atascadero) to increase offerings for students pending staffing availability. In addition, AUSD will be serving students in the summer and on multiple local recess days by offering extended care at our elementary summer school sites, to ensure 9 hours of care (including summer school and after care) are available to students. Using existing ASES requirements for content and for staffing, AUSD will collaborate with our partners to ensure that students have a safe and supportive environment in which to both remediate learning and extend learning opportunities through the school year and in intersession times as well. All opportunities will initially take place at our elementary sites. As the program grows at each of our sites, we will potentially expand our partnership to work with the City of Atascadero.

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 programming provided will ensure that students have the opportunity for both tutoring and enrichment. Our partner providers focus on a blend of STEM activities, physical play and challenges, and community service. Depending on the time of year (summer vs the school year) the programs will vary in length, but will ensure that students are able to receive homework help, literacy support, and/or math support in addition to the described enrichment activities. Time for academic support will be provided, while enrichment activities will vary between whole group and small group designs. Our district goal will be to create additional opportunities for participating children through partnerships with other local non-profits to support students to grow in many different ways.

3—Skill Building

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

It is the intent of the program to create an opportunity for students who may not be able to participate in some school activities due to early pick up times to be able to stay on campus later in the day in order to encourage higher participation in afterschool tutoring and sports. It is also the intent to offer skill building experiences through community partners and supportive staff. Students will have greater access to the library, technology and classroom teachers immediately after school if they are able to stay on campus which will improve skill development academically, socially, and behaviorally.

4—Youth Voice and Leadership

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

Each of our partner providers builds in opportunities for students to select their activities while still following the general timeline of the day to ensure program continuity and safety. By offering thoughtful free play opportunities at strategic points during the day, and by engaging learners with some choices during activities students have the opportunity to act as leaders and to exercise their own voice and choice. In addition, our programs build in some opportunities for character development each week, focusing on necessary skills such as sharing, friendship, kindness, and more. By continuing to build skills as individuals and in the group, the students will learn and practice critical life skills.

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.

ELO-P snacks and meals will conform to nutrition standards for after-school programs. Our partner providers ensure students are receiving proper nutrition during expanded learning. In addition, our partner providers all include nutrition education as part of their offerings.

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 Expanded Learning Opportunities Programs will provide equitable access to low-income families in an afterschool program option at all of our participating elementary school sites. Students will be included and invited to support their peers, and will be challenged to be their best and supported socially, emotionally, and academically so they may achieve their individual goals. As with our ASES programming, we will ensure that students with disabilities have the same access as their peers, and supports, including staffing (as needed), will be provided to ensure that we are offering an inclusive, accessible, and welcoming environment for all learners.

7—Quality Staff

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

AUSD and our partner organizations hire and retain quality teachers and staff in addition to partnering with community organizations who also serve kids. Champions and Boys & Girls Club both provide ongoing professional development for staff, and are invited to opportunities hosted by AUSD. Together we are dedicated to maintaining quality, consistent staff through relationship building, PD, and consistent meetings between sites, partner site leads, principals, and the district leads.

8—Clear Vision, Mission, and Purpose

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

The afterschool programs offered through ASES and the Expanded Learning Opportunities grant align with the district's vision and mission:

Vision: Ensure students will be college, career, and citizenship ready through talent and teamwork.

Mission: Dedicated to student success, staff collaboration, community partnership, and dedicated to excellence.

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.

AUSD enjoys collaborative partnerships with Champions, Boys and Girls Club, the City of Atascadero, One Cool Earth, Atascadero Kiwanis, Food Bank, and Greyhound Lighthouse Foundation. We look forward to building additional collaborative partnerships with other organizations in the future.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

AUSD strives for continuous improvement in all aspects. We will receive feedback from educational partners through parent surveys, student surveys, staff surveys, the California Healthy Kids Survey, community feedback, and educational partner meetings that are scheduled throughout the year, and follow the continuous quality improvement plan in alignment with the ASES grant. Existing partnerships and communication with Champions and Boys and Girls club will continue to support quality growth.

11—Program Management

Describe the plan for program management.

Programs and partnerships for after school care are already in place at each of our participating elementary schools, and this grant provides essential funds for the expansion of programs that will support our underrepresented students in accessing quality after-school care. To ensure these funds will be used in a way that is consistent with the vision and mission, our district leads will continue to meet routinely with our service partners to ensure that all program requirements are followed, and will provide oversight for our community partners to ensure that they hold to our agreed upon standards. Additionally, when the ELO-P audit guide is made available, staff will review and make any needed adjustments to ensure that we are meeting the functional and educational goals of the ELO-P program design.

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.

AUSD has enjoyed a strong ASES program for many years under the direction of the Champions program. Our goal with ELO-P funding will be to supplement the ASES program, while using the ASES standards, to ensure that each elementary site has a comprehensive and universal program provided first to our unduplicated students as our priority, expanding to as many students at each site as we can serve.

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?

In the upcoming 2022-2023 school year, AUSD will strive to provide an extended day TK program with afterschool care through ASES/ELOP at more than half of our sites to meet the nine-hour requirement of the ELOP language. Sites will be determined by geographical location to best serve our community. As the district revises TK curriculum, as an aspect of our UPK plan, we will support our partner providers to offer programs with a complementary rigor and philosophical approach.

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.

AUSD traditional bell schedule at elementary sites is approximately 8:15- 2:45 p.m. for grades 1-5, 8:15 - 12:10 or 9:50 - 1:40 for grades TK & K, and 8:20- 2:55 for grade 6. Therefore, Expanded Learning Opportunity programming will be offered until 5:30 p.m. which provides a nine-hour day to all low-income students in grades TK- 6. Based upon parent interest and needs, programming may be offered past 5:30 p.m. at some sites, possibly up to 6 p.m.

Summer school programming is a half-day model from 8:20 a.m. - 11:30 p.m. and Expanded Learning Opportunities programming will be offered to 5:30 p.m. This will meet the required nine-hour day and will also contribute to the 30 day intersession requirement. Any days provided during local recess days for school will follow the same schedule, 8:20-5:30.

ELO Program Budget

Projected State Allocation:

2021-22 Allocation	\$570,632
2022-23 Allocation*	<u>\$1,617,155</u>
Total, Projected ELOP	\$2,187,787

Description	Projected Amount
Program Supplies	\$50,000
Administrative Supplies/Time	\$50,000
Community Partnerships for program to include intersession days	\$1,966,875
Indirect Costs @ 5.85%	\$120,912
Total	\$2,187,787

**Based on the Governors' January Budget Proposal*

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.