



**EXPANDED
LEARNING
OPPORTUNITIES
PROGRAM PLAN**

***EVERGREEN UNION
SCHOOL DISTRICT***

*Board Adopted:
4/12/2022*

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

Name of Local Educational Agency or Equivalent:	Evergreen Union Elementary 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. Bend Elementary School (TK-8)
2. Evergreen Elementary School (TK-4)
3. Evergreen Middle School (5-8)
4. Evergreen Community Day School (K-5)
5. Evergreen Community Day School (5-8)

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.

The EUSD Expanded Learning Program will provide opportunities for students to learn within a safe environment that supports their developmental, social-emotional and physical needs.

This is in alignment with the EUSD Local Control Accountability Plan as well as each site's Comprehensive Safe School Plan and School Plans for Student Achievement.

Goal #1 of our Local Control for Accountability Plan is to "Create a safe, healthy space for students to have optimal opportunities to learn". EUSD has developed this goal because we understand that in order for students to learn, they must feel safe and have a strong relationship with the other students and the adults in the system.

Similarly, the Safe School Plans call for increasing student ownership of the EUSD Creed, reducing disrespect across campuses, increasing student social emotional learning and increasing the physical safety of students. This work is accomplished by providing professional development to staff in the areas of: emergency drills, Keenan Trainings about handling safety situations (Blood borne Pathogens, First Aide, Mandated Reporter), as well as Choice Theory.

The School Plans for Student Achievement call for this safe and supportive environment in Goal 4 (chronic absenteeism), Goal 5 (suspension rate), Goal 6 (supportive climate), Goal 7 (parent engagement). All goals therein work to promote the development of all students and create a cohesive community of learners who respect themselves and each other.

The EUSD ELOP takes place on the Bend Elementary School Campus, located at 22270 Bend Ferry Road in Red Bluff, CA in addition to Evergreen Elementary/Middle School Campus, located at 19500 Learning Way in Cottonwood, CA. In order to expand opportunities and services to all students who are interested in participating, additional facilities may be required.

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 EUSD Expanded Learning Program will provide opportunities for students to experience active and engaged learning that supports/supplements the instructional day, promotes collaboration and expands student horizons.

This is in alignment with the EUSD Local Control Accountability Plan as well as each site's School Plan for Student Achievement.

Goal #3 of our Local Control for Accountability Plan is to "Ensure all students are supported and challenged in an engaging environment." EUSD has developed this goal because we understand that students thrive when they are supported and challenged and provided with engaging learning opportunities. We believe that students who have been provided with clear expectations, social emotional learning, and research-based instructional moves in all content areas have the ability to develop strong social emotional and academic skills during and beyond the instructional day.

Similarly, the School Plans for Student Achievement call for this active and engaging learning in Goal 1 (ELA/Math Growth), Goal 2 (ELA/Math Growth for Significant Subgroups) and Goal 3 (EL Growth).

The EUSD ELOP is also in alignment with our current Before and After School Program that supports English Language Arts and Mathematics learning beyond the instructional day by providing assistance with academic (homework) practice and extension social emotional learning. In addition, as part of the ELOP and similar to our current Before and After School Program, students will have the opportunity to engage in active learning that supports/supplements their instructional day learning. The ELOP provides for thematic learning experiences in the arts, health, physical education, science and social science. Enrichment activities are also part of this program and provide students with opportunities to work on collaborative projects and express their creativity.

3—Skill Building

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

The EUSD Expanded Learning Program will provide opportunities for students to experience building skills in English Language Arts and Mathematics in alignment with their current needs; maintaining high expectations for all students and linking program goals and curriculum to 21st Century skills will help ensure students achieve mastery in these areas.

This is in alignment with the EUSD Local Control Accountability Plan as well as each site's School Plan for Student Achievement.

Goal #2 of our Local Control for Accountability Plan is to "Provide services and instruction that lead to ever increasing student achievement outcomes." EUSD has developed this goal because we understand that students learn best when they have an opportunity to develop social emotional learning and academic learning in tandem. We believe that students who have been provided with an engaging, supportive, and challenging social emotional and academic learning environment and comprehensive curriculum rooted in the EUSD Literacy Habits of Mind, whereby content knowledge, meaning making, language development, and effective expression are interwoven into learning opportunities across the instructional day, continually expand their literacy and mathematics skills.

Similarly, the School Plans for Student Achievement in Goal 1 (ELA/Math Growth), Goal 2 (ELA/Math Growth for Significant Subgroups) and Goal 3 (EL Growth) focus on skill development, as well.

The EUSD ELOP will allow students to experience academic, content learning targeting a broad course of study whereby the state standards and aligned with the EUSD Collaborative Agreements about content instruction. Additionally, all students will be provided with quality instruction and opportunities to obtain proficiency on skills in ELA and Mathematics as measured on statewide and local assessments; paying particular attention to students from significant subgroups with specific, targeted needs.

4—Youth Voice and Leadership

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

The EUSD ELOP will provide opportunities for students to engage in youth voice and leadership.

During our regular instructional day and calendar year, we have adopted and use the Second Step Social Emotional Curriculum for all grades, Early Learning through 8th grade; in addition, we use the Second Step Bullying Prevention and Child Protection Units. During the ELOP time, we use and will continue to expand the use of the Second Step

Out-Of-School Time Program which has a Foundational Unit on Community Building that promotes students getting to know each other, developing norms and expectations, accepting differences, learning to work together, expanding communication, and finally, completing a project to better the community (including opportunities to develop critical thinking, debate, leadership, and action planning skills).

In addition, the EUSD ELOP provides student participants with opportunities and space to share their viewpoints, concerns, and interests in order to impact the program practices.

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 EUSD ELOP will provide opportunities for students to engage in healthy eating habits and physical activity that promote their well-being.

During our regular instructional day and calendar year, we have adopted and use the Second Step Social Emotional Curriculum for all grades, Early Learning through 8th grade; in addition, we use the Second Step Bullying Prevention and Child Protection Units. During the ELOP time, we use and will continue to expand the use of the Second Step Out-Of-School Time Program which has at its core, three units that promote Growth Mindset & Goal Setting, Emotion Management, Empathy & Kindness.

In addition, and in alignment with our District-wide Wellness Policy, students will participate in physical activities and physical education that promote the program goals.

Students will also participate in nutrition education and all meals served will follow the USDA meal and nutrition guidelines.

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 EUSD ELOP is designed to address cultural and linguistic diversity, provide opportunities to experience diversity, access, and equity, as well as provide access and opportunity for students with disabilities.

English Learners will be provided with supports in alignment with the EUSD Master Plan for English Learners (Integrated and Designated ELD, as necessary) with follow-up and supports for reclassified English Learners, as needed. The English Learner Advisory Committee and school Site Councils will also give voice to ensuring that the cultural and linguistic needs of this subgroup are being addressed in their annual review of the ELOP and of the EUSD Master Plan for English Learners.

All students will be provided with opportunities to experience diversity as they engage with learning experiences and literary text that promotes diversity.

In addition, the EUSD ELOP will be offered to all students, regardless of their needs, and transportation will be provided for students, as needed. Students with disabilities will be included and mainstreamed into learning opportunities, as available and appropriate to their needs. Because all students from all subgroups are afforded the

opportunity to participate in this program, it provides an equitable program that embraces the diverse experiences and backgrounds students bring with them to the school community; promoting a diverse and more accepting world.

7—Quality Staff

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

The EUSD ELOP will provide opportunities for students to engage with quality staff.

Current EUSD staff, including classified and certificated personnel, will be used to provide services to students during the ELOP. By using our own staff, we ensure that these quality individuals have been provided with the professional development which we feel is essential to the mission and vision of our ELOP as well as our District. These staff members are prepared to ensure our EUSD ELOP focuses on our three LCAP goals: providing a safe, healthy space where students have optimal opportunity to learn; providing services and instruction that lead to student achievement outcomes; and ensuring students are supported and challenged in an engaging environment.

8—Clear Vision, Mission, and Purpose

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

The EUSD ELOP has a very clear vision, mission and purpose which is directly in alignment with our District's vision and mission.

The vision of EUSD is all students can learn, and TOGETHER we make the difference. This vision is founded on the beliefs that we do believe that ALL students can learn, and we do believe that TOGETHER, as a staff, we can make a difference in these students' lives to help them learn and grow.

This vision requires such actions:

We take students from where they are at, and we provide them with equitable social-emotional and academic learning opportunities whereby they can reach their full potential.

The adults in our system communicate verbally and non-verbally to students that learning is possible for all and that they will not give up on them.

We collaborate and communicate effectively between and among the staff to ensure that we are working in the best interest of students at all times.

The mission of EUSD is to provide a foundation and encouragement for all students to achieve their social, physical, and academic potential in a safe, nurturing, and positive environment.

This mission represents our LCAP goals:

Create a safe, healthy space for students to have optimal opportunity to learn and grow.

Provide services and instruction that leads to ever increasing student achievement and outcomes.

Ensure all students are supported and challenged in an engaging environment in this process.

The EUSD ELOP supports the District vision and mission, wholeheartedly.

The purpose of the EUSD ELOP is to provide EUSD students with year round learning opportunities that prepare them for college, career, and life. These opportunities happen outside the traditional academic hours and day by providing services to students before and after school, during intersessions, and during the summer.

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 EUSD Expanded Learning Program may coordinate with the Tehama County Department of Education SERRF Expanded Learning Program over time.

In addition, the EUSD ELOP will coordinate with subsequent programs and services recommended by the Tehama County Department of Education (for example, Elevate Youth Solutions).

Due to the limited resources in Tehama County, and especially in the northern part of the County, EUSD has very limited access to non-LEA entities that would support ELOP programs, and as such, may need to seek resources outside of our community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The EUSD ELOP uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes, and impact. This is an annual review and includes a full update to the ELOP every three years. This continuous improvement cycle includes assessing the program quality, planning forward, and finally implementing the subsequent action plan to improve the program.

The EUSD LCAP Annual Review and Mid-Year Review collects data which attends to the first three goals of the ELOP (safe and supportive environment; active and engaged learning; skill building). In addition, each site's Comprehensive Safe School Plan and subsequent annual update attends to ensuring a safe and supportive environment are happening at each ELOP site. Furthermore, each site's School Plan for Student Achievement annually attends to reflecting on data about active and engaged learning and skill building.

The EUSD Wellness Committee meets annually to conduct a Wellness Assessment of each site and comprehensively looks at the District-wide data. In addition, annually each spring, students in grades 6-8 complete the Healthy Kids Survey (Physical Health and Nutrition Module). Both of these data points give voice to the healthy choices and behaviors standard of the ELOP.

In addition, the 6th-8th grade Healthy Kids Survey (Resilience & Youth Development Module) attends to the ELOP standard regarding youth voice and leadership.

Beyond the multiple data sources, as described above, a review of the EUSD ELOP will be presented annually to the EUSD School Board at the April meeting as well as the EUSD Parent Advisory Committee in May. This report will include data from the data sources above, and include information about diversity, access, and equity; quality staff; and collaborative partnerships. This report will also summarize an analysis of the strengths and weaknesses of the program design, outcomes, and impact.

11—Program Management

Describe the plan for program management.

The EUSD ELOP will be managed by four entities:

The EUSD Business Manager will address fiscal budgeting and management (including a well-documented budget with line item expenses and the duration and amount of each revenue source, yet providing site managers to flexibility to make allocation decisions)

The Superintendent or his designee will address program details (including parent handbooks (in languages spoken by parents); policies and procedures; curriculum and program resources; adherence to federal, state, and local requirements).

The EUSD Human Resources Department will attend to the hiring, organizational structure, insurance, and any agreements with subcontractors.

Staff at the program level (ranging from site coordinators to staff) will plan for and lead the daily activities, keep up to date program records for all students, and facilitate communication with all stakeholders.

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 EUSD ELOP is a single, comprehensive program aimed at attending to the academic, social, emotional, and physical needs of the students we serve. It provides expanded learning opportunities before and after school, during intersession times, and during the summer and aims to provide support for families by offering year-round learning opportunities for students that prepare them for college, career, and life. The EUSD ELOP embraces the Quality Standards for Expanded Learning in California, and therefore is overarching in its budgetary and plan to encompass our existing Before and After School Program (a subsidiary of the Tehama County Department of Education, ACES 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 EUSD ELOP serves transitional Kindergarten and Kindergarten students. As such, the pupil-to-staff ratio is 10:1 for this age group of students. EUSD recruits, hires and trains staff to work for all EUSD programs, including those who provide support for ELOP, to ensure that they are provided with up-to-date professional development that aligns with our District vision, mission, and LCAP goals and attends to the needs of younger 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.

EUSD ELOP Sample Schedule for Intersession (when school is not open during the academic year):

7:00am - Student Arrival; Activity Tubs
7:45am - Outside Physical Activity
8:10am - Breakfast
8:30am - Morning Skill Session/ELA
10:00am - Second Chance Breakfast/Snack
10:15am - Morning Skill Session/Math
11:45am - Outside Physical Activity
12:10pm- Lunch

12:30pm - Out-of-School Time Program
1:00pm - Enrichment Activity
2:30pm - Afternoon Snack & Break
2:45pm - Enrichment Activity
4:00pm - Student Dismissal

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.