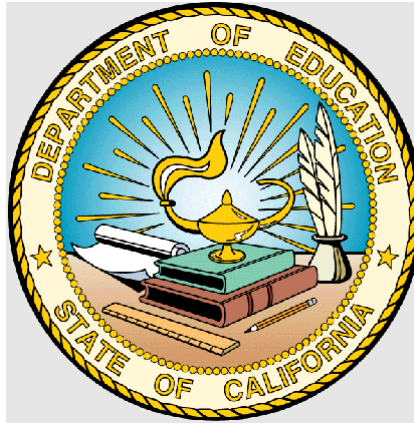


# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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**This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

Name of Local Educational Agency or Equivalent:	Holtville 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. Finley Elementary
2. Pine Elementary
3. Holtville Middle 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.

The safety of all HUSD children is important to our program. The HUSD ELO-P staff will ensure the safety of all children during ELO-P hours. At least one staff member that is CPR, First-aid, & AED certified will be on site during program hours. Additionally, all staff members will complete district-mandated safety training at the beginning of the year, including blood-borne pathogens training.

At the beginning of each school year, the school administrator will review the school's safety procedures plan with the ELO-P Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the ELO-P program. The ELO-P Site Supervisor is expected to communicate all school safety procedures and student health plans to their program staff members. During the school year, all ELO-P staff is to adhere to any safe school announcements (i.e. air quality) that may take place and to limit outdoor instruction, if necessary, due to weather conditions.

Low student to staff ratios keep all students and staff safe and engaged in program activities. Workshops will be lead by certificated staff members and classified staff members. Students will be monitored at all times by staff members. Additionally, all school sites are closed-campuses. Students must be checked out by a parent or legal guardian if leaving early.

## 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.

HUSD ELO-P program provides academic support and enrichment activities designed to support the CCSS (Common Core State Standards) through an intentionally designed curriculum of academic intervention, tutoring/mentoring, sign language, computer lab, STEM & MESA, cooking & baking, sports, dance, art, and music/band. These activities encompass the CCSS by providing authentic opportunities for students to plan, create, debate, and support opinions with evidence. The program seeks to give students a voice and encourage them to reflect, debate, and write. The activities from which students choose, broaden their horizons, provide enrichment, and supports their academic growth.

HUSD ELO-P program is designed to ensure support for participating students in developing 21st century skills necessary to compete in today's world. Students have the ability to practice the skills they will need to compete globally. To bridge the technology divide, all ELO-P Program participants have access to computers and 3-D printers. All curriculum is tailored to define the knowledge and skills students should have within their TK-12 education careers so they are able to graduate from high school and be able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. HUSD ELO-P Programs are dedicated to active implementation of research-based program design, instructional strategies, and best practices for multiple dynamics or our population (i.e. special needs, EL, poverty and other socio-economic impacts, learning styles, etc.).

The after school program ensures alignment with the regular school day by employing some school-day staff in the after school program, both teachers and paraprofessionals. There is constant communication amongst program staff, coordinator, and teachers regarding student progress, homework completion, and student behavior. The ELO-P coordinator attends weekly teacher meetings and also holds monthly ELO-P staff meetings. Program staff is also required to participate in staff development provided by the ELO-P program. Staff development in the ELO-P program

is linked to the staff development provided to the regular school-day teachers. ELO-P staff works closely with school staff to use a similar explicit direct instruction (EDI) model that has been adopted for the regular school curriculum. The EDI model focuses on all students successfully taught grade-level content every day, using the following components: Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure and Independent Practice. The district uses online assessment programs to disaggregate and analyze student data. Once assessment data is disaggregated, the data is analyzed by the teacher and after-school staff in an effort to make academic decisions for students. Through this process, ELO-P staff concentrates on supporting the core curriculum of the regular school day and therefore the California State Standards. This same procedure will be implemented as California Common Core Content Standards data is made available to the school site.

The ELO-P program has also adopted the regular school-day discipline procedures in an effort to create a seamless transition from the regular instructional day to the after-school program. The ELO-P staff uses positive discipline, defined as managing group behavior to reduce disruptions and to increase student cooperation and responsible behavior. These are the same regular school-day discipline practices and expectations that are observed and practiced in the after school program. Student data, teacher lesson plans, and discipline procedures are reviewed by both regular school- day and ELO-P staff to keep these practices cohesive throughout the regular school-day and the ELO-P program.

### **3—Skill Building**

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

#### **Academic Content:**

All academic and enrichment components of the ELO-P Program are based on the essential California Common Core Content Standards, following the pacing guides of the district when possible.

Academic Reading/Math Academies are provided to students in TK - 6. These groups are teacher-directed and run for one hour, three days a week. Students are selected to each grade level group by either the counselor, classroom teacher and/or principal. Students are taught through the same Explicit Direct Instruction model (Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure and Independent Practice) that they experience during the regular school day.

Tutoring groups are available to all students in grades TK - 6. Tutoring groups are led by grade-level teachers or tutors. These group sessions run for one hour, 5 days a week. The teachers/tutors help students complete their homework and practice what is taught in the regular school day. Students that are having difficulty with a concept or skill are pulled aside by tutor and works with those students more individually.

STEM Courses are offered to students in TK - 6. MESA (Math Engineering Science Enrichment) is used as the main tool to provide these STEM activities. MESA runs throughout the year and students participate in Imperial Valley MESA activities and competitions. Saturday workshops are planned throughout the year to give students additional time to complete MESA projects. Other STEM activities are also provided throughout the year and during ELO-P summer program. These STEM activities are teacher-directed and run for an hour, three days a week. Science, technology, engineering, and math (STEM) skills are increasingly necessary to navigate an ever-more complex world and a globalized economy. These courses are intended to provide engaging, hands-on STEM learning programs that are not only getting students excited about these topics, but also helping them build real-life skills and proficiencies. Recent analysis of evaluation studies of several after-school STEM programs showed that high-quality programs can lead to increased interest and improved attitudes toward STEM fields and careers, increased STEM knowledge and skills, and increased likelihood of pursuing STEM majors.

Literacy/Homework Center is open to students in grades TK - 6 who have the opportunity to be engaged in literacy activities (Literature Circles, read-aloud, fluency, etc.) in addition to receiving help with their homework. Once homework has been completed, students can engage in independent reading and tests using Accelerated Reader.

The Computer Lab primarily provides opportunities for students to use the computer-assisted software, Accelerated Reader, to help them progress towards grade-level Common Core standards and expectations in reading. Students also work on essays that are assigned throughout the year using MyAccess.com. This is a web based program in which students type their essays in order to obtain a rubric score. Essays are assigned in two week intervals. Program staff runs weekly reports to ensure student progress. Students use the lab to learn keyboarding and to do research for regular school day writing projects. Students also use Khan Academy and Reading Plus programs to ensure that computer time also has an academic component.

Fine Arts and Music Enrichment are planned to include the five strands of the California Visual and Performing Arts Standards (artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, applications) to students in grades TK - 6 with a focus on the key standards at each grade level for each strand. Fine arts and arts and crafts enrichment run for one hour five days a week.

Life Skills enrichment activities are available to all students in grades TK - 6 on a weekly basis. They include a hands-on approach to skills such as healthy diet planning, sewing, and cooking and baking.

Sports/Recreation activities and sports are open to students in grades TK - 6. Soccer, volleyball, basketball, and flag football are available for ELO-P participants to participate in. Dance classes, shields, cheer and flags are provided throughout the year during ELO-P hours. Web surfing and game consoles in the classrooms and in the computer lab are available for student use. ELO-P participants will be allowed to surf the web, practice code, and or any authorized computer activity. Printers will be available for student use. A "Game Room" will be designated where ELO-P participants can use Xbox and Wii game consoles. Board games will also be made available to ELO-P participants. The game inventory will be updated regularly to keep participants engaged.

Academic field trips will be planned throughout the year. These field trips will be academic and are intended to provide exposure and enrichment to ELO-P participants. Field trips related to STEM will be given priority throughout the year. These trips will also take place during the summer program. Trips to local state parks are also planned throughout the year with the help of ICOE.

#### **4—Youth Voice and Leadership**

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

The HUSD ELO-P Program authentically partners with students to build their leadership skills. HUSD ELO-P participants are involved in meaningful opportunities to plan, implement, and evaluate program activities.

- Staff value and encourage student voice and expression. Students have the opportunity to make significant choices about activities in the program.
- Students serve as leaders and mentors to each other.
- Staff support student's leadership development through appropriate skill-building opportunities (e.g. goal-setting and time management).
- Students input, and contributions are encouraged in activity planning, implementation and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.
- Staff provide opportunities for reflection and for students to showcase their work.

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Life Skills enrichment activities are available to all students in grades TK - 6 on a weekly basis. They include a hands-on approach to skills such as healthy diet planning, sewing, and cooking and baking. Students are encouraged to share their newly acquired skills with family members. Sports/Recreation activities, skills building and sports are open to students in grades TK - 6. Soccer, volleyball, basketball, and flag football are available to all ELO-P participants. Dance classes, shields, cheer and flags are provided throughout the year during ELO-P hours.

The ELO-P coordinators and staff members meet regularly with HUSD Food Services personnel to ensure that ELO-P students are receiving healthy food snacks as determined by state guidelines. HUSD Food Services provide daily snack/dinner meals that is given out to ELO-P students. HUSD Food Services provides ELO-P staff yearly training to ensure that ELO-P staff correctly distributes and takes care of the food provided by HUSD Food Services. The nutritious snacks/dinners are provided by HUSD Food Services. After school snacks/dinners provide children with nutrition during after school care and enhance their learning abilities by contribution to their physical and mental well-being. Pizza (low fat cheese) is given to students on Wednesdays. Regular school day classes conclude at 1:30 PM on Wednesdays and extends the time students are in the after-school program. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. A reimbursable snack/dinner must contain full servings of any two of the following four food components: 1) Fluid milk; 2) Meat or meat alternate; 3) Fruit, vegetable, or 100% juice; and 4) Grain or bread product.

## 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.

- HUSD ELO-P Program creates a safe and adaptive environment which recognizes that culture, family and personal history is core to a student's identity formation.
- HUSD ELO-P Program provides students with opportunities to explore their identity within the context of their own culture and increase their openness and understanding toward all people.
- HUSD ELO-P Program cultivates an inclusive environment where all youth and families are welcome and respected.
- HUSD ELO-P students are encouraged to be their whole selves, honoring their culture, sense of self and life experiences.
- HUSD ELO-P Staff respond to students' unique interests, needs, and abilities.
- HUSD ELO-P student's cultures are recognized and understood.
- HUSD ELO-P will be accessible to all HUSD students, including students with disabilities. Special education staff will be available to accommodate the needs of students.

HUSD invites parents and the community to be involved and participate in providing input in the ELO-P program.

## 7—Quality Staff

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

Holtville Unified School District mandates that all instructional staff have 48 college/university units and have a high school graduation degree or equivalent. All ELO-P employees must meet the same education requirement.



Staff recruitment is accomplished by use of the HUSD Human Resources job posting service, Ed-Join. ELO-P positions are posted through this online application process.

Staff retention is accomplished by an effective and timely evaluation process, ongoing staff development which includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, anti-bullying strategies, communication styles, and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine areas of need jointly based on the identified needs of students, site observations, and input from instructional day staff. A Professional Development Calendar is published annually and updated as needed to reflect the needs of staff. All staff are paid or provided time to attend professional development training.

Pay range is also a retention strategy. HUSD offers a competitive pay range which allows for quality entry pay and opportunities for pay increase based on years of experience and field related trainings.

Work environment is conducive to staff retention. Facilities are coordinated closely with the regular school-day facility and the ELO-P staff. The ELO-P program is considered a continuation of the regular school-day and work locations provide a familiar and welcoming place for both students and staff to be on a daily and ongoing basis.

Materials are provided to encourage students and staff to attend and administer a well-staffed and supplied school. Staffing ratios are adhered at a 20:1 student/classroom staff ratio.

Volunteers from community and county agencies, parents and instructional day staff enhance the ELO-P program as guest speakers, tutors, and liaisons.

## **8—Clear Vision, Mission, and Purpose**

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

**HUSD Mission:** Our mission is to create a safe academic environment, which ensures learning to the highest standards, instills responsibility, self-worth, respect, and a strong work ethic in all students.

**HUSD Vision:** Our vision is to have every student be a responsible citizen, an independent thinker, an effective communicator, and a life-long learner capable of success.

**HUSD ELO-P goals are aligned to HUSD LCAP goals:**

1. To increase the proficiency of all students in Math and English Language Arts (HUSD LCAP Goal 1).
2. To increase English and Math proficiency of English Language Learners (HUSD LCAP Goal 1).
3. To provide enrichment activities for all students (HUSD LCAP Goal 1).
4. To provide a safe environment that fosters healthy life choices (HUSD LCAP Goal 3).
5. To provide opportunities for youth voice and leadership (HUSD LCAP Goal 2).
6. To assist in the implementation of California Common Core Content Standards (HUSD LCAP Goal 1).

**HUSD ELO-P Program Purpose:**

The intent of the HUSD ELO-P Program is to provide safe and educationally enriching alternatives for students during non-school hours. The HUSD ELO-P Program is created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades TK - 6. One of the goals of the program is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. The HUSD ELO-P Program provides students with academic and enrichment activities and keeps students engaged. The program also provides a wide variety of benefits to participating students including: improved school attendance, English fluency, academic success, crime prevention, and social-emotional skill development.



## 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 with community, county, and state agencies is selected based on the identified program needs. Being a program that is implemented in a rural area that is far from any major city, the collaboration between Holtville Unified School District personnel and the after school program is vital. Also, Imperial County Office of Education is key in making connections with agencies and groups that will help meet both academic and enrichment needs of our ELO-P program.

### Current Collaborative Partners and Roles

**Site Custodial:** In-kind services that provides assistance in the daily maintenance of ELO-P classrooms. Helps in creating a clean and healthy environment.

**Resource Teacher:** In-kind services that provides professional development to ELO-P staff and feedback to help ELO-P staff meet the needs of ELO-P students.

**Instructional Day Teacher:** Provides feedback/requests on behalf of ELO-P students. Helps in linking the after school program to the regular school day.

**Imperial County Office of Education:** Provides low cost professional development, free administrative training, resources and site monitoring, reporting and evaluations for staff. Provides bullying prevention presentations for students and staff.

**City of Holtville:** In-kind leadership, recognition, evaluation and planning through the school and community. Provides facilities for sport activities.

**Site Principal:** Provides and facilitates effective communication between after-school and instructional day staff, arranges for custodial and facilities including computer lab, materials, printing use as in-kind for the after-school program. Provides administrative guidance as needed.

**District Administration:** In-kind services are provided by the district. District administration provides technical assistance for use of data analysis to assist in analyzing the needs of students in the after-school program, Nutritional Services provides nutritional snacks and guest speakers on healthy eating habits. The Technology Department provides training and technical assistance for accurate attendance and achievement tracking. The Business Department prepares monthly financial expenditure reports and completes the annual and end of year financial report to the State. The district after school coordinator provides oversight, conducts staff evaluations, plans, presents and evaluates effective professional development for all after-school staff; and garners resources and additional funding to provide on-going program improvement opportunities.

**Imperial Valley College/San Diego State University:** In-kind provides guest speakers, lectures, and mentors.

**School Site Council:** Provides resources for parent volunteers in the after-school program, allocates GATE and discretionary funds to support additional enrichment activities for the after-school program.

**Holtville Boys and Girls Club:** Provides additional enrichment courses to ELO-P participants.

**Holtville Fire Department:** Provides education on fire safety and community service opportunities.

Imperial County Sheriffs Department, Holtville Substation: Provides education on public safety, crime prevention presentations, anti-bullying presentations, presentations on harmful effects of vaping, and community service opportunities.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

**Assess Program Quality:** Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Program effectiveness will be monitored by ELO-P administrator, ELO-P staff, ELO-P participants, ELO-P parents and district administrators based on data collection, student surveys, parent surveys and feedback from regular school day teachers and administration.

Pursuant to EC 8484(1)(2), formal data for semi-annual and annual reporting will include attendance in the ELO-P Program and instructional day, proficiency on any assessment or reporting requirement established by the CDE and identification of English Learner status. Data collection will also include ELPAC testing, the California Healthy Kids Survey, rates of homework completion, and instances of behavior incidents for monitoring on-program effectiveness.

**Plan:** Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

HUSD ELO-P Program staff will meet three times a year to review data and survey findings. First meeting will take place one week before the beginning of the regular school year. The second meeting will take place at the end of 1st semester. The third and final meeting will take place at end of 2nd semester, where planning for ELO-P Summer intersession will also take place. ELO-P administrator will give feedback obtained from site principal and school day teachers. It is the responsibility of ELO-P site coordinator to administer student and staff survey at least twice a year, end of 1st semester, and end of 2nd semester.

**Improve Program Quality:** Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

The purpose of the three meetings is to set goals for our ELO-P program, our students, and our staff. CDE Expanded Learning Division has developed a Quality Improvement Tool template and users guide as a compliment to the Department's Guidance for Developing and Implementing a Quality Improvement Process. HUSD ELO-P Program will use this document as a resource to create and document site level continuous quality improvement (CQI) plans. The document is a resource for programs and sites to summarize assessment data and outline site level goals, objectives, and activities included in their site level CQI plan.

### Quality Program Improvement Plan (Example)

Program Site: Holtville Middle School

Aligning Quality Standard: Skill Building

Quality Program Improvement Goal #1: Provide meaningful and purposeful activities that assist ELO-P students in building 21st Century Skills.

Objective 1:

Activities: Hour of Coding

Individual(s) Responsible: ELO-P Staff

Date(s): Mon & Tues

Support/Technical Assistance Needed: Khan Academy/Coding basics

HUSD ELO-P Program will be focusing on measuring ELO-P program success by looking at regular school day attendance, CAASPP results, and student surveys.

A description of the selected outcome measures will be provided. Selected outcome measures include:

CAASSP ELA & Math scores by grade level in grades 3 - 6.

STAR Math & Reading (grade equivalent) levels in grades 1 - 6.

STAR Early Literacy scores in Kindergarten.

Quarterly benchmarks in TK.

## 11—Program Management

Describe the plan for program management.

Fiscal accounting and reporting requirements are accomplished by developing a fiscally prudent program budget. This budget is developed for the design, implementation and maintenance of the program. A fiscal technician meets regularly with program administrators to monitor and adjust the budget to meet program needs.

HUSD utilizes the Escape Financial program to format and track expenditures, and the ELO-P funding is included in this process. The HUSD ELO-P Program will track attendance on a regular basis. Attendance is collected on a daily basis using scanning software provided by CitySpan. CitySpan is powerful and user-friendly software that meets the service tracking needs of ELO-P Programs and program administrators. The software enables users to manage information with greater efficiency and to automatically generate required ELO-P attendance reports. CitySpan's software guides you through the process of registering students and tracking their participation in program activities. Users record key information on each participant including name, address, school, emergency contacts, demographics and EARLY RELEASE information on each student. Once registered, participants are enrolled in program activities and their attendance is tracked. Several tools support data collection, including pre-printed attendance forms and options that integrate wireless and PDA technologies.

Early release procedures are established at school sites, which accounts for all students needing to leave prior to the conclusion of the full program and parent signatures or releases are closely monitored and maintained by site level leads. CitySpan software does not allow for a student to be scanned out if their scanning out time does not coincide with their Early Release Policy on file.

The program plan is reviewed with site supervisors, school day Leadership team and site administrator on a semiannual basis to ensure progress and adjustments needed to meet plan goals. All collaborators and partners are invited to participate in this process.

Results of CAASPP testing, English Language Proficiency Assessment for California (ELPAC) scores, Benchmark assessment scores, and any assessment or reporting requirement established by the CDE are reviewed in the Fall of each year to inform any needed modifications in the school plan.

## 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.

HUSD currently has an ASES program, serving grades K-8 at Finley Elementary and Holtville Middle School. HUSD ASES is in Year 1 of its current program plan. ASES provides tutoring, healthy snacks, and engaging activities after school, until 6:00 PM every school day. Implementation of the HUSD ELO-P will expand these services to students in TK at Finley Elementary and to all students at Pine Elementary School. The ELO-P will also expand services to additional students in grades K-6 at Finley Elementary and Holtville Middle School.

Implementation of the HUSD ELO-P will model the current HUSD ASES plan in its curriculum, schedule, staff, and services. ELO-P will expand food services and provide dinner/snack meals to participants. The program will expand services to additional students by hiring additional staff and expanding facilities. The ELO-P will also seek collaboration with outside agencies, such as the Boys and Girls Club in Holtville.

During implementation, ELO-P funding will expand services to additional students. However, from the parents' perspective, services will be coordinated in collaboration with ASES. After implementation, services will be refined and merged to one ELO-P/ASES 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?

Staff recruitment is accomplished by use of the HUSD EdJoin account. ELO-P positions have been posted through this online application process. All staff hired by HUSD must have at least a high school diploma or equivalent. All paraprofessional positions will meet the minimum requirement for college units. Positions for additional staff will continue to be flown as needed in Fall 2022. A 10:1 pupil-to-staff ratio will be maintained by hiring adequate staff members to keep the lower ratio.

Staff preparation is accomplished by effective and timely evaluation process, ongoing staff development which includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, anti-bullying strategies, communication styles, and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine areas of need jointly based on the identified needs of students, site observations and input from instructional day staff. Professional development plans are established annually and updated as needed to reflect the needs of staff. All staff are compensated or provided time to attend professional development training.

The current curriculum adoption will be utilized for the ELO-P after school and intersession programs. The current curriculum adoptions include:

ELA: Benchmark Advance in grades TK - 5 and My Perspectives in grades 6 - 8.

Math: GreatMinds/Eureka Math in grades TK - 8.

Science: Harcourt 2007 for grades K - 5 and Prentice Hall for grades 6 - 8.

History/Social Science: Pearson 2006 for grades K - 5 and Holt 2006 for grades 6 - 8.

Additional supplemental curriculum will be reviewed to provide developmentally-appropriate Science and History/Social Science curriculum in TK. Supplemental materials will also be used in all grades to facilitate engagement and to expand upon the lesson plans in the regular school day.

## 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.

### TK/Kinder

Instructional Day: 8:00 AM - 2:20 PM (including 30 minute lunch)

Recess (Snack): 2:20 - 2:35 PM

Reading/Literacy: 2:35 - 3:05 PM

Math Club: 3:05 PM- 3:45 PM

Recess (w/ certificated staff supervision): 3:45 - 4:15 PM

Snack/Dinner: 4:15 - 4:30 PM

Technology Time: 4:30 - 5:00 PM

PE/Sports: 5:00 - 5:45 PM

### 1st - 5th Grades

Instructional Day: 8:00 AM - 2:30 PM (including 30 minute lunch)

Snack: 2:30 - 2:45 PM

Tutoring: 2:45 - 3:45 PM

Homework Center/ Clubs: 3:45 - 4:45 PM

Snack/Dinner: 4:45 - 5:00 PM

Sports & Clubs: 5:00 - 6:00 PM

### 6th Grade

Instructional Day: 8:00 AM - 3:15 PM (including 30 minute lunch)

Tutoring 3:15 - 4:30 PM

Snack: 4:30 - 4:45 PM

Homework Center/Clubs: 4:45 - 6:00 PM

**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.