

**Expanded Learning Opportunities
Program Plan**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**

Prepared by:
Fort Sage Unified School District



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

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

Local Educational Agency (LEA) Name: Fort Sage 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. Sierra Primary School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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

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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>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site 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 Sierra Primary Expanded Learning Opportunities Program (ELOP) prioritizes creating a safe and supportive environment for students in both after-school and non-school day programs. ELOP aligns with the school's established culture and learning goals, fostering a sense of security and predictability. Trained and caring staff supervise the program, providing guidance, emotional support, and a listening ear. Clear boundaries and expectations ensure everyone feels safe and comfortable.

All ELOP activities are designed to meet students' individual skill levels, allowing them to build upon existing knowledge and expand their horizons. The program complements regular classroom learning, not replicate it. After-school programs offer a smooth transition from the school day with physical activities and a healthy snack. Students then rotate between individualized or small group instruction and project-based learning that fosters critical thinking, problem-solving, and creativity. During non-school days, the program provides a safe environment with enrichment activities like field trips to broaden students' knowledge and expose them to new possibilities.

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.

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The Expanded Learning Opportunities Program (ELOP) for Sierra Primary students is designed to provide active and engaging learning experiences that complement the regular school day.

ELOP integrates academic skills into enrichment activities. For example, gardening lessons might involve math concepts or science concepts. This reinforces what students are learning in class in a fun and applied way. Additionally, ELOP focuses on hands-on experiences like gardening clubs and engineering projects. These activities allow students to learn by doing, which can be more engaging and effective than traditional classroom instruction.

ELOP avoids replicating the instructional day by offering new skills and knowledge. The program introduces students to new areas like cooking, swimming, and art, which they might not encounter in the regular curriculum. ELOP activities also target social-emotional learning (SEL) and career exploration alongside academic skills, fostering well-rounded development.

The program acknowledges the limitations of Sierra Primaries rural environment by partnering with external agencies and leveraging community expertise. Collaboration with Lassen County Office of Education's ASES program brings additional art, career exploration, and culinary arts lessons. Additionally, utilizing local talent and professionals provides unique enrichment opportunities in various areas.

This combination of integrated academics, experiential learning, external partnerships, and community involvement ensures ELOP offers students a rich and engaging learning experience that complements, not duplicates, their regular school day.

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3—Skill Building

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

This program goes beyond traditional learning by offering a variety of activities designed to help students develop essential skills. It achieves this through a combination of academic enrichment, alignment with the regular school day, and engaging activities that explore STEAM concepts.

Firstly, the program focuses on academic enrichment through project-based learning and differentiated instruction. Students will tackle projects that require them to apply classroom knowledge, fostering critical thinking, problem-solving, and research skills. Additionally, activities will cater to different learning styles and abilities, ensuring all students are challenged and supported.

Secondly, the program activities are carefully designed to align with the regular school day. This means they can reinforce core concepts learned in class, providing valuable additional practice and strengthening understanding. Furthermore, activities can build upon existing knowledge and introduce new concepts that connect to the regular curriculum. This creates a sense of continuity and helps students see the bigger picture of what they're learning.

Finally, the program incorporates a variety of engaging STEAM activities that go beyond traditional classroom learning. These hands-on and interactive activities allow students to experiment, explore, and discover new things. This fosters creativity, innovation, and problem-solving skills. Additionally, activities can be linked to real-world applications of STEM concepts, demonstrating the relevance of these skills in various fields.

The program doesn't stop at academics; it also provides opportunities to develop important life skills. Activities like drama, cooking, and moderate to vigorous physical activities will help students hone their communication, collaboration, public speaking, teamwork, and focus skills. Even homework assignments can be designed to extend learning and reinforce skills learned during enrichment activities.

By offering a well-rounded program that integrates academic enrichment, alignment with the regular school day, engaging activities, and even homework integration, this program provides students with the opportunity to build a strong foundation of academic and life skills.

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4—Youth Voice and Leadership

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

The Expanded Learning Program provides students with the ability to choose activities that best suit their own individual preferences.

Attending students range in age from TK-6. Students are given multiple opportunities to vote on preferred activities, field trips, and other experiences in order to encourage self-expression. Additionally, projects are designed in order to allow students to use their own creativity to exhibit their personal preferences. Students are also given the chance to express themselves through the use of different mediums such as art, drama, culinary arts, and more.

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.

The ELO-P program aims to create a fun and engaging environment that fosters healthy choices among students. This will be achieved through a variety of interactive activities. The curriculum will integrate movement and healthy living concepts into core subjects, making learning fun and informative.

The program will assist students in making healthy life choices. This could involve offering pre-cut fruits and vegetables for easy snacking, having water readily available in classrooms, and featuring healthy and delicious recipes in the culinary arts enrichments to further build upon their skills and knowledge.

Another key element of the program is providing students with access to nutritious meals and snacks during ELO-P hours. The program will partner with the school cafeteria to offer healthy options during expanded learning. The program will also ensure the snacks are not only nutritious but also appealing. This could involve offering a variety of pre-portioned snacks. Through enrichments students learn about other healthy snacks by making or preparing items like fruits, vegetables and dips, whole-grain crackers with cheese, or yogurt parfaits. Involving students in planning healthy snacks through taste-testing sessions or contests can further ensure they enjoy the options available. Exploring grant funding opportunities can help support the cost of providing these healthy meals and snacks.

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6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Sierra Primary Expanded Learning Opportunities Program is committed to creating a safe, inclusive, and welcoming environment for all students, staff, volunteers and community stakeholders. Access is offered to all students. Transportation will be provided to students so that they can access the program. Funds will be budgeted to support this effort. Priorities are always given to the unduplicated and other subgroups within our school district. Our expanded learning program staff, all of whom are regular school-day employees and are familiar with students' individual needs, supports students with disabilities and accessibility needs.

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7—Quality Staff

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

There is a strong partnership between the Fort Sage Unified School District and Lassen County Office of Education. We work together to best support our students during after school and non-instructional day activities. All staff working in the program either meet the basic standards to be an instructional aide or are credentialed teachers. Staff receive training and support through various opportunities provided throughout the year to support these programs.

8—Clear Vision, Mission, and Purpose

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

The program values and encourages staff to provide an environment that will develop healthy young people through identifying and building on their strengths, as well as through utilizing safety, relationship-building, youth participation, community involvement, and skill-building. Parents and student voice play a critical role in what we offer and scheduling for the program. The Program is committed to an annual, broad-based assessment process that merges the input of many vested stakeholders, students, family and staff. The purpose of the process is to allow for continuing program improvement dialogue, research-based program improvement efforts, and program adaptations.

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9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Our ELO-P program collaborates with various non-LEA entities from the County of Lassen in our frontier community with few existing student services. These partnerships enrich our program and provide crucial resources and information to our students and families.

Lassen County Office of Education offers curriculum support, staff training, and program administrative support and guidance. Lassen County CALFresh provides students with lessons on nutrition and tasting of easy-to-make healthy foods. They also provide families with nutritional assistance. The Lassen County Public Health department provides Oral Health and MCAH programs that provide dental health education, screenings, and essential healthcare services. Finally, the Lassen County Office of Education SEL4Lassen and Mental Health and Wellness programs offer social-emotional learning support and mental health resources.

Building a collaborative network with clear communication, shared goals, and joint problem-solving helps us ensure that our ELO-P program thrives and has a lasting positive impact on students.

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10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Sierra Primary Expanded Learning Opportunities Program strives to provide continuous quality for students and families through year-end surveys, ongoing communication with students and families, and encouraging student suggestions to plan content and activities.

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11—Program Management

Describe the plan for program management.

Fort Sage Unified School District prioritizes the well-being of both its staff and students. The program actively invests in staff development, recognizing the importance of their unique talents and strengths in creating a positive environment for students. To achieve this goal, the program seeks qualified staff who are dedicated to the program and its success.

The program's funding aligns with its vision, mission, and core value of positive youth development. This is reflected in the budget allocated for staff professional development opportunities and student resources. The program empowers students by providing them with opportunities to discover their voice, develop their strengths, and create meaningful experiences.

Collaboration is a key element of the program. The program currently works with the Lassen County Office of Education to provide instructional day ASES programming during the regular school year and on non-instructional days to meet the work. They work with local partners, high school students, and community volunteers to enrich student learning and provides academic support and enrichments to students. This collaborative approach ensures students have the resources they need to succeed.

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.

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The Lassen County Office of Education and Fort Sage Unified School District work in collaboration to make a seamless program that provides the best possible opportunities and services to students. The braiding of these funding streams to has helped create a strong single program, the expectation is that the most stringent requirements will be adopted for program guidance. The funding from the ELO-P will allow us to expand the services offered during the school year. It has also allowed us to expand the program to provide services on non-instructional days.

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?

Sierra Primary also currently operates a Transition Kindergarten program. Fort Sage Unified and LCOE works is recruiting, training and supporting current staff as they receive professional development for working with younger students. The district will provide the staffing ratios as determined by the state. The district intends to have for every 10 students.

The district will continue to develop and implement the appropriate curriculum based on the TK standards.

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.

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The Sierra Primary Expanded Learning Opportunities Program is located in a Frontier Designated Geographic Location allowing the program to operate for 8 hours per day (EC Section 46120 (b)(1)(C)). Currently during the school year, the TK and K follow the same instructional day of 8:00 am- 2:20 pm. They are then able to attend our ASES program or after school until 5:00 pm.

Transitional Kindergarten and Kindergarten Daily Schedule

8:20 a.m. – 2:20 p.m. Regular Program and Instruction with Classroom Teacher

2:20 p.m. – 2:50 p.m. Students transition to their extended day classes

2:45 p.m. – 3:15 p.m. Exploration and Enrichment Activities

3:15 p.m. – 3:30 p.m. Snack

3:30 p.m. – 4:05 p.m. Exploration and Enrichment Activities

4:05 p.m. – 6:00 p.m. Recess

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 afterschool 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

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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

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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.