

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)**

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Expanded Learning Opportunities Program

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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. (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 e play, nutrition, and other developmentally appropriate activities. (46120[e][1]) Instructions EC Section enrichment,

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 ELOP.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEA s 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 developme nt and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the California Quality Standards for Expanded Learning (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 ELOP. LEAs are encouraged to download and

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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/qualstandcqj.asp> .

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

The Expanded Learning Opportunities Program will operate in close collaboration and implementation with the existing After School Education and Safety Program. This ELOP plan details how the two programs will share resources, personnel, and vision.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include

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the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

1—Safe and Supportive Environment

The Cuddeback ELO-Program will be located on the Cuddeback school campus. During the “Summer Fun”, and “Saturday Excursion” sessions, the ELO- Program will combine funding with the Frontier Transportation Grant and ASES Supplemental Grants to offer additional support for program enrichment activities and field trips. The site's Frontier Grant will be used to cover District bus and staff personnel transportation to and from field trips. A copy of the Board adopted Early Release Policy will be posted at the sign out station, in the parent handbook and on the school District’s website.

With the full implementation of Transitional Kindergarten, the Expanded Learning Programs will be in need of space to operate the program. The District Superintendent and Expanded Learning Director along with the Board of Trustees will need to secure space for the program prior to the start of the 2023/24 school year.

The initiative and measures that are taken by the program to create safety procedures include a variety of activities and items such as:

- Training sessions on Active Shooter, COVID Safety and Best Practice Protocol and Food Safety
- CPR and First Aid Certification for all employees
- A clearly defined student daily and emergency pick-up policy
- Radio for every staff for immediate communication
- Behavioral Management and Social Emotional Support
- Emergency Evacuation maps posted near every exit
- Regularly scheduled emergency and evacuation drills for both students and staff

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- Staff have appropriate keys to secure doors in case of an emergency forcing a lock down.
- Security cameras place near all school entrances and hallways around the school
- Clearly defined early release policy for sports and other extac curriculate actives off-campus
- COVID hand washing protocols posted near all sinks
- A clearly defined emergency action plan for such events as power outages,earthquakes and other evaluations.
- A clearly defined list of all students attending each day outlining students still on campus and those who have been released
- Regularly scheduled staff meetings

2—Active and Engaged Learning

The Cuddeback Elementary School’s ELO-Program in addition to its existing ASES Program, will be joining forces to be able to offer Before School and After School services that will include a program for Transitional Kindergarten and sixth graders.

- A Transitional Kindergarten after school program (12:30 - 4:30)
- A Homework Assistance Program for 6th graders after school (3:15-4:30)
- Before school program (7:30 - 8:30)

Adding these services with existing programs will increase school time to the full 9 hour day while also providing fun, hands-on enrichment and nutritional snacks daily.

Cuddeback Elementary School is also looking to address the 30 additional days required in the ELO-Program by offering 10 “Saturday Excursions” enrichment opportunities to student learning. These 10 days will be aligned to core day standard and will give students the opportunity to enhance their learning with hand-on activities, like biking through the Redwoods, hiking along Redwood EdVenture Quests, listening to jazz at the local Jazz Festival, and/or studying local art as they examine the murals along the streets of Eureka.

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The sites Supplemental funds and Frontier Grant combined with the ELO-Program will provide opportunity to expand and enhance their existing summer program (Summer Fun) by allowing for more hours to explore while also being able to offer the "Summer Fun" program to a larger number of students.

Enrichment opportunities could include things as;

- Homework/study hall sessions
- Marine and wildlife studies
- Nature and environmental studies
- Arts and crafts
- Bicycling
- Hands On Math and Reading Activities
- Technology
- STEM Activities
- Book Clubs
- Sports Teams
- Recreational activity

The site will also be able to continue to provide a two week "Jump Start" program to those students needing a quick refresher to basic math and reading skills. This program will be targeted to those students needing more one-on-one or small group instruction. Students will be recommended by teachers and the superintendent before being invited to participate. Student instruction will consist of hands-on math review using a variety of resources.

3—Skill Building

Program educational literacy and educational enrichment activities contribute to the improvement of student academic achievement in a variety of ways. Our programs offer homework time with teacher-led study halls, reading interventions and science experiments and hand-on math with games. Enrichment activities are connected to the core day learning through science and math but these hands-ons activities encourage social skills, team-building and student leadership.

Students will be given the opportunity to:

- Receive additional homework assistance during teacher-led study hall sessions.

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- Increase basic math, reading and science skills with hands-on activities while also building their self-confidence.
- Learn and improve personal skills in a variety of sports (basketball, volleyball and track)
- Explore their surroundings and learn about what makes our area unique. They learn about the different plants, animals, and insects while exploring our forest and wetlands. Different hand-on lessons and the use of technology allow students to add personal knowledge while writing reports and using communication skills when sharing their discoveries with others.

Enrichment activities are connected to core day learning and are designed to encourage social skills, teambuilding and student leadership. The program coordinator regularly discusses with teachers lessons as well as any social emotional needs that students might need.

4—Youth Voice and Leadership

Student feedback, assessments, evaluations and integration with the instructional day are all used to guide the development of training, curriculum and projects that meet students' needs, and interests. Surveys are given out periodically throughout the year to gain insights into student satisfaction and interest areas. Students are invited to help generate a list of preferred activities. There are also "Graffiti Walls" in which butcher paper is put up and students can write responses to questions like "What I like about my after school program" and "What I want to see added to my after school program." Students are regularly asked for feedback about various existing program activities so that changes can be made to meet student needs. Staff training is selected based on enrichments that are new and of interest to students such as with coding and technology.

Restorative circles are proving to be an effective way to get students to share their viewpoints, concerns or interests that can guide and impact program practices, policies and activities. Cuddeback has a "**SPACE**" group which stands for **Students Promoting Action in Community Education**.

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Students in lower grades are asked to vote for different choices of activities that are suggested by staff. They are also given a written survey that is filled out with the help of a staff person or a parent. Surveys gauge program satisfaction and opportunities for additional activities or content areas. As previously mentioned, **SPACE** group and other student government activities provide opportunities for students to develop leadership skills as they look at school/community issues and suggest actions for solutions.

5—Healthy Choices and Behaviors

The Expanded Learning Program at Cuddeback follows the same behavioral plan that has been established by the school District. Students are encouraged to participate in a wide variety of school sports programs (basketball, volleyball, track) as well as a variety of other recreational activities (biking, walking, soccer) during the after school. Students learn the skill of being a member of the team, how to work together and how to represent their school in a positive way.

Students are given the opportunity to enjoy 30-60 minutes of physical play time with extra outdoor time. There are organized games offered during enrichment time or they can enjoy a game of jump rope, shoot hoops or just take a much needed break. Younger students are encouraged to “Walk Across America” by running or walking laps around the school’s track.

Adding a before school program to our current service will allow for students to receive a well balanced breakfast prior to the start of their school day. A nutritious breakfast may consist of yogurt, granola, fresh fruit and a carton of milk. Monthly breakfast menus are posted throughout the school, the school’s website as well as copies sent home with students.

Students are provided with a nutritional snack each day. These snacks can range from fresh fruit slices and graham crackers to fresh vegetables and string cheese or our more popular yogurt and granola. Monthly snack menus are posted throughout the school as well as sending copies home with students. Once a month, students are given the opportunity to learn nutritional information about fruits and vegetables grown by local area farmers through the “Harvest of the Month Program” at Humboldt County

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Office of Education's (HCOE) nutritional program. (EC Section 8482.3(d) The Expanded Learning Program will also be connecting with chef's to offer nutritional cooking classes for students at different age levels.

Students are encouraged to use proper hygiene when handling food and before eating. Students are encouraged to sit properly at tables and to remember their "please and thank-yous" during snack times.

6—Diversity, Access, and Equity

The Cuddeback Expanded Learning Program works to create an environment that promotes diversity and provides activities and opportunities that celebrate the cultural and unique backgrounds of all of our Cuddeback students. Music is played that represents different cultural backgrounds. Student performances in the Talent Shows or Spring Showcases give students the opportunities to choose something relevant to their cultural interests to share with other students and families. Artwork created through guided activities tends to focus on specific interests of the student population and are tied to accurate historical events and characters. Field trips to cultural events, sites and activities are planned so as to expose more students to the rich diversity offered in the area. Summer programs often provide field trips to different historical sites such as the Sumeg Village at Patrick's Point State Park, or a jet boat ride up the Klamath River with a boat captain who shares about the Native American history and the importance of the Klamath River in the local Tribal lore.

Our program reaches out and provides support to students with disabilities and English Language Learners by connecting and communicating with school staff who are specially trained to support these students. Efforts to provide professional development on inclusion practices are commonplace, with a focus on students with disabilities and SPED highlighted at school-wide trainings that the after school program staff are invited to attend. Core day teachers provide individualized attention and remediation for students who are identified as needing that support. ASP site coordinators communicate with core day staff to discuss students' needs and to structure activities to support their growth and development. Behavioral policies are commonplace to ensure the safety of all students, with clear and consistent consequences for breaches in behaviors that go against stated policies. Efforts are made to make sure all staff are

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aware of and operate with strength-based approaches when interacting with students and each other.

7—Quality Staff

The Cuddeback After School Program follows the same hiring process as established by the District. Employees must meet the minimum requirements of an instructional aide. Candidates must either show proof of having college credits or have passed the paraprofessional examination. All new employees need to be fingerprinted and TB tested. Employees are also required to go through mandatory reporter training, CPR and first aid certification and complete the food handling training. Employees must have experience working with children, be flexible, able to adapt to changing situations, and be assertive in their work. They must be able to demonstrate the ability to handle large and small groups of students with an average ratio of 20 to 1 (10:1 for Transitional Kindergarten) EC Section 8483.4 and 46120 (d)(2)(D)

Employees are encouraged to attend on-line and in-person training opportunities. These could be in the form of local area meetings, regional trainings or State trainings. The Site Director will schedule regular staff meetings to share important program information and prepare for up-coming events.

Program Director: The program director has nearly 15 years experience in the field of after school and is a core-day instructional aide. She is in constant communication with the site superintendent regarding budget and programming. She plans and creates enrichment activities for all ages, meets with teachers, community members and other resources in an effort to provide students with the best after school experience. She attends monthly Board meetings, PTO meetings and other community meetings as needed. Prepares monthly, quarterly, semiannual and annual reports regarding the ASES after school program.

Transitional KinderCare Lead: The KinderCare lead has Associate's degree in Social human Behavioral Science and over 8 years working with children in grades TK-2nd. She is currently working in the after school program as the second grade homework lead and the recreational lead. Her current four hour position will be stretched to 7.5

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hours to cover the new Transitional Kindergarten after school program and the new before school session.

Recreational Lead: The after school program's recreational lead carries a Bachelor's degree in Spanish. Currently this position includes being the homework lead in first grade and the recreational lead for the after school program.

Nutritional Lead: The after school program's nutritional lead has an associated degree of Science in Early Childhood Education. This position serves as the lead in kindergarten homework, the snack program (with certification in Food Handling), K/2 arts and crafts and assists with our social/emotional program.

Social/Emotional Lead: The after school program is fortunate to have an individual with a Bachelor of Arts in Psychology and is currently in an internship with LCSW. This individual has developed a social/emotional program using short shorties with TK/2 and Reading with Relevance and Every Monday Matters with students in grades third through fifth.

8—Clear Vision, Mission, and Purpose

Schoolwide Mission Statement:

The Board of Trustees, staff, and community collaboratively are committed to providing an effective instructional environment that promotes critical and independent thinking and nurtures the intellectual, emotional, social and physical needs of all students.

The Cuddeback mission might be better stated in our parent handbooks in saying "That it takes an entire village to raise a child (AFRICAN PROVERB)". Cuddeback has one of the best. Cuddeback is a place where kids come first!

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9—Collaborative Partnerships

The ELO-Program Director will reach out to the District superintendent, educators, board members, parents, students and other community members to establish a collaborative partnership that best supports the needs of all students. The ELO-Program Director will also reach out to school educators, parents and other community members to share their talents/knowledge when planning “special” events for the Expanded Learning Programs “Saturday Excursions” and other enrichment ideas.

Special Excursions may include:

Field trips to explore nature while hiking trails in our redwood forest. Redwood EdVenture Quests will allow students the opportunity to learn about nature as they follow trails through the redwoods or hike trails through wetlands to observe local waterfowl and other birds. The ELO-Program Director will reach out to local California State Park Rangers, Six Rivers National Park employees, BLM, to schedule possible guided tours. Bike Quests have also been developed throughout the area by Redwood EdVenture Quests for students to explore their surroundings while riding bikes.

ELO-Program Director will reach out to local public pools to inquire about group swimming lessons. Art Appreciations with instruction from local area artists and a possible field trip through the streets of Eureka to observe and study the many murals painted by local artists.

The after school program director is continuously attending training and conferences in search of fun interactive ways to help students succeed. The largest conference being the BOOST - the Best of School Time Conference is where connections to some of the best after school program resources can be found. It is at this conference that the Cuddeback program discovered social/emotional programs like Every Monday Matters and Reading with Relevance, physical educational programs like BOKS Kids and USA BMX Foundation, science with Fuddlebrook school and the

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Quickles gang, CalSAC's amazing Birds/BUGS projects and Box Cars and One Eyed Jacks hands-on math lessons.

The Cuddeback After School Program is a member of the HCOE After School Consortium, a collaborative partnership of site coordinators and administrators. The consortium meets regularly throughout the year to discuss the continuous improvement process, engage stakeholders and program plans. The After School Director is a member of the Region 1 Advisory Committee. This Committee has been holding bi-weekly round-table meetings to discuss important issues facing after school programs, like the ELO-Program and the CQI process.

10—Continuous Quality Improvement

In order to measure the success in the after school program, the program director uses a combination of resources and tools. For formal documentation surveys are conducted with parents, teachers, students and other community members. Surveys are conducted twice per year with the first being in January and the second in June. The easiest and most informative measure of success is watching a child's face light up when they begin to understand a math concept while using a hands-on approach or when a parent thanks you for taking such good care of the child. This information combined with daily attendance records, collaboration with teachers regarding grade checks and missing assignments provide clear data to gauge student success.

Information gathered from parents, teachers and students is used to guide the programs CQI program plan for the coming year. Areas of concern are addressed quickly while program successes are carried into the next year.

When active and engaged learning is focused on, student involvement in after school increases. It is most rewarding when a parent complains "my child doesn't want to leave" or "my children always get upset when I come to pick them up. They love being in after school."

Sample of our 2019/2022 CQI plan is as follows and will be revised for the 22/23 year:

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Cuddeback Union School Program Goals for 2021-2024

- 1) By September 2021 a student leadership group will be created that gives up to 30 upper grade students the opportunity to create a Youth Council to create school and community improvements that will enhance their academic and social needs, as evidenced by student elections, monthly meeting notes, School Board presentations, 2 community service activities, and related project materials.
- 2) By June 2021, 25% of students enrolled in the ASP will show improvement in their understanding and use of basic math and language skills through games and classroom test scores.
- 3) By September 2021, a written form of communication will be created and used to inform stakeholders (teachers, parents & ASP staff) on the status of individual student's homework with the intention of an increased homework completion rate by 25%.
- 4) By September 2021, 100% of the job descriptions will be rewritten to better represent the needs and duties of the after school program staff providing employees with a clear understanding of their expectations at all levels of program delivery.
- 5) By June 2021 and each year after, 100% of the staff will participate in a minimum of three professional development opportunities that support their work in after school (Region 1 Conference, CalSAC trainings, CPI, PBIS, STEAM, CPR, 1st aid, food handling, school safety, etc) as determined by staff and program-identified needs and documented by registrations and certificates of completion.
- 6) By June 2021, the site director will be invited to participate in a minimum of 50% of the IEPS, Student Study Team or other relevant meetings that address students enrolled in the ASP in order to best meet the academic, behavioral and/or social-emotional needs of the student as evidenced by meeting notices and behavioral plans created that involve or include after school program staff support.
- 7) By June 2023, with the full implementation of the Transitional Kindergarten (TK), the site director, District Superintendent and the Board of Trustees will need to identify and secure a new location to house the Expanded Learning Program.

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With COVID hitting near the end of the 2020 year and our after school program being temporarily interrupted many of our program goals were not met. As a result a new program plan was created with many of the same goals. Adding ELO-Program funds will allow us to not only meet these goals but allow us to assist even more student needs.

11—Program Management

Superintendent/Principal: The Superintendent/Principal will maintain oversight responsibilities for all matters of fiscal, personnel, safety, and resource coordination related to the ELOP. Open communication with the program site coordinator and other agencies is the foundation of the program. Administration will utilize delegation of appropriate department responsibilities as needed to site coordinator and support staff.

Fiscal: All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams associated with LCFF and ELOP are managed directly by Cuddeback USD Administration with oversight by the local Board of Trustees and Humboldt County Office of Education.

Site Director: The site coordinator has nearly 15 years experience in the field of after school and is a core-day instructional aide. She is in constant communication with the site superintendent regarding budget and programming. She plans and creates enrichment activities for all ages, meets with teachers, community members and other resources in an effort to provide students with the best after school experience. She attends monthly Board meetings, PTO meetings and other community meetings as needed. Prepares monthly, quarterly, semiannual and annual reports regarding the ASES after school program.

Transitional KinderCare Lead: The KinderCare lead has Associate's degree in Social human Behavioral Science and over 8 years working with children in grades TK-2nd. She is currently working in the after school program as the second grade homework lead and the recreational lead. Her current four hour position will be stretched to 7.5

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hours to cover the new Transitional Kindergarten after school program and the new before school session.

Recreational Lead: The after school program's recreational lead carries a Bachelor's degree in Spanish. Currently this position includes being the homework lead in first grade and the recreational lead for the after school program.

Nutritional Lead: The after school program's nutritional lead has an associated degree of Science in Early Childhood Education. This position serves as the lead in kindergarten homework, the snack program (with certification in Food Handling), K/2 arts and crafts and assists with our social/emotional program.

Social/Emotional Lead: The after school program is fortunate to have an individual with a Bachelor of Arts in Psychology and is currently in an internship with LCSW. This individual has developed a social/emotional program using short shorties with TK/2 and Reading with Relevance and Every Monday Matters with students in grades third through fifth.

Program staff meet regularly to discuss long term program plans, up-coming events, and scheduling issues. Daily meetings are used to address issues related to daily programming.

The ASES Program provides parents with a handbook clearly outlining the program's discipline policy:

The line of supervision and discipline is as follows:

- Superintendent/Principal - last resort usually is the student is in jeopardy of being removed from the program.
- Program Director - redirect, timeout, parent/teacher communication, referral to superintendent/principal, meeting with student/superintendent/parent, suspension from program.
- Program Lead Assistants - redirect, timeout

There is an open-line of communication between the core-day staff and the after school program, rather through informal conversations throughout the day or during

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more formal staff meetings. Many of the afterschool staff are also employees in the core day environment and have first hand knowledge of concerns and/or changes to school issues. Every ASES staff member has an employee mailbox located in the school's administrative office where notes can be exchanged regarding program issues or a need for support. Communication and transparency are key to the success of the after school program. The ASES director attends district Board meetings and has often taken students. Students are encouraged to present after school projects to the Board of Trustees. Our 4th and 5th graders recently presented the Board with their "Traveling Mural Project" and how they will be connecting with our schools to exchange portions of their mural with each other. This type of communication will continue with both the ASES Program and the ELO-Program.

Attendance Tracking: The program coordinator will use the same on-line spreadsheet used for the ASES program to track daily attendance for the ELO-Program. The program director communicates daily with District staff regarding students absent from core-day, those students riding the bus home and those students needing to be released early. An written early release policy has been approved by the Board and is currently in effect. Sign-in and out sheets are maintained and are looked at by annual audit review.

12—Sustainability

The Cuddeback current ASES after school program will be looking to combine their current program funding (ASES Grant, Supplemental Grant, and Frontier Grant) with the ELO-Program to expand the before & after school services to include a larger number of students. The after school program also works closely with the PTO, Community Resource Center, and other outside agencies to provide continuous before and after school services to families.

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General Program Questions:

Transitional Kindergarten:

Cuddeback is a small rural school district with an average enrollment of 140 students in grades TK/8th grade. Over the past few years enrollment for Transitional Kindergarteners (TK) has averaged two to five students. Being able to maintain the 10:1 ratio for (TK) will not be an issue. As the age requirements continue to flex our before and after school programs are positioned to be able to meet the changing needs. The after school program currently has on staff two program leads with degrees in Early Childhood Education and have past employment working directly in preschool settings. Enrichments for the transitional kindergarten program will be designed with the same play based curriculum currently being used in First 5 and aligns with the California State Preschool requirements.

Program Schedule:

Cuddeback Elementary School District is developing an on-going plan as required by EC Section 46120(b)(2) to provide program activities that support the whole child both socially (SEL) and developmentally in a safe and supportive environment. Cuddeback's plan is to provide students the opportunity to participate the following services:

- A before and after school program that will include both the transitional kindergarten and sixth grade students. The services being provided will extend the school day for these students from four hour (TK) and a seven hour day (6th grade) to the 9 hour requirement. **EC Section 46120(b)(1)(A).**
- Develop and plan to expand student enrichments opportunities to include an additional 30 days beyond the 175 instructional days of core day learning. ASES "Summer Fun" and "Jump Start" sessions will be extended from the current 6 hour per day program to the full 9 hour day. The program will also develop "Saturday Excursions" for students. **EC Section 46120(b)(1)(A)**
- As part of the additional 30 days, Cuddeback will be offering "Saturday Excursions". Excursions may include field trips designed to support core day subjects (science, math, music, art) with hands-on experiences to enhance learning. **EC Section 46120(b)(1)(B)**

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- Expand the current supplemental summer program from a six hour program to a nine hour program to allow for more hands-on learning opportunities while meeting the requirements of the program. **EC Section 46120(b)(1)(B)**

Below are additional legal requirements for the ELOP. 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,

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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 non school days, 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 child care 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):

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[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):

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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.