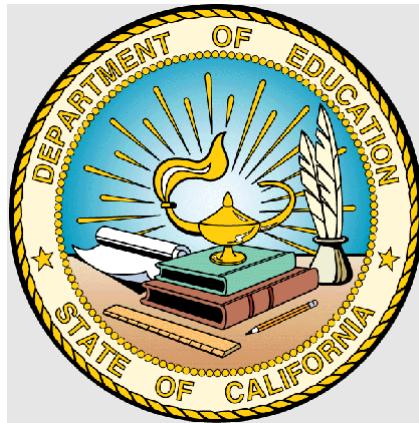


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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: | Palm Springs Unified School District |
| Contact Name: | Simone Kovats, Ed.D. |
| Contact Email: | skovats@psusd.us |
| Contact Phone: | 760-883-2703 |

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. Agua Caliente Elementary
2. Bella Vista Elementary
3. Bubbling Wells Elementary
4. Cabot Yerxa Elementary
5. Cahuilla Elementary
6. Cathedral City Elementary
7. Della S. Lindley Elementary
8. Julius Corsini Elementary
9. Katherine Finchy Elementary
10. Landau Elementary
11. Rancho Mirage Elementary
12. Rio Vista Elementary
13. Sunny Sands Elementary
14. Two Bunch Palms Elementary
15. Vista del Monte Elementary
16. Desert Springs Middle
17. James Workman Middle
18. Nellie N. Coffman Middle
19. Painted Hills Middle
20. Raymond Cree Middle
21. Cielo Vista Charter (33671736032411)

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.

Programming on instructional days will be delivered on existing school campuses, creating a safe and supportive environment for students in a familiar location. This allows students to engage with programming immediately following the instructional day, as students will quickly traverse to the designated meeting location on campus for the program. The use of school facilities also allows PSUSD to monitor facility environmental conditions, respond to any needed support requests, and provide security services as needed. Staff will be clearly identifiable, allowing students and families to quickly locate staff for support as needed. PSUSD has successfully utilized this format for ASES programming for many years, creating the conditions needed for effective implementation of ELOP.

Similarly, intersession opportunities will primarily occur on district school campuses. In most cases, students will participate in intersession programs at their current school site. Some intersession programming may occur at specified district locations dependent on facility needs, expected participation, and maintaining staffing ratios among other factors. In all cases, the locations of intersession programming will be selected in order to provide students with a safe and supportive environment appropriate for the designated program activities.

Program staff will be trained in strategies associated with the district's Multiple Systems of Support (MTSS) model and Positive Behavior Interventions and Supports (PBIS) model in order to appropriately address student behaviors and interactions in a way that complements the efforts of PSUSD schools during the instructional day. Incident reporting structures will be in place to document incidents and appropriately communicate incidents to school administration and families as appropriate. SEL activities and lessons will be incorporated into the program, providing students with strategies and support to build upon their social interaction skills and address social-emotional needs during the extended day.

Since the program will be primarily hosted on school site campuses, there will not be an initial need to plan for transportation services to and from the program on a daily basis for most students. Situations involving students with disabilities whose IEPs indicate door-to-door transportation services will be addressed on a case by case basis in consultation with the PSUSD Special Education department. Any field trips associated with ELO programming will utilize school buses with certified drivers to safely transport students from the school site to the field trip location and back to the school. Similarly, intersession opportunities which require transportation will be addressed on a case by case basis using school buses with certified drivers.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The PSUSD ELOP design is a braided program, incorporating the structures of ELOP, ASES, and 21st Century programs into a unified and cohesive approach to expanded learning opportunities for students. Therefore, the PSUSD model for ELOP includes multiple learning opportunities intended to be responsive to student need in multiple formats throughout the school year.

On instructional days, daily homework support and tutoring will be incorporated to provide assistance to students in learning grade level content and developing academic skills. The ELOP program will integrate homework help as part of the base programming, with tutoring provided through various support structures. Tutoring support structures include, but are not limited to, teacher delivered intervention, peer tutoring, and online tutoring support through

partner organizations during the program. It is the intent of the district for school sites to work collaboratively with the ELOP staff following the instructional day to allow students to attend site designed interventions, district provided ELO programs, and ASES program access as appropriate for student needs. Program staff will connect with site administration and teachers to the greatest extent possible in order to support student understanding and learning during the instructional day ELO program.

Enrichment opportunities will also be integrated into the program through a variety of models. PSUSD collaborates with various community partners to incorporate arts, music, sports, technology, and healthy living habits into the program. The Director of Expanded Learning will work to provide equitable access to enrichment experiences across all sites, whether through rotational campus experiences or extended placements, ensuring that all ELOP participants have an opportunity to experience enrichment activities in a variety of fields. Enrichment will also extend from clubs, campus student organizations, intramural athletics, school-based arts programs, and other groups into the ELO programs, acting as an extension of these opportunities and providing access to additional students. High school students from the district's CTE programs may provide enrichment opportunities in their area of study, providing access to basic concepts of CTE related content while also promoting college and career readiness to younger students.

Intersession programs will follow similar designs to the instructional day ELOP model, balancing academic intervention and support needs with enrichment opportunities. These structures will take multiple format designed based on the purpose of the program, timing during the school year, and the outcome designs of that intersession segment. Modular program designs may be used, providing multiple enrichment opportunities in time blocks that combine into a nine hour day while allowing students to interact with multiple enrichment content structures. Students in need of academic intervention and support will attend sessions focused on meeting their core content learning needs and be offered enrichment opportunities either before or after the academic intervention portion of the intersession day.

3—Skill Building

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

PSUSD will provide developmentally appropriate activities and experiences throughout program offerings. Since ELOP incorporates students in transitional kindergarten through grade six, various levels of development must be accounted for within programmatic offerings. Academic supports will include homework help sessions that provide assistance and skill building in current academic content for each grade level and intervention need. Supplemental services, such as teacher tutoring and online tutoring, will provide support to students with more significant assistance needs in building requisite skills. Materials purchased for the program will be intended for use within each grade range, incorporating the appropriate levels of hands-on manipulatives and technology integration to improve skills in multiple ways that are aligned to the developmental needs of the participating students.

Similarly, social-emotional learning (SEL) and interpersonal skills will be developed through interactive activities, both supporting academics and in various enrichment topics. Collaborative work sessions, interactive enrichment structures, play-based learning, and wellness topics will be incorporated into the instructional day activities and intersession models. Particular focus will be paid to the needs of transitional kindergarten through grade two students, ensuring that the skill building needs of younger students are being met in ways that are developmentally appropriate. Students in grades three through six will participate in more advanced social skill building opportunities, related to whole-child wellness, mental health needs, and other similar topics that are appropriate for late elementary and middle school students.

Participants will also be provided opportunities to develop skills needed for grade level and grade span transitions as part of the program. Students in middle school will be provided opportunities supporting high school readiness,

building familiarity with needed skills for managing advanced coursework, and building mindsets in preparation for meeting UC/CSU entrance requirements in high school. Students in all grades will build familiarity with college and career skills, incorporated into programming in order to prepare for future years, with the intent to drive academic success, course selection, and interest in career pathways. Intersession efforts will also focus on these topics through the incorporation of academic support, enrichment, and technical skill building to prepare students for the next grade level.

4—Youth Voice and Leadership

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

Youth voice and leadership will be key components within the district's ELO programs. Efforts surrounding diversity, equity, and inclusion within the instructional portion of the school year will extend into ELO program offerings, offering students opportunities to help drive program offerings and make them accessible to all students. Accessibility is a key aspect in providing youth voice within the program, allowing the diverse perspectives of participating students to help drive offerings and support needs.

School clubs and organizations related to youth voice and leadership may be developed as part of ELOP, meeting either before or after the school day to discuss topics and create programs and activities to engage other students. Student-led "inclusive culture clubs" or similar structures may help to create inclusive environments and celebrate the voice and perspectives of others within the school community. Debate clubs and other leadership skill building programs will be designed to build leadership through multiple experience options, providing students with choices in different voice and leadership activity formats.

Community partners will be engaged in providing leadership and youth voice programming within both instructional year and intersession periods. Speakers will be integrated into ELO programs, both in the after school and intersession settings, in order to share perspectives and promote leadership. Connections will be developed with additional community partners, such as city councils and public service organizations, to incorporate concepts of community leadership and serving others into the program. Community connections will extend from ELOP offerings through community improvement projects, whether through established collaborative programs offered through community partners or student-lead initiatives designed to improve their local community.

Student voice will be part of program development, monitoring and evaluation as well. Participating students will be surveyed as part of determining interest in potential enrichment programming and in evaluating current programmatic efforts. More information regarding continuous improvement and program evaluation efforts are noted in section 10.

5—Healthy Choices and Behaviors

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

Healthy choices and behaviors will be a focal point in both the instructional day and intersession time periods throughout the year. Students participating in instructional day activities will participate in physical activities incorporated into the daily program. The goal of these activities is to provide time for students to engage in moderate-to-vigorous physical activities as part of developing healthy skills in developmentally appropriate and accessible ways. Structured activities, such as intramural sports and guided play, will be incorporated into the instructional day program to ensure that students have access to physical activity options within the ASES program and through additional ELO programs. Unstructured or free play times will also be incorporated in developmentally

appropriate ways, encouraging healthy physical activity in appropriate play area settings while encouraging creativity and skill development. Community partners will be engaged in providing activities such as sport-specific clinics (e.g. soccer, street hockey) or programs in both the instructional day and intersession timeframes, expanding upon offerings that would normally be available in the school setting. In all cases, students will be monitored closely during outdoor physical activity periods in accordance with the district's excessive heat policy.

Other health and wellness related activities will be incorporated that integrate both physical and mental wellness aspects. These experiences may include but are not limited to dance, yoga, meditation, and other similar activities allowing additional students to engage in healthy living habits in ways that are of interest and accessible. Similarly, nutrition education will be incorporated into ELOP offerings to connect dietary habits with health living. Programs may include offerings such as lessons on nutrition and eating habits, partnerships with community partners for food-related topics, and activities related to the culinary arts. Further integration of healthy living offerings with leadership and SEL needs will provide participating students with a well-rounded approach to overall health across multiple program offerings.

PSUSD Nutrition Services will continue to support student nutrition during instructional day ELOP offerings in a format similar to the one currently used for ASES programs across the district. Supper service is currently available at all elementary and middle schools, providing students participating in ASES and ELO programs with an opportunity to have a meal in a similar format to the student lunch period. Nutrition Services ensures that all meals and snacks are in compliance with all nutritional requirements and the PSUSD Wellness Policy, while program staff ensures that students have a minimum of twenty minutes to eat. Breakfast service is also currently available at all elementary and middle schools, and will be incorporated into any before school ELO programming on instructional days.

Meals for intersession ELOP offerings will align with all requirements in the same manner as instructional day meal service systems. PSUSD Nutritional Services will monitor student participation counts in intersession ELO activities and adjust staffing to support meal offerings as needed to support program needs.

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.

PSUSD has clearly articulated the district's commitment to equity through the district's official equity statement:

"Palm Springs Unified is committed to an equitable, socially just, and anti-racist educational system that is based on fairness, dignity, and democracy in order to foster student success. We serve and honor our diverse student body in regards to ethnicity, language, culture, national origin, socio-economic status, age, physical and mental ability, sexual orientation, gender identity, religious beliefs, and family structure. We commit to be an anti-racist and anti-discriminatory learning community that creates safe learning spaces where all students are welcomed, included, and respected. Every student, every day."

All ELOP offerings will be accessible to all students by design. Each offering will be accessible to low income students, English learners, foster youth, students with disabilities, and all cultural groups by design regardless of whether the program is being provided by district staff or community partners. As ELO programs are scheduled, notification will be provided to eligible families through multiple communication channels and methods in order to encourage participation by all students. Program participation will be monitored to determine whether all student groups are engaging with program offerings, and adjustments in program offerings will be made to increase participation and improve accessibility as needed. These accessibility designs will also incorporate developmentally appropriate adjustments, ensure that students in all grades can engage with the content or activity. Program offerings will be

evaluated to support needs for students with disabilities so that additional supports, staffing, or materials are made available to allow for participation. English Language Development strategies will be incorporated as needed to support participating English learners in accessing the content or experience. District staff will work collaboratively with community partners to assist in creating accessible experiences where necessary.

As part of these efforts, programs will incorporate culturally- and linguistically-responsive practices. Cultural celebrations, incorporation of multiple languages and cultures, and integration of the multiple perspectives and needs of our students and families will be part of ELOP offerings throughout the year. Feedback and interest surveys will help to develop and adjust program offerings to better meet this goal in an effort to have all students connect with offerings during the year. District staff will work with community partners in incorporating concepts of cultural and linguistic responsiveness into ELO program offerings as needed to create inclusive experiences for all students.

7—Quality Staff

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

PSUSD will consistently monitor and evaluate program staff and community partners to ensure students engage with high quality staff members in all ELOP offerings. Given the scope of the ELOP plan, different offerings, and extensive program size, a blend of current district employees and community partners will be involved in providing program offerings. The Director of Expanded Learning, site administrators, and leadership from community partners will be involved in the staff selection, training, monitoring, and evaluation processes in order to develop a cohesive, aligned, and unified program of expanded learning opportunities.

PSUSD staff participating in program offerings will support students in programs, incorporating strategies and systems that are successful in similar school settings while providing programmatic offerings. Staff will be assigned to roles that correspond to their qualifications or to additional training that corresponds to the program offering content. Teachers may provide intervention or tutoring supports during instructional day programs, while providing instruction during intersession programs. Teachers and classified staff may support student activities within the ELOP structure, including before school, after school, or during intersession time periods.

Long standing district partners work collaboratively with PSUSD staff in order to provide services that support the needs of students and respond appropriately to changes in program needs. Community partners responsible for instructional day ELO programming will recruit quality candidates for ELO program following protocols similar to those used for the ASES program. All employment candidates directly working with students on a daily basis must use hiring practices that align with PSUSD requirements and California Education Code. Intersession programs will follow a similar structure. Training and support will be provided by both PSUSD and partner organizations in strategies related to culturally- and linguistically-responsive practices, behavior management strategies, student developmental needs at various ages, CPR, and first aide among other topics. Wherever possible, interactions between students and community partner staff should compliment the current efforts of PSUSD schools, leading to consistent expectations across programs.

Recruitment for ELOP staff will be ongoing throughout the year, with initial efforts starting in the summer to ensure that instructional day programs are staffed appropriately to begin the year. Ongoing recruitment will be needed to address attrition, supported by on-boarding training to prepare staff for their assignments within the program.

8—Clear Vision, Mission, and Purpose

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

PSUSD's ELOP program offerings will provide a balance of program offerings to meet the needs of the whole child. Students participating in ELOP will be provided experiences in academic intervention, enrichment, community connection, social-emotional learning, leadership, and healthy living in an effort to support and enhance their overall school experience. All students are welcome to participate ELOP offerings, bringing their unique perspectives to share as part of improving academic performance, further developing skills in a variety of areas, and creating a community of collaboration and learning.

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.

PSUSD will collaboratively partner with multiple community organizations to provide high quality offerings for students participating in ELOP. The district's continuing partnership with Think Together will act as the base partnership for after school programming, extending the efforts begun through the district's ASES program. Collaborative efforts between PSUSD and Think Together around program planning, program implementation, and plan design adjustments will occur throughout the year, responding to the needs of students and our school communities. These partnership efforts will occur both at the district and school level in order to deliver consistent programming while providing some flexibility to meet school site specific needs and challenges. Regular communication and feedback loops will be established to provide opportunities for further collaboration regarding program improvement, expansion, and accessibility for all students. Feedback loops will include input from students and parents regarding the program, described further in the Continuous Quality Improvement section of the plan document.

Intervention and academic support programming will also include partnerships with different organizations. PSUSD staff will offer various services at sites, and Think Together will continue to provide homework help and support during the daily program. Partnerships with additional online and in-person tutoring organizations will supplement these efforts, in an effort to provide timely and targeted support to assist students in improving academic performance.

Programming on instructional days will include additional enrichment partners connecting to the program through additional partnerships. Additional opportunities from these partnerships will be incorporated into ELOP throughout the year to provide enrichment in the arts, music, sports, STEM fields, leadership, health and wellness, and other areas. Connections and partnerships developed by both PSUSD and Think Together will be combined in order to provide a wide range of enrichment opportunities, in an effort to both expand upon existing partnerships and create new connections between organizations and the district. Efforts will also be made to provide enrichment opportunities that connect to and supplement existing programs within PSUSD. Connections with CTE programs, industry partners, school based organizations, and school based clubs may be included as providers for enrichment opportunities throughout the year.

Intersession programs will follow similar models, likely through more modular models. Academic intervention and support sessions during intersession periods will be coordinated both with PSUSD staff and through partnerships, designed to best meet student needs. Enrichment modules will incorporate multiple community organizations to provide experiences in a wide range of topics, including topics in the arts, STEM fields, sports, and other areas of student interest.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The PSUSD ELOP plan will be an evolving structure, adjusting to the changing needs of students and families throughout the district. The Director of Expanded Learning will closely monitor program offerings, utilizing a combination of collaborative planning, observation, feedback loops, and performance data to determine programmatic offerings, adjustments, and system changes.

Data will be collected to meet all ELOP, ASES, and 21st Century program requirements, supporting both program improvement and reporting purposes. Access, enrollment, and attendance data will be collected to monitor student participation in various offerings, aiding in identifying program needs and future offerings. Academic performance on state and local assessments will be reviewed to determine the effectiveness of academic interventions and supports within ELO offerings, with system adjustments made in response to student performance. Other outcomes for participating students, such as chronic absenteeism and suspension rates during the instructional year, will be monitored to determine program impact in these areas.

Participating students will be surveyed as part of determining interest in potential enrichment programming and in evaluating current programmatic efforts. Survey outcomes will assist the Director of Expanded Learning and community partners in making informed programmatic adjustments to meet the needs and interests of students. Results from district SEL surveys, LCAP surveys, and input sessions will also be used to drive adjustments in programming, responding to the needs of the district's educational partners. In addition, site administrators and teachers will be included in feedback loops to determine how the programs are working at the school site level, providing information for adjustments that may be needed to support the different needs of each school.

Collaborative reviews of ELOP offerings, inclusive of ASES and 21st Century program offerings, will also be part of the continuous improvement process. Community partners engaged in providing programmatic offerings, whether in daily offerings during instructional days or periodic enrichment offerings throughout the year, will be involved in collaborative and reflective processes to provide their input, receive feedback, and collaborative plan next steps in their associated offerings. The Director of Expanded Learning will work to build working relationships with community partners as part of providing a wide variety of offerings that are targeted to the needs of students and families, customized to meet those needs, and consistently improving and expanding in order to provide a high quality experience throughout the year.

11—Program Management

Describe the plan for program management.

The district's Director of Expanded Learning will be tasked with the administration and management of the program. The Director will collaborate with community partners, regularly visit and observe program offerings, and consult with district and site administrators in monitoring the implementation of the program. Feedback loops and evaluation processes will be coordinated through the Director in order to provide consistent actionable information for monitoring and improving program outcomes and offerings.

ELO programming on instructional days will use the current ASES structure as the basic format for the program. Each site will feature a site coordinator who will act as the primary contact for the daily program and manage the program operation and staffing during the before and after school time segments. Site administrators will collaborate with these coordinators to ensure that site-specific needs and the needs of students and families are being met through the daily program. Added enrichment opportunities occurring during the daily program will be announced and adjustments made to cover any additional staffing needs for the offering in collaboration with daily program staff.

The Director of Expanded Learning will communicate with site administrators and coordinators regarding program implementation, working to collaboratively manage the needs of the students and families in the program.

Intersession programs will be managed similarly, with the Director of Expanded Learning working collaboratively with school site staff and community partners to provide offerings. Offerings and program design during intersession periods will work to support learning needs from instructional days while also providing enrichment activities to meet the nine-hour daily requirement. Sites with 21st Century program funding will implement programs aligned with funding requirements supplemented by ELOP offerings to expand intersession programs to meet the nine-hour requirements.

ELOP, ASES, and 21st Century funding will be braided together to provide the full scope of offerings under this cohesive system. The Director of Expanded Learning will be responsible for managing funds in collaboration with the district's Educational Services and Business Services departments, ensuring that program expenditures meet funding requirements. Requirements specific to ASES and 21st Century program grants will be followed per the appropriate guidelines, inclusive of policies regarding attendance, enrollment, and early release. The district will regularly review and revise the ELOP plan, ASES plan, and 21st Century program plans in order to align all structures into a single cohesive plan over time.

PSUSD's ELOP plan incorporates Cielo Vista Charter school in all aspects. Students attending Cielo Vista Charter will be served under the plan operated by PSUSD as outlined in this plan document. ELOP funding for Cielo Vista Charter will be managed by PSUSD on behalf of the school site.

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.

In conjunction with community partners, PSUSD has been operating an effective ASES program for many years, and multiple district school sites were awarded 21st Century supplemental program grants in the spring of 2022. Therefore, the PSUSD plan is designed to coordinate these three funding streams into a single cohesive plan designed to service students in a nine-hours-per-day format through multiple possible experiences and offerings.

PSUSD will leverage the current ASES infrastructure as part of expanding into the full ELOP throughout the 2022-23 academic year. ASES programs operating at all elementary and middle school sites will continue to operate per the district's ASES plan to start the 2022-23 academic year. Initial efforts will be to begin program expansion, first by adding groups for transitional kindergarten and kindergarten students and ensuring that no waitlists exist at any site for the afterschool ASES program. Also, interest will be gauged for before school programs at the middle school level due to the change in school start times, which will be added as needed to provide support for students being dropped off prior to the opening of school. These initial expansion efforts will be completed using ELOP funds. As the fall semester progresses, enrichment opportunities will be added to the ASES program using ELOP funding, further connecting the two programs and creating a structure where students attend ELOP offerings, ASES offerings, or both on any given day. The expansion of enrichment opportunities continues through the second semester of the year, expanding upon available experiences and integrating additional community partners into the program.

Intersession periods will follow a similar model. ELOP funding will be used to set the baseline of services at most sites for winter, spring, and summer intersession opportunities. These will include academic and enrichment programming that supplements the efforts of the instructional calendar while providing support as needed for skill and concept development in a variety of areas. 21st Century program funds will be used at awarded sites to create the base programming per the approved plan, while ELOP funding will provide additional enrichment opportunities at those locations. Supplemental centralized ELO programs will be added over time, further enhancing the opportunities available for students.

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?

PSUSD, along with partners, will actively recruit and prepare staff for working with students in all ELO-P placements. Specific attention will be paid in recruitment and hiring to candidate understanding of the developmental needs of younger children, including the communication and social development patterns of young children. Close monitoring of program staff will be in place to ensure that appropriate interactions are occurring, with support and training provided to further develop the skills of staff in working with transitional kindergarten and kindergarten groups.

Adjustments will be made in programmatic offerings to best fit the needs of young students while providing access to a wide variety of academic and enrichment structures.

Staffing will be expanded as needed to maintain the 10:1 ratio for transitional kindergarten and kindergarten groupings. Group counts will be closely monitored by the Director of Expanded Learning in order to be proactive with partners in providing additional staff members should group sizes increase. Families will be asked to indicate participation ahead of enrichment event offerings where possible in order to determine the necessary staff for maintaining ratios, especially for popular enrichment opportunities where attendance is expected to increase significantly past daily participation levels. Collaborative planning between district staff and partners will be ongoing to address any concerns regarding staff coverage, correcting the issue in a timely manner.

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.

Elementary school sites in PSUSD serve transitional kindergarten through grade five. All transitional kindergarten and kindergarten programs within PSUSD are full day programs, following the same daily instructional schedule as students in other elementary school grades. This includes a minimum day instructional schedule on Wednesdays, requiring an expanded ELOP time on those days. The sample elementary schedule presented outlines the daily program for the entire elementary grade range.

Elementary School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

7:45-2:35 Instructional Day

2:35-6:00 ELO-P (including ASES and 21st CCLC)

Wednesday

7:45-12:05 Instructional Day

12:05-6:00 ELO-P (including ASES and 21st CCLC)

Middle schools in PSUSD service grades six through eight. Once fully operational, it is the intent of the district to offer ELOP to all middle school students through the incorporation of ASES and 21st CCLC funding, consistent with past program offerings through the ASES program. ELOP offerings would be available before school in the model to support students arriving prior to the later school start time that begins in the 2022-23 academic year. The sample schedule provided for middle school outlines the daily program for all middle school grades.

Middle School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

8:00-8:45 ELOP

8:45-3:35 Instructional Day

3:35-6:00 ELO-P (including ASES and 21st CCLC)

Wednesday

8:00-8:45 ELOP

8:45-1:10 Instructional Day

1:10-6:00 ELO-P (including ASES and 21st CCLC)

Intersession days will feature various scheduling formats depending on the academic program offerings, ELOP academic support offerings, and enrichment programming. Intersession dates during winter and spring breaks may

feature modular designs with multiple activity segments combining into a nine hour day, whereas a summer intersession schedule may be more formalized based on student academic support needs via summer school. A sample schedule for intersession offerings during summer school is presented as one plausible design of such a program. This schedule is intended to be a sample, and is subject to change to meet the needs of the students, families, and specific intersession program.

Intersession Sample Schedule

Monday, Tuesday, Wednesday, Thursday, Friday

8:00-8:45 ELOP enrichment programming

8:45-12:45 Instructional Day

12:45-6:00 ELO-P enrichment programming

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.