

**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)

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

Local Educational Agency (LEA) Name: **McFarland Unified School District** **Contact**

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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. Browning Road STEAM Academy_____
2. Horizon Elementary School_____
3. Kern Avenue Elementary School_____
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

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 during 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 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 expanded learning services and program activities beyond the instructional day will be offered at Browning Road STEAM Academy, Horizon Elementary, and Kern Avenue Elementary schools. These program activities will be focused on:

- Engaging curriculum that does not replicate the daily school curriculum.
- Maintaining a Safe and Secure Environment.
- Hiring Qualified Staff.

The Saturday School Sessions will focus on providing a variety of physical activities, organized sports; art activities, problem-solving games, STEAM activities, and student-centered projects intended to engage and nurture student interest and curiosity.

These Saturday Sessions are supported by the Boys and Girls Club. This community partnership will ensure each site has a total of 21 site leads and 3 coordinators at each site overseeing our Saturday School program. Additionally, a certificated staff will ensure supplemental attendance is taken at each site in connection with a site administrator.

To ensure campus safety and alignment with the expanded learning day, the after-school program and Saturday sessions keep all gates locked until release times. These programs' staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. A Positive Behavior Intervention Support (PBIS) is in alignment with the instructional day. PBIS is utilized as a way to encourage good behavior. This helps develop positivity in students. These skills include praising others, not being hurtful, and helping others be successful. Moreover, the staff uses safety procedures that are aligned with the regular instructional day that include fire drills, lockdown procedures, and emergency management plans. Expanded learning staff are CPR, AED, and first aid trained.

The Boys & Girls Clubs of Kern County has Child safety as their number 1 priority. Ensuring child safety is fundamental to the mission of the Boys & Girls Clubs of Kern County. They work every day to create a safe, fun environment so kids can have every opportunity to be successful in life. They have ZERO tolerance for inappropriate behavior of any kind, including child sexual abuse or misconduct.

Culture of Safety: The Boys & Girls Clubs of Kern County continually updates robust safety policies, programs, and training for their staff and volunteers that are designed to promote child safety and protect young people from threats that are present in our society. They implement layers of safety policies and

guidelines to keep our kids safe including:

- Prior to working with children, all youth development professionals must pass a background and reference check.
- As part of our “onboarding” process, all staff must successfully complete Praesidium Sexual Abuse Prevention training along with other relevant safety training prior to working with children.
- We have an established structured Board-Led Safety Committee that meets regularly to address and evolve safety policies, procedures, and strategies.

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 Expanded Learning Opportunities services provided to our students will consist of activities aligned with each site’s school vision and mission. Students will have the opportunity to engage in project-based learning centered around STEAM. The focus is to have aligned expanded learning opportunities to core and site vision. Activities such as engineering, visuals and performing art, cooking, gardening, robotics, drama, and technology will be offered through our after-school programs.

The expanded learning staff is supported by a close partnership with The Boys and Girls Club, High School student coaches, Bakersfield College, local community businesses, and MUSD teachers and coaches.

The following are key components of our program to ensure an active and engaged learning design:

- Using the Quality Standards for Expanded Learning as the basis for program elements
- Engaging and relevant content to our student population based on surveys from students and parents
- Project-based learning and/or inquiry-based learning
- Continuous Quality Improvement
- Social Emotional Learning
- Extended Day Learning that connects to and beyond the classroom

3—Skill Building

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

The MUSD ELO-P staff strives and attempts to service students' social, emotional, nutrition, and academic needs. Individual sites have a unique way to attend to the developmental needs of their students in ways that would not be possible during the regular school day.

Students have access to and the option to set up tutoring appointments through California Professional Tutoring (CPT). The district has partnered with CPT to provide students with high-quality Virtual or in-person Tutoring sessions that are personalized to each student's unique needs and aligned to the curriculum. CPT Tutor works closely with teachers and school leaders to develop tutoring plans designed to help students improve their English Language Arts and mathematics skills during the school year. The appointments give students the choice to pick the day/time that works best for them.

We strive to provide students with a wide variety of activities to contribute to their academic achievement and overall student success. With ELO-P we plan on offering activities, clubs, and/or field trips that students wouldn't otherwise experience during the school day. Credentialed teachers and paraeducators will be able to offer their expertise in a club or activities-based lessons that may include but are not limited to a Cooking club, Robotics club, Gardening, Art club, Technology Club, Drama, and Engineering. Students will also have an opportunity to express their interests in possible club options.

4—Youth Voice and Leadership

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

Student feedback is an essential component of planning enrichment activities in the expanded learning program. Student surveys are conducted in all grade levels to help gather input on whether or not they enjoyed previous activities and what they are interested in planning for the future. Survey data is assessed and is used in assisting staff with program planning and future staff development sessions and/or training.

The district as a whole has taken steps toward promoting student leadership on all campuses. By participating in programs such as Safe School Ambassadors, Running for Ronald, and various coin and food drives, students are able to see that their voice matters and that they can help make a difference on a larger scale. These programs overflow into the after-school program and are supported with the addition of Peacebuilders and programs like Girl Scouts. Students learn how to treat others, and how to be positive role models in school and in their communities.

McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21 st Century Skills to make them effective communicators, innovators, and participants in the global economy. Creating student leaders is a goal for both the district as well as the expanded learning program. This process begins in the primary grades by teaching appropriate

conversations, and behaviors and helping children understand the importance of not only listening to others but working with others as well. This experience gives them the opportunity to work and interact with their peers to solve problems and accomplish a task. The collaborative groups also give them real-life opportunities to practice their skills to help build others up and to help the whole group be successful.

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.

Working in collaboration with the district's nutrition services, our students are provided with daily nutritious snacks that meet both the federal requirements and the state nutrition standards. The expanded learning program follows the nutrition policy outlined in EC Section 49430. Students attending the expanded learning program have also been provided with a variety of opportunities to increase their knowledge about health and well-being. The program uses a Dignity Health program to teach students about the importance of healthy eating and physical activity. A key component of the program encourages students to work with the family to make healthy nutritional decisions at home.

Students will be served various meals throughout the instructional day and after school. These meals consist of Breakfast, snack, lunch, second snack, and supper. Nutritious suppers are provided daily for every student in the after-school program. The MUSD Nutritional Services Department oversees the planning, preparation, and distribution of food. Students receive a supper schedule every month with a description of the drink and food items. Menus and Supper Meal Patterns are posted at each school site. All the supper meals follow district nutrition guidelines that help promote healthy eating choices that also follow school wellness plans.

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 diverse environment of our program is supported by staff from the community. These employees reflect the population we are serving and are capable of identifying with the students and understanding the community's needs. Opportunities to explore and celebrate students' cultural and unique backgrounds can be witnessed through the many varying activities offered through the after-school program. Students are encouraged to share their own personal knowledge of their cultures and/or traditions through pre-planned activities that promote a sense of belonging within their own family, community, school, and after-school program. Also, having staff that is bilingual provides support to students and parents who need this support.

All students are welcome to our expanded learning program regardless of ability or physical limitations. When an application is received for a student with special needs, the site supervisor contacts the site coordinator. This allows the parent to be aware of how the program runs, and to ensure it is an appropriate fit for their child. Tutors are made aware of any students with Individualized Educational Plans so that accommodations for regular day instruction are also made in the expanded learning.

7—Quality Staff

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

The goal of our program is to attract quality candidates to apply for any vacant positions. When openings occur due to promotions or resignations, the positions are posted both internally at the sites, on the district website, and on EDJOIN. Applicants must meet the following eligibility requirements:

- High school diploma or equivalency
- Two years of study at an institution of higher learning or passage of the
 - Paraprofessional test
 - Passage of District Competency Test
- Fingerprint clearance
- CPR certificates
- TB clearance

We also have a sub-contractor partnership with the Boys & Girls Clubs of Kern County (B&G Club). The B&G Club provides non-school hour enrichment opportunities for our students in grades kinder through sixth grade. This partnership has allowed for the development of a program that meets the specific needs of our community based on the vision and mission of each site. They draw upon the most effective academic enrichment, physical fitness, nutritional, and life skill programs to challenge children and make learning fun. All programs are staffed with trained Youth Development Professionals who will provide academic support in high-yield learning activities during non-school hours.

8—Clear Vision, Mission, and Purpose

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

McFarland Unified School District ELO-Program strives to align with the goals and needs of the site's regular school day program. Site administrators and the site coordinator assess the needs of the students, parents, school, and community through multiple sources including analysis of state assessment data, local benchmark assessment data, and student and parent surveys.

Our Expanded Learning program serves both as an academic safety net and a social springboard. Our program manager works in collaboration with both district and site administration to manage the program in accordance with grant, district, and site specifications. After School Program employees recognize the right of every child to feel happy, safe, and fulfilled within the program. Our program strives to meet the academic and emotional needs of all students including English learners, academically at-risk students, socioeconomically disadvantaged students, and students with disabilities, through structured, creative approaches that engage all students in the learning process. Our mission is to enable all young people, especially those who need us the most, to reach their full potential as productive, responsible students.

9—Collaborative Partnerships

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

The ELO-P program is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students. McFarland Unified School District has developed strategic partnerships with community-based organizations, county government, and education offices, law enforcement, private businesses, charitable foundations, and state and federal agencies.

An additional partnership with the B&G Club has been established to provide non-school enrichment opportunities for students in grade levels kinder through 6th grade. The Extended learning program is designed to meet the specific needs of our community based on the vision and mission of each site.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The ELO- Program will use the Program Quality Improvement Process consisting of Assessing, Planning, and Improving. California After School Network provides a Quality Self Assessment Tool that helps programs assess their progress in programming as outlined in <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

Annual evaluation data includes qualitative descriptions of our ELO program’s impact on students and their families through student and parent surveys and quantitative analysis of the after-school program’s impact in terms of student attendance, students served, and students' academic progress.

Student progress is also monitored through a continuous improvement process where outcome

indicators are analyzed and used to adjust after-school program services as needed in order to better meet the needs of participating students. State standardized test results and site assessment results are maintained and shared through school site administrators. A review of formative and benchmark assessment data allows us to determine if our after-school program is successful, develop new enrichment and recreation programs to better meet participating students' needs, and redesign academic interventions in ELA or Math to make them more effective.

11—Program Management

Describe the plan for program management.

ELO- Programming calls for offering a nine-hour school day. The District will offer an after-school session to reach the nine hours. Also, 30 days of inter-session will be offered over breaks during the school year and summer to equal the additional 30-day requirement.

The ELO-Program is mainly sourced from our afterschool program (Extended Learning) and outside partnership agencies such as the B&G Club. The after-school program and Saturday school sessions consist of 7 program leads, 1 site coordinator, and a site administrator.

ELO- Programming attendance is recorded at each site. The District is exploring using Aeries supplemental attendance feature. Students are required to be signed out each day by a parent, guardian, or another authorized individual. Daily sign-out sheets are collected weekly from each site and are kept at the district office. Although attendance is not required, attendance is monitored at the site and district level to help measure engagement, and effectiveness of clubs and activities, and to improve services to students.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The McFarland Unified School District will continue to offer the ASES, 21st CCLC Elementary, and

the Expanded Learning Opportunities Program (ELO-P) as a single, comprehensive program. Both ELO-P and ASES will provide students with a safe and supportive environment. Both programs will use The Quality Standards for Expanded Learning and the Continuous Quality Improvement cycle to assess, plan and improve after-school services. Students who attend after-school services under either program will all be able to participate in enrichment activities, academic support, supper meal, and be able to interact with all students and staff in the program. Students will not be separated based on their ASES or ELO-P enrollment. Both programs will utilize common spaces in the school and be supervised by the same after-school program providers. The Expanded Learning Opportunities Program will use our afterschool program policies as program guidance involving: days and hours of operation, late and early release policies, program schedule, and priority enrollment for foster and displaced families. The ELO- Program will supplement the activities and services to our families already established by our afterschool program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children.

How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The transitional Kindergarten and Kindergarten programs will continue to be staffed with certificated teachers and paraeducators at each elementary site. Both programs will maintain a 10:1 ratio in ASES and ELO-Programs.

The District will seek and recruit from the local community college, students interested in working in early childhood education and/or future teachers. The District may also look at using high school students who are interested in working with children as part of the staff that works with transitional and kindergarten students. The TK and Kindergarten staff members will meet the minimum qualifications, hiring requirements, and procedures for an instructional aide working in the district.

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.

Sample School Day Schedule

7:30 - 7:45 Breakfast

7:50 - 7:55 Line up

7:55 - 9:15	Instruction
9:15 - 9:30	Recess
9:30 - 11:00	Instruction
11:00 - 11:45	Lunch
11:45 - 2:20	Instruction
2:20 - 2:30	School Dismissal & Beginning of After school program
2:30 - 2:45	Supper
2:45 - 2:50	Bathroom Break
2:50 - 3:30	Instruction
3:30 - 4: 00	Physical Activity
4:00 - 4:15	Snack
4:15 - 5:30	Enrichment
5:30 - 6:00	Clean up and Dismissal

Sample Summer/Intersession Schedule

7:45 - 7:55	Breakfast
8:00 - 9:50	Period 1
9:50 - 10:10	Snack
10:10 - 12:00	Period 2
12:00 to 1:00	Lunch & Recess
1:00 - 2:50	Period 3
2:50 - 3:10	Snack
3:10 to 4:30	Period 4
4:30 to 5:00	Supper

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 school days, 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 volunteer 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.