

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

<b>Name of Local Educational Agency or Equivalent:</b>	Marysville Joint Unified School District
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Arboga Elementary
2. Browns Valley Elementary
3. Cedar Lane Elementary
4. Cordua Elementary
5. Covillaud Elementary
6. Edgewater Elementary
7. Ella Elementary
8. Johnson Park Elementary
9. Kynoch Elementary
10. Linda Elementary
11. Loma Rica
12. Olivehurst Elementary
13. Yuba Feather
14. Foothill Intermediate (6th grade)
15. McKenney Intermediate (6th grade)
16. Dobbins Elementary

### 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.

### Safe Environment Support:

One of the safe and supportive measures adopted by MJUSD is Positive Behavioral Interventions and Support (PBIS). This program outlines behavior expectations and procedures for students. The District has implemented PBIS throughout its schools. With the District PBIS Coordinator, schools use the PBIS framework for helping improve systems and practices that influence and affect all student outcomes. PBIS helps improve school culture while lowering discipline rates. A component of PBIS is explicitly teaching, acknowledging, and rewarding appropriate student behavior. This will be carried through to the after school program to help cultivate a safe and supportive environment for students. The after school program reinforces the same expectations for students while they are in the program, and participants are recognized for making positive choices. The after school program will adopt the same behavior expectations that students follow during regular school hours.

MJUSD has also adopted the Catapult EMS system as a tool for school safety. In conjunction with our lockdown procedures of Alert, Lockdown, Inform, Counter and Alert (A.L.I.C.E), Catapult is an alert notification system that communicates information on potentially dangerous incidents. Catapult also allows for school staff members to communicate current location and account for students who are in the care and custody of staff members. During our beginning of the year professional development, all after school providers participate in a school safety presentation where the district explains guidelines for soft and hard lockdown procedures. In addition to this training, school site coordinators sign up for individual site training on how to use Catapult.

The District has established a DERT - Disaster Emergency Response Team, to help school sites in the event of an emergency. The DERT team works with school site administrators with evacuations. Within the Safety Plan, roles, responsibilities, and delegation of duties are outlined. Procedures for staff and student accountability are reviewed yearly and practice drills are conducted. These emergency drills include monthly fire drills, earthquake, soft lockdown, hard lockdown, and active shooter/shelter in place. After school staff also participate in these drills during the after school program.

Site Coordinators are issued master keys that allow access to all classrooms and buildings on site. Each of the school sites has a designated classroom and/or multi-purpose room as the basis of operation. At the beginning of the year new staff, students, and parents are made aware of the location and procedures to check-out a student. Most school sites utilize classrooms, libraries, or other rooms for homework or enrichment activities. Each classroom is equipped with Emergency Kits that contain basic first aid supplies, tourniquets, window break devices, and mylar blankets. Communication is essential in safety procedures and protocols. Site Coordinators have district cell phones to help with all levels of communication. Site Coordinators, frontline staff, and site administrators have two-way radios that help give immediate communication between staff members. Site Coordinators maintain current and up-to-date emergency contacts and medical information for all program participants. Emergency contact and medical information are kept in a binder and are maintained by the Site Coordinator. Student information is also accessible via Aeries. The school Site Coordinators also maintain ongoing communication with parents. The school site coordinators give written "behavior slips" to parents communicating behavior incidents and concerns.

Marysville Joint Unified offers CPR/First Aid training to staff members. School nurses provide Site Coordinators with a list of students who take medications, students with specific food allergies, students who use inhalers, and train Site Coordinators on the use of EpiPens. Site Coordinators and after school staff is provided with shirts, badges, and

lanyards that make them identifiable to students, school staff, and parents as after school staff members. Staff members wear these during program hours. Ongoing communication between Site Coordinators and parents is essential. Ongoing communication is used to keep parents informed and updated on program offerings, program schedules, staff assignments, and the location of activities.

Other training and information covered in our beginning of the year professional development include: mandated reporter training, helping after school providers identify potential signs of abuse or neglect, blood borne pathogens, informing after school providers on the dangers and procedures of handling bodily fluid, homeless education, giving after school providers contact information, and procedures to get homeless students identified and provide them with resources.

#### Social Emotional Support:

Students' social and emotional development is a top priority for MJUSD. Post COVID-19 pandemic effects are being felt throughout our community and in our schools. The district has hired outreach consultants, mental health clinicians, and counselors to help school sites with students' social emotional needs. District staff, including our after school staff, participate in Conscious Discipline training. Conscious Discipline gives staff members an array of behavior management strategies and classroom structures that staff members can use to turn everyday situations into potential learning opportunities. The ten-hour online training modules cover topics such as: the science of the brain, creating a school family, composure, encouragement, choices, empathy, positive intent, and others. The training is followed up with a certified virtual coach that helps facilitate group discussions and provides interactive activities, videos, and scenarios for participants. After school staff use concepts taught in Conscious Discipline to help meet students' developmental/emotional needs and to create a safe and supportive school environment.

Additionally, the district is making mental health and substance services available online to students, staff, and families through Care Solace. Care Solace is uniquely equipped as a virtual mental health support resource. Their web-based tool makes it easy for families to connect with vetted mental healthcare resources and providers in the community. The virtual resource is available 24/7 by phone, email, text, or video chat. The service is offered in multiple languages and is free of cost to families.

#### Academic Support:

Each school site provides daily homework help and academic support. At least 45 minutes to an hour of dedicated time is given for students to complete any homework assigned. Every effort is made to have fluid communication between school teachers and after school staff on assignments and/or standards being taught. As needed, school site coordinators communicate with teachers and parents on homework completed during after school time. The District also offers online tutors through FEV. These are live remote available tutors available to all students that attend MJUSD. They can be set up via an appointment schedule.

All ELO-P offerings will be located on the school site. ELO-P sites will inquire about adding a before school time for parents to drop off students at a designated, supervised location on campus to help with the supervision of students being dropped off.

## 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.

Enrichment activities will incorporate Social Emotional Learning, Project Based Learning, hands-on educational activities, and/or physical fitness games. Our enrichment activities include instructional based guidelines of: accessing prior learning and current knowledge, encouraging effort and promoting positive recognition, modeling, inquiry based questions, scaffolding, and chunking information. After school coordinators submit weekly schedules that outline the upcoming week's activities. Each week, time is budgeted for homework /academic help and enrichment activities.

All school sites complete a Project Based Learning activity where students and providers will identify either a school site or community need. Once the need has been identified, staff and students together formulate a project objective, project plan and execution of plan. We try to promote and celebrate school accomplishments by sharing completed projects with other school sites through social media, sharing apps, and newsletters. During pre-pandemic times, all school sites participated in "Project Giving Tree". The project has students and after school providers working together in gathering items such as school supplies, sweaters, jackets, hygiene products or other items identified as needed by the school or community. We hope to bring this back to our school sites. Students also work on collaborative assignments where they are asked to work in pairs or in groups, and participate in cooperative group play or "team style" games where students encourage, strategize, and participate together.

School Site Coordinators work part of their shift during regular school hours. They establish a relationship with the school by communicating with the school site principal and teachers. School Site Coordinators are required to complete an assignment and/or duty assigned by the principal during school hours. Some of the assignments they are assigned to are: helping in a classroom, leading an elective class, additional supervision, helping in a physical education class. By integrating the coordinator into the regular school day, the School Site Coordinator is able to bridge the after school program to the regular school day. School Site Coordinators stay in communication with specific teachers and get information on assignments, topics, standards, and/or homework students are covering. Based on the information School Site Coordinators will adjust homework time to give students added help and support with these topics.

The following are key components of our program design:

- Using the Quality Standards for Expanded Learning as the basis for program elements
- Engaging and relevant content
- Experiential, project-based learning and/or inquiry-based learning
- Continuous Quality Improvement through the CQI process
- English language or literacy support for all students
- Social Emotional Learning
- Extended Day Learning that connects to and beyond the classroom
- Staff provide opportunities for students to work on group projects daily.
- Youth development learning (i.e. communication and presentation, conflict resolution, collaboration teamwork)

The program will provide an array of physical activities, games and organized sports; art activities, craft creating activities, problem solving games, STEAM activities, and student-centered activities intended to engage and nurture student interest and curiosity. The after school staff is supported by coaching and professional development provided by the District Coordinator of ASES and may include directors, coordinators, literacy coaches, or other district staff who may provide professional development to help enhance components of program offerings and elements of after school.

### 3—Skill Building

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

The MJUSD after school staff strives and attempts to service students' social, emotional, nutrition, and academic needs. Each day students receive 45 minutes to an hour of homework help. Individual school sites have a variety of ways of gathering and communicating with teachers on homework and standards assigned. School sites may record and track students who are assigned and complete homework.

Students that don't have homework or have finished their homework have the option of reading independently, further practicing with worksheets or assignments in Google Classroom, or working on independent growth assignments. Many teachers reach out to after school providers to let them know of topics, standards or projects students are in progress.

Students also have access to and the option to set up tutoring appointments through our online FEV tutor during this time. The district has partnered with FEV Tutor to provide students with high-quality Virtual Tutoring sessions that are personalized to each student's unique needs and aligned to the curriculum. FEV 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.

In addition to homework help, after school providers also expose students to a variety of educational literacy and enrichment activities. School sites provide students with:

- STEAM lessons
- Coding
- Reader's Theaters
- Writing and creating dramas
- GoMath lessons
- Genius Hour
- Google hyper doc lessons
- Art lessons: In-person, Youtube, Art by Joy
- Project based learning activities
- Typing club via our district website
- Piper Computer Kit building and coding
- E-Sports teams and competitions
- Gifted and Talented Education Activities

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 club or activities based lessons that may include but are not limited to Cooking club, film club, foreign language club, photography club, art club, robotic club, entrepreneur club, creative writing club, investment club, dance club, book club, culture club, technology club, and fitness clubs. Students will also have an opportunity to express their interests in possible club options.

Tutoring services will be offered by credentialed teachers, paraeducators, and/or high school students. Teachers will be available to offer academic help and support in specific content areas. The type of support that is needed is based on the school site or grade level. Under the help and supervision of the after school staff, high school students that are interested in working with kids in the future may also provide tutoring services to students and offer help and support to the after school clubs. We strive to provide students with a wide variety of activities to contribute to their

academic achievement and overall student success.

#### **4—Youth Voice and Leadership**

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

Ongoing student feedback is essential in determining the type of activities provided by the after school providers as well as the design of our program offerings. The MJUSD uses the CQI- Continuous Quality Improvement model to modify and improve the quality of the program. Part of the CQI process is to obtain ongoing feedback from participants. School sites will establish student advisory groups that meet with School Site Coordinators to get continual feedback on program elements and program activities. The School Site Coordinators will also send out student feedback google forms throughout the year to collect input from all participants. Chromebooks are set up for students to complete a Google Form. All answers will be saved and recorded. Students will be asked about their interests, how they feel in the program, how the providers interact with them, and any suggestions they may have. Students indicate, via a checklist, the activities they enjoy completing. There will also be a section where they can bring up any questions or concerns. All the sites receive their individual results. School site providers use this information to help guide the activities and interests of the students we serve.

The District Coordinator meets with the School Site Coordinator to help establish feedback procedures and to review the results of student surveys. This allows for planning and adjustments to program offerings. Student advisory groups, particularly middle school sites, have the ability to not only offer ideas related to after school programming but can also have a platform to give feedback on the issues or elements of during school day activities. The School Site Coordinators will give feedback back to the school site leadership team.

#### **5—Healthy Choices and Behaviors**

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

Marysville Joint Unified adheres to the District Student Wellness Policy (BP 5030, adopted by the Board of Education in 2006- adopted in 2015 and revised in 2017); the complete document can be viewed and downloaded on the MJUSD website (under the board/policies tab) at [mjUSD.com](http://mjUSD.com).

The policy states: “The Board has adopted goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines appropriate. The District's nutrition education and physical education programs are based on research, consistent with the expectations established in the state's curriculum frameworks to include planned sequential curricula and instruction that help develop the knowledge, skills, and confidence necessary to maintain a healthy lifestyle.”. The Student Wellness Policy includes specific guidelines for providing healthy food options in school meals and snacks, encouraging healthier eating habits, health and nutritional education, creating and maintaining a safe and supportive environment at all schools, and recommendations for the length and rigor of daily physical activity. Each MJUSD school and all departments are required to adhere to the Student Wellness Policy.

Nutritious suppers are provided daily for every student in the after school program. The MJUSD 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 near the sign-out. All the supper meals follow district nutrition guidelines that help promote healthy eating choices that also follow school wellness plans.



Schools encourage and promote students to select proper portions that fall within district guidelines. School sites participate in a partnership with Cal Fresh Healthy Living. From the Cal Fresh website: Through grant funding from the USDA, Nutrition Educators are able to bring FREE CURRICULA and other resources that promote healthy food choices, physical activity, and gardening education to local schools and community organizations. Schools initially qualify by having 50% or more of their students eligible to receive free or reduced-priced meals through the National School Lunch Program.

MJUSD along with ASES has established a relationship with a community education specialist from Cal Fresh. They come to our leadership meetings and bring curricula and food samples for our students to try. Many of these food samples are food items that our students wouldn't otherwise try. Having these samples exposes students to a variety of food samples. The education specialist has made herself available to come out to the school sites and help lead the providers through sample lessons that are provided. CalFresh also offers healthy and exercise activities where they visit a school site and facilitate healthy lifestyle lessons and activities.

ELO-P sites will be promoting Girls on the Run. Girls on the Run is a physical activity-based program intended to enhance girls' social, and emotional development. The program has a curriculum that emphasizes and helps develop: competence, confidence, connections, character, and caring while promoting health, running, and physical activities. The Girls on the Run program is run by coaches who will be trained to teach lessons the curriculum offers.

## **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.

Marysville Joint Unified schools have a diverse student population. The students in the after school program are a reflection and representative of each school's student population. The ELO- P program will work in conjunction with ASES to offer students the broadest form of enrollment into after school programming.

The ASES enrollment process is as follows: Students are enrolled in the program during an open enrollment week. Parents have three ways to request enrollment: 1. through the district website and Parent Square communication where parents are provided a link to a Google enrollment form, 2. Parents can complete an enrollment request at the school or 3. Parents can call the ASES secretary at 530-749-6915 and complete an enrollment request. The enrollment request window will be open for five calendar days. After the enrollment request window closes a random lottery draw for spots will be drawn. Students who are not selected in the lottery draw will be placed on the waitlist.

Students with unique circumstances, hardships, homeless, foster youth, and/or administration recommendations are given enrollment priority. We make every effort to reach out to parents who may benefit from having their children in the after school program. School administration and staff provide us with input on students who they believe may benefit from the after school program. The director of attendance and discipline may refer students from SARB court to the after school program as a way to help parents improve daily student attendance.

The ELO-P will have the flexibility to offer programs and serve students on a drop-in basis and participation will be optional. Both ELO-P and ASES give priority to foster youth, the homeless, and low SES. The MJUSD will continue to look for providers and coordinators that reflect the community and students served. Communications made to parents will be available and translated to Spanish when 15 percent of the students enrolled at the school site speak a primary language other than English. Ongoing communication with parents is vital to keeping our parents engaged in our program. Whenever possible we will place bilingual providers in school populations where they may be needed for students and/or parents. The District is committed to making our after school programs inclusive and embracing

diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

After school providers will be made aware of a student's academic, social, or emotional needs and make the appropriate modifications or provide the necessary accommodations. The goal is to provide the same service to all students but to adjust the service and activities as needed. Whenever possible we make accommodations to meet the support needed to service these students in our program.

Schools take advantage of opportunities to celebrate different cultural backgrounds. We have a significant Latino and Hmong student populace. The after school program will participate in cultural celebrations throughout the year. Many schools participate in celebrations or festivals and when appropriate students in the after school program will have an opportunity to attend celebrations. Through projects, arts and crafts, and enrichment activities students learn about various cultures and ethnicities. Students showcase their work throughout the after school classrooms, other areas of the school site, and the district office.

## 7—Quality Staff

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

The MJUSD ELO-P plans on hiring 6-hour ELO-P coordinators to work alongside and in conjunction with 6 hours ASES After School Support Specialists. Additionally, 3.75-hour ELO-P providers may be added to school sites as needed to provide clubs, program supervision, activities, and facilitation of before school and after school programs. This added ELO-P staff will help support the influx of students that is anticipated with ELO-P being offered to families.

The District has developed a strategy of developing and supporting our after school staff by working closely with the School Site Coordinators. School Site Coordinators participate in a consistent, professional development program with coordinator meetings held every two weeks for approximately an hour and a half. Both ASES coordinators and ELO-P coordinators will participate in meetings and professional development opportunities. The ASES coordinators and providers will be able to help and work with ELO-P providers and coordinators to provide expertise and past experiences and knowledge of program offerings. MJUSD hires, trains, and evaluates all after school employees. Staff members meet federal, state, and local LEA requirements to work with students. Staff members are highly qualified when they meet the following requirements for an instructional aide:

1. High School Diploma
2. Health and Background screening  
(Plus one of the following below)
3. AA Degree or
4. 48 Units in College Credit or
5. Pass the Adult Education Proficiency Exam

MJUSD recruits and retains quality employees through a competitive application process, training, and regular evaluations. Employees are paid according to the paraeducator salary schedule. After School Support Specialists (School Site Coordinators) are paid on their own scale. Employees have opportunities for pay increases with years of service and education. Paid time-off and vacation are other benefits that assist with the retention of quality employees.

An effort has been made to contact Yuba Community College to recruit aspiring future childhood educators. Yuba College has posted our open positions on their job board in the hopes of attracting possible candidates. These candidates submit an application, and once they have gone through the initial screening process, are contacted for an interview. After the interview process, if the candidate is a good fit for a school site, a recommendation to hire will be

submitted to the personnel department. The personnel department reviews the applicant's information and either makes an offer for employment or does not make an offer for employment. We make every effort to hire the highest quality staff possible and recently we have added people to our staff with bachelor's and master's degrees.

Professional development is offered several times per year to all after school employees. Mandatory training is held yearly and employees are paid for their attendance. Professional development, training, and workshop topics are driven by staff input, survey data, and program needs. The after school staff are valued members of the MJUSD team. Working toward a common goal bridges the gap between the regular day and after school. The staff works together with the same focus for students.

Topics include:

- CPR, First Aid, Sexual Harassment
- Positive Behavior Interventions & Supports (PBIS)
- Project Based Learning
- Classroom Management, Behavior Management
- Lesson Planning
- Gang Education and Awareness- Yuba County Gang Intelligence Unit
- Community Resource Training- Victim Witness
- Content Specific Training, Curriculum Training- SCOE, YCOE
- Homeless Education
- Technology Workshops
- Youth Development/ Relationship Building with Youth Develop Network
- Trauma Informed Care Practice
- Safety Plan Awareness
- Catapult Training (Alert and Communication System)
- California After School Resource Center Online Training
- Nutrition and Physical Activity

There are bi-weekly leadership meetings between the district coordinator and the school site Coordinators. This is an opportunity for ongoing professional development. We cover recent and relevant topics and challenges they are facing. Input is sought from the school site coordinators on items covered in the meetings. Since the meetings happen on a regular basis, there is an opportunity to build on previous meetings and content. We try to incorporate the PLC- Professional Learning Community- model that our district has adopted. During that time, we will reference our CQI standards where appropriate and make connections between the topics covered.

The ELO-P Coordinators and staff will have 3 objectives from the meetings and/or professional development opportunities:

1. To develop and improve leadership qualities and draw from experienced ASES After School Support Specialists (site coordinators) to improve program quality.
2. To develop and improve new ELO-P staff effectiveness of teaching/presentation strategies to students for enrichment and academic program offerings.
3. To develop and design a coordinated training module for ASES and ELO-P staff to work collaboratively and in conjunction with each other.

MJUSD, in partnership with Yuba Community College, plans on high school students enrolling and completing course work leading to a high school diploma as well as and earning an A.S. in social & behavioral science. These high school students may also have an opportunity to either tutor and/or help run activities and clubs.

Please refer to the Program Plan for a sample of the Enrichment Cycle.

## 8—Clear Vision, Mission, and Purpose

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

Over the last two years, MJUSD has developed a mission and vision for the ASES after school program and plans on incorporating ELO- Programming into this mission and vision. Our mission is to create a safe, inclusive, and engaging environment for all students; to provide students with high quality after school experiences; and to provide activities, learning opportunities, and experiences for students they wouldn’t normally have during the school day.

ELO-Programming gives the district the ability to offer before school programming, intersession programming, and expand the after school services to students. With the school sites potentially readjusting their start times and bus schedules, there is a need to offer before school services to families. ELO- Programming will allow the district to offer before school services as part of the nine hour component. Additionally, the district has four extended breaks listed on the 2022-2023 school calendar. Although not finalized ELO-P may be offered during this time along with summer 2023 programming.

MJUSD is seeking input from all educational partners (students, parents, staff, teachers, administration, community members, and program staff ) in developing the goals and outcomes for our program. Through surveys, open houses, back to school nights, school site council, PTA meetings, DLAC, and DAC, we will reach out to educational partners to gather information on items that are of importance and value to the students we serve.

From the latest MJUSD LCAP- posted 5/18/21

The history of the Marysville area is as rich as the history of its citizens. The History of Marysville is based on the California Gold Rush. The gold rush that brought people in droves to the fertile agricultural lands of the North Valley represented the dichotomy of the people we now serve. The burden of fiscal growth and environmental sustainability shaped the growth of the area. The Sawyer ruling of 1884 was the beginning of the end of hydraulic mining for gold, shifting the local industry of the area away from gold mining and towards primarily agrarian efforts. The school district has had schools open in the area for over 160 years. MJUSD, as it is known today, was Unified in 1966 and serves an area that runs 75 miles from North to South, serving roughly 10,000 students from preschool through grade 12. The student population is extremely diverse, representing more than 10 ethnic groups and more than 7 languages and dialects. While this rich history exists, the community struggles with limited industry to produce local jobs.

Looking at our data, MJUSD has had recent gains that are to be commended. In the last year with available state level metrics, MJUSD saw growth in all dashboard areas. Two areas of particular note are the growth in all areas for our Students with Disabilities and our African American student population. Students with Disabilities grew by 9.8 points in English Language Arts and 12.9 points in Mathematics during the 2018-19 school year. African American students grew 3.2 points in English Language Arts and 10.1 points in Mathematics in the 2018-2019 school year. Our attendance continues to improve with an overall decrease of 1.1% on the dashboard, while exclusionary disciplinary practices are decreasing with an overall decrease of 1%. Internally, during COVID, as we created a more regularly used internal set of metrics, we identified gaps in our internal assessment protocols and started conversations on grading practices, essential standards, and collaboration through our PLCs. These conversations have not yet yield quantitative fruit but are conversations that, when coupled with our equity conversations, begin to reframe MJUSD as we exit hybrid and Distance Learning.

ELO- Programming hopes to help be a piece of improving student outcomes not only academically but social emotional learning, healthy choices, and enrichment opportunities. Along with providing students a safe and supervised place to go after the school day ends. The Yuba County area does have issues associated with poverty such as drug abuse, gang activity, and crime. We strive to provide a safe environment for students after school.

ELO- programming has the following goals:

1. Provide academic support to students and help improve their grade level standards, standardized tests, and/or LEA assessments.
2. Provide a safe environment and enriching program daily for all students.
3. Provide each child with a nutritious supper daily, physical activity, and access to a nurturing adult.
4. Provide staff with opportunities for professional development to maximize work with students, help support students' social emotional needs, and other.
5. Provide activities and experiences students would not likely experience during the school day.

Evaluation data includes the program's impact on students and their families through student and family surveys, CAASPP test results, English Language Proficiency Assessments (ELPAC), Renaissance data and/or LEA grade level assessments.

## 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.

Marysville Joint Unified after school program is designed around a common vision to strengthen the school and community. Where appropriate the district coordinates student services to students in need. The after school program attempts to bridge during school and after school support and implement activities that meet the needs of students.

Collaborative partners include the Yuba County Sheriff's Department, Marysville Police Department, Yuba County Health Department, Yuba County Office of Education, American Indian Education Programs of Marysville, Friday Night Live, and Yuba Community College, CalFresh Food Program. We hope to establish new partnerships that will work alongside our ASES and ELO- Programs.

Specifically, a partnership and relationship have been strengthened with the two law enforcement agencies of Yuba County Sheriff and Marysville Police Department. A school resource officer has been assigned to the East Marysville schools and a Yuba County Officer has been assigned to non-Marysville Schools. There are ongoing meetings and conversations with law enforcement to help plan and coordinate potential school issues. Law enforcement is working with our district and giving us feedback on our emergency procedures and protocols. Both law enforcement agencies have a direct relationship with District staff and are vital partners in helping provide a safe environment for all students.

New partnerships with Care Solace help provide students and their families with mental health services. They provide 24/7/365 support in various languages and will provide support regardless of insurance coverage. We are establishing a relationship with Sami's Circuit. This program provides social emotional lessons/videos along with health and fitness activities. We have also added FEV tutoring to partner with our program to expand our tutoring options.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO- Program will use the Continuous Quality Improvement (CQI) model of Plan, Assess, and Improve. California After School Network provides a Quality Self Assessment Tool that helps programs assess their progress in programming. The tool can be used during staff meetings and through staff surveys can assess and improve the quality of the program. The new ELO- Programming coordinators will meet with the ASES Coordinators bi-weekly. During these meetings, staff will become familiar with the Expanded Learning Quality standards, and begin to work on developing a plan of improvement at their respective sites. The school site coordinators will play a vital role in

bringing their knowledge of the standards back to the school providers. As a collective unit ELO- Program Coordinators/providers with ASES Coordinators and providers will work together to improve elements of after school. The school site coordinators should look for opportunities to engage providers in dialogue that involves quality standards.

Getting baseline data on the quality of the program will give us specific areas to focus on for improvement. We will reach out to all educational partners to give input and feedback on the after school program. We want feedback from students, parents, teachers, administrators, or others that have knowledge of the service we provide to students.

Although different school sites vary in size, demographics, and geographic location (i.e. foothills vs. urban) we may be able to identify areas of improvement throughout all our schools, and collectively, we can think of ways of improving or gaining ideas from school sites that have demonstrated success. Individual School Site Coordinators should be in a continuous improvement mindset that includes reflection, collaboration, and goal setting. ELO- P Site Coordinators help develop the Continuous Quality Improvement Plans that include timelines and who is responsible for the action. Improvement plan objectives are written as SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, which are shared with Principals and District Coordinator. Improvement plans are revised and/or amended based on their feedback and also allow after school staff to ask for Technical Assistance to help complete the plans and activities outlined.

Evaluation of goals is measured based on first-half attendance data through December, student achievement data, site observations, and fall surveys. Fall surveys are sent out after the second quarter. The Program Coordinator will meet individually with Site Coordinators to discuss attendance and surveys. The Program Coordinator will use site visits to help amend, modify, or continue current action plans. Second-half attendance information through June, student achievement data, spring educational partner surveys, and site observations are used to determine if focus standards were met for the school year. Standards that have not been met will remain a focus standard for the upcoming school year, and the process will resume with new program improvement plans implemented. Programs that successfully meet goals will use the data, information, and assessments to develop new goals while continuing to support previous goals. Recommendations for program improvement plans, revisions, and new goals will then be made and adopted.

Expectations of the ELO-Program:

1. The ELO- Program Coordinator will meet bi-weekly with the District Coordinator and ASES Coordinator at regular professional development meetings to discuss standards, issues, and program needs.
2. Program staff participates in supporting the school day through attending faculty-led meetings, being part of the PBIS collaboration meetings, and ongoing communication with school administration, teachers, school staff, and families.
3. ELO- Program Staff will collect data from staff, student, and parent surveys to gauge the level of service and use data as part of the CQI process. The staff will use a growth mindset to help improve the quality of programming.

## 11—Program Management

Describe the plan for program management.

Under the leadership of the District Coordinator, funds are managed using the ESCAPE software system with help from the District's Categorical Programs Technician. The technician will help with fiscal planning and management. The ELO- Program school coordinator is responsible for following local, state, and federal requirements. Compliance indicators are compliant internal documents, audits, CDE reports, and Federal Program Monitoring (FPM) reviews. The MJUSD coordinates with federal, state, and local programs to achieve the most effective use of public funds and resources.

The District will hire a 6 hour ELO- Program school site coordinator (After School Program Support Specialist) and 3.75 hour activity providers as needed for each site that is utilizing ELO-P funding. The District will also utilize Credentialed teachers to facilitate and run clubs and activities. Funding for hourly certificated staff who will provide tutoring and homework assistance focused on English Language Development instruction for English Learners, clubs, and activities offered by credentialed teachers. The budget includes paid time for professional development.

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

School providers' job description: Activity Providers are responsible for supervising students and carrying out the lessons and activities while providing a safe and consistent learning environment for students. The Activity Provider is a role model, teacher, and coach to students. Activity Providers should strive to motivate, inspire, and support students. Activities Providers should be energetic, enthusiastic, and encouraging.

School site coordinator job description: Under the general supervision of the grant coordinator and school principal, facilitates the function of the after school program. Assists in developing and implementing activities in the after school program; works as a liaison between the school staff, after school staff, and district office; coordinates the work of after school paraeducators, while assisting in the supervision and evaluation of after school paraeducators. ELO- Programming staff will work alongside ASES staff to provide one comprehensive after school program.

Services are not contracted to outside agencies; in-kind contributions are tracked by the district coordinator. After school programs have been successful in sharing school classrooms, restrooms, computer labs, libraries, multi-purpose rooms, kitchen facilities, playgrounds, staff, and office spaces. Regular services are provided by school administrators, school secretaries, attendance clerks, school custodians, nutritional services, payroll department, personnel department, purchasing, and accounts payable. Following the guidelines adopted by the District, individuals, companies in-person or online, maybe contracted to provide services to students. Additionally, transportation services may be secured to provide transportation to field trips.

Instructional materials, funding for books, supplies, and materials needed to provide services to students in clubs and activities will be provided by the ELO- Program. Subcontracts: funding for payments to program partners to provide classes, activities, and/ or services to provide youth leadership development, character building, personal skills development, field trips, and other experiences will be provided by the ELO- Program. Subcontracts include payments for partners to provide professional development to MJUSD ELO- Program staff.

ELO- Programming attendance is recorded at each site. The District is exploring using Aeries supplemental attendance feature, EZ Reports, or others to record attendance. Students are required to be signed out each day by a parent, guardian, or another authorized individual. Middle school students are able to sign themselves out with their parent's permission. 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.

A parent handbook outlining and detailing more specific information may be developed if there is feedback from the needs assessment as needed. Attendance and fiscal records are submitted to CDE as needed or required. The ELO- Program Plan will be reviewed by program staff before the program begins each school year. It will be updated throughout the year as program changes occur. The Program Plan is the first document included in each site binder.

## 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 Marysville Joint Unified School District intends to offer the Expanded Learning Opportunities Program (ELO-P) and the After School Education and Safety (ASES) program 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 ASES 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.

Additionally, the Expanded Learning Quality Standards will guide professional development for all staff and use the CQI method of Plan, Assess, Improve to improve the quality of service and program implementation. Both ASES and ELO-P staff will receive the same training, level of support, and evaluation to ensure standardization across programs. Both ELO-P and ASES site coordinators will participate in the same bi-weekly meetings to ensure communication of expectations, procedures, and policies. Both ELO-P and ASES will have the same expectations of activity schedules, registrations, orientations, parent/guardian requirements across all programs.

### 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?

To help improve transitional kindergarten and kindergarten students' overall educational program the Expanded Learning Opportunities Program (ELO-P) will provide before school and after school services at the conclusion of the regular school day. The schedule will be structured to include the following: two different academic support sections; enrichment activities to help build and promote social, emotional, or physical growth opportunities; a nutritious snack or supper meal; and recreation periods.

The District will seek and recruit from the local community college, Yuba 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.



Potential staff who work with transitional kindergarten or kindergarten students will be provided with professional development from effective, experienced transitional and kindergarten teachers or pre-school staff in the district. The teachers will help provide information and support for after school staff in areas such as key essential standards and how to help with social and emotional components. The District will maintain the 10:1 ratio by continually recruiting staff throughout the year with advertisements, job fairs, Yuba College, and community recruitment. Working with our own educational services department we will be able to access curriculum related to transitional kindergarten 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. The staff will be required to have a minimum of 12 units in early childhood development.

The District will strive to hire a 6 hour full-time Kindergarten After School Support Specialist to help manage the kinder program staff. The Kindergarten After School Support Specialist will support the TK/K program staff with curriculum, scheduling, and quality standards for TK-K students. With help from the District ASES Coordinator, the Kindergarten After School Support Specialist will provide ongoing support and professional development to help build a highly skilled staff.

School sites will hire on-call substitutes as needed to ensure student-to-staff ratios. Recruitment for staff will start upon approval of the program plan and hiring will be ongoing. Recruitment strategies will include:

- Placement of job descriptions with Edjoin and the district website.
- Yuba College Early Childhood Education communication and posting jobs on campus.
- Posting jobs on District social media accounts.

## 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.

The District is excited to offer an after school program to students in TK-K enrolled in Marysville Joint Unified School District. We will strive to provide the best level of service to families who request ELO-Programming. Our TK-K students will follow a daily after school schedule that starts at the conclusion of their instructional day. Please refer to the site plan for a sample of ELO-P TK-K Weekly Schedule.

**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.