EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

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

Expanded Learning Opportunities Program

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

Local Educational Agency (LEA) Name: Emery 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. Anna Yates Elementary School

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.

Expanded Learning Opportunities Program

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 Opportunity Program (ELO-P) will be held on the joint Emery Center of Community Life (ECCL) campus of Emery Unified School District and the City of Emeryville. All the services will be provided at Anna Yates Elementary School and in Building A.
The architectural plan of the campus, which is structured as a compound, provides enhanced physical security for our students and staff. In addition, the district will implement a number of intentional strategies to ensure that our scholars learn in a safe and supportive environment.

One of these strategies will be continuing to provide professional development and training for our certificated and classified staff focused on measures that ensure the physical safety of our young scholars, such as mandated reporting requirements, safety and emergency drills, and presentations about human trafficking. These activities will be accomplished in collaboration with the City of Emeryville and other outside agencies, local community organizations, and non-profits, such as the Emeryville Police Department, Keenan & Associates, Not for Sale, and Emeryville Citizens Assistance Program.

Another strategy will be centered around the emotional safety of our students. The district staff and our partners will strive to develop personal, close relationships with students so that our children know that they always have access to supportive and trusted adults on campus in whom they can confide and to whom they can turn for help when emotional and/or mental health issues or problems arise. In addition, the district will continue using the services of psychology interns and from our Behavioral Health Manager. Furthermore, we will refer students to community mental health organizations, as necessary.

The third safety strategy will be for our staff to focus on helping students develop a feeling of being included and a sense of belonging to a community. The district staff will be intentional about establishing an environment of mutual support among our young scholars.

What's more, our adults will model and nurture optimistic thinking, emphasize and celebrate acts of kindness, and use positive incentives to encourage thoughtful and caring behavior between students.

The district staff will continue providing support for developing social-emotional competence among our scholars and enabling the behavioral and social skills that

incorporate self-regulation, such as mindfulness exercises.

Finally, to ensure a coherent approach to safety, the district, in collaboration with the City of Emeryville, will provide training for our after-school providers to equip them with the competencies necessary for establishing a physically and emotionally safe campus for our children.

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 EUSD Expanded Learning Opportunities Program will be designed to provide students with hands-on, engaging experiences, such as sports, team and partner games, dancing classes, and collaborative creative projects. These activities will provide for a balance of physical and academic. The students will stay active and will experience the change of pace necessary to sustain engagement before and/or after school, in addition to learning during the school day. This will help students to develop the stamina necessary to participate in a nine-hour school day.

Academic activities will either build upon students' learning during the regular school day or will provide additional support and intervention. Students will be able to take part in a homework club, intervention lessons, and/or peer-tutoring. The choice of academic activities will be intentionally designed to ensure engagement with such offerings as collaborative creation of the art artifacts, partnering on research projects, and participating in read-alouds. In addition, the program will offer engaging and exciting enrichment activities including projects related to Science, Technology, Engineering, Art, and Math (STEAM) such as coding, designing drones and participating in drone competitions, music, drama, poetry club, art, dancing, and maker's space. Such activities will promote personal expression and help our students develop their creativity and entrepreneurship skills while staying engaged during a longer school day. The EUSD will encourage the older students to peer mentor the younger scholars to promote greater participation and collaboration.

Expanded Learning Opportunities Program

3—Skill Building

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

The Expanded Learning Opportunities Program at EUSD will provide opportunities for students to participate in skill-building. While engaging in the program activities before or after school, our scholars will be able to solidify their academic and organizational skills working on the homework club activities as well as develop or enhance new skills during the enrichment offerings. For instance, students will get to join or continue participating in various classes, such as drama, dance, sports, poetry, music, art, and coding. This will also promote building social skills while collaborating with peers and will enhance their technical know-how using technology for projects and during the coding sessions. In addition, these activities will help EUSD students to advance their 21st Century skills, such as communication, collaboration, creativity, and critical thinking. At the same time, our scholars will develop better conflict resolution skills as they work and play with their peers.

Equally important, some of these activities will help our students develop entrepreneurial abilities, for instance when they will be creating products for fundraising in the maker's space classes. Expanded hours will enable our scholars to participate in tasks that build on what they have learned during the school day in class and will ensure consistency in building skills over time. In addition, our students will be able to exercise their voice in making creative choices of projects and activities thus developing their leadership skills.

The district will engage with the community partners, such as All Tied Up, a mentoring program that helps promote positive outcomes in underserved boys of color and advances the development of social, emotional, mental health, physical health and hygiene skills, networking abilities, financial health, and entrepreneurial proclivities.

All these opportunities will advance our students' social-emotional skills and will help re-engage those children who feel alienated.

Expanded Learning Opportunities Program

4—Youth Voice and Leadership

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

While participating in the expanded learning opportunities program our students will become more engaged in school. The addition of a variety of enrichment activities, such as drama, dance, sports, and other enrichment content not always available during the regular school hours will provide for greater engagement with a wider spectrum of choices. Students will be able to develop stronger voice and strengthen their leadership skills. Our children will be invited to participate in selecting activities and projects, providing feedback about how engaging they are, choosing themes, helping direct performances, and planning programs to ensure that their interests are met in before and after school programming. Equally important, the EUSD students will be empowered to participate in projects that would have an impact on their community, choose debate topics, and participate in social justice projects that promote leadership and activism.

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.

The ELO-P curriculum will incorporate activities that encourage healthy choices and behaviors. Students will be served nutritious meals and snacks during the ELO-P hours of programming prepared by our kitchen staff. At the same time, the district will motivate students to participate in research programs about healthy nutrition. Other topics will include information about human trafficking, healthy choices, anti-drug and anti-drinking talks shared by our staff and by invited speakers from the community.

Teachers will illuminate positive behavioral choices of the peer students and will use positive incentives to promote such behaviors. In addition, our instructors will be sensitive to the needs of students who focus best when their learning process is accompanied by kinesthetic movements and will allow children to use kinesthetic products, 21st Century furniture, and to change positions often. Moreover, physical activities and sedentary tasks will be paced and balanced.

Expanded Learning Opportunities Program

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 program is designed to address cultural and linguistic diversity and will provide opportunities for all students to experience diversity, access, and equity because the district will use specific instructional strategies that ensure access for all students, including English language learners, Foster Youth, and students with disabilities. To accommodate this last group, the district will assign an Instructional Aid who will help address the needs of students with disabilities. In addition, the EUSD will ensure that all of the requirements from the students' Individualized Education Program (IEP) are met, including the use of modifications, accommodations, and other supports. To the greatest extent possible, in congruence with the district's vision, our students with disabilities will participate in the full inclusion model where they will interact with their general education peers while receiving the necessary support from the Special Education Specialists and Instructional Aids.To ensure that our staff approaches instruction with an equity lens, the district will collaborate with the Pacific Education Group. There will be differentiated learning opportunities available to our staff with various levels of Courageous Conversations and the Culturally and Linguistically Responsive Practice professional development. In addition, to create greater diversity, we will create opportunities for our students to participate in academic enrichment and athletic activities with students with whom they do not share class during the school day. Such intentional grouping of students in enrichment classes will provide for collaboration between our scholars of different races, abilities, and socio-economic status.

The district will continue the hiring practices that encourage that our staff's demographics match that of our students and can be role models for the students of their backgrounds and for all the scholars.

Finally, the EUSD in our Expanded Learning Opportunities Program will provide access to resources that some students may not have, including food, clothing, books, and instructional materials.

Expanded Learning Opportunities Program

7—Quality Staff

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

The district will continue the hiring practices that ensure that all of our staff is highly qualified and appropriately certified. If a need arises, we will guide and support our staff in obtaining additional appropriate certifications and qualifications. Simultaneously, the EUSD will enhance the staff's competence by offering ongoing professional learning and training opportunities, which will be differentiated to meet the needs of all of our employees.

8—Clear Vision, Mission, and Purpose

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

The EUSD mission statement found on the district's website describes Emery Unified as "a uniquely diverse TK –12 Public School District committed to promoting respect and engagement with people from different cultures, backgrounds, and beliefs. With highly trained educators, we prepare all students for college and career by providing a challenging education supported by effective technology. We support the whole child in partnership with the City of Emeryville and its dynamic businesses."

This mission is based on the district's vision of creating a supportive and rich educational environment to promote equitable access to rigorous instruction where students can reach their full potential. We envision the future of successful, healthy, and productive citizenship for our scholars and are committed to making sure that students leave our district college and career ready. Expanded Learning Programs is an integral part of this goal.

The mission of this ELO program is to provide essential support for our students so that our richly diverse population of scholars can flourish in the challenging educational program. With this in mind, we aspire to accelerate student learning by expanding the school day and offering an array of enrichment and academic intervention options in a safe and joyful environment that promotes healthy habits. Our goal is to create a physically and emotionally safe program in which students feel valued, included, and encouraged. The district is committed to providing all students with access to quality academic and enrichment opportunities and empowering them by creating a community focused on social and emotional learning to enhance self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

Equally important, we aspire to provide additional support for our families and community in these challenging times of COVID-19 pandemic.

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9—Collaborative Partnerships

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

Historically, the district established collaborations with a variety of community organizations and vendors that help us to provide various services. For instance, we collaborate with Kala Institute, People's Conservatory, Dance Arts Studio, Laurence Hall of Science, City of Emeryville, and many others. We will engage our partners in collaborative planning and implementation of our ELO-P program to ensure the variety and richness of curricular offerings.
The EUSD will prioritize parental needs and choices by collaborating with families and the community to make joint decisions. Students will have equitable access with socio-economically disadvantaged children, English learners, and Foster Youth given priority to expanded learning hours and acceleration services. The district will ensure that decisions in this plan are made in close collaboration with our external and internal partners. Specifically, the EUSD will partner with the local Resource and Referral programs (R&Rs) and the Local Planning Councils (LPCs) as well as with ECDC, CSPP, and ASES extended learning providers within our attendance boundaries to support parents with access to services across district-administered and non-district-administered programs for extended learning and care, and for other supports. Furthermore, the EUSD will ensure close collaboration and instructional integration between the district-lead Early Learning Center for students with disabilities and the general education students; furthermore, we will continue our close collaboration with the Director of Alameda Special Education Local Plan Area(SELPA) and its partnering districts.

Expanded Learning Opportunities Program

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

This Expanded Learning Opportunity Program will be subject to continuous quality improvement. Teachers will work in Professional Learning Communities (PLC) and will engage in a cycle of inquiry to determine the effectiveness of our offerings and strategies. In addition, the district will use our benchmark and summative assessments to inform and modify instruction throughout the year to meet the needs of our students. Teachers will engage in grade-level collaborations and also in vertical, between grades and sites, articulation. This work will be further supported by the use of classroom observations and coaching from the school administration and with peer observations during instructional rounds and learning walks. The district will also use surveys and other communication tools to solicit feedback from students and parents regarding this program

11—Program Management

Describe the plan for program management.

The ELO-P will be managed in collaboration between the school administrators, the district leadership, the Superintendents' Cabinet, and the EUSD Superintendent. The progress will be highlighted during the meetings of the EUSD governing board.

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 district will coordinate with our After School Education and Safety Program (ASES) to ensure that all the unduplicated students in grades TK - 6, whose parents choose to take advantage of the nine-hour school day, will have access to ELO-P. Moreover, if there is availability, all of the EUSD students in grades TK-6, regardless of whether or not they qualify as unduplicated, will be invited to take advantage of this expanded learning opportunity program. The district will allocate funds for additional ASES staff to enable the City of Emeryville to accept all of the district students in TK-6 into the program. If there is further availability, students in grades 7-8 may be included.

Another way that the funding will be used will be to provide training and professional development to both, the Anna Yates Elementary teaching staff and the staff of the ASES program.

In the event that the City of Emeryville is unable to recruit enough staff to accommodate the influx of our students, the district will coordinate with CSPP and ECDC to take advantage of their availability to include our TK students in their school day after hours of our enrichment programming. If the district has to go this route, we will fund this additional programming with the grant funds.

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 lower pupil-to-staff ratio will be maintained with the help of an Instructional Aid. In the 2022-2023 school year, the district plans to maintain the pupil-to-staff member ratio of at least 12 to 1. Beginning with the year 2023-2024, the district will maintain the pupil-to-staff member ratio of at least 10 to 1. Based on our projected enrollment, the district does not anticipate the need for additional teaching staff in transitional kindergarten; however, should the need for additional staff arise, we hope to provide learning opportunities to a candidate within our current certificated staff. For the extended day, however, the district will partner with the City of Emeryville to hire and train more staff for expanded learning time within our ASES program. In addition, the EUSD is set to participate with other districts in Alameda County around the *Early Education Teacher Development Grant* to provide resources and/or recruit new staff.

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.

Summer Intersession Sample Schedule

Time	Activity		
8:00 - 8:30	Individual or small group interventions		
8:30 - 10:30	English Language Arts - LitCamp		
10:30 - 12:30	Mathematics Interventions - Do the Math		
M/W 12:30-2:30 p.m.	Gr TK/K Kala Art Camp We Lead Camp	Gr 1/2/3 Kala Art Camp Spoken Word	Gr 4/5/6 Cal Shakespear(M/T/W) Sports Camp

	Improv Theatre Robotics(Gr 2/3)		
T/Th 12:30-2:30 p.m.	<u>Gr TK/K</u> Sports Camp Dance/Movement	<u>Gr 1/2/3</u> Sports Camp Capoeira Knitting Dance/Movement	<u>Gr 4/5/6</u> Robotics Kala Art Camp
2:30 - 5:00 Extended Enrichment: M/W	Kala Art Camp		
2:30-5:00 p.m. Extended Enrichment: T/Th	3:00-4:00 p.m. Swimming (must complete virtual permission slip) 4:00-5:00 p.m. Hands On Activities (Photo field trip, slime making, tie dye making, fort making, and science experiments)		

School Year 25-26 Sample Schedule

Time	Activity
8:00 - 8:30	Individual and small group interventions or outdoor sports
8:30 - 1:30	Regular TK schedule
1:30 - 2:00	Afternoon meal
2:00 - 3:00	Enrichment or academic interventions
3:00 - 5:00	Enrichment classes and physical activities in ASES program

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 school sites, 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.