

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)

Name of Local Educational Agency or Equivalent:	Sebastopol Union Elementary 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. Park Side Elementary School
2. Brook Haven Middle 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>.

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.

Keeping our district children physically and emotionally safe is one of our number one priorities. Our school campuses and existing child care facilities are compliant with all necessary safety measures.

Transportation:

The Sebastopol Union School District Expanded Learning Opportunities Program will be implemented primarily through our existing district child care facility, CASTLE Child Care. CASTLE is adjacent to Park Side Elementary School, where our TK-4th grade students attend, and is within a short walking distance. District faculty and CASTLE staff will transport children on foot between CASTLE and Park Side as needed.

The district 5th and 6th graders are located on a separate campus, Brook Haven Middle School. They will have the opportunity to attend after school care and enrichment provided on their campus through CASTLE during the school year and will attend CASTLE's camp program during summer and other intersessions.

During the school year, parents will provide all end of the day transportation from either of our enrichment opportunities to their personal residence. During intersessions, parents will transport their children to and from child care and enrichment options.

Buses are utilized for intersession enrichment field trips that are not within walking distance of the ELO-P site. Upon boarding the bus, the driver goes over bus safety instructions and emergency protocols with all children and faculty.

Staff Identification:

Due to our small district size, many of the children and families that utilize CASTLE know all existing staff and volunteers. New attendees and their parents/caregivers are given the opportunity to perform a walkthrough in order to view the different areas of the program and be introduced to all onsite staff. Children are then paired with an adult in an area of their choice until they become comfortable with the new space.

When participating in large bussing field trips, children and staff are required to wear easily identifiable CASTLE shirts. Children are paired into groups based on age. They are then assigned to a specific staff member that is given a list with all group member names. Each child meets with their group and is introduced to their group leader. All children attending the field trip understand that they are to remain with their group leader throughout the duration of the field trip. In order to limit confusion and support in team building, children will be placed with the same group leader throughout the duration of CASTLE's summer camp and other intersession periods.

Knowing Student Location:

Upon arrival and departure, children's parents/caregivers sign them in and out by using Procure Connect, an electronic child care management system. All students are to stay in an area of the program until they request to go to a separate location. Upon request, the staff member in charge of the area they are leaving communicates with the staff member in charge of the area they will be arriving at via walkie talkie. Once the child transfer has been confirmed, the child can switch areas. This process allows all CASTLE staff to know where every child is at all times. When a parent arrives to pick their child up, their pickup is announced on the walkie talkie and the child is sent by whichever staff has them in their area at that time.

In addition to this, children only attend field trips with parent confirmation/sign up. On field trip days there are two lists created that allow staff to know which children are leaving on the trip, and which children are staying back at the program. A copy of each list is given to the lead staff on the field trip and the lead staff that is staying back at the

program site. All of these processes allow parents and staff to know where each child attending the program is at all times.

All onsite locations are completely surrounded by fencing. Gates provide access points from one area to the next. The main point of entrance into the program is through the front door of the main room. This allows staff to closely watch who is coming and going at all times (parents and students included).

First Aid:

All of the ELO-P year-round staff will be required to perform our annual mandated reporter training with all other district faculty. In addition to this, CASTLE hosts a private annual CPR and first aid training for all staff at the program site. All new hires are given a tour of the program. During this tour, senior staff go over safety protocols for all of the separate locations throughout the program. Over the first couple weeks of new hire employment, the senior staff continues to train them in safety protocols and specific safety rules that are in place throughout the program site.

All individual areas of the program have a first aid kit readily available. Senior staff bring a well-stocked first aid kit along on field trip days. The main room of the program has a locked first aid cabinet that houses all emergency materials necessary to treat a wide variety of unforeseen problems. This area also is used for storing any medications or emergency first aid supplies for children with specific needs (i.e. EpiPens, inhalers, and allergy medication). In addition to this, each primary area of the program has an easily accessible clipboard that lists all student allergy information.

Incident Documentation:

All incidents of injury, illness, and/or conflict are clearly documented on the appropriate forms. A copy of each incident report is provided to the child's parent/caregiver and a separate copy is placed on file for reference. When necessary, parents/caregivers are contacted directly by phone, in addition to the written report.

Emergency Contact List:

CASTLE keeps alphabetized records with every child's up to date emergency contact information. One set of binders stays on site at all times and another is available to take on all field trips so information is readily available for whatever staff may need it.

Nurturing Supportive Relationships and Community:

Social Emotional Learning is a significant aspect of most enrichment opportunities at CASTLE Child Care. The program's staff works together to create an environment that approaches all aspects of the day through this lens. The goal is to create an environment that nurtures trust, community building, and connection. The staff is highly involved and participates in activities along with the children. This strengthens trust and relationships between staff and children, making enrichment more fun and rewarding. It also allows staff to model appropriate behaviors that create real-time opportunities for the children to learn how to participate and work well with their peers. In addition, CASTLE's program emphasizes team building exercises and utilizes opportunities of greater conflict and/or success to have team meetings that involve entire group participation in discussion and problem solving. The group is able to work through difficult situations, establish solutions, and create an environment where this type of climate is safe and supported.

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.

Program Activities and School/Community Needs:

The district has conducted parent surveys in order to assess the specific needs of the families and children we serve. Parents/caregivers have provided information on which types of academic support, enrichment opportunities, and child care they feel would best support their family. This type of community feedback has helped us, as a district, determine the types of enrichment opportunities that should be prioritized within our ELO-P. For summer and other intersession enrollment at CASTLE, parents are able to specify on enrollment forms which enrichment opportunities they would like their child to participate in.

The district's administration will facilitate communication and collaboration between site teachers and CASTLE leadership in order to make sure that enrichment opportunities are an appropriate extension of what students are learning throughout the academic school day. The program will then create new activities and projects that allow for a variety of ways to expand on what students are focusing on in the classroom, and which aspects of that focus are of the most interest to them.

Program Activities and Student Achievement/Success:

Creating coherence between classroom and ELO-P, as mentioned above, will support the overall success of the children within our district. By using the program's enrichment to emphasize what is being taught in school, we're creating more opportunities to instill critical aspects of early learning among students.

We plan to create a fun and engaging learning environment by presenting children with the opportunity to do a variety of hands-on projects and activities. They will be given the chance to learn from real experiences that engage multiple different areas of the brain, build on motor skills, and allow for exploration through all five senses. Tapping into these different modalities for learning will increase understanding of difficult topics, and build student confidence in their ability to learn new things.

Children will actively be involved in activity planning and implementation. This will give them a sense of ownership in what they are doing, and allow them to be more invested in their learning. All of these aspects of the ELO-P's activities will contribute to overall student success and achievement.

Student Instructional Assessment and ELO-P Opportunities:

The district understands that student assessments and evaluations tell a very important story when it comes to the personal needs of each child. We intend to utilize this information to the best of our ability when planning our program's enrichment and activities. As mentioned above, there will be a continued line of communication between our classroom teachers and the staff at the district's ELO-P. When assessments are performed, and/or an area is identified where students are in need of additional support, the appropriate information will be passed along to CASTLE Child Care in order for them to plan accordingly. District teachers are already working to provide information about where students need academic support. We intend to apply this information to summer school instruction as well as CASTLE summer enrichment planning.

3—Skill Building

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

Mastery of 21st Century Knowledge/Skills:

Due to the inherent structure of the program, our ELO-P will be able to operate without some of the limitations for 21st century learning that are present within the classroom. Without firm schedules and curriculum guidelines to adhere to, there is more freedom for exploration and innovation.

CASTLE staff are encouraged to avoid providing children with easy answers. Instead, they approach teachable moments by asking students questions in order to create an environment that nurtures critical thinking skills. In

addition to this, students themselves are encouraged to always ask questions. This allows staff to support children in honing their inquiry and reasoning skills.

Creativity is an important aspect of everyday life at CASTLE Child Care. Enrichment opportunities are planned to provide rich and engaging learning experiences for students. Creative thinking, problem solving, and imagination are requirements for the majority of activities being implemented by CASTLE staff. We're planning to make this aspect of the program even more robust with our new ELO-P in place.

Sequenced and Engaging Activities:

All ELO-P activities and enrichment are age appropriate for the group that is planned to participate and carry them out. This allows us to meet students where they are and set them up for success. We know that if an activity is too difficult, or too easy, it becomes difficult to maintain student interest and they miss opportunities for exploration and to learn something new.

We like to view all activities as having the potential to be built upon by others. We believe that the best way to do this is by following the lead of the students themselves. Many of our activities are child directed. This allows us to keep and hold student attention and build on their desire to learn more. Through the Expanded Learning Opportunities Program, we're being granted the opportunity to slow down and let children explore the topics and content we're covering within our activities and enrichment. For example, a classroom focus on recycling, and the positive effects it has on the environment, may result in a fun and meaningful junk art project in the expanded learning program. The art project may lead children to ask scientific questions about the buoyancy of the items they are building out of the recycled materials. The staff running the project would then let the inspiration of the group guide future activities. The children may decide to make boats, or other floating objects, out of the materials and then test them in water. Children who are given the power to have agency over their learning tend to place higher value on their findings and the process.

Hands-on and Project Based Learning:

We are firm believers in learning by doing, rather than implementing activities that involve single sided dialogue and instruction primarily guided by the staff in the program. We make every effort to have projects and activities be hands-on and project based in order for the children to be fully engaged in what they are doing. This allows problem solving and creativity to be at the forefront of all of the enrichment opportunities being implemented through our ELO-P.

Collaboration and Team Building:

CASTLE Child Care incorporates collaboration into activity planning and implementation. Staff often work in tandem with children and encourage a high level of collaboration in most enrichment and activities that we do. The program incorporates team building in many of the activities carried out by program staff. For a more direct focus on team building, there is a designated member of the CASTLE team that has taken the lead on team building activities and enrichment. Without the confines of the academic day, children are able to have experiences and learn in a more real-world context. One of the valuable benefits of the ELO-P is that it allows children the chance to work together collaboratively in small groups. This will serve as a valuable experience as they move forward into a workforce that will require the ability for them to work collaboratively with others. In addition to this, we've found that creating an environment for students that emphasizes collaboration and team building has a number of valuable personal benefits (e.g. social skills, self-esteem, initiative and leadership skills).

Connecting Activities and Homelife:

One of our priorities through the ELO-P is to nurture caring relationships with the district children and families we serve. We know that bridging a child's two most important worlds can benefit them tremendously. By learning more about each child's interests, values, and cultural practices we can modify and shape our activities in order to make them more familiar and engaging to the children. This type of familiarity can support them in feeling more confident with their learning. While it's important to learn and try new things, it's equally important for children to see

themselves within the options available to them through our program. This will help to create a trusted and safe environment where they feel seen, heard, and as though they belong. All of these program aspects will support each child's ability to learn in a positive way.

4—Youth Voice and Leadership

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

Student Voice and Leadership:

CASTLE uses a team meeting approach that creates a safe platform for student expression of viewpoints, concerns and/or interests. These meetings have frequently resulted in group modification of rules and specific agreements for an area or activity. Through these meetings, children are able to find their voice, and feel heard and supported.

This year, with the inclusion of our ELO-P, we're piloting a student advisory committee that will consist of a number of children from our older age group. These children will be an active part in decision making and will be looked to to be the voice of their peers in important discussions.

Student Input:

Program activities and enrichment are primarily chosen based on student and family demand. Through surveys and signups, children and parents/caregivers are able to decide which enrichment opportunities they would like to take part in. Over summer intersession there are a wide variety of groups that children have the option to join. Groups are formed based on demand and the direct interests of the children. During last year's summer at CASTLE there were groups for reading, puzzling, story writing, sign language etc. We anticipate this year to be much more robust with the implementation of our ELO-P.

In addition to this, students are being polled before summer intersession in order to obtain input for activities and enrichment that are being planned. All students will have the option to voice their opinion on what types of enrichment should be offered and which activities they would like to see available.

Student Choices and Leadership Opportunities:

The overall CASTLE approach is to support children in leadership roles at any opportunity that presents itself. We like to give children every chance to develop responsibility. The list below further elaborates on what this might look like on a given day:

Under staff supervision, children are frequently given the option to run activities that they take interest in and show mastery of. We find this as a winning situation for all parties involved. The children in leadership roles get to build confidence and model positive behavior. The peers that are participating in the activity are more engaged and find it more fulfilling. Many children become aware of how to conduct themselves responsibly and begin to view leadership as a rewarding role.

Older children are able to decide if they would like to help a staff member implement an activity with the younger group of children, or help cook a snack or other meal for the children in the program.

Whenever possible and/or appropriate, students are encouraged to assume leadership roles by teaching a group a game that they know, or sharing their knowledge about a project or activity. If they have ideas about how we can modify something to make it work better, or to expand on learning in a new way, students are encouraged to share with the group.

Older children are given the opportunity to be a CIT (Counselor in Training). These students work and help alongside CASTLE staff to implement activities and create a fun and safe environment.

Addressing Real-World Problems in the Community:

Children attending CASTLE are frequently encouraged to take notice of problems occurring in our local community. This allows them to use their critical thinking skills in order to determine any form of action that they can carry out to lend a helping hand. In prior years, the children have worked to organize cleanup groups in order to remove garbage left around the school and CASTLE Child Care site.

In collaboration with our student advisory committee, we're working to do a summer long roundup of artwork and other projects that will culminate at the end of the summer intersession with an art show in order to raise money for a local charity.

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.

Healthy Practices and Activities that Align with School Wellness Plan:

We understand that each student's physical and nutritional health are an important factor in their overall wellbeing and academic success. Sebastopol Union School District is constantly working to create an environment that promotes physical activity and healthy eating. That being said, it's also important that the children within our district have consistency in our overall approach to health. Consistent with our schools wellness plan, all students are provided opportunities to be physically active on a regular basis, staff serve as positive role models for healthy eating and physical fitness, and there is emphasis on creating a safe and healthy environment.

Healthy Nutritional Practices and Physical Activities:

Cooking projects are an integral aspect of CASTLE Child Care. This allows the program to incorporate intentional healthy eating into the daily routine. Children of all ages have the choice to sign up and take part in the cooking projects that are offered by the program. In addition to this, healthy food choices are consistently discussed during scheduled lunch and snack times. Children are encouraged to eat the healthier food options in their lunches before moving on to their other lunch item choices.

Throughout the program day, children are always given the option to be in an outside space. Physical activity is consistently encouraged and supported by CASTLE staff. The program frequently offers organized sports and activities that allow children to get their bodies moving (basketball, street hockey, volleyball, relay races etc.).

Healthy Modeling and Environment:

CASTLE staff is well trained to understand that they are teachers from the moment that they walk through the program doors each day. This applies to every aspect of the daily schedule. All staff demonstrate healthy eating choices during lunch and snack. Staff sit and eat with the children and discuss their eating choices.

The majority of staff show up to the program on a daily basis with appropriate shoes and attire to participate in a variety of physical activities. This allows them to model through direct participation in the program's sports and physical activities. This has become one of the most student loved aspects of the 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.

Program Information will be Disseminated to the Community:

Sebastopol Union School District is a small district and all families served already are familiar with CASTLE Child Care. We plan to use Parent Square and Google surveys in order to disseminate all relevant program information. This summer we will be piloting The CASTLE Chronicle, a newsletter that will provide the families we serve with updated information on activities and enrichment that we are providing their children. In order to share program success with the community, we'll utilize our social media pages, issue press releases, and participate in events and presentations. Per ELO-P requirements, our plan will be posted to our website upon completion. This will allow interested community members to easily access information about the program.

Program Information will be Given to Children at School Site:

Being that our district's ELO-P will be operating primarily through our existing child care facility, many families within our schools are already aware of the program and opportunities that it offers for enrichment. We intend to disseminate program information throughout the school sites in the same ways that we have in the past. All parents of children at both of our school sites (Park Side K-4th and Brook Haven 5th-6th) have been provided with information about ELO-P and polled in order to obtain information about the enrichment interests of their children. The children that have opted in to attend our ELO-P have been provided information about the new program and have been given the opportunity to decide which enrichments should be provided.

Program will Create an Environment that Promotes Diversity:

In the Sebastopol Union School District we pride ourselves in having the privilege to serve a diverse population of students and families. In order to provide a high-quality program, we know that we need to make it inviting and easily accessible to all of our district families. Our staff works hard to encourage children to acknowledge and celebrate differences. Diversity is seen throughout every aspect of our program (i.e. our children's book selections, images/posters on the walls in our rooms, specific enrichment opportunities and activities etc.).

Families are invited into the program to share aspects of their culture with staff and students. If there's something to be taught, the program supplies materials in order to create an activity centered around the cultural practice or aspect that is being shared. It's important to us that all of our students are able to see themselves represented in the day to day happenings of our program.

Program will Reach out to Those in the Community that have Barriers to Access:

Our primary goal is to let families know that their child(ren) will have equal access to all offered enrichment opportunities and activities. Children and families should feel safe and comfortable in the environment that we are creating through our program. By creating inclusive and supportive spaces, we're able to teach all students in our program that, regardless of ability, we should respect and appreciate differences. The message to the community will let them know the following:

When necessary, students will be offered additional direct staff support

All activities and enrichment opportunities will be modified to fit the unique abilities of each child

All buildings are ramp accessible allowing wheelchair access if necessary

Our program is in the process of installing a new wheelchair accessible playground on site

Our program is available to all students. Our continued goal will be to keep a trusting open dialog with all parents in order to determine how to best meet the individual needs of their children.

7—Quality Staff

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

Hiring Process and Utilization of Staff Skills:

CASTLE has a robust running list of caring and skillful past employees that are contacted prior to summer every year. This is our first step in recruitment, as we know that our prior employees are already well trained and prepared to support us in delivering a high-quality summer program. In addition to this, we have a core team of CASTLE staff that work to operate the program throughout the duration of the year.

All program staff are encouraged to lead whatever activities interest them the most. In addition to this, CASTLE openly seeks out staff skills and talents in order to utilize them within the program. We support all employees in sharing their passions with the children in our care. This inspires unique interests and presents the children with opportunities to learn and try new things.

CASTLE staff are very representative of the children in the program. Throughout the years, many of the staff have been parents of the children that attend. In addition to this, many of the staff have been former CASTLE students. This contributes to the overall closeness between staff members and children and helps to maintain a program that functions as a caring and collaborative community.

Use of Volunteers:

Volunteers are recruited in a similar way to our other hired staff. All persons that have children under their supervision are qualified to do so. CASTLE conducts interviews to gauge volunteer educational experience and direct experience in working with children. Part of the hiring process involves a trial period in which we are able to observe potential staff and volunteers with the children in order to determine whether or not they are qualified to work with them off paper as well as on.

Professional Development:

CASTLE's year-round staff get annual mandated reporter training and CPR certification. Staff meetings consist of community building exercises and discussions on ACEs and trauma informed care. CASTLE is invited to attend the districts intro day in order to receive training on Universal Design for Learning/Blended Learning. In addition to this, all staff are familiar with TOOLBOX's SEL program and use the tools and language in order to be consistent with what the children are learning during the school year with their teachers.

8—Clear Vision, Mission, and Purpose

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

Identifying and Addressing Student Needs within Community:

Given the pandemic, one of the ongoing community needs pertains to student health. CASTLE has worked hard to ensure that they're up to date with all of the latest COVID procedures and protocols. They have pivoted often in order to best meet the needs of the community they serve throughout the past couple years of the pandemic.

Many of the children being served through the program have parents with full time jobs that need extended child care opportunities. Due to this, CASTLE is open daily during the school year from 7:00 a.m. until 5:30 p.m. This allows parents to utilize the program for before and after school care as needed. During summer and other intersession days, CASTLE is open from 7:30 a.m. until 5:30 p.m. to offer families all day care.

The program is currently serving a number of English Language Learners. In order to maintain a high-quality program for all students in attendance, staff creates relevant and meaningful activities that are appropriate for our ELL students.

Engaging Stakeholders:

Being that CASTLE is an existing program, the core mission, vision, goals, and expected outcomes have already been established based on community need. As time goes on, if the community needs change, so will these aspects of the program. Students, educators, parents, and other relevant community members have already had equal involvement in shaping these program features. We will continue to do regular outreach to program stakeholders in order to make changes as necessary.

Sharing Mission, Vision, and Goals with Stakeholders:

Part of being a team, means that all members need to be clear about our common goals and mission. Through frequent one-on-one conversations and team meetings, students come to understand CASTLE's mission, vision, goals, and expected outcomes.

Beginning with enrollment and tours, there's a high level of continued communication that takes place between program staff and parents/caregivers. These conversations help parents establish a clear understanding of our program mission, vision, goals, and other relevant program features.

Activities Reflect Mission, Vision and Goals:

All CASTLE activities are in support of and help demonstrate the program mission, vision and goals. They're all carefully selected in order to meet the needs of the children, encourage collaboration, support teamwork, create a fun and safe environment, and help the children we serve grow into well rounded and successful adults.

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.

Collaboration with Instructional Day Staff:

Instructional day staff bring critical knowledge and understanding of each individual student's needs. It's a primary goal to keep communication between the ELO-P and instructional day staff at a maximum. Being that the program will be operated primarily out of our existing district child care center, CASTLE Child Care, program staff and district educators already have strong relationships. We have worked to create a climate that supports and encourages communication about the children and families we serve. Due to the changes that will be occurring with the implementation of our ELO-P, communication between program staff and instructional day staff will be even more critical.

Partnerships:

4C's Sonoma County & River to Coast Children's Services: These organizations serve similar purposes when it comes to supporting our district's ELO-P. They offer program referrals and financial support for child care for the families within our local community that need it most. In addition to this, they provide a variety of other resources and information.

National Summer School Initiative: We're partnering with this organization in order to provide the children and families that we serve with a high-quality summer school opportunity. They'll also be providing our district summer school educators with professional development opportunities as part of our contracted services.

North Bay Theatrics: We have an existing partnership with this company for theater production. We plan to continue our partnership throughout summer intersession in order to offer theater arts enrichment opportunities for the children and families utilizing our ELO-P.

Sebastopol Center for the Arts: We partner with this local organization in order to offer a variety of enrichment opportunities, in addition to what is already being provided by CASTLE.

Sebastopol Regional Library: We partner with our local library in order to provide a variety of enrichment opportunities (plays, groups, clubs etc.).

Outreach Efforts:

Sebastopol Union School District will continue to be open and pursuant of opportunities for partnership with other public and private programs in our community. If we determine that a potential partnership might be a valuable asset for our ELO-P, we'll conduct the appropriate outreach in order to contact the program of interest. In addition to this, if student interests shift and we notice the potential to provide a new form of enrichment that we are unable to provide through our in-house staff, we will conduct research to see which local organizations/programs may best meet the needs and interests of our students and contact them accordingly.

Culturally and Linguistically Appropriate Family Engagement:

Sebastopol Union School District and CASTLE Child Care will continue to be present at community events. This is a great way to meet and engage with new families and let them know of our enrichment, child care options, and the many other ways in which we can support them.

We will continue to use a variety of methods for engagement in order to meet the diverse needs of the families within our local community. We plan to continue to engage with families via newsletters, surveys, social media etc. All of our program information will continue to be made available in English and Spanish in order to serve the ELL families within our district.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Measures of Student Success:

The ELO-P and instructional staff will work hand-in-hand to discuss instructional day assessments that are implemented through the school. At this time, this is one of the primary forms of student academic assessment. ELO-P staff will continue to keep an open dialog with instructional day staff in order to get feedback on students. Teachers are currently working to fill out a survey that highlights where each of their students are academically. The district will continue to explore other opportunities for measuring student success.

Data Driven Quality Improvement:

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth (Youth Truth Surveys), and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, reassess and update the action plan accordingly.

Details of Site Specific Program Improvement: Timeline, staff roles etc.

Data will be collected in the ways listed above at all relevant intervals throughout the year (i.e before summer intersession, after summer intersession, before the school year begins, at the end of the school year, and as we see necessary). Surveys will be administered by CASTLE as well as school administration where relevant. They will be provided to students as well as families. Results will be reviewed, shared and addressed accordingly by responsible parties.

11—Program Management

Describe the plan for program management.

Program Funding and Vision, Mission, and Goals:

All program funding will be directed towards creating an environment and opportunities for the children and families that we serve that are in support of our vision, mission, and goals. For example, using funding to provide summer school will give additional academic support to the district's children that are most in need. This supports our mission to support each child in developing proficiency in reading and math. All funding will be directed towards opportunities that create globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient.

Organizational Structure and Staff Roles:

The district's Superintendent, site principals/vice principals, and Student Programs Coordinator will handle oversight responsibilities for the district's ELO-P. They will work in collaboration with the CASTLE Child Care Coordinator and site directors for all planning. The Student Programs Coordinator, CASTLE Child Care Coordinator, and site directors will act as support for all activity and enrichment implementations being carried out within the program by program staff.

Strategies for Establishing and Maintaining Stakeholder Relationships:

Relationships with stakeholders will be established and maintained through varied and frequent opportunities for communication. The district's ELO-P will utilize the existing CASTLE Child Care social media pages, program information desk/sign in area, as well as other community events to disseminate program information, updates, and opportunities to all relevant stakeholders. In addition to this, we plan to give parents and other stakeholders the opportunity to sign up for a regular newsletter that will highlight program events and activities.

Manager Leadership Skills and Best Practices:

The district's Student Programs Coordinator is tasked with being the Expanded Learning Opportunities expert and will keep all program managers abreast to all research and best practices in the field of expanded learning. Leadership skills will be strengthened through professional development opportunities, as they come available. Leadership skills will also be strengthened through the learned experience that comes along with being trusted and supported in those roles. Team meetings with all CASTLE staff will occur as necessary in order to make sure everyone is remaining informed about all relevant expanded learning information and best practices for leadership.

Program Insurance:

Being that the district's ELO-P is operating primarily through our existing child care facility, there is already appropriate insurance in place in order to protect all relevant parties. We don't currently foresee needing to make any changes to the protection being offered, but will do so if extreme program changes make that necessary.

The district utilizes the Redwood Empire School Insurance Group (RESIG) for all site, staff and student insurance. It is a JPA of districts in Sonoma County.

Written Agreements:

The district/program currently maintains all appropriate written agreements and documentation for existing partners. Roles and responsibilities are clearly defined. We will continue to do so if new opportunities for partnership present themselves.

Memorandums of Understanding, (MOUs) will be developed as needed with a section on Scope of Work and payment/insurance requirements as needed.

Program Budget:

There will be a clear line-item budget kept for all ELO-P related expenses. The district CBO and Fiscal Tech utilize the SACS coding system and ESCAPE program to manage the budget. The budget is reported to the Board at budget development, first/second interim and the unaudited actuals as well as in the final audit. The budget will be kept up to date and revisited as necessary in order to make changes according to program needs. We will continue to evaluate finances in a responsible way in order to best meet the needs of the children served, while also operating within our allotted program budget.

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.

Our district does not receive either 21stCCLC or ASES (After School Education and Safety) funding.

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?

CASTLE Child Care has our district preschool located on the same campus. Many of our CASTLE Preschool students transition from the preschool program into our CASTLE Child Care program. Due to this, we have a site director and a number of staff that are very experienced with this age group. They work in tandem with the preschool in order to create a smooth transition for children and provide them with the most age appropriate care/learning. This younger group of children have access to a separate playground and indoor spaces that are suitable for their age.

At this time, CASTLE is already working to maintain a pupil-to-staff ratio of 10 to 1 with our TK and kindergarten pupils. Depending on how many new children we will be enrolling with the implementation of the ELO-P, we may need to hire additional staff that are experienced in ECE. The first step in doing so would be to have existing staff reach out to contacts that they have in the ECE field. If necessary, we can post any open positions for hire through the district.

Summer school will be taught by credentialed teachers hired by the district.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample Schedule During Regular School Day TK-K:

7:00 - 8:30 CASTLE Child Care before school care/enrichment
8:30 - 10:00 instruction begins at Park Side Elementary School
10:00 - 10:15 snack

10:15 - 10:30 recess
10:30 - 12:00 instruction
12:05 - 12:25 lunch
12:25 - 12:50 recess
12:50 - 1:10 instruction
1:10 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule During Regular School Day Grades 1-2:

7:00 - 8:30 CASTLE Child Care before school care/enrichment
8:30 - 10:00 instruction begins at Park Side Elementary School
10:00 - 10:15 snack
10:15 - 10:30 recess
10:30 - 12:00 instruction
12:05 - 12:25 lunch
12:25 - 12:50 recess
12:50 - 2:25 instruction
2:25 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule During Regular School Day Grade 3:

7:00 - 8:30 CASTLE Child Care before school care/enrichment
8:30 - 10:00 instruction begins at Park Side Elementary School
10:00 - 10:15 recess
10:15 - 10:30 snack
10:30 - 12:00 instruction
12:05 - 12:25 recess
12:25 - 12:50 lunch
12:50 - 2:25 instruction
2:25 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule During Regular School Day Grade 4:

7:00 - 8:30 CASTLE Child Care before school care/enrichment
8:30 - 10:00 instruction begins at Park Side Elementary School
10:00 - 10:15 recess
10:15 - 10:30 snack
10:30 - 12:00 instruction
12:05 - 12:25 recess
12:25 - 12:50 lunch
12:50 - 2:55 instruction
2:55 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule During Regular School Day Grade 5:

7:00 - 8:20 Onsite before school care/enrichment
8:20 - 10:00 instruction begins at Park Side Elementary School
10:00 - 10:15 recess
10:15 - 10:30 snack
10:30 - 12:00 instruction

12:05 - 12:25 recess
12:25 - 12:50 lunch
12:50 - 2:55 instruction
2:55 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule During Regular School Day Grade 6:

7:00 - 8:20 Onsite before school care/enrichment
8:20 - 9:15 period 1 instruction at Brook Haven Middle School
9:18 - 10:10 period 2 instruction
10:10 - 10:20 brunch
10:23 - 11:15 period 3 instruction
11:18 - 12:10 period 4 instruction
12:10 - 12:50 lunch
12:53 - 1:45 period 5 instruction
1:48 - 2:40 period 6 instruction
2:40 - 5:30 CASTLE Child Care after school care/enrichment

6th Grade Sample Schedule for Short Days:

7:00 - 8:20 Onsite before school care/enrichment
8:20 - 9:00 period 1 instruction at Brook Haven Middle School
9:03 - 9:40 period 2 instruction
9:43 - 10:20 period 3 instruction
10:20 - 10:30 brunch
10:33 - 11:10 period 4 instruction
11:13 - 11:50 period 5 instruction
11:50 - 12:30 lunch
12:33 - 1:10 period 6 instruction
1:10 - 5:30 CASTLE Child Care after school care/enrichment

Sample Schedule for Intersession Day Kinder:

7:30 - 9:00 CASTLE Child Care enrichment
9:00 - 11:30 Kinder Bridge Program
11:30 - 12:00 CASTLE transition
12:00 - 12:30 Lunch
11:30 - 5:30 CASTLE Child Care enrichment

Sample Schedule for Intersession Day 1-6th:

7:30 - 12:00 CASTLE enrichment opportunities
12:00 - 12:30 Lunch
12:30 - 5:30 CASTLE enrichment opportunities and field trips

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.