

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Thermalito Union Elementary School District

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List of school sites that the LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Nelson Avenue Middle School (6th Graders)
2. Plumas Avenue Elementary
3. Poplar Avenue Elementary
4. Sierra Avenue Elementary

Please note that this LEA is part of the Butte County Office of Education (BCOE) Expanded Learning Collaborative. To create a single, comprehensive program, you will note that this program plan very closely resembles the BCOE ASES program plan. LEAs have been given the opportunity to fine-tune each question with details unique to their program, while still embracing the ongoing efforts of the BCOE ASES/ELO-P collaborative.

Expanded Learning Opportunities Program Plan

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 initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff are as follows:

For easy identification, all Expanded Learning staff are required to wear identifying articles of clothing (t-shirt, sweatshirt or apron) or a photo ID badge while on campus.

Expanded Learning Site Coordinators and staff engaged in youth recreation are required to have current first aid and CPR certificates. In addition, BCOE makes these trainings available to any interested staff at no cost.

All sites collaborate with the regular day to assure continuity between the school day and Expanded Learning Program. Expanded Learning staff follow the regular school-day rules, policies and procedures. In addition, the Expanded Learning Program has established its own Emergency Preparedness Guide that includes emergency protocols unique to after school as well as special inserts pertaining to natural disasters – Emergency Flood and Wildfire Protocols. Each red Emergency Preparedness Guide contains an emergency drill log that is audit checked quarterly by BCOE Area Coordinators for compliance.

Our Parent and Student Handbook defines our approach to discipline. Students are aware that there are consequences for lack of judgement and disruptive and/or unsafe behavior. Staff assure that students understand the “why”: why am I being disciplined, what could I have done differently, and what can I do in the future to avoid this type of situation.

Annually, Expanded Learning Program staff are mandated to complete a vast array of trainings covering the following safety areas:

- Integrated Pest Management
- Youth Suicide Awareness, Prevention and Postvention
- Mandated Reporter: Child Abuse and Neglect
- Sexual Harassment Policy and Prevention
- Blood Borne Pathogen Exposure and Prevention
- Workplace Violence: Awareness and Prevention
- Cyber Security Awareness

In addition, staff participate in appropriate site-based trainings coordinated through the district.

Site Coordinators work closely with regular day staff and administrators to assure that student and family needs are being met. Staff also work with other BCOE departments such as Homeless & Foster Youth, School & Community Mental Health & Wellness, Student Health & Prevention, and CalKidz.

The program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of all students.

The Expanded Learning Program has dealt with the serious nature of student trauma and the lack of staff self-care by taking a series of measures to help build a stronger social/emotional program. The following key measures have taken place:

Purchased the Mind-Up Curriculum and developed specific grade-level activities to assist students in becoming more self-aware and able to self-manage their behaviors.

Mindfulness cards have provided quick and easy mindful activities for staff to use before, during and after transition.

Staff are encouraged to embed mindful activities throughout the program to help students' self-regulate emotions, which has helped, lessen disruptive behaviors and discipline issues.

The Expanded Learning Program continually strives to have all staff trained in being trauma informed. Trauma informed staff are better able to provide an inclusive environment for all students. We want all staff to address student issues from an asset-based approach. Our students deserve to be reminded how awesome they are, how important they are, and how special they are. All interactions with students should be positive learning experiences. Most importantly, over time our staff has learned the importance of listening.

On an ongoing basis, the program provides a vast array of self-care opportunities to aid staff in reducing stress, trauma and overwhelm. We truly believe that it is detrimental for staff to continually care for others while avoiding ones' self-care. Staff are encouraged to engage in wellness activities such as yoga, mindful breathing, nature walks, etc. Staff who are socially and emotionally healthy can better serve students.

By listening, engaging and positively supporting our students we strive to provide a program that is emotionally, developmentally and physically welcoming to all pupils.

During the school year we strive to embed the CASEL 5 into our program; Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The CASEL 5 is taught and applied to create an equitable learning environment that enhances all students' social, emotional, and academic learning. The use of the Random Acts of Kindness Foundation's grade-level curriculum, has aided staff in achieving this goal.

All district after school and summer enrichment programs are located on school campus sites.

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.

An expansive curriculum resource library has been developed to provide diverse learning opportunities through a balanced variety of activities that support the social, emotional, physical and cognitive growth of students with a strong emphasis on enhancing regular school day performance. The diversity in activities maintains student and staff interest and engagement.

Surveys and continuous quality improvement assessments from Site Coordinators, Principals, teachers, students and parents along with current educational trends are used to guide the development of trainings and curricula to provide the most technologically advanced and engaging STREAM opportunities available. Buy-in from all involved is beneficial to the continuity of learning between the regular day school and the Expanded Learning Program.

The scope and sequence of all curricula align with grade level standards and have user-friendly lesson plans that have clear goals and objectives. Each lesson is designed to provide opportunities for thought-provoking discussion, critical thinking and collaborative interaction.

We have embraced hands-on, project-based learning which provides positive youth development through active exploration of real-world scenarios and challenges. Presenting challenges to work through encourage critical thinking skills, teamwork, decision making and self-management. These activities lead to the development of 21st Century marketable and applied skills.

Examples of hands-on project based learning that provide positive youth development:

Piper Curriculum – Over the course of 6 weeks, students collaborate in groups to build a working computer that plays Minecraft (a popular video game). Once assembled feedback from the digital game requires students to manually manipulate the circuit board to move through the game. Each day students document challenges and problem solving techniques used in both building the computer and moving through the game. At the end of the 6 weeks, students showcase their working computers and present their collaborative critical thinking skills to other students.

Junk Drawer Robotics – There are many collaboration activities within this curriculum to get students thinking, designing and building.

For example: In one activity, students are given a battery, a flashlight bulb and pieces of aluminum foil and asked to get the light bulb to light up. Students try different ways to connect the battery and bulb to see what works.

In another activity, student groups use any amount of items from the “junk drawer” to build a car that will go slowly. In this activity, there are many

challenges the students face and through creative collaboration, they are able to find solutions to accomplish the task. When students have finished a 6-week curriculum their creations are displayed for others to review and enjoy.

Video Production Curriculum – What if? Students collaborate in small groups to answer “what if” questions through a video story. Students interview each other on their ideas on how things would be different now. What if the iPhone wasn’t created? What if Rosa Parks gave up her seat? The thought provoking videos are presented to all of the Expanded Learning participants for review and comment.

Explain how the planned program activities are based on the school and community needs for a summer engagement program.

Our summer engagement program provides enrichment opportunities to reduce learning loss, continue to develop and strengthen student-learning skills, support social and emotional learning, reinforce regular day academics and keep students safe, engaged and fed. Our summer engagement program provides adults the opportunity to work over the summer months, knowing their students are safe and engaged.

SKILL BUILDING

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

Educational Literacy: Over the years, the Expanded Learning Program has adopted a number of literacy programs to support and improve student academic achievement, however, through collaborative feedback and input and support from the Tehama County Department of Education’s SERRF Program, we will be launching *Read to Self*. *Read to Self* is the first component to the Daily 5 Program that fosters literacy independence. The SERFF Program has witnessed improvement in student academic achievement since implementing *Read to Self* in the fall of 2018. The *Read to Self*-component of the Daily 5 Program, provides a way for staff to structure literacy time to increase student independence and allow for individualized attention in small groups and one-on-one. It aids students in developing independence, reading stamina, and accountability.

Read to Self is a structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating and goal setting along with voluntary reading of books that the students choose. *Read to Self* will be implemented program-wide while affording sites the opportunity to continue existing literacy programs should they choose, in conjunction with *Read to Self*.

Educational Enrichment: The Expanded Learning Program is fortunate to have a vast array of educational enrichment activities and curricula that support student academic achievement and success in its Curriculum and Resource Library. When deciding to purchase a curriculum the program reviews its content to determine if it falls within one of the three 21st Century Themes; Life and Career Skills; Learning and Innovation Skills; or Information, Media and Technology Skills. To assure student engagement, we often seek youth input prior to purchasing. Of equal importance, is determining if the curriculum promotes critical thinking, communication, collaboration and creativity. We also make sure that the curriculum is relevant and engaging for all age groups and skill levels.

Some of our most popular curricula include:

VEX IQ Robotics	VEX 1-2-3	VEX Go
Sphero Bolt	Google Expeditions	Bee Bots
Dot & Dash	Cubelets	Piper
Ozobots	Science of Super Powers	Tinker Time
BrickLAB Zoo	Happy Camper Engineering	PCS Edventures Video Production
Boomwhackers	4-H Aerospace Adventures	PCS Edventures Eggs-traordinary Physics

Junk Drawer Robotics	4-H Teaming with Insects	4-H Project Butterfly Wings
First Tee Golf	PCS Edventures Unleash Your Wild Side	PCS Edventures Oceanic Exploration
Marty Robots	4-H Exploring Your Environment	To Name a Few...

To strengthen the learning impacts of our curricula, we incorporate a career exploration component whenever possible. Students are challenged to explore and research career opportunities associated with the curriculum subject matter.

Explain how the planned program activities are based on the school and community needs for an after school and/or supplemental program.

Prior to the start of school, our Site Coordinators meet with their principals and teachers to discuss curricula focus areas and programming goals for the coming year. Most if not all request curricula that focus on technology and its applications. Most sites do not have the technology inventory that we have and they are excited for their students to have the opportunity for more hands on group work exploring science, technology, engineering and math. Throughout the year, Site Coordinators discuss programming options and focus areas with their principals, teachers, parents and local community members to assure we are meeting the needs of the larger collaborative community.

After years of summer programming, we have determined that students and parents prefer week-long theme camps. Each of our theme camps are meticulously developed to engage all students regardless of age or ability. We strive to have all students engaged in a learning process that includes creativity, critical thinking, collaboration and use of effective communication.

Some of our most popular theme camps include; Super Science Lab, Top Chef, VEX Robotics, Creativity stARTS Here, Coding Magic, Art Around the World, Fuel and Fitness, Multimedia Madness, Technology Exploration and Challenge Quest.

YOUTH VOICE AND LEADERSHIP

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

Sites gather student data on an ongoing basis to assess their interests in particular subjects or activities. When developing a site's 6 – 8 week schedule, students are given a number of enrichment activities to choose from that were carefully selected from either the Curriculum and Resource Library at BCOE or the sites own resources after in-depth discussions with teachers and administrators. Whenever possible enrichment activities are directly linked with the regular school day academic curriculum.

If a particular topic of interest arises and resources are unavailable on site or at BCOE, sites have the opportunity to draft a curriculum proposal, which will allow administrative staff to research purchase options. The Program Director and/or Program Coordinator will also network with other programs in the Region to determine if a "like" curriculum has already been developed or purchased and determine how successful it was or is.

In some cases, sites will encourage older students to draft the curriculum proposal and do the research regarding availability, cost, and purchasing options. Encouraging the students to do the research helps to strengthen their "real world" skills, and bring attention to varying product costs, shipping costs and variety of products available. They can then present their findings to the Site Coordinator, who will then work with the students on budget availability and next steps.

Most sites engage in focus groups and/or sticky note/dot assessments at the end of each 6 – 8 week curriculum to assess student satisfaction. Student led discussions focus on likes and dislikes, along with the steps the students would take to improve a curriculum or activity. Students are asked to assist in the development and planning of the next 6 – 8 week schedule. Student input and buy-in are critical for student ownership and engagement.

Some sites have Leadership Enrichment Clubs where students assess and map their community to determine areas of need. During the Camp and Bear Fires students decided to conduct clothing and foods drives to support those who lost homes or who were displaced and unable to return home. Students are very perceptive, and when asked how they might help with a community situation, they can be very creative and energetic about making it happen.

Student leadership opportunities vary from site to site. Some of our middle school sites have collaborated with the local Kiwanis to establish Key Clubs for student community service and leadership. Several of our local Key Clubs participate in our Annual Fiesta Days Parade by building floats promoting their after school programs and their community service efforts. Most sites select a community service activity to build community relations and to help students build social-awareness. Some examples include coin and blanket drives to support the Humane Society, make decorations for a local senior care facility, and send thank you cards to local firefighters and first responders.

Many of our elementary school sites have incorporated the "You Were Found Being Awesome" campaign. Each day a student is selected to serve as the individual

responsible for awarding good behavior coins to students recognized for good behavior, for helping others, for being kind, etc. Students selected to receive good behavior coins are recognized by having their name added to the daily “You are Awesome” white board.

Establishing an asset based approach to recognizing student behavior builds a culture of doing well and being kind. It also aids in trauma recovery when an environment fosters positivity. We value our students and having them recognize and praise their classmates helps to build compassion, self-awareness and strengthen relationships.

Regardless of grade-level, student input is always sought, so quality continuous improvement can take place. Sticky note/dot assessments are a great way to engage younger students. Using colored coded sticky notes/dots for “like” and “dislike” is a great way to engage non-readers and English Language learners. You can also have younger students place sticky note/dots to show preference for certain subject areas or activities. Some sites have them gather in certain areas of the cafeteria noting their preference for a particular subject or activity.

Leadership Enrichment Clubs are where young leaders can gather to share ideas and determine community service and service learning activities to serve their local community. Leadership Clubs may only have 15 to 20 interested students who serve as the planners and organizers of special events or activities, but you can have the entire after school program involved in the campaign or service work. Program-wide efforts enhance social awareness, responsible decision-making and self-awareness of those involved. These types of activities fit well into our program’s SEL program goals.

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.

Our programs focus on three key factors that contribute to a student's overall health; social-emotional health, physical health and nutritional health. In close partnership with the regular day, two sites met the rigorous guidelines to be recognized as Healthy Behavior Sites. About the time the initial campaign was discontinued we had four sites deep in the process to achieve certification. In partnership with the Regional Lead, she visited, inspected and certified our four sites and recognized their accomplishments at our Annual Regional Leadership Conference. Today, other sites are following the lead of our Healthy Behavior Sites, so they can provide an environment that supports a healthy lifestyle.

Social-Emotional Health: Many of our students and families have suffered emotional turmoil resulting from the number of natural disasters in our community. In 2017, after the Oroville Dam evacuation and the Wall Fire, the educational community noticed an uptick in negative student behaviors. Our programs noticed that students were struggling with how to handle their fears and pent up emotions.

With the support of our districts, we started to delve into a number of mindful practices to support students and staff. We found that many of our staff were overwhelmed and needed to invest in self-care. We firmly believe that we cannot support our students and families if we do not care for ourselves. Therefore, we established a two-prong approach to creating a safer and supportive student environment by developing curricula and professional development opportunities that support both students and staff. We purchased and implemented the MindUp curriculum, which resulted in a significant decrease in negative student behavior, so much, so that regular day teachers commended the after school program for its efforts and replicated the mindful protocols during the regular day. The MindUp curriculum embraces a scientific approach to mindful practice through a deep understanding of brain science and the foundation that students have the ability to "step away" and seek personal space and time to control and regulate their own behavior. We knew we were doing something right when students asked to step away for self-time, so they could engage in mindful breathing and or self-control behaviors. Through the ongoing support of program staff, students felt empowered, and embraced further mindful activities throughout the day.

To support our mindful efforts, the sites were provided with the MindUp curriculum, mindful activities cards, mindful site-based coaching and other creative mindful resources to support our efforts. Additional mindful activities include, breathing techniques, healing circles, journal writing, gratitude discussion groups and small group interactions with BCOE School and Community Mental Wellness Advisors.

After the historic Camp Fire, Bear (North Complex) Fire and the COVID Pandemic, we are thankful for and continue to imbed our mindful practices supporting emotionally healthy students.

Physical Health: We take a two prong approach to physical activities during the after school program. We have students that would spend their entire day engaged in sports

and others who do all they can to avoid it. To the best of our abilities, we design a schedule that engages both groups. We also engage all students in a variety of large group activities from a variety of curricula. A few site favorites include the CATCH curriculum, the First Tee curriculum and our intramural sports program. Regardless of the activity, students are taught and modeled good sportsmanship, basic skills, rules and how to be a thoughtful team player.

We also embed physical activity in a number of our mindful activities. During transition, we may engage students in a short nature walk, or a See/Hear/Smell Trek.

Nutritional Health:

When engaging our students in nutritional activities we try to focus on crops grown within our community. We want our students to be aware of the bounty of agricultural products and produce grown in our county. We have been fortunate to collaborate with the BCOE CalKidz program that supports nutritional meals and education to low-income students and families. The CalKidz program, in partnership with California State University Chico and our local food bank, has coordinated an array of learning opportunities, such as, farmers markets, cooking curriculum, Top Chef Competition, cultural cooking and taste testing for our students and families. These events highlight an assortment of local produce and crops making students and their families more aware of the agricultural bounty of Butte County.

We also collaborate with the Center for Healthy Communities and CalFresh, who conduct site-based learning opportunities for our students. The Center for Healthy Communities works with Chico State Nutrition, Physical Education and Liberal Studies students to deliver a variety of developmentally appropriate, research-based nutrition and physical activities that support student learning.

We also cherish the opportunities we have with the Butte County Cooperative Extension Master Gardeners who help us plan, build and nurture our school-site gardens. Students learn about the germination of seeds, how plants “breathe”, and how plants grow into mature produce that helps them maintain a healthy and well-balanced diet.

Since we focus on the whole child, it is vital that we model the behaviors we expect our students to embrace, in order for them to become healthy adults. Activities conducted during the after school program meet the District/School Wellness Guidelines and in some cases exceed them. Only water or water with the essence of fruit or vegetables is allowed during the program. Nutritional awards/treats must be healthy and limited in their sugar and carbohydrate content.

Site staff are aware that they must serve as mentors to their students and they must abide by their District/School Wellness Guidelines. This includes not bringing items on site, such as soda, coffee, energy drinks and non-healthy food items. Items brought to campus must be healthy and not in conflict with a wellness plan or curriculum.

Sites also design and implement enrichment activities that are healthy and promote a healthy lifestyle. If a cooking curriculum is selected, it must provide a healthy food item, in addition, to educating students on why the particular food item was selected and how other food items compare nutritionally. The goal is to have students think about and understand the implications of certain food choices. We want to empower students to

make healthy choices because healthy students are better learners.

Sites provide an array of physical activities to engage all students ranging from organized sports to individual physical activities, such as walking, yoga and dance. We understand that not all students enjoy organized sports and some make the personal choice to not be active. In our program, we want students moving and engaging in healthy activities that are age and developmentally appropriate. We want students to understand the importance of incorporating movement and physical activity into their day because it also helps with their social-emotional well-being. Movement eases stress and anxiety and students should understand that they could incorporate lifestyle changes that can benefit their emotional health and once again lead to becoming a better learner.

Some of our community partners include, CalKidz, Cooperative Extension, Center for Healthy Communities, CalFresh, Local Food Banks, Raley's Supermarket, California State University, Chico, and Butte College to name a few.

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.

Our program has worked hard to assure that the staff we hire look like the students we serve. We also strive to have staff work in the communities where they live. We have a very strong Hmong population in Butte County and we are proud to have Hmong staff supporting Hmong students. The same holds true for our Hispanic communities.

To be an inclusive program, where our students and families feel welcome, we seek qualified staff who share the same cultural backgrounds and in most cases speak their native language. Many of our staff serve as translators to help parents and care providers feel welcome and an active participant in their student's educational experience. We also provide registration forms, newsletters, memos, announcement, etc. in Hmong and Spanish to build a more inclusive Expanded Learning community.

Cultural dance is very popular in our programs. The Hmong Cultural Center teaches Hmong dance at many of our Oroville and Thermalito sites. We also have staff in Biggs and Gridley that teach Hispanic dance and have a traveling student dance troupe that attends special community events. Students not only learn native dances and their meanings, but they also learn about cultural attire, festivals, cuisine and celebrations. A great day is when one of our fabulous Hmong families make and share their amazing spring rolls.

We work closely with principals, teachers, and parents to make our program welcoming and safe for all students.

We never make the decision as to whether our program is appropriate for a student. It is always a group decision. We work very closely with parents, care providers and the regular day to assure our program is appropriate and safe for a student to attend. We speak with parents and care providers so they fully understand our program and how it operates. We explain our ratios, enrichment opportunities and daily schedule. We invite parents/care providers to tour the site during the after school program, so they can determine whether or not they feel the program is a good fit for their child.

Site staff meet with teachers on a regular basis to determine which students would academically benefit from our program. We provide a variety of curricula and programs geared towards English language learners. In addition, we have established *Read to Self*, which will benefit all students and result in program-wide improvements in reading scores and comprehension.

QUALITY STAFF

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

Since all staff in our program are BCOE employees, they must meet our minimum qualifications of an instruction aide. They must meet the following criteria:

Two years (48 completed units) college level course work in recreation, psychology, health, or other related fields; or Associate's degree or higher; or passage of a Butte County Office of Education approved comprehensive Local Assessment Test (CODESP); or passage of another district approved NCLB Local Assessment Test.

Our strong working relationship with the BCOE Human Resources Department and our detailed recruitment and hiring policies and procedures assure us that our hiring practices meet all state, federal and Education Code laws and mandates. As an Affirmative Action/Equal Employment Opportunity/Handicapped IX Employer, we screen all applications noting those who have the experience, knowledge and interests to serve as qualified staff at one of our 25 program sites.

Upon the completion of applicant screening, a committee comprised of program staff and stakeholders reviews and determines the ideal candidates to interview and move through our hiring process. Upon conclusion of interviews, the committee discusses each applicant, reviews their application, discusses their interview and eventually determines the best candidate for the position. Using an internal Expanded Learning screening and interview committee, assures the process is fair, intentional and non-bias. The committee as oppose to an individual is ultimately responsible for hiring Expanded Learning staff.

We also have a strong working knowledge of our Local 436 Bargaining Unit Memorandum of Understanding and Contract, since two of our positions; School Activity Assistant and School Recreation Assistant are Bargaining Unit positions.

All BCOE positions are posted on EdJoin, however, the Expanded Learning Program also recruits from Butte Community College and California State University, Chico. We tap into students attaining degrees in Liberal Studies, Physical Education, and Foods and Nutrition, to name a few. Many of our staff move on to be accepted into the Chico State Credentialing Program.

With all being said, we continue to struggle with the nation-wide staffing shortage. Many of our staff have moved out of the community due to natural disasters, the closing of our local college campuses due to the pandemic, or family members losing employment or being relocated. We desperately seek new and innovative ways to connect with potential employees.

Describe the type and schedule for the continuous professional development that will be provided to staff.

Expanded Learning staff is evaluated on several levels, which ultimately determines their professional development path. All staff engage in Federal and State mandated trainings that create a foundation for all employees, which include, Integrated Pest

Management; Youth Suicide Awareness, Prevention and Postvention; Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Policy and Prevention; Blood Borne Pathogen Exposure and Prevention; Workplace Violence: Awareness and Prevention and Cyber Security Awareness.

Initially, staff is evaluated at 3, 6, and 12 months. After the initial 12 months, staff is then evaluated every two years. During all evaluation periods, managers highlight recommended professional development opportunities based upon the staff person's interests and future goals. A staff person, who is a Liberal Studies student, may have a different professional development path than an Instructional Aide. In addition, as part of the program's Continuous Quality Improvement (CQI) process, all staff complete required professional development focusing on staff and student social-emotional health.

Management staff attend a variety of professional development opportunities that strengthen coaching and mentoring skills, program development, youth development strategies, leadership skills, managing difficult employees, along with required CPR and First Aid.

Staff are encouraged to attend any and all regional trainings, most importantly, the Annual Region 2 Professional Development Symposium in August and the Remix Conference in January. These professional development opportunities are outstanding and provide for networking with other staff from throughout the region, serving students in similar programs. Having the opportunity to network with other rural program providers is invaluable.

CLEAR VISION, MISSION, AND PURPOSE

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

Butte County is much different than it was 6 years ago before the Oroville Dam crisis in February of 2017. We had the highest ACEs scores in California well before we experienced the first of four devastating disasters that ultimately changed our landscape. We have spent considerable time trying to heal and determine the best ways to support those with the greatest needs; lack of shelter, lack of food, lack of employment, disabling stress/anxiety, loss of loved ones, loss of schools, displaced friends/classmates, overwhelm, increased physical and emotional abuse, and the list goes on. Each of our communities are vastly different, yet one thing remains the same: we need help healing. We need to provide our students with the tools and resources to become whole again. We need to support their social-emotional healing to the greatest of our ability. After a number of discussions with collaborative partners, community leaders, administrators and ongoing participation on the Butte County Long Term Recovery Group, it was suggested that we focus on the social-emotional needs of our after school program participants. By supporting the healing of our students and families, we will be making a huge contribution to the healing of our community.

Program Goal #1:

Equitable learning and working environments are shaped by policies, practices and personal interactions that are explicitly designed to create the equitable experiences that are essential to doing our best work. Intentionally attending to SEL in the design and facilitation of lessons, meetings and gatherings will help create equity-centered environments in which to work, teach and learn.

Thus, the BCOE Expanded Learning Program will draft a policy stating its commitment to social, emotional learning through the committed use of CASEL's SEL 3 Signature Practices Playbook.

Program Goal #2:

The BCOE Expanded Learning Program will partner with the Region 2 Learning Support Team to schedule professional development opportunities for all BCOE Expanded Learning staff highlighting the CASEL Social and Emotional Learning Competencies, which support better academic performance, improved attitudes and behaviors, less negative behaviors and reduced emotional stress, and the significance and implementation of the 3 SEL Signature Practices.

Program Goal #3:

The BCOE Expanded Learning Program will have strengthened its learning community by being intentional about the purpose, frequency and facilitation of the Random Acts of Kindness Foundation, social emotional learning, grade-level specific, curriculum at all sites.

By committing to embed the Random Acts of Kindness Foundation curriculum in an authentic way, the BCOE Expanded Learning Program will be better able to meet the

learning goals of each student while building everyone's SEL skills to create a positive learning and work environment.

Goal progress will be determined through the use and completion of each site's Continuous Quality Improvement Plan documents. The documents highlights which Quality Standard(s) for Expanded Learning will be positively impacted by the goals' success. The plan also includes, activities, individual(s) responsible for activity completion, completion date(s), and evidence of effectiveness. In addition, sites will document their successful use of the Random Acts of Kindness Foundation curriculum lesson plans by completing regularly scheduled evaluations.

Evidence of goal effectiveness will include, but is not limited to, pre/post assessments, site SEL engagement logs, surveys, student attendance and academic data, student behavior/incident reports, focus groups, professional development attendance and interviews. Sites will also utilize tools made available through CASEL.

Over the years of "partner" meetings to discuss program assessment, planning and improvement, the collaborative group moved away from a stagnant Mission Statement, to an engaging "Statement of Purpose" with supporting goals and action steps.

By creating unique opportunities, the BCOE Expanded Learning Program will:

- *enrich students' academic experience through technology and hands-on learning;*
- *encourage students to pursue healthy behaviors;*
- *embrace strong school, family and community partnerships; and*
- *empower students to achieve educational and lifelong success*

The Statement of Purpose provides the flexibility for each of our collaborative sites to create their own goals and action steps, based upon their own/community needs. The needs of one of our frontier single site districts varies greatly from one of our sites represented by a large district. Each site has its own identity, needs, support and community structure, and should have its own set of goals.

To support the social-emotional well-being of our students and families the BCOE Expanded Learning Program is dedicated to imbedding the Random Acts of Kindness Foundation curriculum at each of its sites. We are dedicated to social and emotional learning and the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

We will continue to research and seek methods and best practices to help our community mend. We will continue to support the MindUp Curriculum and ongoing mindful practice, while formally embedding SEL in all that we do. This endeavor and subsequent mind set not only benefits our students and their families, but also BCOE staff and the community at large.

COLLABORATIVE PARTNERSHIPS

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

The following entities will be encouraged to take an active role in the planning, review, implementation and eventual update of the ELO-P program plan.

Superintendents, Principals, School Boards, Administrators, Teachers, Parents, Staff and Community Members

Butte County Office of Education – Superintendent, Associate Superintendents, Expanded Learning staff; Career Technical Education, Child Welfare & Attendance, Homeless & Foster Youth, Student Health & Prevention, Visual & Performing Arts departments

The following entities are a sampling of those who actively support our county-wide program on an ongoing basis.

Inspiration Robotics of Northern California - In-Kind, Service Provider: Robotic Competition Host, Robotic Trainings, Supplemental Programming

California State Parks – In-Kind Service Provider: PORTS Program, Trainings, Flipgrid Support, Specialized Virtual Tours

Butte County SELPA – In-Kind Service Provider: Mental Health/Support Trainings, Mindfulness Programs, Specialized Interventions with School and Community Mental Health Advisors

California Hope – In-Kind Service Provider: Trauma and Mental Health Support Staff

California State University, Chico – In-Kind Service Provider: Health and Nutrition Curricula, Trainings, Chico State Student Support, Special Events/Presentations, STEM Partnership, Liberal Studies Partnership

Region 2 Learning Support – In-Kind Service Provider: We value all that the Region 2 Training and Technical Support Team do support our program.

Potential collaboration and partnerships that would be of benefit to the ELO-P.

Butte Community College - Have collaborated with Butte College in the past, but need to reconnect to expand our career and technical education.

BCOE Career & Technical Education Department - Have collaborated in the past, but need to expand our career and business development education for our middle schools.

Butte County Child Abuse Prevention Council - To develop a youth driven internet safety and trafficking awareness campaign for middle and high school students.

CONTINUOUS QUALITY IMPROVEMENT

Describe the program's Continuous Quality Improvement plan.

The program will engage in a data-driven CQI process (i.e., assess program quality, review program plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*.

The following measures of student success will be gathered and analyzed to assist the program in drafting and revising their goals for Continuous Quality Improvement.

Regular day school and after school program attendance figures are reviewed on an ongoing basis to determine if the students with the greatest need are attending the program and how frequently. Attendance reviews occur on a monthly basis to not only determine average daily attendance, but to also determine if a student or group of students have opted not to attend.

At a minimum, sites conduct annual student, parent, teacher and administrator satisfaction surveys to determine which program components are successful and which ones need to be assessed, revised and improved. The annual surveys help guide the development of site goals. Informal assessments are conducted throughout the year to determine goal progress.

Site staff meet with teachers to discuss student academic achievement and which academic areas a student could use additional support. During these meetings, site staff also discuss student discipline, and external factors that might be interfering with a student's success. Since so many of our families have been victims of local disasters, conversations between after school program staff and teachers oftentimes bring light to certain issues and discussions on how best to support that student and his/her family.

Ongoing discussions with Principals and teachers has led to the after school program putting greater focus on student social-emotional learning. Our students are struggling with feeling safe in all aspects of their lives. Many have lost homes or know of someone who has, and others are displaced due to lack of water and power. Numerous discussions with district personnel has led to the request that the Expanded Learning Program focus on embedding social-emotional learning, more importantly focusing on student self-awareness, self-management, social awareness, relationship skills and responsible decision-making during after school time. Moving forward, sites will focus their CQI efforts and site-based goals on embedding SEL into their programs. Please refer to Section 8 where the overall program goals are aligned with SEL.

The following timelines, roles of staff and other stakeholders, and assessment results will help refine, improve, and strengthen the improvement program.

The program and sites will focus on the two quality standards that have components associated with student social-emotional well-being, *Safe & Supportive Environment and Healthy Choices & Behaviors*. To establish a baseline, each site will complete an assessment of these two quality standards establishing a baseline from which to grow and improve. It will be suggested that sites conduct student focus groups, surveys and on-site observations as an initial data collection effort.

Upon completion of initial data collection, sites will establish a team of stakeholders comprised of regular day staff, parents, after school program staff and any external stakeholders who are committed to student social-emotional well-being.

The Stakeholder Team will meet to summarize and reflect on the data, and establish three to five high priority needs to focus on during the year. The Team will utilize the BCOE Continuous Quality Improvement Goal Worksheet, for each high priority need, which will serve as the plan for moving forward. This worksheet along with all assessments and data tools will be stored as CQI evidence.

Each site will establish quarterly review opportunities, which will bring the Stakeholder Team together to review goal progress and challenges. At each review session the Team will assess goal progress, determine if the plan is making a positive impact or if the plan needs revision.

In the spring, each site will engage in a post-assessment process to help review goal success and ready itself for the next Stakeholder Team review meeting where the cycle of assessment, planning and improvement will once again take place.

PROGRAM MANAGEMENT

Describe the plan for program management.

Program-wide goals as stated in Section 8 are established for our program as a whole and are part of the program's overall CQI process. Over the past several years, the program has focused on ways sites can foster safe and nurturing environments that support the developmental, social-emotional and physical needs of all students. With so many devastating events over the past few years, our youth need to feel protected, safe, and cared for while in our program. Program funds are allocated to purchase and provide necessary materials, resources and curricula so staff can create a program-wide approach to support goals and all program participants.

Beyond program-wide goals, each site establishes site-based goals dependent upon the needs of their students and community. Site goals are closely monitored through their own CQI process. Evidence is collected at the site level for site goal review and CQI. Site goals are established, reviewed and revised by Expanded Learning staff with input from principals, teachers, parents and students.

Program and site goals must enhance one or more of the four "Statement of Purpose" focus areas.

The Butte County Office of Education's Expanded Learning Department fully supports the expansion of expanded learning opportunities in four geographic areas, with 21 school sites in nine (9) districts serving approximately 1200 – 1500 students each day.

Senior Director (1):

The Senior Director is responsible for the entire BCOE Expanded Learning Program. The Senior Director assures all aspect of the grant are carried out in accordance with the CDE grant requirements, assures all deadlines are met, and all compliance and audit protocols are followed.

She attends numerous county-wide collaborative meetings, is c-chair of the Butte County Child Abuse Prevention Council, is a standing member of the Butte County Camp Fire Recovery Team, is a member of the SEL Sub-Committee of the Camp Fire Recovery Team, attends the Butte County Educational Leaders Council, participates on the Region 2 STEAM Hub, attends Region 2 Directors meetings and represents BCOE and expanded learning whenever requested.

She is past co-chair of the California After School Network, and served as a member of the CDE Equity Committee and the CDE Workforce Development Sub-Committee. She also participated on the committees influencing both Strategic Planning 1.0 and 2.0.

She provides oversight to more than 140 employees and supervises 28 managers and a senior administrative staff person. She reports to the Associate Superintendent of Student Programs and Educational Support.

Program Coordinator (1):

The Program Coordinator reports to the Senior Director. The Program Coordinator is a split position that supports both administrative duties and direct support functions. The Program Coordinator is responsible for the Expanded Learning Curriculum and Resource Library and all professional development and training venture. As a trainer, she frequents sites for staff development, new hire orientation and SEL activities. She is responsible for the Kids Code Grant and its pending program-wide launch in the spring of 2023. She serves as a mentor and leader for both Area and Site Coordinators. She attends Region 2 Directors Meetings, and the Region 2 STEAM Hub meetings, to name a few.

Area Coordinators (4):

Area Coordinators report to the Senior Director. Area Coordinators are responsible for a cluster of sites located in a particular geographic region in Butte County. Area Coordinators are responsible for consistent and ongoing site visits, site based coaching and training and site based audit compliance. When on site, they meet with principals, teachers, parents and students to assure the program is running smoothly and meeting their needs. They talk about site challenges, successes, and CQI. They are also responsible for site based goal setting and CQI.

When on site, Area Coordinators conduct a thorough site review and compliance audit to assure all aspects of the ASES grant are being fulfilled. Area Coordinators also resolve staff and parent issues and concerns. At the conclusion of each site visit, the Area Coordinator meets with the Site Coordinator and staff to discuss the site visit, resolve issues or concerns, discuss areas for improvement and most importantly, achievement of site based goals and future steps/actions for continual quality improvement. Area Coordinators also provide site budget oversight.

If a Site Coordinator is unavailable or there is a staff opening, the Area Coordinator is the individual who steps in and manages the site. All Area Coordinators have previously served as Site Coordinators in our program.

Area Coordinators serve as leaders and mentors for their Site Coordinators.

Area Coordinator- South County, oversees, Biggs Elementary, Richvale Elementary, McKinley Primary, Wilson Elementary, Sycamore Middle and Manzanita Elementary.

Area Coordinator – Oroville/Palermo, oversees, Wyandotte Academy, Palermo Middle, Central Middle, Honcut Elementary, and Concow at Spring Valley.

Area Coordinator – Oroville/Palermo/Pioneer, oversees, Golden Hills Elementary, Helen Wilcox Elementary, Ishi Hills Middle, Oakdale Heights Elementary, Stanford Avenue Elementary, and Berry Creek Elementary.

Area Coordinator – Thermalito/Paradise/Chico, oversees, Nelson Avenue Middle, Plumas Avenue Elementary, Poplar Avenue Elementary, Sierra Avenue Elementary, Cedarwood Elementary and Nord Country Charter.

Site Coordinators (21):

Site Coordinators report to their respective Area Coordinator. Site Coordinators fully manage their respective sites. They supervise their own staff, are responsible for the student participants and create their own site schedules and enrichment activities. In partnership with their principal, they manage a program that meets the needs of the students, parents, teachers, and the community at large. With the support of their Area Coordinator, Site Coordinators are responsible for maintaining their average daily attendance in order to assure continuous funding. They also manager their site budget and coordinate daily attendance tracking. Site Coordinators serve as leaders and mentors for their respective staff.

If there is any kind of staff shortage, a Site Coordinator is the one to take responsibility for a student group to assure our staff-to-student ratios remain in compliance.

School Activity Assistants (SAAs):

The number of SAAs in our program fluctuates throughout the year. Unfortunately, we have faced a severe staffing shortage and have struggled with hiring high quality SAAs to support our program. SAAs are represented by the 436 Bargaining Unit. Many of our SAAs are regular day paraprofessionals who already work in the district and in many cases at the site. They know the principal, teachers, parents and students, which greatly assists with regular day connections, homework help and communication.

SAAs are front-line staff who work directly with students, providing homework assistance/tutoring, mindful transitions and enrichment activities.

School Recreation Assistants (SRAs):

The number of SRAs in our program fluctuates throughout the year. Unfortunately, we have faced a severe staffing shortage and have struggled with hiring high quality SRAs to support our program. SAAs are represented by the 436 Bargaining Unit.

SAAs are front-line staff who work directly with students, providing homework assistance/tutoring, enrichment activities and organized sports.

College Interns:

College Interns are oftentimes Chico State or Butte College students who want to pursue a Liberal Studies Degree and eventually become teachers. Their role on site is similar to that of the SAA, except they are full-time college students.

High School Interns:

High School Interns hold non-supervisory positions that support the site and site staff. High School Interns are never included in our staff-to-student ratio. They oftentimes, buddy up with the Site Coordinator and assist whenever possible. As

the minimum wage continues to increase and our budget tightens, we are able to hire fewer and fewer High School Interns.

Methods of Communication:

To have a high quality program it is necessary to have three levels of consistent and ongoing communication. The first level is internal programmatic communication. At the minimum, sites are to conduct weekly staff meetings to assure everyone is up to date on the latest developments, issues and student concerns. Area groups meet formally on a monthly basis and all 29-program managers meet every other month. Ongoing and consistent program updates are communicated via email, Zoom or over the phone.

Of equal important is the communication from the program to the Superintendents, Principals and community partners. Over the years, the Senior Director, has found that less is sometime more. Administrators are bombarded with emails and their time is precious, thus the Senior Director has limited program-wide communications to quarterly updates and two formal written communications at the beginning and close of the school year. Less formal forms of communication include emails, phone calls and office visits. Administrators know that they can contact the Senior Director at any time to discuss a site issue or any other subject affecting the delivery of quality service.

The Senior Director also has scheduled opportunities to meet with county Superintendents at BCOE meetings as well as formal presentations to the Butte County Board of Education.

Site based communication is vital to the success of our program. Some site staff connect with their principals and teachers on a daily basis, while at larger sites the opportunity to connect may happen weekly during a scheduled sit down. All sites have mailboxes where teachers and staff can leave notes, regular day updates, discipline notices, student updates, etc. for the after school program. Staff also leave written notices in teacher boxes when questions or issues arise about homework or a particular student. Sites know that communication with all staff on a school site is vital. Communicating with the site Custodian, Secretary and Food Service Coordinator is vital to the success of a program. Supporting them in their efforts will come back to the program ten-fold. To provide the highest level of support to our students it is necessary that sites have open, honest and ongoing forms of communication with school staff and administrators. The same holds true for parents, community partners and most importantly students.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Program plan review and revise has been a challenge the past few years. Most recently, our primary focus has been the social-emotional recovery of our staff, students and families. Many have lost homes to the forest fires, parents and care providers have lost jobs, and many have become homeless.

Since, March of 2019, program staff has worked very closely with superintendents, principals, teachers, community partners and parents to discuss the safest and most effective way to provide expanded learning services to our community. As we move through the COVID pandemic, we will morph in new and innovative ways, in an effort to provide the most supportive programming possible. Our programming transforms weekly depending upon COVID numbers and county infection rates.

As the pandemic ebbs and flows, the BCOE Expanded Learning Program has been and continues to be adaptive, open to transformation and willing to do what it takes to support our districts.

Describe the system in place to address the following program administration requirements.

Fiscal Accounting and Reporting Requirements:

The Expanded Learning Program Senior Director has supported the BCOE After School and Summer Learning Programs since, October 8, 2001. She works collaboratively with the BCOE Fiscal Administration Division to assure reports are correct, meet grant guidelines/specifications and are submitted prior to deadlines.

The Program Director meets quarterly with Fiscal Administration staff to discuss quarterly reports and projections. The Senior Director monitors individual site budgets on a monthly basis to assure compliance.

The Program Director personally submits all Quarterly Expenditure Reports and Bi-Annual Attendance Reports to assure accuracy and that reporting deadlines are met. She also works closely with department personnel on the collection and reporting for the Annual Grantee Outcome-Based Data Report for Evaluation and Continuous Quality Improvement.

Attendance Tracking (including sign-in and sign-out procedures):

For more than 15 years, the BCOE Expanded Learning Program has contracted with EZ Reports to provide web-based attendance tracking and data collection for our 23 sites. EZ Reports data is easily uploaded into the CDE Annual Reporting Template.

Site Coordinators are responsible for daily attendance input and assuring that they and or their staff engage in the “Aaron Rodger’s” Attendance Double-Check Process. Area Coordinators are responsible for conducting monthly attendance audits as a component of their site visits.

All students must sign-in at the beginning of program and sign-out at the end of the after school program. All students must be signed out by a designated adult or have written permission from a parent or guardian to sign himself or herself out in order to walk or bike home. Permission to sign themselves out is a section on our Enrollment Form, which must be signed by a parent or guardian.

Early Release Procedures:

The following Early Release policy is highlighted on our student Enrollment Form, in our Parent/Student Handbook, as well as posted at sign-in and sign-out locations on campus.

Early Release Policy

I understand that the intent of the BCOE After-School Program is to keep my child safe and engaged in meaningful activities after school each day until around 6:00 p.m. Our policy is to release students from one safe environment to another safe environment – specifically, from the Program into the custody of a parent or guardian. If another arrangement needs to be made in an exceptional situation (i.e., dental or doctor’s appointment, last available bus, special activity, parent pick-up, or other organized function); please let us know in advance and specify reason for early departure on the sign in/out sheet.

Daily student sign-out forms list acceptable early release options, which parents must check-off as the reason for the early pick-up.

GENERAL QUESTIONS

Existing After School Education and Safety Programs (ASES)

After School Education and Safety Program (ASES) 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 following LEAs are engaged participants in the BCOE Expanded Learning Program, Biggs, Nord Country, Gridley, Manzanita, Oroville City, Palermo, Paradise, Pioneer and Thermalito. BCOE is their ASES fiscal agent and each district has established a contract agreement for the provision of Expanded Learning Opportunity Program requirements and activities. Since BCOE serves as the sole program provider for both ASES and ELO-P its ability to create a single, comprehensive program is far greater than having a variety of service providers.

The BCOE Expanded Learning Program has been providing after school and supplemental programming since 1998. It is well equipped to expand existing programs in accordance with the ELO-P legislative requirements. It is also able to discern which legislative, and audit and compliance requirements are the most stringent, for example, all programs will need to remain open until 6:00 p.m. even though the ELO-P 9-hour requirement is met. The ASES requirement to remain open until at least 6:00 p.m. is the most stringent of the two funding sources. Another example is the need to track all student attendance for year-end reporting purposes. This ASES requirement is the most stringent and will need to be implemented for all funding sources.

The BCOE Expanded Learning Program will closely monitor all program expenditures to assure all ASES funds are exhausted first in accordance with audit and compliance guidelines and ELO-P funding is used for expansion efforts to serve all remaining students and families.

LEAs have been given the opportunity to fine-tune each question with details unique to their program, while still embracing the ongoing efforts of the BCOE ASES/ELO-P collaborative.

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?

Transitional kindergarten and kindergarten pupils will be combined into groups of 10 students with one supervising adult. The district is partnering with the Butte County Office of Education's, Child Development Programs & Services (CDPS), to provide age-appropriate professional development for front-line staff. CDPS provides information, resources, and support related to the professional development needs of the early care and education workforce, and assists early childhood educators in competencies related to school readiness and early literacy supports. When early care and education professionals participate in professional opportunities for growth and education, they are better prepared to care for and teach children. Research has shown that these professionals are happier in their profession and place of employment, and the children in their care score higher on developmental scales. Professional Services seeks to support these professionals in a variety of ways in their quest and acquisition of specialized education and skills. CDPS also provides support services through a variety of grant-funded projects utilizing the expertise of specialists. These specialties include early care and education; early literacy and language development; school readiness and kindergarten transition; social and emotional skills development; health education; parent and family support; and community partnership. These efforts are designed to bring enhanced services, mentoring, and support directly to early learning and care sites to improve quality care and education offered to children. In addition, Expanded Learning Site Coordinators will collaborate with district-certificated staff to help design programming that meet pupil needs. Staff will also have an opportunity to participate in age-appropriate professional development provided by the Region 2 Learning Support Team.

Expanded Learning staff working with transitional kindergarten and kindergarten pupils will be encouraged to register for the California Early Care and Education Workforce Registry where they can search available trainings focusing on early childhood.

CDPS will also provide support in the selection, purchase and training of age-appropriate curricula for transitional kindergarten students.

Sample Schedule:

- Final School Bell and Student Sign-In
- Supper Meal and Outdoor Activity (30 minutes)
- Quiet/Story Time (30 minutes)
- Homework Time (30 minutes)
- SEL Activities (30 minutes)
- Structured Outdoor Activity (30 minutes)
- Enrichment and Sign-Out (60 minutes)

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.

Grades 1 - 6

After School Program	Final School Bell – 6:00pm
2:30-3:00pm	Sign-In/Supper Meal/Outdoor Activities
3:00-4:00pm	Academic Hour – Homework Help, Reading for Reading Logs, Classwork Catch-Up, Educational Activities
4:00-4:30pm	Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Yoga, Frisbee, Badminton, Go Noodle
4:30-5:30pm	Enrichment – Coding, Hands-On Science, Visual and Performing Arts, Social Emotional Learning, Nutrition, Cooking, Virtual Field Trips, Environmental Literacy, Project-Based Learning, Career Pathways
5:30-6:00pm	Wrap-Up Routine/Sign-out – Read to Self, Teambuilding Activities, Minute to Win It Games, Trivia Games, iPad/Chromebook Educational Games

Transitional Kindergarten & Kindergarten

After School Program	Final School Bell – 6:00pm
2:30-3:00pm	Sign-In/Supper Meal/Outdoor Activities
3:00-3:30pm	Reading/Story Time
3:30-4:00pm	Academic Engagement -
4:00-4:30pm	Social, Emotional Learning Activities -
4:30-5:00pm	Structured Outdoor Activity -
5:00-6:00pm	Enrichment and Sign-Out -

Grades 1-6

Summer/Intersession Engaged/Hands-on Enrichment	5 Hour Day 12:00 – 5:00pm Follows district summer school (8:00 – 12:00)
12:00 – 1:00pm	Sign-In/Breakfast/ Social Emotional Learning – Random Acts of Kindness, Mind Up, Great Kindness Challenge, Mindful Games Activity Cards
1:00 – 2:00pm	Outdoor Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Frisbee, Badminton, Go Noodle, Yoga
2:00 – 3:00pm	Clubs – Coding/Technology Exploration - MakeyMakey, Root, Marty, Bolt, Evo, littleBits, Cubelets, Vex GO, Vex 123, Dash & Dot, Bee Bots, Animation, Drones, Game Design, Digital Editing, Virtual Reality Expeditions, Green Screen Storytelling Nutrition/Cooking – Healthy Behaviors, Top Chef Duel, Taste Testing, Baking & Decorating Challenges, Farmer’s Markets, Mobile Teaching Kitchen, Multicultural Project-Based Learning - Junk Drawer Robotics, Piper, Video Production, Design & Build
3:00 – 3:30pm	Snack or Supper Meal
3:30 – 4:30pm	Clubs – Hands-On Science/Environmental Literacy – Steve Spangler Science, Chemistry Experiments, Simple Machines, Power of the Wind, Magic of Electricity, Flight & Aerodynamics, Dirt Camp, Gardening, Build A Better World Visual and Performing Arts – Painting, Drawing, Sculpture, Art History, Multicultural Art, Music, Theater, Dance Virtual Field Trips – California State Parks, Google Expeditions
4:30 – 5:00pm	Wrap-Up Routine/Sign-Out – Read to Self, Go Noodle, Teambuilding Activities, Minute to Win It Games, Trivia Games, Chess, iPad/Chromebook Educational Games

Sample schedules are just a snapshot of the diverse learning opportunities available to students.