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

Name of Local Educational Agency or Equivalent: Thermalito Union Elementary School District

Contact Name: Gregory Blake
Contact Email: gblake@thermalito.org
Contact Phone: (530) 538-2900

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. Nelson Avenue Middle and Heritage Community Day Schools
2. Plumas, Poplar, and Sierra Avenue Elementary Schools
3. TK Siskiyou Avenue Elementary School and TLC Preschool

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.

Thermalito schools foster a climate of engagement, involvement, and connectedness that promotes a strong, safe and supportive environment. ELOP programs will be offered on school sites after school and for summer school with school staff that students and families already know.

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.

Students will be provided with extended day learning opportunities and summer school. These programs will utilize hands-on and different instructional strategies and/or curriculum than used during a regular instructional day.

3—Skill Building

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

The programs will provide opportunities for students to build and practice math fluency, phonemic awareness, decoding, and other literacy and math skills.

4—Youth Voice and Leadership

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

Students will have the opportunities to engage in leading groups of peers in learning activities.

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.

Students will have opportunities to engage in healthy outdoor activities. Our district food service department will provide snacks and supper to the afterschool program, and healthy breakfast, lunch, snacks, and supper to all students during the extended summer school 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.

All English learners, students with disabilities (SWD), ethnic student groups will have equal opportunity to be involved in tutoring, summer school, and extended learning day activities. All SWD are fully included in all general education academic and extracurricular activities.
# 7—Quality Staff

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

| High quality, certificated, fingerprinted, and trained staff will be provided to provide educational and enrichment programs. |

# 8—Clear Vision, Mission, and Purpose

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

| Thermalito's goal is to allow student choice through engagement and intentional teaching that will break down barriers to student learning. |

# 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.

| Thermalito will partner with Butte County After School Education and Safety (ASES) program to help implement the extended day programs. |

# 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

| Thermalito will collaborate with ASES on a regular basis to ensure a high quality program. 2022 summer school will be extended from the successful 2021 three-week program to a six-week program. TUESD teachers will instruct in math and reading academics and interventions in the mornings, and ASES will engage in extracurricular activities in the afternoons. |

# 11—Program Management

Describe the plan for program management.

| TUESD and Butte County ASES administrators will meet on a regular basis to collaborate, analyze data, and oversee the entire program. |
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.

Thermalito will utilize the existing After School Education and Safety (ASES) program together with ELO-P funding to create a comprehensive, extended day, summer school, TK program, and after school tutoring that will be academically rich and include intensive interventions, engaging enrichment programs, and fun physical activities. Transportation will be considered if scheduling works and personnel are available.

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?

Recruitment:
- Staff is being recruited from both internal and external sources.
- We currently have enough staff with the necessary requirements (Multiple Subjects Credential & 24 Early Childhood Education [ECE] Units).
- Current staff has experience teaching TK students.
- We will also be providing information on scholarship and grant opportunities, partnering with our COE to help teachers earn their 24 ECE units, providing stipends to assist those that have completed course work to earn their 24 ECE units.

Staff Ratio Maintained:
- Each classroom will have a full credentialed teaching that has both their Multiple Subjects Credential & 24 ECE Units.
- Full-time paraeducators will be assigned to each class.
- Additional paraeducator support will be hired in subsequent years to maintain the ratio.

Training Staff:
- We are coordinating training with our district preschool and county office of education with regards to developmentally appropriate curriculum, instruction, and assessments for TK students.
- These include topics such as:
- Using the California State Preschool Learning Foundations & California State Preschool Curriculum Framework to guide instruction
  - Desired Results Developmental Profile (DRDP) to support assessments.
  - Universal Design for Learning (UDL).
  - Social-Emotional Learning strategies based on Center on the Social Emotional Foundations for Early (CSEFEL)
Teaching Pyramid.

Timeline for this spring for training:
- February--order California Preschool Learning Foundations and California Preschool Curriculum Frameworks for new TK staff (classified and certificated)
- March/April--meet with new staff to discuss curriculum & assessments. Meet with TK staff first then collaborate with California State Preschool Program (CSPP) staff.
- April/May--order curriculum, assessment, and other instructional materials. Set up training for late spring/early fall.

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 AM/PM Transitional Kindergarten (TK) and Preschool Program schedule options with ELO-P afterschool ASES supports:
- A.M. TK Session + P.M. Preschool + Afterschool (ASES) = 8:00 A.M. to 5:00 P.M. (includes breakfast, lunch, snacks, and supper)
- A.M. Preschool + P.M. TK Session + Afterschool (ASES) = 8:00 A.M. to 5:00 P.M. (includes breakfast, lunch, snacks, and supper)

Sample 6 week Summer School and ELO-P afterschool ASES program support:
- A.M. reading/math, academic/intervention summer school + P.M. ASES enrichment program = 8:00 A.M. to 5:00 P.M. (Includes breakfast, lunch, snacks, and supper)

Sample afterschool tutoring with ELO-P afterschool ASES program support:
- Regular 6 hour school day + 1 hour tutoring with certificated teacher + 2 hours ASES enrichment program = 8:00 A.M. to 5:00 P.M. (includes breakfast, lunch, snacks, and supper)
Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following:

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department’s guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On 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.