

Expanded Learning Opportunities Program Plan



Twin Ridges Elementary School District

Prepared by:
Twin Ridges Elementary
16661 Old Mill Rd.
Nevada City, CA 95949
530-265-9052

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

Local Educational Agency (LEA) Name	Twin Ridges Elementary School District
Program Lead	Sunshine Bender. , Chief Business Official
Program Lead Contact	(530) 265-9052, sbender@tresd.org
Sites	Grizzly Hill Elementary Washington Elementary Oak Tree Campus (Little Acorns Preschool)

Purpose

This program plan is required by EC Section 46120(b)(2). In this program plan, we 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 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)(l). 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 (COE) 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 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.

Programmatic Level

Our number one goal in service to students every day is safety.

Response

The Expanded Learning Program will take place on our school sites. Since we are a small rural district, our students are regularly transported by their parents in private transportation and/or our district school buses. Our drivers are fully licensed and remain up to date with all safety training. Our buses are also inspected daily before each bus route in their pre-trip inspection as well as annually by California Highway Patrol.

Transporting Students

Expanded Learning- After School Education and Safety Program (ASES)

Students will remain on campus at the end of the school day. The program, which takes place after the school day will begin immediately upon dismissal of the instructional day and operate until 6:00 PM.

Expanded Learning- School Recess Weeks

Our recess weeks programs will take place predominantly on our Grizzly Hill campus but will be extended to our two other owned Campuses. Students will be transported by parents via private vehicles or will be transported in district school buses (depending on funding available).

Expanded Learning- Summer School

Our summer program will take place predominantly on our Grizzly Hill campus but will be extended to our two other District owned Campuses. Students will be transported by parents via private vehicles or will be transported in district school buses (depending on funding available).

Any field trips will also take place in district transportation or possibly charter buses that meet all safety requirements and are driven by fully licensed and insured drivers.

Attendance/Sign-ins/Sign-outs

When students arrive at the program whether it is before school, after school, or in the summer learning program they will be personally greeted by staff and checked into the program. Program attendance will be collected at each site and records will be maintained. At the end of the program students will be released either from the ASES room or the Multi-Purpose Room, depending on the program and will be physically handed over to a responsible adult and the adult must sign them out. In the event that funding for busing becomes available, students who are bused will be taken to designated bus stops and follow directions from their parents, either walking home from there or being met by a responsible party. TK and K students MUST be met by a parent.

Facilities Safety

Our school sites are well maintained and inspected and meet all current building codes and specifications for public school campuses.

We have ample lighting for additional safety precautions. Due to COVID 19 we have also implemented all safety precautions currently recommended by the California

All sites have a safety plan that is updated annually and is available on our website. This plan outlines all of our policies and procedures as well as people responsible. To ensure that we operate in coordination with this plan we participate in frequent drills and practices so that the students and teachers and staff are well aware of all procedures and practices well in the event of an emergency.

Staff Level

Behavior/Expectations

We incorporate a "shared responsibility" approach to our positive behavior supports and reinforcement for our students. These expectations have been created with a collaborative effort between students, teachers, classified staff members, and Administrators.

Being a PBIS district enables us to:

- Effectively teach appropriate behavior to all children by identifying expectations and modeling and practicing these with our students.
- Intervene early before unwanted behaviors escalate-remaining alert and proactive so that we are not pushed into reactive mode.
- Use research-based, scientifically validated interventions whenever possible-work on strategies and behavior plans and be willing to reset and try something new if these are not working.

- Monitor student progress-remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

SEL Supports

At all sites we personally greet students every day as they enter our campus (this is done by a combination of our classified staff, our certificated staff, our principal, our counselor, and our district office staff).

This practice will be carried over into the expanded learning program by our program facilitators, program leads, and program assistants.

We employ a School Counselor who works closely with our staff to support the mental health and well-being of all of our students. We also have our special education staff and classroom aides on campus to assist, advise and consult with our staff to assist all students in being successful. They will often meet to create behavior plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students.

We believe, and [research](#) indicates, that addressing students' social and emotional needs not only improves their mental health but also their social skills and their academic performance. It is with this in mind that we have increased our services to students in addition to purchasing curriculum to help serve our student's diverse needs.

Participant Level

Community Building

Students and staff intentionally work together to build a shared community. This is evident in the time that our staff spends intentionally communicating one on one and in small group settings with our students. Our staff and other members of the community know each and every one of our families, their extended families, and their siblings. In our small community, it is very important to keep consistent, open, calm communication at the forefront of every interaction with staff, students, and parents. We feel that the most important thing that we can do each and every day is to pause long enough to listen to a child. They are the reason that we are here.

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.

Programmatic Level

The design of our program and what will make it a quality program is making certain that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. It will also offer a very safe and trusted environment for them while their parents work or take care of other business. From the inception of our program we will continually ask for parental, staff, and student input as to what they would like the program to look like. Each of the activities will be designed based on their input. In order to gauge interest in activities we will have the parents sign the students up and to rank the offerings. This will allow us to make certain we are offering enough spaces in relation to the interest of our participants. We also

know because we are located in such a rural area that our families depend on us to keep their children safe and engaged. The school Superintendent and Chief Business Official will be active participants in supporting this program. They will have frequent and open communication with activity leaders to ensure the mission and goals are being achieved.

Response

The Expanded Learning Program will not replicate the instructional day, however, it is important to work together with shared goals, a shared culture, and shared expectations for our students, this helps them to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.

The programming is divided into three main components:

1. Instructional intervention, homework support, and tutoring tailored to the individual needs of students. This will help meet our goal of adapting our program to the identified needs of our students who enroll.
2. Physical education and sports; and
3. STEAM enrichment activities.

To continuously improve and develop the program we will continue to review and refer to the [Quality Standards for Expanded Learning](#)

Expanded Learning- After School Education and Safety Program (ASES)

The afterschool program will begin with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time will be followed by a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM/project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention need. If leading intervention, the activity leader will use curriculum provided by instructional day while the other students work on homework or an activity of their choice from a menu provided by staff. During the enrichment programming activity, leaders will lead students in a variety of lessons that include hands-on, real-life problems/solutions, that allow students to explore, investigate, research, and create.

Expanded Learning- School Recess Weeks

These blocks of school recess are identified for select activities like camps, and extended field trips for students. They will be for five day intervals during October and Spring Breaks, nine hour days.

Expanded Learning- Summer School

Summer School program is a program operating for up to five days a week for two, two week intervals at the start and close of summer. This program will be expanded in the number of days of operation in the 23.24 school year, as well as the number of hours for those days. The nine hour day requirement, during the school year is already satisfied through our ASES program. For the expanded days, the programming will be structured activities from 8 AM to 12 PM daily with the campus open from 8:00 AM- 5:00pm. (9 hours).

Our program is open to all students, however, English Language Learners and Socioeconomically students are prioritized.

We are currently exploring options for how to expand our program time and offerings so our program will look different in the upcoming years. Partnerships with our local Parks and Rec and Family Resource divisions are currently in their infancy and we hope to have more details to share as these talks progress.

Our goal is to design a program that is robust and includes the required educational and literacy element in which tutoring or homework assistance is provided in the following areas: language arts, mathematics, history and social science, computer training, or science.

In addition, the design is to have an educational enrichment element that may include, but need not be limited to, fine arts, music, recreation, physical fitness, and prevention activities.

We look to offer a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we will look to have the students engage in are:

Coding and robotics competitions using multiple resources including Ozobots, KOOV robots and other Basic Beginner Robotics kits- students learn to construct their own robots following directions and visual models. Once complete they work collaboratively to code and develop obstacle courses for their models. As they advance in their learning, they will also increase the complexity of their constructed robots adding knowledge related to pulleys, inertia, speed, distance, and elasticity as well as motors, sensors, controllers, and advanced programming.

- Rocketry and students' creation of their own stomp rockets where they learn basic concepts of rocketry
- Maker Space: where students can create, invent, explore, and discover using a variety of tools and materials.
- Cooking- where students use skills such as: measuring following ingredients directions and chemistry
- Reading skills: following directions, new vocabulary, sequencing
- Math Skills: measurement, math calculations, fractions, temperature and shapes
- Health lessons: healthy eating, food groups, safety and cleanliness
- Fine motor skills: sifting, measuring, kneading, pouring, sifting, rolling, whisking
Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
- Chemistry and Science: making predictions, chemical reactions, how temperature impacts gases, liquids, and solids.
- Sewing: Similar skills are learned here as the students learn to use patterns, measure, cut sew and create their own items.
- Art: Students are able to use a variety of mediums to design and develop unique creations. (paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few.
- Agriculture: Students have been able to build planter boxes measure and cut materials then assemble all of the pieces. Design and research temperature, soil conditions, and plant types that will survive, grow and thrive in our climate. Plant their own gardens (vegetables, flowers, plants) and learn about the necessity of sunlight and water. Sustain worm composting bin
- Children's Theater - Collaborate with staff to produce a play to be performed in our community.

Staff level:

The majority of staff in our afterschool and summer expanded learning program will also work in the instructional day. This will provide the opportunity for continual, open communication about students' needs and desired support.

Participant Level:

Our entire campus will be open to our expanded learning programs. They are an extension of what we do to provide support to our students and their families. We will allow them access to any resource or materials they need including our library, our technology, our playgrounds and sports materials.

3 – Skill Building

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

Programmatic Level

Response

All enrichment opportunities in the program will be designed to inspire creativity and innovation, we will work to increase critical thinking and problem solving, and by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons will be designed to support students at their current level of performance and move them towards mastery of skills they have not yet mastered.

Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day.

Expanded Learning- After School

There are a few activities that we are able to introduce and support in the instructional day but may not receive the time or attention needed to support mastery. In expanded learning we can work collaboratively with the instructional day to increase the depth of learning and the level of performance of our students.

Expanded Learning- School Recess Weeks

The recess week programs will be specifically identified for outdoor education, sports, physical education, and other experiential learning.

Expanded Learning- Summer School

Our summer program will be an enrichment intensive STEAM focused program that provides very diverse experiences that allow students the time and support to learn new skills, invest time in building mastery and gaining confidence and then showcasing these skills at the end of the session in various culminating activities dependent upon the skill. These culminating activities may be a talent show, an open house, a carnival with student created booths and games. All of these opportunities will be presented to students for them to decide what they would like to do as they are instrumental in developing the program and providing the activities.

Staff level

In supporting students and helping to move their learning forward they have the ability to practice skills. They can also offer coaching and positive feedback. They are able to spend time with students and offer support as they move through the inevitable experiences of trying, failing, reflecting and growing from our experiences. The supportive, open and caring relationships that they have developed will help them be a trusted adult for the students to rely on. Staff will be specifically hired and retained for their character that they exhibit when working with our students. We know that we can teach people how to teach, coach, do crafts, etc., but we cannot teach them to care.

Participant level

The activities and events that are integrated with both the expanded learning after school and summer program will provide support to engage students in 21st Century skills. They will have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills. They will also have the opportunity to showcase their projects and their talents in various venues throughout the academic year and the summer.

21st Century Skills

Learning Skills



critical thinking



creativity



collaboration



communication

More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

- **Critical thinking:** Finding solutions to problems
- **Creativity:** Thinking outside the box
- **Collaboration:** Working with others
- **Communication:** Talking to others

Literacy Skills



information



media



technology

They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

- Information literacy: Understanding facts, figures, statistics, and data
- Media literacy: Understanding the methods and outlets in which information is published
- Technology literacy: Understanding the machines that make the Information Age possible

Life Skills



flexibility



leadership



initiative



productivity



social skills

Also called FLIPS, these skills all pertain to someone's personal life, but they also extend into professional settings.

- Flexibility: Deviating from plans as needed
- Leadership: Motivating a team to accomplish a goal
- Initiative: Starting projects, strategies, and plans on one's own
- Productivity: Maintaining efficiency in an age of distractions
- Social skills: Meeting and networking with others for mutual benefit

4 – Youth Voice and Leadership

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

Programmatic Level

Response

Student Leadership and voice is an integral part of our program. With the help of our ASB Advisor, we have developed a very active student council team. Our advisor mentors these students and helps them to develop and refine their skills and to develop essential character traits including: responsibility, respect, trustworthiness, fairness and caring. As the students work and grow in these skills, they use their newfound knowledge and empowerment to influence others. These students will be very instrumental on our campus in a variety of ways including our ELO-Program. They will help promote the program, they may help mentor younger students, they will help sponsor and support activities and they may also serve as "big buddies" or "peer tutors".

Staff level

Expanded Learning- After School

The staff in our after-school program will be very intentional in making certain that our students have the opportunity to share their opinions, express their desires, and take on leadership tasks. The students will be provided choices related to what the program offerings will be, what activities they would like to participate in, and how they will celebrate their learning. As we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi-age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school Student government.

Expanded Learning- Summer School

As in the afterschool program we will work to continue to grow and increase the student's leadership facilitation and application of key learning. Again, as we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school Student government.

Participant level

The use of our formal and informal means of collecting data related to program offerings allows the students the opportunity to provide feedback, participate in discussions, and participate in developing the program. During the summer program, students will enjoy the ability to spend extended time on self-selected activities, taking responsibility for completing projects and participating in culminating events that help them show what they know.

5 – Healthy Choices and Behaviors

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

Programmatic Level

Response

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level from TK to 8th grade has access to regular physical education classes with instructors who are specifically assigned to support them in skill building and practice. These instructors provide multiple options so that students can explore and learn new skills, try new sports, and experience success. Additionally, we offer a sports program in which our 6th-8th grade students participate in seasonal leagues all year long with other schools. One of the greatest attributes of this program is that all students participate and have the ability to learn and grow. It is evident in our culture that fitness and nutritious eating and the promotion of a healthy lifestyle are important. This culture will be carried into our after school and summer school programs through actions, intentional learning opportunities, and activities. Our policies will reflect the intent of our program which is to support our students in developing, learning, and continuing to live a healthy lifestyle.

Expanded Learning- After School

Active and engaged learning is the hallmark of our program. Snacks that are served to the students in the program also follow the national school lunch nutrition guidelines that apply to all food items served at school. In addition to learning about positive behaviors, students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

Expanded Learning- School Recess Weeks

The same level of thought and approach for the After School Program will apply to the Recess Weeks.

Expanded Learning- Summer School

In addition to the aforementioned aspects of the program and our culture, we will also have options for students to participate in gardening as well as cooking and nutrition classes.

Staff level

Our staff will model healthy living and the professionals we bring in will support that goal.

Participant level

Each activity that we participate in encourages our students to make healthy choices and to extend their learning beyond just 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.

Programmatic Level Response

Expanded Learning- After School

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We use our Facebook pages, our websites, School Messenger phone calls, Remind text Messages, hard copy notifications, and the use of our marquee. Expanded learning staff will maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, program openings, or events will also be advertised in all of the above ways.

We welcome all students interested in enrolling in the program into the program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios.

Our staff is also very representative of the students that we serve. In such a small community we often hire either family members or former students of our school.

Expanded Learning- School Recess Weeks

The Expanded Learning- Recess Week will also be open to all students. Our program will celebrate diversity and welcome all students. Our program will be open to all and focused on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

Expanded Learning- Summer School

The Expanded Learning Summer program will also be open to all students. Our program will celebrate diversity and welcome all students. Our program will be open to all and focused on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

Staff level

Staff are well trained to serve all students.

Participant level

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7 – Quality Staff

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

Programmatic Level Response

Rigorous recruiting is done throughout the community by a variety of methods. We post flyers in the office and send out announcements via the previously mentioned digital platforms. We also have made significant increases to the salaries and hours for the program to make the positions more enticing.

Due to our rural location all of our applicants come right from our school community and most are related to our families or are siblings who have already graduated from our school so they definitely reflect our students, staff, and parents. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring, and work to be positive role models.

Staffing is accomplished by hiring a combination of Classified and Certificated staff members.

All staff have had their fingerprints cleared by both FBI and DOJ (Department of Justice).

Expanded Learning- After School

Classified & Certificated:

Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR.

Expanded Learning- School Recess Wks

Classified & Certificated:

Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR.

Expanded Learning- Summer School

Classified & Certificated:

Completed a variety of training via Public School Works that range from Mandatory Reporter Training to CPR.

Staff level

Staff are clearly identified with staff IDs and lanyards that identify them as staff members.

Staff will be made aware of grant requirements and work to maintain all assurances. Staff will check in weekly with the District Administration to ensure open communication and adherence to grant requirements.

Participant level

While our participants do not have a part in our staff selection process their input would definitely be considered if we ever had a problem with a staff member. Our staff, as previously mentioned are often part of our instructional day staff as well so they have very positive trusting relationships built with our students.

8 – Clear Vision, Mission, and Purpose

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

Programmatic Level

Response

The program's mission and vision are a reflection of our district's mission and vision.

Expanded Learning- After School & Summer School

Our district's mission:

The Twin Ridges Community is dedicated to nurturing inquisitive life-long learners who are prepared for success inside and outside the classroom.

Our district's vision:

Twin Ridges Schools integrate technology and experiential learning while maintaining high academic expectations, building quality character and healthy relationships.

The vision and mission were developed in a collaborative effort with our teachers, staff, and community members.

The primary purpose of the ELO-Program is to support those goals.

Staff level

The staff are the instruments for achieving our goals. The training, planning, focus, and work done by the staff will lead the students where they need to be. Through surveys, assessments, data meetings, and communication with parents and students, the staff will refine the mechanisms of the program to achieve the district's goals.

Participant level

Students will experience the outcome of our mission and vision without the need to teach it. If our program functions correctly, the outcomes mentioned in the mission and vision will manifest themselves in the products the students produce.

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.

Programmatic Level Response

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the years we have developed several partners who we continue to work with as well as some new partnerships that we are working to increase. Support of the local School Board of Trustees and teachers is a vital piece to the success of our program. Communicating and celebrating the great work that is going on there to support our families is important.

Expanded Learning- After School & Summer School

Summer School as well as the instructional day program work with the same collaborative partners in support of our students.

Our partners include, but are not limited:

- San Juan Ridge Recreation and Parks District
- San Juan Ridge Family Resource Center
- Shady Creek Outdoor School
- Matt Langley Music Enrichment
- Curios Forge
- Jenny Traver (Retired Teacher) - Art Enrichments
- Little Acorns Preschool

Staff level

Communication is a vital part of our program and our school community as a whole. We employ multiple means of communicating with our parents, our staff, and our community. We use our Facebook pages, our websites, School Messenger phone calls, Remind text messages, hard copy notifications, and the use of our marquee.

Participant level

Students will be very instrumental in sharing what these partnerships will mean to their program. They will be invited to the Board meeting to share activities, they will share with the instructional day staff and we all share the same spaces so this will create a seamless transition from instructional day to expanded learning with our students, our families, our staff, and our community partners.

10 – Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Programmatic Level Response

We have a long history of using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. In addition to data-driven decision making, we are also committed to providing a program that serves the needs of our community, our families and our students.



Continuous Quality Improvement Cycle

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, and other stakeholders, and observation of program activities.

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.

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.

Expanded Learning- After School & Summer School

Both programs will follow the same data driven assessment outlined above

Staff level

The expectation is that staff will be very reflective and communicative. Staff will regularly collect the

necessary data required for the management of the program. They will also commit to continuous improvement.

Participant level

We will develop a formal process for obtaining student input specifically related to our program once it has been implemented for a significant portion of time and has the capacity to increase services. Moving forward we will continue to ask for input and use it to develop our program.

11 – Program Management

Describe the plan for program management.

Programmatic Level

Response

This program depends on open and frequent communication between the staff, the Superintendent, the Coordinator of Student Services, and the Chief Business Official.

All fiscal management is done by the Chief Business Official using the SACS coding system and tracked in our budgeting software, Escape.

Both programs will be overseen by both the Superintendent and the Chief Business Official who will make staffing decisions, evaluate effectiveness, and monitor the budgeting.

Expanded Learning- After School

Staffing for the After School program will be as follows:

- TK ELO-P Aide to work 8:30 to 11:30 and 11:30 AM to 3 PM
- ELO-P/ASES Aide to work from 3:00 - 6:00 PM (3 per K-8 site)
- Chief Business Official to oversee program
- Certificated Coordinator of Student Services
- 360 hours of Additional Certificated support
- 0.5 hours of Secretary time
- Community partners as budget allows

Expanded Learning- Summer School

Staffing for the Summer School program will be as follows:

- Chief Business Official to oversee the program
- Teachers to support enrollment
- ELO-P Aides to fulfill the non-instructional support time
- 8 hours of secretarial support per day

- Administrator
- Community partners as budget allows

Staff level

Planning

Staff will meet prior to the beginning of the program to participate in team building and, review all policies and procedures, and expectations. Staff will be provided with lanyards so that they are easily identifiable on campus and can be seen.

Training

Staff will also attend at a minimum one full day of training prior to the beginning of any sessions (example: School year/Summer/Intersession)

Regular Staff Meetings

Staff meet each morning or afternoon of the program to go over the daily plans and materials prep.

Communication

All staff will have Walkie talkies while on campus so that they can communicate amongst themselves and call for assistance if needed.

Managing student information

Student information will be available via our student information system Synergy as well as a hard copy for quick access.

Professional Development

Additional Professional Development will be provided throughout the school year based on staff observations and need.

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?

Response

Our Transitional Kindergarten program currently operates on a half-day schedule, however, we already have support in place for students who wish to stay until 6:00 PM. As we add additional TK classes, we will continue to staff in the same manner we currently do, but maintaining a 10:1 pupil to staff ratio. We will also be drawing upon other school site program staff to support the TK-ers during this time as they are the most experienced in this age range

Sample Program Schedule

Expanded Learning - After School (K-8) Full Day Traditional School

8:30 AM - 3:00 PM	Traditional School
3:00 PM - 3:15 PM	Nutritious Snack
3:15 PM - 4:00 PM	Homework Support/Targeted Intervention
4:00 PM - 5:00 PM	PE Activity/Optional Small Group Homework Support
5:00 PM - 6:00 PM	Community Partnership Enrichment or Staff Lead Activity

Expanded Learning - After School (K-8) Half Day Traditional School

8:30 AM - 1:30 PM	Traditional School
1:00 PM - 1:15 PM	Nutritious Snack
2:00 PM - 3:00 PM	Homework Support/Targeted Intervention
1:15 PM - 2:00 PM	Community Partnership Enrichment Program
3:00 PM - 4:00 PM	PE Activity/Optional Small Group Homework Support
4:00 PM - 6:00 PM	Staff Lead Activity with Student input

Expanded Learning - School Recess Programs

8:30 AM - 5:00 PM+	TBD
--------------------	-----

Expanded Learning - Summer School (K-8)

8:00 AM - 8:45 AM	Breakfast/Morning PE Activity
8:45 AM - 12:00 PM	ELA Support Math Support STEAM Enrichment
12:00 PM - 1:00 PM	Lunch + PE Activity
1:00 PM - 5:00 PM	Student Choice Community Partnership Enrichment Activity