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This sample plan is made available by the
Junction Elementary School District
in partnership with SSDA and CCEE

Remember the ELO-Program is NOT a competitive grant application and it is not a compliance piece (as it does not go to CDE or COE) However, it covers all of the quality standards for expanded learning and is a tool that tells the story of our program.

Expanded Learning Opportunities Program Plan

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

Junction Elementary School District

9087 Deschutes Road

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

Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name: Junction Elementary School District

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Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. School Site: Junction Elementary School

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)(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 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.

Response:

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

Programmatic Level

The Expanded Learning Program will take place on our school site. Since we are a small rural district, our students are regularly transported by their parents in private transportation or on 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 runs in their pre-trip inspection as well as annual inspections by the California Highway Patrol and more frequently under the direction of our Transportation Lead.

Transporting Students:

Expanded Learning- After School

Students will be transported to our program either by their parents, on our school buses or 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- Summer School

Our summer program will also take place predominantly on our school campus. Students from Junction will be transported by parents via private vehicles or will be transported in district school buses.

Any field trips will also take place in district transportation 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 are personally greeted by staff and checked into the program. Program attendance is collected on our school districts Student Information System Aeries. At the end of the program students are released either from the classroom or in the CARE office, depending on the program and are physically handed over to a responsible adult and the adult must sign them out. Students who are bussed are 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:

Junction was founded in 1832. Our school site was newly built in 1956, has undergone various modernization projects and facilities range in age from 1956-2016 and meets all current building codes and specifications for public school campuses.

We have fully fenced facilities with wrought iron gate closures. We also have ample lighting for additional safety precautions. Due to COVID 19 we have also implemented all safety precautions currently recommended by the California Department of Public Health for K-12 Schools.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Any adults entering our campus must sign in at the office and have their license scanned through our Raptor system to ensure that they are not tagged in the national sex offender registry database.

<https://raptortech.com/protect-your-school/raptor-visitor-management-system/>

We also have a safety plan which 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.

Safety Plan can be accessed by staff. We do not wish to publish it in this plan due to safety concerns.

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.

Much like PBIS this system 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.
- We follow the 3 Be's of Be Safe, Be Responsible and Be Respectful

SEL Supports

At Junction Elementary School District we personally greet students every day as they enter our campus (this is done by a combination of our Staff, our principal, our superintendent, our School Psychologist and our Student Counselors.

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

We employ a School Psychologist 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

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/> indicates, that addressing student 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 Second Step curriculum to help serve our students diverse needs.

Participant Level:

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 makes 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 also offers 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 have continually asked for parental, staff and student input as to what they would like the program to look like. 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 Principal are active participants in supporting this program. They have frequent and open communication with activity leaders to ensure the shared vision. 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 and adapt our program to the identified needs of our students who enroll. (2) Physical education and sports; and (3) STEM

enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

Expanded Learning- After School

The three or four hour after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is 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. 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 needs. If leading, the activity leader will use the 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 activities that engage and keep them active.

Expanded Learning- Summer School

Current Summer program includes an 18-20 day program operating for up to four days a week for five weeks. This program will be expanded in both the number of days in operation as well as number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The program currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM- 12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-6:00 PM (9 hours) in the 2022-2023 academic year,

Our program is open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel Extended School

Year program for our Special Needs students and they are able to receive very specific academic support from special ed department teachers.

This program is operated in collaboration with the Mountain Valley JPA which allows us to consolidate our resources in order to provide additional services and a more robust program.

The learning in this program is robust and includes the required educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, science and social science, computer training. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

This program is set up so that the students can participate in “Clubs”: and move between activities and activity leaders. We have offered a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we have had students engage in that we also plan to continue to offer are:

- Working with the National Inventors Hall of Fame- we are incorporating a 4 week, cost free, hands- on science activity daily from roughly 8:00 am to noon. Students receive individual science activities based on lessons designed by inducted into the National Science Hall of Fame. Lessons incorporate writing, mathematics, science, engineering and students are allowed to take home their projects to extend their own learning at their pace. Some of the embedded cross curricular activities will require/encourage:
 - Reading skills: following directions, new vocabulary, sequencing
 - Math Skills: measurement, math calculations, fractions, temperature and shapes

- o Public speaking and competition
 - o Fine motor skills: sifting, measuring, pouring, sifting, rolling, whisking
 - o Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
 - o Chemistry and Science: making predictions, chemical reactions, how temperature impacts gasses, liquids and solids.
- 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. Students may attend field trips to local artists workshops and create their own art.
 - Agriculture: Students are able to access planter boxes. Students might 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.

Staff level:

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

Participant Level:

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

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 are designed to inspire creativity and innovation, we work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons are 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

A few of the activities that we are able to introduce and support on 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. A few of the activities where we believe they could build mastery in expanded learning include:

National Hall of Fame presentation creation-In expanded learning we can help the students design their experiments reinforcing the Scientific process. Then help them in their observation and writing. Also critically thinking about their observation

and finally preparing for their presentation and sharing their learning in a meaningful way.

Oral Language- students can receive help in selecting an appropriate piece. Work together with teams and coaches to memorize their piece and practice their performance. They can practice in front of live audiences that will help them gain confidence and self-esteem as they increase their level of performance.

Battle of the Books-Students can receive support in their reading by having staff ask them pertinent questions related to their reading, increased time to read their books and share experience and conversations with other students who are also participating.

Track Club-track club provides students the opportunity to learn a large array of new skills. Numerous after school and instructional day coaches help teach our students various events such as sprints, relay races, hurdles, long jump, high jump and discus throwing. The students are then able to participate in several track meets in and around Shasta County.

Tennis Club-tennis clubs provide students the opportunity to learn a large array of new skills. Numerous after school and instructional day coaches help teach our students various events such as running, sprinting, hitting the tennis ball, serving, learning the rules of tennis, and sportsmanship.. The students are then able to participate in several tennis meets in and around Shasta County.

Field Trips- Students are typically encouraged to attend off campus events under the supervision of staff. Field trips might include Water Works Park, local parks, All Fired Up.

Day time activities- may include bike riding, water games, etc.

Our program and program staff can support students in expanding their opportunities to participate, help them to build mastery and help them to create and present culminating activities related to their experiences.

Expanded Learning- Summer School

Our summer program is really an intensive STEM 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.

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 are 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.

Staff will consist of teachers, teacher aides, and other paraprofessionals to incorporate the National Hall of Fame curriculum.

Participant level

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

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. We have developed a very active student council team. Our middle school teacher(s) 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 new found knowledge and empowerment to influence others. They are very instrumental on our campus in a variety of ways. They help promote the program, they help mentor younger students, they help sponsor and support activities and they also serve as “big buddies”, “peer tutors” and “Reading Buddies”. A few of the projects that they have spearheaded are Canned food drives to help needy families and also pet food and blanket drives to help needy animals at our local shelters. trail cleanups, Spirit days and other fundraisers.

Staff level

Expanded Learning- After School

The staff in our after-school program are 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 are 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 and working on Student Council and 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 middle school and high school and working on Student Council, and 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 really 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.

Response:

Programmatic Level

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 have 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. Moreover, a healthy balanced breakfast and lunch program is provided to all students everyday. Additionally, we offer a sports program in which our TK-8th grade students participate in seasonal leagues all year long with three other small rural 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 community that fitness and nutritious eating and promotion of a healthy lifestyle is important. This culture is carried into our after school and summer school program by actions, intentional learning opportunities and activities. Our policies 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- Summer School

In addition to the aforementioned aspects of the program and our culture we also have options for students to participate in gardening and provide students with the Seamless Summer Meal Program.

Staff level

Our staff supports the integration of healthy eating, nutrition and fitness into their time in the program.

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

Response: All students are welcome to participate in the program. The directors of the program embed equity in the Social Emotional Learning (SEL) lessons and provide opportunities for multicultural activities throughout the year.

Programmatic Level

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 JEF Facebook page, our website, Auto dialer App., phone calls, hard copy notifications and the use of our marquee. We also make certain that all communication goes out in both print and or digitally that all parents have access. Expanded learning staff also 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 event are also advertised in all of the above ways in addition to flyers posted in the office, in the classrooms and passed out to teacher mailboxes.

We welcome all students interested in enrolling in 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- Summer School

The Expanded Learning Summer program is also open to all students. Our program celebrates diversity and welcomes all students. Our program is 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. They are also very well positioned with resources and support to meet the needs of all students in the program.

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.

Response:

Programmatic Level

Rigorous recruiting is done throughout the community. We post flyers in the office, send out announcements. We also send notices home with students and have teachers post in their classroom communication apps as well.

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 the FBI and DOJ (Department of Justice).

Expanded Learning- After School

Classified:

Have passed a paraprofessional test.

CPR Trained

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Expanded Learning- Summer School

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

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

Certificated:

Hold a valid CA credential

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Classified:

Have passed a paraprofessional test.

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Staff level

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

Staff are aware of grant requirements and work to maintain all assurances. Staff check in weekly with 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.

Response:

Our program follows the four District Priorities:

- Positive Relationships and Communication
- Student Achievement
- Staff Development
- Facilities, finance, Transportation and Safety.

As we have operated our program, we make sure that they align with the District's mission and goals regardless of what program it is or who is working to facilitate the program.

Expanded Learning- After School and Expanded Learning- Summer School

Programmatic Level

Our ELO-P will directly correlate with our District's vision, mission and purpose. This vision and mission were developed in a collaborative effort with our Board, teachers, staff, and community.

MISSION:

The mission of the Junction School District, in partnership with student, family, and community, is to professionally promote excellence, achievement, and self-worth, empowering students to be life-long learners and responsible citizens in our changing world.

Educational Beliefs

- ❖ All students can learn and achieve academic success.
- ❖ Partnership among parents, teachers, staff, and students is essential to educational excellence.
- ❖ Positive relationships among all members of our learning community are critical and depend on trust, respect, integrity, collaboration, and the willingness to consider different viewpoints.
- ❖ All students must be given the same opportunities to acquire knowledge, understanding, skills, and values using each child's unique learning style.
- ❖ Learning is an ongoing process that takes place both inside and outside of the classroom.
- ❖ All students learn best when they are encouraged to build understanding from experiences, information, and mistakes and are expected to do high quality work.
- ❖ Teaching and learning require an environment that is physically and emotionally safe.

Purpose: To put our students first in every decision that we make from safety to staffing to facilities and program offerings. The students are our reason for being here and serving them is our number one priority.

Staff level

Program Staff facilitates building a trusting relationship if they are not familiar with each other already. These meetings provide a platform for sharing the program mission, vision and goals and establishing the foundation for the work that we will do together. Program staff also facilitate family nights where students can share their expanded learning experience. We also hold parent informational meetings when needed.

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 and Expanded Learning- Summer School as well as the instructional day work with the same collaborative partners in support of our students.

Redding Parks and Rec-We are looking to partner with the City of Redding/ Parks and Rec to share our facilities for the operation of their basketball season. We are

currently exploring options for how we can work together in the future in both after-school and summer Expanded Learning Programs.

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 JEF Facebook page, our website, autodialer, phone calls, hard copy notifications and the use of our marquee. We also make certain that all communication goes out in both hard copy and digitally, to ensure that all parents have access.

Participant level

Students have been very instrumental in sharing what these partnerships have meant to their program. They have been invited to the Board meeting to share activities, they share with the instructional day staff and we all share the same spaces so this has created a seamless transition from instructional day to expanded learning with our students, our families, our staff and our 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.

Attendance in Programs: Including waitlist numbers and number of days students attend once enrolled are collected.

A data-driven Continuous Quality Improvement (CQI) process is in place. After School Program management identifies one to two quality standards that are highlighted each month. Two to three are chosen annually as program-wide goals and targeted for improvement based on data from our student, staff and parent surveys. Progress is tracked using both internal and the CDE tools such as the Crosswalk for Quality Standards in California. All stakeholders are encouraged to participate in some capacity.

Progress is tracked and monitored quarterly, semi-annually and annually using a variety of tools and methods.

Expanded Learning- After School

Program reviews will be performed Quarterly in order to ensure that we are producing a program that suits the needs of our families.

We will also have student, staff and parent surveys as well as informal data gathering opportunities.

Expanded Learning- Summer School

Program reviews will be performed Annually in order to ensure that we are producing a program that suits the needs of our families.

We will also have student, staff and parent surveys as well as informal data gathering opportunities.

Staff level

Staff are very reflective and communicative. Staff regularly collect necessary data required for the management of the program. They also commit to continuous improvement. The LEA Administration and staff representatives meet frequently to address any needs for the program. Attendance data is collected daily. Academic progress Data is currently collected and reported quarterly.

Participant level

We will develop a formal process for obtaining student input specifically related to our program now that it has been implemented for several years and has the capacity to increase services. The entire premise of our program grew out of input from students and parents who expressed their desire to have additional homework support for their students, intensive tutoring, if possible additional activities (track, color guard, etc.) and increased enrichment activities. 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.

Response:

This program is dependent upon open and frequent communication between the Local Education Agency, and a variety of departments within the LEA, (transportation, food services, payroll, pre-k, bargaining groups and administration).

Programmatic Level

All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams are managed separately:

LCFF: Managed directly by JESD Administration with oversight by the local Board of Education and Shasta County Superintendent of Schools.

ELO-P: Managed directly by JESD Administration with oversight by the local Board of Education and Shasta County Superintendent of Schools.

Expanded Learning- After School and Summer Learning

Fiscal Management: The fiscal component of the program is managed by the Chief Business Official of Junction Elementary School District. We work together to review the budget, review expenditures and track all expenses. She, with the help of the superintendent, makes certain that we remain within the grant guidelines and make appropriate use of the funds.

Expanded Learning- Summer School (future plan)

For our summer program the district will be hiring directly. For the summer program we will have the following positions:

Site Director: This person will have full leadership of the program from planning, managing staff and students and

Assistant Site Director: This person will assist the director and assist with management and leadership as well as managing supplies, helping to support students, available to communicate with families, etc.

Teachers: Teach varied groups of students a variety of lessons, activities and events.

Classroom Aides: Support teachers

Activity Leaders: Work with teachers and aides to develop activities, plan and prepare materials, facilitate training of instructional day staff on activities and support students. Also, activity leaders will help with all food service, recess and lunch supervision and frequent communication home.

Cafeteria support: This person will manage our feed service. We will serve breakfast and lunch daily. This includes, ordering, receiving, inventory, counting, serving and clean-up.

Policies/procedures/practices: We will have well developed policies and procedures that we regularly put into practice so that we are consistent and fair in our treatment of students and staff.

Clear Organizational Structure: The organizational structure will also be clear and reinforced with support from instructional day administration.

Staff level

Planning: Staff will meet prior to beginning of program to participate in team building, review all policies and procedures and expectations. Staff will be provided with shirts and 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 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 Aeries as well as hard copy for quick access.

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

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.

Response:

Our district does not receive either 21stCCLC or ASES (After School Education and Safety) funding. We will follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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 full-day schedule. As we transition into (2022-2023) and add the additional TK class that we are

anticipating we will add Transitional kindergarten students to our program. When those students are added, we will transition to a 10:1 student to staff ratio for our youngest learners as well as ensure appropriate programming that is specifically designed for serving the needs of our youngest Lions.

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

Response:

Before School Expanded Learning offering:

N/A our program exceeds 9 hours

Expanded Learning- After School

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 and adapt our program to the identified needs of our students who enroll. (2) Physical education and sports; and (3) STEM enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

The three or four hour after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is 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 STEM/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 needs. If leading intervention, the activity leader will use the 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. These activities will result in a culminating activity that the students are able to produce and demonstrate for community members during Open Houses or Spotlight events.

Example:

2:00-2:15- Attendance/Check- in elementary students

2:15-2:30- Snack distribution head to class

2:30-3:30- homework assistance, planned outdoor activities, free play, organized sports

3:15-3:30 Attendance/Check- in Middle School

3:30-3:45 -head to class healthy snack served and enjoyed by students

3:45-4:45-homework help, intervention, academic support, SEL support, etc.

4:45-5:45-Enrichment projects

5:45-6:00- clean -up and parent pick up.

Expanded Learning- Summer School

Current Summer program includes an 18-20 day program operating for up to four days a week for five weeks. This program will be expanded in both the number of days in operation as well as number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The program currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM- 12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-6:00 PM (9 hours) in the 2022-2023 academic year,

Our program is open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel program for our Special Needs students and they are able to receive very specific academic support from our special ed department teachers but also push into the remainder of the day to participate in physical activities and enrichment activities.

This program is operated in collaboration with Mountain Valley Special Education JPA which allows us to consolidate our resources in order to provide additional services and a more robust program.

The learning in this program is robust and includes the required educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, and social science, or science. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

This program is set up so that the students can participate in “Clubs”: and move between activities and activity leaders. We have offered a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs.

Example of a current program schedule:

7:30 AM Campus opens and students begin to arrive-greeting and welcome occurs

7:45 AM - 8:15 AM Breakfast is served to all students- students eat and clean up occurs

8:15 AM-9:45 AM Rotation #1 begins and all students self-select from the daily offerings

9:45 AM-10:00 AM Morning recess

10:00 AM-11:30 AM Rotation #2 begins and all students self-select from the daily offerings

11:30 AM-12:00 PM Students are served lunch

12 PM-6 PM- a variety of indoor activities are offered due to the intense heat in Shasta County, Additionally, field trips are scheduled in the mornings when the temperature is lower.

*Starting last year, we used ESSERII funds to provide a 4 hour per day, 5 day per week for four weeks Camp Invention. We are offering this program this year again as part of our ELO. We will have room for up to 118 students prioritizing our Unduplicated Pupil Count students first. Students will be able to seamlessly transition into our Summer CARE program from the Camp Invention

Our expanded learning program creates an active project-based learning environment which has been found to be successful in building students' academic performance, produces more positive students' outcomes, and higher-level thinking skills. The STEM focus is also highly supported by research to give students increased exposure to a broader array of future STEM educational opportunities and career options.

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 180-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 non school-days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day. California Department of Education Created September 30, 2021 11 Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites 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 child care 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 was 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.