

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

<b>Name of Local Educational Agency or Equivalent:</b>	Twin Rivers Unified School District
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. ALLISON ELEMENTARY
2. BABCOCK ELEMENTARY
3. CASTORI ELEMENTARY
4. DEL PASO HEIGHTS ELEMENTARY
5. DRY CREEK ELEMENTARY
6. F.C. JOYCE ELEMENTARY
7. FAIRBANKS ELEMENTARY
8. FOOTHILL OAKS ELEMENTARY
9. FRONTIER ELEMENTARY
10. GARDEN VALLEY ELEMENTARY
11. HAGGINWOOD ELEMENTARY
12. HAZEL STRAUCH ELEMENTARY
13. HILLSDALE ELEMENTARY
14. KOHLER ELEMENTARY
15. LAS PALMAS ELEMENTARY
16. MADISON ELEMENTARY
17. NORTHWOOD ELEMENTARY
18. OAKDALE SCHOOL PK-8
19. ORCHARD ELEMENTARY
20. PIONEER ELEMENTARY
21. REGENCY PARK ELEMENTARY

22. RIDGEPOINT ELEMENTARY
23. RIO LINDA HIGH SCHOOL
24. RIO LINDA PREPRATORY ACADEMY
25. RIO TIERRA MIDDLE SCHOOL
26. SIERRA VIEW ELEMENTARY
27. HAZEL STRAUCH ELEMENTARY
28. VILLAGE ELEMENTARY
29. WESTSIDE PREPARATORY CHARTER SCHOOL
30. WOODLAKE ELEMENTARY
31. WOODRIDGE ELEMENTARY
32. GRANT UNION HIGH SCHOOL
33. HIGHLANDS HIGH SCHOOL
34. FOOTHILL HIGH SCHOOL
35. MARTIN LUTHER KING JR. TECH ACADEMY
36. FOOTHILL RANCH MIDDLE SCHOOL
37. NORWOOD JUNIOR HIGH
38. WESTSIDE ELEMENTARY

### **Purpose**

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students’ Social and Emotional Learning (SEL) and development.

### **Definitions**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### **Instructions**

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Twin Rivers is dedicated to providing safe and supportive learning environments for all students. With the Expanded Learning Opportunities Program, we will build on our ASES program to provide Before and After school programs for all students TK-12 at all of our 38 school sites. In order to ensure that our programs provide a safe experience, we implement multiple layers of training and monitoring. All of our staff undergo a rigorous district vetting that includes background checks and educational qualifying examination. For training, we provide hands-on CPR training and first aid, include safety response training with our Twin Rivers USD Police department, and our nursing staff. Having this training allows our staff to respond to student needs. The district team consists of 3 Programs consultants that oversee the implementation of contracts, community partners, and day-to-day operations and budgets. They are responsible for compliance and program design to ensure equity and access across our school sites. Their direct reports are program specialists. There are 12 program specialists that oversee sites and programs directly. They monitor the frequency of emergency drills, respond to site needs, and provide guidance and consultation with incidents. They will report to sites if there are threats or emergencies to support the teams. Each of them review and evaluate program progress in order to continuously improve. They are instrumental in providing resources to our after school staff as well as coaching and program improvement.

All of our sites are required to include our Before and After school programs in their Comprehensive Site Safety plans. Staff is included in school site safety team meetings, trainings, and recommended to be part of the site safety response team. Twin Rivers utilizes the Catapult Emergency Response App that allows users to create alerts, monitor staff and student responses to those alerts, and engage in drills for emergency response. The app also notifies the central office team and police services so that responses to situations are prompt and well documented. Twin Rivers includes this app on the mobile phones that are purchased for staff in our programs. We also provide ongoing training, walkie-talkies, and collaboration with our district leadership to create safe and secure conditions for staff and students. Our daily morning and after school programs provide over 9 hours of care for students. Most of our programs begin at 7AM; 45-60 minutes before the school day begins. Students that participate are provided breakfast, snack, and supper during our after school programming.

Our before and after school programs are located on school sites and do not require transportation. We have intercession programs and utilize district bussing, partnerships with city transit, and charter vehicles when needed. We work closely with our transportation department and community partners to guarantee that transportation is not a barrier for participation in any of the expanded learning programs.

To provide greater access, our staff collaborates with and receives training from our Special Education Department. The training involves de-escalation strategies, understanding the behaviors of students, and alignment with district initiatives such as positive behavior supports and interventions (PBIS). This relationship provides seamless supports for the students with disabilities. The supports receive during the school day are communicated to and continues in the programs beyond the school day. Our program consultants review IEP and student needs prior to enrollment in order to equip and place the most suitable staff with students that have additional needs.

Twin Rivers Police Department is another resource that keeps our students and staff safe during program hours. They provide response to emergencies, support with potential threats, and services such as well checks and threat assessments for students that display signs of need. The team patrols sites and is notified of alerts and drills with our Catapult system. This additional layer of dedicated police support is crucial to the safety of our program.

The ability to communicate with families and staff is another key factor in the safety of our students. We utilize ProCare for attendance in our programs. This program allows staff to communicate directly with families via messaging and provides automated messages when students are absent or not signed in/out. Permissions from our

LEA Student Information System are included so that staff can quickly and accurately identify people that are authorized to sign out students. This tool includes training and collaboration and is used for all of our district-based programs. For broader communication, we use ParentSquare that allows users to receive messages in their home language via text, email, or call.

## 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.

Enhancing the educational experience and improving outcomes for our students is one of the major goals for the Twin Rivers program. The district team has metrics to monitor participating students' academic progress. The team goal is to exceed the district goal in achievement in Math and ELA in the 2022-23 school year and each subsequent year. This is done with clear articulation of our goals to all involved partners, and the design of a program that enhances the in-school instruction our students receive. With ELO-P, the continuity of programs from TK-12 is key. In the area of academics, the team and staff collaborate with teachers, site leaders and district leaders to provide an experience that aligns to the school day, but provides greater opportunity to learning than is possible within the school operating hours. We utilize programs and curriculum that is the same as the school day as well as some just for expanded learning. Included are iReady, SWUN Math, SPARKS PE, and Google Classroom. The inclusion of student interests, school work support, hands-on experience, and real world ties are at the heart of the academic component of expanded learning programming.

For our before and after school providers, professional development is offered before the start of the program for three days and during the school year during non-student days. The goal of the program is to enrich and enhance the academic program that takes place during the school day. There are many elements included in our academic plan that support this goal. First, we provide access to the scope and sequence that is used by our schools to provide academic instruction. This plan is used in conjunction with training experiences that provide collaborative space to design fun, hands-on learning experiences that connect to the learning that takes place in class. Our staff are led by site coordinators that collaborate and with and communicate daily with site administration, teaching staff, and office staff. This provides input for day-to-day staff development and training. In addition to training, we provide additional resources such as curriculum, technology-enhanced learning tools, and materials to create and implement hands-on experiences for our students. Our teams respond to student and staff interest surveys and provide experiences that our students would normally not have access to that build on the learning they experience in classrooms.

Our district team plans special events and showcases for students to receive academic recognition and enrichment. Included are STEAM and Project Based Learning challenges, Playgroups for the youngest students, and supplemental skill building activities. Our community partners are encouraged to and often create programs and enrichment for students that enhance learning. Many of these are camps during intercession but include the academic intervention element. Collaboration and input from educational partners is continuously elicited and utilized to decide on programming for future intercession offerings. These intercession camps offer field trips, exercise and health and additional tutoring. Having engaging opportunities to continue learning during the non-school days helps our students maintain progress while gaining new experiences.

Tutoring and school work support are included in every program plan. We have additional resources with ELO-P that provide academic support for students when used by our staff. This allows our students to access content area experts and learn with our staff. Having access to experts has provided greater learning experiences, especially in the intermediate and secondary grades. Our staff is trained to use blended learning and other techniques to integrate programs such as this into the tutoring time. Our staff also access student progress reports and materials from the school site in order to have more fidelity to the school experience. Staff communicates with teachers frequently to

monitor progress on grades, assignments and behaviors. This communication establishes a circle of support for our students and creates clear messaging for families.

In addition to direct academic support and enrichment, we also partner with many community agencies that provide onsite experiences for students. Our partnerships continue to grow as we learn of resources from our community and our staff. These include science labs brought in for students to engage in, physics demonstrations, connections to animal science, and other academic enrichment opportunities. Many of these providers also do school assemblies.

### 3—Skill Building

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

Providing students with opportunities to build skills that capture interest and develop career possibilities are important in the Twin Rivers expanded learning program. In order to successfully support students in skill building, collaboration, partner input, and professional development are required. As stated above, creating a vertical network from TK-12 is a district initiative. Connecting students to their futures is mission for multiple departments. Expanded learning programs allow the district to create opportunities for students to explore their options in school and in the community. Partnerships and planning are at the heart of this element of our programs.

For district partnerships, the Career Technical Education (CTE) department plays a large role in the development of our skill building programs and activities. One of the findings in the student input surveys and interview was that many of the student interests are in existing programs that were not known to the students. Some of the top skills students expressed desire to acquire were digital media and game design, arts, culinary, music production, and podcasting. In addition, career exploration was a highly ranked desire of students. Our program design is to provide these experiences for our students while also informing them about the existence and requirements of our CTE pathways and courses. In collaboration with CTE department leads and teachers, we have created clubs and intercession camps around culinary, dance, various arts, music production and podcasting, e-sports and game design, digital media, and more. As students progress in age, the introduction of the high school pathways and post-secondary pathways are introduced. Students work with community agencies that specialize and hire in these fields as well as teachers that provide engaging lessons and activities. These come in the form of shortened courses for credit (summer) and clubs during the year. It is part of our design to include the career exploration and planning tools for students to set and achieve goals in fields of their interest. As our program grows, we plan to articulate skills development from TK-12.

Economic and financial literacy were requested often from our parent and secondary student stakeholder groups. Utilizing Vanguard's Classroom Economy materials, Twin Rivers will be implementing this system that provides hands-on, experiential learning with basic finance and serves as a classroom management and community building tool. The program has increasingly complex features as grade levels progress. All levels include classroom jobs, paying rent, and basic budgeting for supplies purchase. The program includes frequent finance fairs that can be auctions, marketplaces, and experiences that students save for. We are very excited at the possibilities of using classroom economy in our programs including entrepreneurship and household finance.

Social emotional and mental health skill building is part of our district MTSS framework and is followed in our after school program. Some features include a daily check-in using adaptive software. The program provides exercises for leaders and students but also included data tracking and alerts when there are student concerns. This provides great data for our PLC teams to review and look for trends when we engage in a continuous cycle of improvement. Beyond the technology program screener, staff receives professional development from our PBIS and MTSS teams to work on prosocial skills, coping skills, and character building. These social emotional skills are embedded in all of our programs including clubs and athletics. We are working to design more activities around cultural competency for our staff and

our students. Our diverse population and growing number of recent immigrants necessitates time and space for learning about and understanding one another in a shared environment. This work has been successful at the secondary level and will begin to be implemented at earlier grades. Many of our clubs offer meditation, yoga, other mindfulness activities and peer mentorship. Having access to the counseling lessons and schedule of character focus areas has been a great asset as we grow this element in the program.

Having the opportunity to work with experts makes a difference in the lives of students and provides a framework for skill building. We are working to include photographers, music producers, artists, master gardeners, chefs, musicians, and other professionals to support our interest and career building clubs. The expertise and real life experience adds a dimension to our program that is not often available to students outside of the school.

#### **4—Youth Voice and Leadership**

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

Youth are encouraged to participate in both their educational experiences and their communities. Programming and ELO-P offerings begin with partner input and that includes the students. Last year's survey included over 600 student responses on what would be engaging and desired before and after school. Programs are developed using this input, a survey of cultures, and data regarding academic and social achievement.

Service learning and project based learning are cornerstones of our TK-6 programs. Staff guide students to make selections based on their preferred expression media, interest, and backgrounds. This extends to activities and enrichment. There is always an element of student choice in our programs. Students frequently participated in exhibitions and displays of their work that include presentation and public engagement. These events provide a platform for students to share their learning journey and how they express themselves.

For our older students, civic engagement is a part of the program. Students frequently discuss topics that are in current events and media. They discuss and learn methods to take action. There is participation in many community events that celebrate diverse cultures and issue that students are passionate about. Much of the art work and projects that are designed by our secondary students include elements of social justice and global awareness of current issues.

During summer and intercession, partnerships with agencies provide underserved students unique opportunities to speak for their culture, connect with resources, and learn how to engage in activism. These agencies provide opportunities for our students to learn about their cultures, engage in arts and traditions, and develop a community that supports the community at large. Some examples are our Freedom School Camps and Summer Programs, Hmong Youth and Parents United Camps, and Ujima Robotics and Leadership for African American Females. These programs enhance the leadership skills in our students as well as cultural competency.



## 5—Healthy Choices and Behaviors

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

Students in ELO-P programs are provided breakfast, lunch, supper and snacks during any day of attendance. This provides nutrition for our students in the 9 hour plus programs. All of the meals served are designed by our Nutrition Services department and adhere to state and federal health guidelines. Our programs also include nutrition curriculum that is utilized by staff.

In addition to the meal service, students in our before and after school programs participate in gardening and cooking using healthy foods that they have grown. Programs have been provided hydroponic and traditional garden materials and harvest and create meals often. Accompanying these units are NGSS aligned STEAM lessons that include food sourcing, differences in organic and non organic production, and culinary projects. Having hands-on experience with food that has been harvested in class provides a authentic look into the the farm to fork process.

All of our programs receive drug prevention and education provided by district and program staffing. Our district also provides anti-tobacco and vaping resources and includes referrals to district operated programs for students that require initial treatment and education. Students actively celebrate a drug-free life during our district-wide red ribbon week.

In additional to nutrition and drug prevention, physical health is emphasized. Our programs include athletic programming districtwide. For students not participating in sports, there are activities such as mileage club and outdoor activities daily. We have indoor games too with interactive floor games projected from our new gaming systems. These allow our students to participate in structure physical activity in inclement weather.

Social emotional and mental health are another pillar of Twin Rivers focus on healthy students. Our programs include a check-in app that provides quick activities based on individual responses of students. This program also allows us to track social emotional statistics and respond to students showing alerts or requesting adult support. The program also provides whole class activities for the leaders to use with groups. PBIS that is aligned with our school sites provides a framework for learning practicing positive behavior skills. These skills are reinforced by staff when observed and allow students to reflect on and make choices in line with expectations. Many of our programs offer yoga and meditation or mindfulness activities. All programs set aside time daily to discuss and practice emotional wellness.

## 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.

Diversity is a strength in our district. Our ELO-P program celebrate students from diverse backgrounds by hosting events for cultural celebrations and traditions, partnerships with local community agencies that represent our diverse student body, and providing multicultural food and art experiences frequently. The district team reviews materials to include books, games, and lessons from a variety of cultures. Our materials are shared in many languages and our communications are provided with translation services to expand the access to all of our families.

Students with disabilities are provided access that includes any supports given during the school day. Collaboration with special education leaders provide us with IEP review, supports and staff, and professional development for staff

to ensure that service is adequate and equitable. Our district team and our staff constantly review our student participants and reports from the site in order to improve access and services to all of our students.

For registration, priority is given to students with in foster care or experiencing homelessness. We have tools for administrative referrals as well to make sure that our students with great needs do not have delays in accessing programs. It is our goal with ELO-P to eliminate waitlists, but staffing sufficiency will determine the rate at which we meet that goal.

## 7—Quality Staff

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

All staff who supervise students must meet the minimum qualifications of a paraprofessional which include:

- High school diploma or GED and,
- Completed at least 2 years of college (minimum 48 semester units)
- Obtained an Associates (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification
- Fingerprint clearance
- Current T.B. clearance.

The program director ensures that all staff who directly supervise students meet the minimum requirements of an instructional aide. Prior to beginning service, every staff member must meet these requirements. Twin Rivers provides assessment and fingerprinting to ensure fidelity to our paraprofessional standards. Twin Rivers Program Specialist positions are advertised on-line through our district employment page <https://www.twinriversusd.org/Departments/Human-Resources/Employment/index.html>. The expanded learning program seeks applicants who have experience coordinating youth, recreational and/or other educational programs. Program staff are trained and encouraged to apply for program specialist positions when vacancies occur. Partners or sub-contractors provide staff to lead academic support, enrichment, recreation, and homework help activities. Partner agencies run advertisements in the newspaper, recruit at job fairs, college campuses and on-line job boards such as indeed.com and through social media. Partner agencies seek applicants who are collaborative, able to establish and follow program goals, work effectively with adults and children of all backgrounds, abilities, opinions and perceptions. ELO-P applicants are pre-screened via Human Resources and Special Projects Departments to ensure staff meet minimum requirements and program expectations. The interview process includes Math, Reading and Writing assessments. All staff hired receive an agency orientation and a Twin Rivers new hire training. Staff retention is encouraged through on-going training providing skills to enhance job performance. Regular collaboration between program facilitators and partner agencies include teambuilding activities as well as informational items to be shared with line staff. Each facilitator is encouraged to celebrate staff successes during these meetings. Throughout the year, all new hires receive comprehensive training which includes program mission and expectations, Positive Behavior Intervention Support (PBIS), scheduling and lesson planning, behavior management, technology programs, SPARK, Literacy curriculum, and safety planning. All line staff are expected to attend the beginning of the year team training. The beginning of the year training provides site teams the opportunity to get to know each other, build community and create program systems and processes. Training topics can include safety and de-escalation, interactive team building activities, physical fitness, behavior management, youth development, and an overview of Quality Standards. Ongoing professional development is determined based on staff survey needs, site observations, and programming needs. The trainings that follow are provided through workshops that are differentiated. In addition, program facilitators will receive training by the ELO-P department to familiarize them with the newest adoption of curriculum materials and strategies to best support students.

## 8—Clear Vision, Mission, and Purpose

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

### Vision:

ALL Twin Rivers students have access to and participate in enriching and high quality programs beyond the school day that provide academic, social emotional, and physical health support.

### Mission:

Twin Rivers will collaborate with district departments and sites, community agencies and partners, and family and community members to align and provide a standard of quality in all of our programs. Community input will be regularly elicited to develop and enhance programming that meet the needs and wants of our students and families. Local Partnerships will be prioritized to continue to enhance the community and community organizations.

### Purpose:

All students deserve the opportunity to pursue passions, explore interests, and to be exposed to diverse cultures and traditions beyond the geographical limits of the school district. To bridge the opportunity gap for students in our district, the Expanded Learning Opportunities Program will eliminate financial restrictions to access. This includes transportation, health and safety, and other factors that may hinder participation in activities.

This vision, mission and purpose are an extension of the district's vision: An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success

Additionally, expanded learning programs operate in tandem with the following district goals:

### Student Achievement

By 2021-22, TR will be a 50/50 district in SBAC results, with each school growing no less than 4% (ELA) and 7% (math) each year.

By 2021-22, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.

By 2021-22, TR will have 92% cohort graduation rate with each high school increasing by 2% each year or maintaining 95% or higher.

### Positive Behavior Intervention & Supports (PBIS)

By June 30, 2020, of the schools which have implemented at least two years of PBIS, they will align African American, SWD, and Homeless and Foster Youth suspension rates to districtwide rates by closing the equity gap by 2% of the previous years’ suspensions.

Our vision, mission and core values are referenced and integrated into professional development, training and other program development areas. It is important that all of our staff see themselves as key players in the actualization of the district vision. We approach our teams with respect, high expectations, and collective efficacy. We all do whatever it takes to inspire our students everyday.

## 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.

Roberts Family Development Center, The Table, Sacramento Chinese Community Service Center, Center for Fathers and Families, Boys and Girls Club, YMCA--before and after school partners.

North Highlands Parks and Recreation, City of Sacramento, Hmong Youth and Parents United, UC Davis, Sac State, SCOE, Mad Science, Sami’s Circuit, Clara Classroom, Any Given Child, and more

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

All of our partners and staff receive training and continuous review of the Program Quality Standards. These are utilized to conduct program evaluation and continuous improvement. District Program Specialists utilized the standards to develop a formative walkthrough and coaching tool. They visit programs weekly to provide feedback in areas that strengthen experiences for students and the overall quality of the program. Following informal visits, coaching conversations and collaboration take place to develop the staff and the program itself. The district team provided three formal visits and observations of program that provide a comprehensive review of the elements in the Quality Standards. This is documented and shared with program managers and partner agencies. At the end of the year, the LEA board receives a review of programs. During the year, district staff hosts PLC meetings or our before and after school staff every 4 weeks for program improvement. Additionally, there are monthly district management meetings to provide information and progress. Both the management and staff review data that is related to their program results and make commitments to improvement. It is the goal of Twin Rivers to continue to include our agencies in the processes and mission of the district in a cycle of continuous improvement.

## 11—Program Management

Describe the plan for program management.

Twin Rivers Unified manages the expanded learning program through our Special Projects Department. The department consists of a Director that oversees all operations and develops program plans, budgets, and the vision on the program. Additionally, there are three Program Consultants that directly oversee all aspects of the after and before school programs, summer school and intercession offerings. The Program Consultants have specialized areas of oversight including athletics, before and after school programming. Program Specialists report directly to the program consultants and manage the day-to-day operations on assigned sites. Each program specialist is responsible for reporting program progress to Program Consultants, providing coaching to leaders, serves as a liaison between sites and conducts formal and informal observations using the program standards.

## 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.

A Single Comprehensive Program Currently, ASES and LCAP funds serve 34 TK-8 after-school programs. With the additional ELO-P funding, we will combine all funding sources (and integrate ASSETS) to create one single comprehensive program. ELO-P funding will allow us to expand program offerings to more students, add 30 non-instructional days (9 hours at selected sites), and increase the enrollment at all sites with the goal of eliminating waiting lists depending on staffing levels. Twin Rivers' goal is to create one cohesive program districtwide, TK-12 at 38 sites. This comprehensive program will incorporate many of our after school program's best practices. These practices include using a single attendance system, aligning the school day and after school safety plan, implementing PBIS, providing teacher-led academic intervention, coordinating the program to align with the school day, leading project base thematic units, creating culminating events that lead to quarterly family night presentations and activities to connect with families, school staff and the community.

The programming at all sites includes:

Before and After School Program at all sites: TK-12

Elementary and TK-8 Sports Program

Summer Programs with more options and access

Enhanced Saturday WIN academies

After and Before School Clubs at All Levels

Expansion of Camps and activities funded during intercessions: Fall, Winter, Spring

Increased access to arts, music, other interest areas with community agencies and TR staff

Registration costs paid for extra-curricular activities outside of program

E-sports leagues

Entrance to events, field trips, and experiences outside of the school day/year

Hydroponic gardens and cooking clubs

Additional programs built on student interest

Included in the funding costs in the initial years will be capital outlay and other associated costs to operate programs on sites. The expenses deemed reasonable and necessary include additional storage facilities, equipment upgrades for activities, and other supplies costs.

## 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?

Collaboration with our Early Childhood Education department has provided tools for developmentally appropriate curriculum and activities. Training for staff for working with younger students has also been provided. Our service agreements and contracts outline the ratio expectations. While staffing challenges make this hard to adhere to during current years, we have forged partnerships with adult school and other area organizations to work with student teachers, paras, and other adults to provide quality care. We continue to enhance programming that is developed by and operated by the Early Childhood Education Department in order to utilize their expertise in providing our youngest learners and their families with high quality programming.

## 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.

Before and After School Sample Schedule:

FC Joyce Expanded Learning  
Before & School Program Schedules

Before School Program Schedule

Monday-Friday

6:30-7:00am Prep Time

7:00-7:15 Student Sign In

7:15-8am Enrichment

8:00-8:10 Classroom clean up/Transition to cafeteria

8:10am-8:25am: BREAKFAST

8:25am Morning Walk on Blacktop

8:30am Sign Out

Daily Enrichment Themes:

Monday: Mindfulness Monday

Tuesday: VAPA

Wednesday: Game Rotations

Thursday: STEM

Friday: FUN Friday

After School Program:

Natalie (4th/5th grade) and Juila's (2nd/3rd grade)  
ExLP Class Schedule

Monday (Social Emotional Learning (SEL))

2:00-3:00: Prep Time

3:12: Dismissal (meet students in the cafeteria) (1-2 staff out on blacktop)

3:20-3:45pm: SUPPER

3:45: Transition/Bathroom break (if needed for little ones)

3:50-4:45: Academic Hour

4:45-5:15: Enrichment

5:15-5:45: Outside Rec ( NATALIE/JULIA )

5:45: Group activities in Rm 4

Summer Program Sample Schedule:

2022 Summer School

Student Schedule

7:00-8:30 Before School Program

8:30-9:00 Sign-In/Breakfast

9:00-9:15 Mileage Club

Transition

9:15-9:45 Session 1

Transition

9:45-10:15 Session 2

10:15-11:00 Recreation

Transition

11:00-11:30 Session 3

11:30-12:00 LUNCH

12:00-12:15 Recreation

12:15-12:45 Session 4

Transition

12:45-1:15 Session 5

1:15-2:00 Recreation

Transition

2:00-2:30 Session 6

2:30-2:45 General Session/Dismissal

2:30-4:00 After School Extended Hours

Intercession Camp Sample Schedule:

Sample Daily Schedule:

Arrival: 7:30am-8:00am

Morning Stretches, Rules, & Daily Schedule: 8:00am-8:30am

AM Activities (enrichment & physical): 8:30am-11:30pm

Quiet Time: 11:30pm-12:00pm

Lunch: 12:00pm-1:00pm

PM Activities (enrichment & physical): 1:00pm-3:00pm

Quiet Time: 3:00pm-3:30pm

Science Experiments: 3:30pm-4:30pm

Camper Choice: 4:30pm-5:30pm



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

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.