

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

SCSOS ELOP Consortium

Sutter County Superintendent of Schools
970A Klamath Lane
Yuba City, CA 95993
(530)822-2900



**MARCUM-ILLINOIS UNION
ELEMENTARY SCHOOL DISTRICT**

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

Presented at August 2022 MIUSD Board Meeting

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary
School District

Contact Name: Maggie Irby

Contact Email: Maggiel@sutter.k12.ca.us

Contact Phone: (530)656-2407

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. Marcum-Illinois Union Elementary School District

Purpose

The purpose of the program plan is to create an operational design of an expanded learning program within the framework of the requirements defined in *EC* Section 46120(b)(2). and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

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

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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 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.

- Marcum-Illinois Union Elementary School District (MIUSD) ELOP will establish classroom agreements, rules, and expectations that align with regular day practices. Parents are notified of the program expectations at the beginning of each school year and are kept informed through regular communication with ELOP site coordinators throughout the school year.

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- ELOP site coordinators and expanded learning program line staff annually participate in professional learning opportunities, many of which are provided by the Sacramento County Office of Education (SCOE). These trainings are often focused on social emotional learning principles and mindfulness activities, as well as many other topics related to the social-emotional and other needs of students participating in Expanded Learning Programs. Expanded Learning Program coordinators and expanded learning program line staff utilize information gained from their participation in these sessions to ensure a safe and supportive environment for students participating in ELO Programs.
- Marcum-Illinois Union Elementary's ELO Program will operate on site only.

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.

- Alignment of the regular school day and ELO programs is evident by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment will result in an expanded learning program that is well coordinated with the regular school day program and a policy that students must attend the regular school day in order to attend expanded learning programs on any given day.
- Program goals are implemented by expanded learning program staff maintaining program consistency and quality. Enrichment and recreational activities vary and include: tutoring/mentoring systems, service learning opportunities, gardening classes, Family Literacy opportunities, and collaborations with community agencies.

Homework/Academic Intervention: This time of the expanded learning program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can assist students. Appropriate time and support are provided to increase homework completion rates. As students complete their homework, this time is also used for daily reading and other literacy activities. Some students attend parallel intervention sessions at this time. Research-based academic interventions in reading and math are provided by site certificated teaching staff to those students with deficits in reading and math. Every effort is made to ensure homework completion by these students when they return to the expanded learning program from their intervention classes.

Enrichment Activities: Expanded learning program staff focus on making connections to the regular school day curriculum, introducing students to new

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ideas, and developing the talents and interests of each student. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, arts, crafts, music, career awareness, technology, and community service learning. An annual parent and student Expanded Learning Program survey will be used to identify new enrichment activities that could be added.

Recreation/Physical Activities: Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. Some of the activities that will be offered are: soccer, volleyball, and dance. Parent and student Expanded Learning Program survey results will also be used to determine new recreation activities/sports that could be added.

- ELO program staff treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading instruction and activities with students. Student behavior is monitored to ensure that all students are safe, treated with respect, and valued for their individuality. Marcum's ELO program has simple, clearly defined rules that align with the regular day, but are flexible and accessible to ensure inclusion for all students participating in the program. Rules and expectations are outlined in the Marcum-Illinois Parent Handbook that goes home to parents and is reviewed and modeled with students in expanded learning program classes throughout the school year. "Positive discipline" and Positive Behavior Interventions and Supports (PBIS) protocols are used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation.
- In our ELO program, students will build self-confidence by participating in hands-on, project-based learning activities which introduce them to new ideas and develop the talents and interests of each student. Project based learning activities invite students to explore and learn in creative ways. The activities are based on students' individual needs and interests. Some examples include:
 - KidzScience Kits
 - Skillastics
 - 4H Robotics and Nutrition Activities
 - Cubelets, Scribblers and Bee Bots/Blue Bots Robotics Programs
 - SPARK
 - KidzMath
 - Makey, Makey

3—Skill Building

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

- Alignment of the regular school day and ELO programs is achieved by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing

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the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment has resulted in an academic program that is well coordinated with the regular school day program and a policy that students must attend the regular school day to attend the expanded learning programs on any given day.

- ELO program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation with enough flexibility to adapt to slight design variations to best meet the needs of families and students. The ELO Program strives to develop and maintain collaborative ties with community agencies. Collaborative partners include but are not limited to, 4 H Programs, CalFresh, UC Cooperative Extension, and Sutter County Office of Education.
- County and site administrators, along with the ELO program coordinators will meet with partners at least once a year to share ideas, coordinate services, and plan additional offerings or services that could be provided. Partners provide presentations, special classes and activities, supplies, and staff development for ELO Program and staff.

4—Youth Voice and Leadership

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

- Students provide informal feedback to ELO Program Coordinators and Expanded Learning Program daily and will have an opportunity to provide more formal feedback through annual surveys. Administrations, ELO Program coordinators, and teachers review students' academic performance based on state standardized test scores, district benchmarks, and site assessments to determine student needs. ELO Program coordinators and expanded learning program staff also communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time is made.
- Expanded learning program staff participate in site and county training as determined by students' needs and interests. Examples of staff professional learning opportunities including Positive Behavior Interventions and Supports (PBIS), Classroom Management strategies, STEAM, and enrichment program opportunities.
- The Marcum-Illinois ELO Program is designed to allow for student choice and voice for most enrichment activities, which includes youth leadership classes that allow students to select and create projects they are interested in, as well as other positive youth development choices for the program.
- Annual student surveys are reviewed and requests/questions/concerns are

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addressed through collaboration with ELO site coordinators and additional training opportunities.

- All grade levels are able to vote on activities that interest them for each enrichment cycle.
- Students in higher grades strengthen their leadership skills through participation in leadership classes, classroom meetings, and through project based and/or service learning projects. Students collaborate to determine the needs of their school site and develop plans to address them.

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.

- The health and safety of all students begins with a seamless transition from the regular school day to the expanded learning programs. Student attendance in expanded learning programs is tracked immediately at the end of the regular school day when the expanded learning programs start and is monitored throughout the expanded learning program sessions. Expanded learning program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the that go home to parents and are reviewed with students in expanded learning program classes.
- Nutritious snacks are provided daily for every student in attendance at expanded learning programs. The snacks are prepared based on CA state guidelines for child nutrition.

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.

- Marcum-Illinois' ELO Program is inclusive of a diverse student population. The ELO Programs promote cultural events such as Flag Day, Cinco de Mayo and the celebration of other cultural holidays. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other.
- ELO Programs serve both as an academic safety net and a social springboard. All students are eligible to join the ELO program. Priority enrollment is given to unduplicated students, which includes, Homeless, Foster youth, English Language Learners, and Economically Disadvantaged Students. ELO Programs strive to

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meet the academic and emotional needs of all students, through structured, creative approaches that engage all students in the learning process.

- EXLP staff work with site nurses and site health aides to stay abreast of student food allergies and other health concerns. Expanded learning program staff are also provided with specific training, as needed, to meet the needs of ELOP students with disabilities. The County Coordinator also works to ensure that additional resources are provided to applicable students in the program. Through Administrator, teacher, and staff referrals, EXLP staff are able to reach out to and provide individualized support to students that may otherwise have barriers to participating in the ELO program.

7—Quality Staff

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

- Marcum-Illinois Union Elementary School District Expanded learning programs adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides.
- Expanded learning program staff are recruited using Edjoin, as well as through referrals by existing staff and word of mouth. Prospective employees are interviewed and reference checks are completed. SCSOS Human Resources staff process employee paperwork following current policies and procedures. ELOP Site Coordinators work with their expanded learning program line-staff to offer enrichment opportunities that reflect the experience, talent, and interests of the staff members who will lead/facilitate the session.
- MIUSD will provide annual training opportunities for ELO Program Site Coordinators and their staff. Training topics will include First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Youth Development, Classroom Management, Mandated Reporter, and STEAM and other enrichment programs.
- In addition to these formal training opportunities, Expanded Learning Program personnel receive on-going coaching and support from site administrators, the County Expanded Learning Coordinator, site ELO Program coordinators, and peer to peer training and collaboration.
- ELO Programs do not sub-contract for any services - all services are provided by MIUSD or other District and County staff. Many sites, however, do have volunteers who assist staff in providing services to students. The use of volunteers allows for smaller groupings and more individual attention to students. Volunteers complete health and background screening as required by the district. Volunteers always work hand-in-hand with highly qualified staff to assist in

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monitoring activity stations and to model positive social skills.

8—Clear Vision, Mission, and Purpose

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

- ELO Programs strive to align with the goals and needs of the sites' regular day programs. MIUSD assesses the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Physical Fitness Testing, and Healthy Kids Survey and/or Panorama), local benchmark assessment data, and student and parent surveys. The annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. Illuminate, the District's data management system, provides the ability to link state, District, and school assessments with the Common Core State standards in all content areas. Illuminate data reports are used by district and site staff to disaggregate state, district, and site assessment data to ensure that ELOP programs are providing appropriate instruction to meet the academic needs of students in all subgroups. Frequent input, including relevant data analysis, and outcome-based decision making related to program administration are ongoing with a collaboration of stake-holders who include district administrators, site Administrators, district and site ELOP Program coordinators, teachers, parents, students, county office staff, and community members.
- The following data was used in identifying the target student populations and determining the Marcum-Illinois ELOP Program goals:
 - California Assessment of Student Performance and Progress (CAASPP) results for all students in grades 3rd-8th
 - CA Healthy Kids Survey and/or Panorama Survey results
 - English Language Proficiency Assessments for California (ELPAC) results
 - Physical Fitness Testing (PFT) results
 - Teacher and Administrator recommendations and requests
 - Assertive discipline data from Student Information System
 - District SARB data
 - Annual Parent and student surveys
 - Ongoing communication with the district's Homeless/Foster Liaison
- ELO Programs will strive to align with the goals and needs of the sites' regular day programs. MIUSD will assess the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Physical Fitness Testing, and Healthy Kids Survey and/or Panorama), local benchmark assessment data, and student and parent surveys. The annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic

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quality, enrichment, and extracurricular activities. The District's data management system provides the ability to link state, District, and school assessments with the Common Core State standards in all content areas. Illuminate data reports are used by district and site staff to disaggregate state, district, and site assessment data to ensure that after school programs are providing appropriate instruction to meet the academic needs of students in all subgroups. Frequent input, including relevant data analysis, and outcome-based decision making related to program administration are ongoing with a collaboration of stake-holders who include district administrators, site Administrators, district and site ELO Program coordinators, teachers, parents, students, county office staff, and community members. The Expanded Learning Program Plan will be reviewed annually in the process of continuous improvement and program development.

- Annual Site Stakeholders Meeting – Site Coordinators arrange meetings with Administrators, staff, teachers, and community members to review the ELOP programs
- End-of-Year Survey – An end-of-year survey is given to all stakeholders including site staff, EXLP staff, parents, and students. Data is reviewed and evaluated to assist with program development and improvement.

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.

- Site Administrators and Teachers – Provide leadership and training to site coordinators and staff to connect the instructional day with expanded learning, including site-specific needs and vision.
- ELOP Families – Through parent meetings and daily interactions, site coordinators and front line staff get feedback from families with questions and concerns regarding the ELO program.
- UC CalFresh Nutrition Education Program – Provide nutrition and recreation support to ELOP sites.
- Sacramento County Office of Education (SCOE) - Provide technical assistance in areas of grant compliance, professional development, and program design/offerings.
- Sutter County Superintendent of Schools Office - Provide technical assistance in areas of grant compliance, professional development, and program design/offerings.
- ELOP Staff Meetings - Coordinators meet each month. Administrators and Coordinators meet four times a year to collaborate, plan, and achieve program goals.
- Site Staff Meetings - ELOP site coordinators attend the regular scheduled teachers meetings at their school when necessary. This allows for feedback and to assure the ELO program is an integral part of the school's instructional day.
- Program Staff Meetings - ELOP site coordinators facilitate monthly meetings with

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all site line staff.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- In order to follow the CQI process and assess, plan, and improve, Marcum-Illinois ELOP program staff, ELOP Site Coordinators, and site Administrators work together to complete the Quality Self Assessment every other year. They create a CQI plan by identifying 1-2 standards to focus on. Additionally, they:
 - Review the End-of-Year Surveys (June-August)
 - Collect evidence for each of the identified CQI standards (September-June)
 - Provide an End-of-Year Survey to all stakeholders (May-June)
 - Reflect and score programs in all CQI areas (June)
- The overall program is evaluated by the district coordinator, school site Administrators, and ELOP site coordinators as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year.
- A major criteria in evaluating the ELOP programs' effectiveness will be monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASPP scores are reviewed by expanded learning program staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Behavior logs on district Aeries and feedback from regular day classroom teachers are reviewed and student behavior contracts are developed, modified, or eliminated. Attendance issues are addressed on a student-specific basis. Grade level teachers and EXLP staff communicate regularly on homework performance of students.
- Plans to improve the program:
 1. Continue to focus on academic growth in ELA and Math through homework support, academic interventions, technology-based learning supports, and ongoing implementation of common core curricula and strategies.
 2. Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives to students, daily homework completion requirements and monitoring, as well as a communication system with parents on homework support at home.
 3. Develop a solid plan to gather stakeholder input - to collaborate, get feedback, and work to address areas that need improvement/refinement.

11—Program Management

Describe the plan for program management.

- Describe how the program funding will relate to the program vision, mission, and

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goals for each site or groups of sites.

Funding is primarily used to ensure quality ELOP programs and to recruit and maintain qualified staff. Remaining funding is used to bring enriching programs and experiences to students and to purchase basic supplies.

- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Line Staff: Responsible for taking attendance throughout the day. Supervise homework support for students in grades JK-8. Plan and oversee enrichment and recreation activities, monitor free play, provide lesson plans and feedback to the site coordinator. Meet daily with the site coordinator. Communication via email, phone, two-way radio, or in face-to-face meetings.

Site Coordinator: Plan site program, work with Administrator and staff to coordinate daily schedules, communications, and student behavior. Meet regularly with Administrators, teachers, staff, and district coordinator to plan and develop programs. Communicate with ELOP families and handle any discipline for students in the program. Assist in program budgets and oversee site attendance. Meet daily with line staff, weekly with Administrator, and monthly with district site coordinator. Communication through email, phone call, or in-person meetings.

County Coordinator: Oversee district programs including budgets, attendance, training, staffing, communication, and all program areas. Oversea all site visits and Learning Circles. Meet with Administrators and site coordinators, community partners and county representatives monthly. Communication through email, phone call, or in-person meetings.

Intervention Teachers (when applicable): Provide weekly instruction to selected students and/or classes, act as liaison between instructional day staff and expanded learning staff. Meet with the site coordinator as needed. Communication through email, phone call, or in-person meetings.

Administrator: Meet regularly with site coordinators to plan programs and give updates. Conduct classroom walk-throughs to assist ELOP site coordinator with classroom management techniques and school policies and procedures. Communication through email, phone call, or in-person meetings.

Classroom Teachers: Provide feedback on student work, student concerns, daily routines, and support for program staff. Communication through emails, phone calls or meetings.

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

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The ELOP District and Site Plans are reviewed and updated annually. The annual evaluation process includes site visits; “Learning Circle” meetings at each ELOP site with key staff including the site Administrator, regular day teachers, site coordinator, and key program staff; and parent and student surveys that assess their perceptions of the ELOP programs’ effectiveness. District administrators, and County Coordinator collaborate throughout each school year to ensure ongoing monitoring and assessment of the effectiveness of the Marcum-Illinois ELOP Programs.

ELOP District program plans are posted on the ELOP page of the Marcum-Illinois Union Elementary School District webpage. They are reviewed annually by the Administration and County Coordinator, and site ELOP coordinators. The District ELOP Plan and each site ELOP Program Plans are updated on an as needed basis.

The District Expanded Learning Program Coordinator meets monthly with the site ELOP Coordinators. Administrators participate in these monthly meetings four times each school year. Updates to the District and Site ELOP program plans are discussed at these meetings as needed.

Site ELOP Program Plans are reviewed and revised by site coordinators, site Administrator, district coordinator, and school level stakeholders throughout each school year. The updated plans are posted annually on each site’s ELOP webpage.

- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Under the leadership of the superintendent, Marcum-Illinois Union Elementary School District’s Accounting director, and district administrators, the ELOP Program implements sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensures that 85% of the ELOP funding is used for direct services to ELOP students. Evidence is provided through internal documents, external audits, and CDE reports. SCSOS coordinates with federal, state, and local programs to achieve the most effective use of public funds and resources.
 - The County Coordinator oversees and manages the SCSOS operating budgets for the ELOP Programs and meets monthly with each ELOP site coordinator and reviews each site’s budget and financial activity report. Budget compliance is monitored monthly to ensure that all ELOP monies are spent properly and in a timely manner. All financial activity is reported to CDE by the district Accounting Analyst in compliance with ELOP Grant requirements.
 - SCSOS Accounting Department staff oversee fiscal accounting and reporting for the ELOP Grants. The County Coordinator prepares and submits the data for attendance reporting (semi-annually) and the Annual Outcome-Based Data Report (annually).

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- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - In-kind matching funds are tracked by site Administrators, site coordinators, and the County Coordinator. All ELOP programs are supported by in-kind contributions and services from various agencies as well as with site and district in-kind contributions, human resources, and participation. This can be attributed to the active alignment between district, school, county, and program goals, and community, student, and parent needs. ELOP programs successfully share school classrooms, restrooms, computer labs, libraries, multi-purpose rooms, kitchen facilities, playgrounds, staff and office spaces. Regular support services are provided by District administrators, site administrators, school secretaries, school custodians, District and site Nutritional Services staff, District payroll department, District Human Resources department, District warehouse staff, and District Accounting staff. Marcum-Illinois staff pride themselves on working as a team to provide fiscal services that ensure success, effectiveness, and consistency of District ELOP programs.

Source	Category	In-Kind Amount
School Site Facilities	Facilities Report(25%)	MPR-\$ per hour Classrooms-\$ per hour
Food Service	Snack Report	\$ per child, per meal
Site Administrator/VP Time	Administrative Time Report	Hourly rate for 1 hr or more per week
Site Custodial Time	Custodial Report	Hourly rate for 1 hr per day
Community	Special Programs, Volunteers, Presentations	Regular cost of activities, volunteers time minus actual cost paid by EXLP

- Attendance tracking, including sign-in and sign-out procedures
 - The health and safety of all students begins with a seamless transition from the regular school day to the expanded learning programs. Student attendance in the ELOP program is tracked immediately at the end of the regular school day when the expanded learning programs start and continues to be monitored until program closure at 6 pm. Students leaving the program are either signed out (by an individual who is 18 years of age

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or older and is on file in our Student Information System database as someone to whom the student can be released) or have a parent permission form on file that allows the student to walk home independently. MIUSD uses Alma for the attendance tracking of our ELOP programs.

- All attendance records, including daily sign in/out sheets, for each site are kept on file for 5 years and then destroyed.

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.

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?

Programs will maintain the 10-1 ratios by adding an additional staff to the Kindergarten Program. Students will be combined to offer a program to 20 students total.

Staff will attend regular PD designed to support the needs of younger students. An emphasis will be put on retaining staff with current ECE units and preschool experience, when possible. Staff will also be current in Infant/Child CPR and First Aid.

ELOP staff will work closely with regular day teachers to ensure the ELO program is developmentally-informed to address the younger students' needs.

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.

Regular Day Program Schedule

Time	Activity
3:00-3:30	Roll/Free Play

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3:30-4:30	Academic Time/Stations
4:30-4:45	Snack
4:45-5:30	Physical Activity
5:30-6:00	Group Activities/Dismissal

7:30-8:30	Roll/Breakfast/Bathroom
8:30-9:00	Recess
9:00-10:00	Academic Time/Stations
10:00-10:30	Story Time
10:30-10:45	Bathroom Break
10:45-11:45	Art
11:45-12:15	Lunch
12:15-12:45	Free Play
12:45-1:45	Quiet Time/Inside Activities
1:45-2:00	Bathroom Break
2:00-3:00	Small Group Activities
3:00-3:15	Snack
3:15-4:00	Physical Activity
4:00-4:30	Group Activities/Dismissal

Intersession Program Schedule	
Time	Activity

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

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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 non school days, 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 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

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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 Administrator. 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.