



Farmersville

Unified School District

**FARMERSVILLE
EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN**

Prepared by:
Alma Espinoza, After School Program Coordinator

571 E. Citrus Dr.
Farmersville Ca 93223

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

Local Educational Agency (LEA) Name: Farmersville Unified School District

Contact Name: Alma Espinoza

Contact Email: alespinoza@farmersville.k12.ca.us

Contact Phone: 559-592-2010 ext. 1120

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. J. E. Hester Elementary
2. Snowden Elementary
3. Freedom 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 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.

The Program is located on Farmersville Unified School District (FUSD) campuses (i.e., sites). All sites have established safe routes for walking to school. The sites also have appropriate parent drop-off and pick-up provisions. For local field trips, students will be transported on District buses and for long distance trips students will be transported in a charter bus. During these field trips, students are provided procedures and instructions in case of an emergency. The Program also provides an adequate number of chaperones and parents/guardians for all field trips.

The Program will meet or exceed school safety and emergency preparedness standards as follows:

1) **Train Contract Staff.** Contract staff (hereafter referred to as tutors) from the California Teaching Fellows Foundation (CTFF) are provided a copy of the *After School Education and Safety Plan* which aligned with the instructional day procedures, that details initial actions, emergency numbers, level of threat assessment, and lockdown and evacuation procedures as well as a comprehensive list of expectations and guidelines to follow during Program time, such as:

- a) Practice monthly, scheduled lock downs, and earthquake and fire drills with the students.
- b) Have first aid material (e.g., bandages and instant ice packs) readily available and always accessible.
- c) Maintain safety folders, with easy-to use procedures for emergencies (i.e., safety plan and school map, first aid, and contact information for students).
- d) Document and communicate incidents accurately and appropriately
- e) Know the location of each student during Program time.
- f) Take precautions to ensure all safety hazards are addressed and modified.
- g) Be proactive and create an environment where bullying is not tolerated.

2) **Staff Identification.** All Program staff are required to wear an ID badge when they are on site. In addition to the ID badges, Site Leads and tutors wear polos that say, “After School Program” so they can be quickly identified.

3) **Established Communication.** To facilitate communication during Program time, all sites have access to a two-way radio. The sites can communicate with each other on one channel, and they can communicate with the main office by quickly switching to a different channel.

4) **Controlled Access.** All Program staff are assigned a classroom/gate key.

5) **Prevention and Intervention Strategies.** Our School District will use effective prevention and intervention strategies to create a safe learning environment and address school safety issues that could impact district campuses—including collective involvement from students, parents, the community, and law enforcement, as follows:

- **Students:** Establish initiatives to promote student responsibility for safer schools and encourage student input in district-wide policies. For example, elementary students are required to be in pairs (i.e., Buddy System) when traveling between classrooms, going to the restroom, or going to the office during the fall when the time changes and it gets dark before 4:45pm.
- **Parents:** Encourage academic pride from parents and seek parental involvement in the school to set a positive example for the students.
- **Community:** Engage community residents to support implementing safety procedures. Just as communities work together to prevent crime and keep neighborhoods safe (through Neighborhood Watch programs), community residents can mobilize to make schools safer.
- **Law Enforcement:** Request a periodic safety assessment of sites by local law enforcement agency personnel. This practice will validate safety concerns and help establish response strategies.

Also, our School District contracts with the Farmersville Police Department to have two Resource Officers on campus during the school day; these same officers are available—on call—for the After School Program.

The safety of every student is of the highest importance. It's the responsibility of the entire site team to ensure the safety of ALL students, during the regular school day as well as during after-school programming.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space.

A safe and supportive environment will be provided by qualified staff to quickly identify developmental, social, and emotional issues and needs. Students will be overseen by CTTF tutors, who will coordinate with the Site Lead at each site, who communicate daily with School staff who have specialized areas of expertise in student developmental, social, emotional, and physical needs. Our After School Program Coordinator coordinates and addresses needs and issues identified in existing after-school programming.

Our Program has built strong relationships and internal communication systems to assist with individual students who are struggling academically, socially, behaviorally, or emotionally. The cadre of educational professionals in the District includes:

- After School Program Coordinator
- Director of Special Education/School Psychologist
- Community Liaison
- Academic Coaches
 - Lead Grade Teacher
- School Counselors
- Special Education Aides
- Behavioral Management Aide

Our Program draws on an extensive community network for support outside our District, including the City of Farmersville Police and Fire departments, the Tulare County Department of Public Health, Tulare County Office of Education (TCOE), and local community-based organizations. In addition to providing services to the Program, these organizations and individuals also promote healthy, positive relationships between the students and caring adults.

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.

Program activities reinforce the core-curriculum taught during the instructional day, with fun and interactive education activities after school. This is accomplished through the use of Academic Coaches and Lead Grade Teacher, who serve as the link between the regular school day and the Program. The Academic Coaches are site-specific, and receive pacing guides and curriculum maps from the Lead Grade Teacher to relay to the Site Lead and CTFF tutors information about regular day literacy, mathematics, and ELL (English language learners) content area goals and practices. In addition, the Site Lead is in communication with teachers via e-mail and in person to discuss students' assignments.

Using information provided by the site's Academic Coach and the Site Lead, the CTFF tutors create academic lesson plans every week that are aligned with activities during the instructional day. The lesson plans include a review on the last day of the week. Each academic lesson has a description of the state standard being taught and the description of the lesson. Program tutors communicate with school-day teachers weekly (via the Behavioral Homework Form) about student progress and challenges.

Tutors also create enrichment lesson plans every six weeks. Each enrichment lesson has a common core standard, goals, and a description of each day's activity. Enrichment activities also reinforce instructional day activities and lessons, and promote overall youth development by focusing on social, ethical, emotional, physical, and cognitive competencies.

Our Program incorporates the following elements:

- **Age-appropriate education stations:** Students can play math and strategy games; construct with blocks, gears, and other manipulative kits (e.g., Creative Clip Constructions, Building Magnetic Shapes, and STEAM Creations); and practice computer skills with typing.com, and using platforms such as Accelerated Reader (AR), Imagine Learning, and MyON using a Chromebook.
 - **Academics:** Two days out of the week the lesson includes Language Arts, the other two days are Math followed by a review. The lessons are obtained through Pacing Guides provided by lead teachers for each grade level.
 - **Homework assistance:** Students can receive personalized homework assistance from tutors. The site lead from each site connect with Teachers to obtain textbooks, guides, or other resources to provide additional assistance to the students.
 - **Writing/Journal:** Students are given a notebook at the beginning of the school year where they answer a question to a critical thinking question followed by a group discussion. For TK and K they will be given the opportunity to draw and color a picture to respond to the critical thinking question.
 - **Literacy:** Students have access to Accelerated Reader (AR) books that fit their reading level. After reading their book independently, with a tutor, or in small groups, the student then takes an online quiz to reinforce key details and major themes. Students can build AR points with every book read and quiz completed.
- Career Readiness:** Students are introduced to careers in the workforce. Each school site takes part in ensuring that all students are learning about their future options. They are provided with resources and fundamental knowledge that they need to prepare the students to transition to postsecondary education, career training, and the workforce. Etc. of careers - Veterinary, Heart Surgeon, Barber, Mechanic, Nurse, Banker, Astronaut, Police Officer are just a few examples.
- STEAM:** Each enrichment focuses on STEAM (Science, Technology, Engineer, Art, Math) for 6 weeks. Lessons are created of a variety of activities students learned during the theme.
- Robotics:** Students are provided with an IPAD and a robot. They have the opportunity to create something tangible and make it perform the actions that they program it to do by coding. Robotics used: Osmo Coding, Wonderdash, Ozobot, Legos EVE3, Shero, and drones.
- **Healthy Snack and Education:** Nutrition education is provided as part of the After School Program curriculum. To encourage students to adopt healthy eating

habits, the Program provides a Super Snack menu, which is composed of fresh fruits, vegetables, dairy, protein, and whole grain food items. All food and beverages provided in the Program meet and exceed the Farmersville and California Nutrition Standards.

- **Physical Activity:** The Program incorporates physical activities and access to sports and physical fitness equipment. SPARK® (Sports, Play & Active Recreation for Kids) is the foundational program used to promote physical activities during after-school programming. SPARK is dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment.

3—Skill Building

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

Our School District maintains high expectations for our student body. We intentionally link Program goals and curricula with 21st Century skills, and we provide activities to help students achieve mastery. Several enrichment courses have been developed to align with the essential skills identified for the *Framework for 21st Century Learning* (P21 Framework). The P21 Framework encompasses the skills, knowledge, and expertise students should master to succeed in work and life. The framework is a blend of the following essential elements:

- Learning and Innovation Skills (integrated with the four Cs):
 - o Critical thinking
 - o Communication
 - o Collaboration
 - o Creativity
- Life and Career Skills
- Information, Media, and Technology Skills

Within the context of core knowledge instruction, students are encouraged to learn essential skills—such as critical thinking, problem solving, communication and collaboration—which are needed to succeed in college, career, and life. The following are examples of enrichment classes, activities, and units available to our students. These examples are aligned to the P21 framework to help students learn, develop, and master 21st century knowledge and skills.

- **Astronomy and Artistic Methods.** This enrichment classes combines art with science. Aligned with the P21 Framework themes of global awareness and environmental literacy, students are introduced to new knowledge and facts about space, our galaxy, and the solar system. In this class, students can

practice creativity and communication skills by using fun and creative projects catered to each subject activity. Students are encouraged to analyze and justify how their artistic choices contribute to the expressive quality of their own works of art, and understand how to use elements of art and the principles of design. This environment gives students space to develop initiative and self-direction skills.

- **Fashion and Dance.** This enrichment unit is designed to expand students' knowledge of various fashion and fashion trends from the late 1900s to modern day and to examine how dance evolved over the years and how it changed significantly during the 20th century. The fashion segments challenge students to improve their learning and innovation skills through creative and artistic expression. This is encouraged through regular drawing activities to create unique fashion designs. The dance portion encourages health literacy through physical fitness as the students acquire dancing skills by studying, learning, and perfecting different types of dancing. Certain dances require students to partner with other students, which emphasizes the importance of teamwork and communication. The Fashion and Dance enrichment unit helps students develop social and cross-cultural skills.

- **Creative Writing.** This enrichment unit focuses on writing about six different topics. Based on facts and information collected by the students, they write short stories that they can share with their fellow classmates, family, and friends. This class covers the gamut of learning and innovation skills, encouraging students to develop and demonstrate creativity, innovation, critical thinking, and communication.

- **Around the World.** For this enrichment students learn about different parts of the world, e.g., languages, geography, and arts. For example – for the section on Italy, students learn basic language skills, practice with a partner, and learn complete sentences to communicate with the class. They also learn about the region, location, and environment of the country.

Our students are given multiple opportunities to participate in hands-on projects, activities, and events that will help them navigate complex life and work environments in today's global information age.

4—Youth Voice and Leadership

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

Feedback, assessments, and evaluations are important tools for ensuring 1) the Program meets students' needs and interests, and 2) student feedback is incorporated into future programming.

We value youth involvement in Program planning and we know that young people gain more from an experience when they are actively involved. To this end, our Program is designed to engage students in all phases of implementation, from planning through evaluation. In addition to student surveys, the After School Program Coordinator along with the Site Leads created a student advisory group to provide input monthly. The meetings take place at each site's after-school classroom and include a select group of 5–7 students that will differ each month. Having the students provide input further elevates the students' self-esteem and the importance of the input they are providing. The students' participation in surveys and the monthly student advisory groups will enhance their investment in the Program, and that investment—their sense of ownership—will benefit the Program by improving behavior and the overall learning environment.

Other examples of ways students will be engaged in leadership activities:

- A. **Responsibilities:** Students are given the opportunity to have a “job” in the Program. Job assignments rotate to give many children the opportunity to participate and assist their tutors. Jobs could include: attendance assistant, pencil sharpener, time keeper, snack helper, activity assistant, messenger, errand boy/girl, or door monitor.
- B. **ASB Club:** An ASB (Associated Student Body) Club was created at the beginning of the school year at Freedom Elementary. Students' responsibilities include but are not limited to planning the Program's “Fun Fridays” field trips, events, and enrichment activities.
- C. **Group Projects:** Students at Freedom Elementary take part in group activities that engage students in a total learning experience that encourages critical thinking and offers opportunities to discuss issues of local importance or concern. For instance, tutors will lead students in “Building the Best City.” The tutor opens the exercise with prompts to get students thinking about what makes a city a good place to live. “If you could make a city, what would you like to see in it and what would you do to encourage a healthy, friendly environment?” Students are asked to focus on five areas: parks/recreation, city buildings, housing, transportation, and entertainment, and one student is elected to be the “project manager.” The students must work together to arrive at mutually-agreeable decisions as they practice many cooperative skills. The final steps of the project are to draw a site plan of their city on large sheets of butcher block paper, and then to construct their city using boxes, bottles, cans, etc. The tutor's role in the project is facilitation (not direction), and students take the lead with the imagination and creativity to create their ideal cityscape.
- D. **Cooperative Board Games:** Students have the opportunity to play collaborative, strategy-based games. These games allow for small groups to work together to solve problems, use their own unique skills (assigned

by character in the games), and ultimately try to win the challenge. In one game called *Pandemic*, several virulent diseases have broken out simultaneously all over the world. The players are disease-fighting specialists whose mission is to treat disease hotspots while researching cures for each of four plagues before they get out of hand. *Forbidden Desert*, is a similar cooperative strategy model that allows players to rebuild a legendary flying machine buried deep in the ruins of an ancient desert. Using deductive reasoning, players determine the locations of the parts needed to reconfigure the machine to escape the desert. The games can be completed in one hour or less. Cooperative board games can teach important skills, such as communicating verbally, waiting, taking turns, problem solving, strategizing, persistence, and critical thinking.

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.

Our School District, in partnership with parents and the community, is committed to providing a healthy school environment. Good health improves student performance, attendance, and education. The After School Program Coordinator has worked closely with the school's district Food Service Director to ensure snacks provided to Program students meet all requirements of the California Education Code and the U.S. Department of Agriculture.

The school wellness plan includes:

Student Well-Being: At our School District we have established a School Wellness Council that operates under the primary goal of promoting school wellness and student well-being. The Council is responsible for monitoring and ensuring that the *Farmersville School District Wellness Policy* is followed by all FUSD staff and students. The After School Program Coordinator is part of the Council. The targeted wellness areas include: health education, physical education, health services, nutrition services, psychological and counseling services, and food safety. Additional details about school wellness and student well-being is documented in the *Farmersville School District Wellness Policy*, which is reviewed (and updated as necessary) every three years.

In addition to the healthy practices and strategies reviewed and implemented by the School Wellness Council, we have an *After School Safety Plan* that aligns with the instructional day procedures to promote school wellness and student well-being. The details of the plan include initial actions, emergency numbers, level of threat assessment, and lockdown and evacuation procedures.

Healthy Eating: Nutrition education is provided as part of our Program curriculum. To encourage students to adopt healthy eating habits, the Program provides a Super Snack menu, which is composed of fresh fruits, vegetables, dairy, protein, and whole grain food items. Two days out of the week a hot super snack is provided.

Physical Activity: Our Program incorporates physical activities and access to sports and physical fitness equipment. SPARK® (Sports, Play & Active Recreation for Kids) is the foundational program used to promote physical activities during after-school programming. SPARK is dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment. Each site creates a calendar of activities from SPARKS that will be implemented throughout the month.

Our Program includes a winning combination of healthy nutrition and a research-based physical activity program called **SPARK®** (Sports, Play & Active Recreation for Kids). The wellness program has been designed with input from the District's Wellness Committee. It includes:

Super Snack: is comprised of fresh fruits, vegetables, dairy, protein, and whole grain food items.

SPARK The Program tutors have embraced the SPARK model and actively participate in the existing after-school fitness programs. As such they serve as daily role models for our students. Tutors do not hesitate to "get out and play" during the SPARK activities.

They are stellar examples of young adults, living healthy active lifestyles and lead by example by drinking bottled water instead of soda, and by snacking on fruits or vegetables during snack time. This is one of the easiest and most effective ways for the Program staff to model health behavior choices to the students. The tutors have become important role models and guiding forces for healthy living and appropriate behaviors that facilitate a productive, active lifestyle.

Below are 3 examples of nutritious meals that follow the California Nutritional Guidelines that are served in the after school program.

Day 1

Sub Sandwich
Pre Wrapped Veggies
Fruit
Milk

Day 2

Grilled Cheese
Pre Wrapped Veggies
Juice
Milk

Day 3

Bagel/Cream Cheese
Baby Carrots
Juice
Milk

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.

In Farmersville, 88 percent of the population identifies as Hispanic or Latino, and approximately 75 percent of our families speak Spanish as their primary language, so all Program information is provided in English and Spanish. Our Program focuses on accessibility and offers a great opportunity to celebrate Latino culture and background.

CULTURALLY FOCUSED ACTIVITIES

One of the most popular and fun activities currently included in our enrichment curriculum is “Around the World,” where small groups research another country, its’ culture, language, geography, traditions, foods, and other unique factors. The groups take turns presenting their information and in some cases, can experience a special food (i.e., tamales, posole, item, or feature that exemplifies the local culture.

The Program tutors also simulate a real-life passport experience for the students by taking a photo of the student and creating a faux passport booklet. As the students go to the various stations to learn about different countries, they get their passport stamped signifying they have been to that country and learned about the background and culture (e.g., food, flag, currency, words, traditions, and more). Many students have relatives or have visited Mexico and have specific items to share (e.g., piñatas, pottery, maracas, wool shawls, woven blankets).

CULTURALLY FOCUSED READING

In our Program we have books that are in Spanish.

Titles include:

- *Esperanza Rising*, by Pam Muñoz Ryan, an historical fiction, middle-grade novel about a young immigrant who flees to a California farm camp with her family during the Great Depression. The heroine, Esperanza, rises above her difficult circumstances in a heartwarming story that has won critical acclaim and high marks especially from bi-lingual educators.
- *Too Many Tamales*, by Garo Soto and Ed Martínez, this picture book features a Latino family making tamales for Christmas dinner when Maria and her favorite cousins accidentally lose her mother's beautiful ring in the kitchen. The treasure is thought to be lost in the batch of tamales. The characters have a desperate and funny attempt to eat their way out of trouble and find the ring.
- *Cajas de Carton: Relatos de la Vida Peregrina de un Niño Campesino (The Circuit: Stories From the Life of a Migrant Child)* by Francisco Jiménez, an autobiography about Francisco Jiménez who emigrated from Mexico to California where he worked for many years in the fields with his family. He received both his master's degree and his Ph.D. from Columbia University and is now chairman of the Modern Languages and Literature Department at Santa Clara University.

We have successfully created an environment to promote diversity and celebrate our students' culture and unique background. Through culturally relevant and accessible activities and reading opportunities described above, we encourage and celebrate this diversity with our students.

The ELO-P will provide access and opportunity for students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

LEARNING DISABILITIES

Our Program is especially beneficial for students with learning disabilities. In concert with classroom teachers, our tutors will be briefed on Individual Education Plans (IEPs) and student-specific learning goals and challenges. Classroom teachers will also make referrals for specific academic performance needs to be addressed in our Program. The After School Program Coordinator and Site Leads meet with the student, teacher, psychologist, counselor, and/or parent to identify the support needed for the student, including during Program activities.

ENGLISH LEARNERS

English Learners' progress in our District is at the highest performance level in the state according to the Equality Report with State indicators. We consistently see students who enter school with minimal English language skills and go on to graduate and score well in English Language Arts in high school. The program offers supplemental learning opportunities and often one-on-one support for students who might need extra help with English. The weekly communication between the Program tutor and the school-day teacher (via the Behavioral Homework Form)

creates another opportunity to focus on and improve the student's English Learning progress.

7—Quality Staff

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

Our District has a policy that requires all instructional aides to meet the federal requirements of the No Child Left Behind Act (2001). The partnership with California Teaching Fellow Foundation (CTFF) requires that all CTFF tutors (contract staff who directly supervise students in the Program) meet these qualifications, as listed below:

1. Completed two years of study (48 units) at an institution of higher education; or
2. Obtained an associate's bachelor's or master's degree; or
3. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to, assist in instructing reading, writing, and mathematics.
4. All Staff who directly supervise pupils are required to meet FUSD's instructional aide requirements.

Program staff are encouraged to be continuously learning and improving their skills to maximize student learning and achievement. In addition, continuous professional development can enhance employee effectiveness and contribute to personal growth.

Exemplary staff development is provided through collaboration with local partners including Fresno State, California Teaching Fellows Foundation, and Central Valley Afterschool Foundation. Staff training emphasizes team-building, resiliency, embedded Common Core State Standards, and learning opportunities that promote active citizenship.

The goal of offering Program staff with professional development opportunities is to guide and encourage instructional improvement, build leadership skills, and enhance overall management efficiency. Professional development and training activities are determined based on an analysis of the experience of the staff in working in the Program, an analysis of the educational training of the staff, direction of the Program's curriculum and content, and the fact that it is the Program's policy to have all staff attend classroom management and mandated reporting training each school year.

8—Clear Vision, Mission, and Purpose

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

The After School Program supports the Farmersville Unified District through quality child-centered preschool and school-age programs that provide a safe environment and a variety of opportunities that enrich the lives of children and youth.

The LCAP survey was conducted and shared with students, parents, and staff for the 2020-2021 school year. Based on the results of the survey, key program focus areas were identified. Furthermore, the district's LCAP Goals provided guidance on how to address the needs.

To ensure that all resources are optimized by the district to meet the needs of students, parents, and the community, program goals will align the district's priorities.

- Teaching and Learning
- Stakeholder communication and engagement
- Safety and Wellness

Therefore, to align the program with the district's overarching LCAP priorities, the following program goals were developed incorporating the Quality Standards for Expanded Learning Programs.

1. The program provides an environment where students feel safe at school both physically and emotionally. (QS 1, 6)
2. The program supports student achievement academically, physically, and socially. (QS 1, 2, 3, 5)
3. The program provides opportunities for students to develop 21st Century skills and Leadership skills by engaging in the enrichment development process. (QS 3, 4)
1. The program provides opportunities for students and parents to engage in activities and events with each other and the community. (QS 3,6)

The program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals.

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.

The current collaborative process involves multiple levels of school staff, administrators, and school community members. Our District has also joined forces with California Teaching Fellows Foundation (CTFF) to administer the Program and work towards the goal of closing the achievement gap. The collaboration team (that include District and CTFF staff) meets regularly to review and discuss program quality and suggestions for improvement. All meetings are documented with agendas, sign in sheets, and minutes. Appropriate personnel are identified for follow up on suggested changes or additions to the Program. Records of all site visits and collaboration meetings are kept in the appropriate files at the district office. In addition, Site Leads meet monthly with their school principal for collaboration and instructional planning. The collaboration team members include:

- **FUSD After School Program Coordinator (Alma Espinoza):** This full-time position ensures consistent communication between Program staff and regular FUSD staff. She also tracks how the Program is meeting the established goals and objectives identified by the collaborative partners.
- **CTFF Site Liaison (Martha León):** This staff person oversees all Site Leads and Tutors at FUSD and provides comprehensive oversight of performance, training, and on-site work.
- **Superintendent – (Dr. Paul Sevillano):** The Program is supported by the highest levels of the FUSD administration who ensure needs and issues are addressed in timely and efficient manner.

A new collaborative process will involve several existing district level committees that constitute a wide representation of teachers (Grade level teachers, Resource Teachers and Academic Coach). These committees provide guidance for district level instructional initiatives. This collaboration will build a more coordinated and coherent approach to the delivery of educational enrichment activities throughout the School District. Efforts have already been made to establish the collaborations and connect them to the Program.

In addition, our Program will make efforts to coordinate services and build collaborations with teachers who tutor students after school. Students may be participants in both the regular day tutoring services and the ELO-P; therefore, it is important that collaborative efforts be established to coordinate efforts. Collaborations will improve communications between the two entities and teachers will be better able to support and monitor the delivery of services for their students.

The ELO-P continues to seek opportunities to partner with the City of Farmersville and hopes to partner with local businesses and higher educational institutions to provide college and career readiness for students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring. The site will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site. Through ongoing stakeholder surveys, interviews, observations and self-assessments results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through newsletter and ParentSquare.

The CQI tool will be assessed semiannually to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each school site on how well they are implementing the California State Quality Standards for the program.

FUSD will collect valuable information from these quality indicators and metrics using a variety of tools and surveys. Feedback, assessments, and evaluations are important tools for ensuring 1) the Program meets students' needs and interests and 2) student feedback is incorporated into future programming. The tools used to gather information about the existing Program include:

- *Mid-Year Survey*, which is administered to after-school students between August and December to gauge the student's level of satisfaction with the Program.
- *End-of-Year Survey*, which is administered to parents, teachers, students, staff, and administrators to give them an opportunity to provide comments about the Program and staff.

The CQI process for the quality standard at the sites will involve the following three steps:

1. Assess Program Quality Goal

- Clear data trends
- Areas of strength
- Areas of improvement
- Short-term and long-term goals

1. Objective

- Specify objectives
- Create a plan to meet objectives

1. Action Plan

- Provide resources and collaboration for staff to meet objectives
- Provide on-site training and professional development for staff in areas of focus that address the planned objectives

This process will be repeated each academic year depending on the success of implementing the action plan. The Site Lead will keep a “master list” of topics and ideas that they and the tutors have compiled during the program assessment stage.

While each site will have its specific Quality Standard focus, they all, under the direction of the After School Program Coordinator will follow this CQI process to help refine, improve, and strengthen the quality of the entire Program.

11—Program Management

Describe the plan for program management.

ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

The design will increase access to educational and enrichment services beyond ASES current offerings. Currently, ASES limits the number of students that access the program, based on funding level. By increasing access to educational and enrichment services, it will enhance our department’s program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

Funding will promote active and engaged learning opportunities for students who are not currently in ASES. Education partnerships will allow for all students to gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students the opportunity to enhance their horizons and expose them to continuous learning opportunities.

The success of an after-school program relies on an organizational structure that factors in the key areas of program leadership, program governance, program structure, staff characteristics, and student behavior.

PROGRAM LEADERSHIP

Full-time leadership is necessary to develop, implement, and sustain the Program at a district-wide level as well as at each individual site. Program leaders located centrally within the School District have more access to resources and more support for their programs. The highest functioning, most successful programs are led by a strong, full-time leader who can recruit quality staff and create a positive environment that encourages supportive relationships among staff and students. For our School District, that leader is the Superintendent, Dr. Paul Sevillano. Dr. Paul Sevillano holds the responsibility of articulating the Program vision, mission, and goals to staff, administration, students, families, and community leaders, and fostering support. As head of the School Wellness Council, Dr. Sevillano is responsible for coordinating district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and health school environment. His specific Program involvement and role includes: meeting regularly with the After School Program Coordinator and Principals; overseeing the Program, and providing high-level oversight of curriculum tie-ins to after-school academic and enrichment lesson plans.

PROGRAM GOVERNANCE

An essential element of program governance is adopting or creating a collaboration team that consists of after-school staff, school personnel, district administrators, parents, community partners, community leaders, and in some cases, students. The function of this group is to review and revise the structure, direction, and types of activities offered through the Program district-wide and at individual sites. The advisory group also provides the larger community with information on the importance of the Program to student success. Successful program governance incorporates regular staff meetings, in which program leaders reinforce program goals, work on team building, and focus on achieving the program's mission.

PROGRAM STRUCTURE

The ELO P will be organized around four specific activities: academics, homework, enrichment, and healthy snacks/with physical activity. The Program will conduct academic activities 4 days a week for 45 -60 mins a day, on average. The School District employs CTF Tutors to staff the After School Program. These tutors are "teachers in training" working toward certification and near completion of their degrees to be classroom teachers.

- **FUSD After School Program Coordinator.** This full-time position ensures there is consistent communication between the Program staff and regular FUSD staff. The coordinator also keeps tabs on how the Program is meeting the established goals and objectives identified by the collaborative partners. Specific roles include: meeting regularly with

the CTFF Site Liaison, Site Leads, and Principals; purchasing materials and supplies for the enrichment aspects of the Program; and providing direct oversight of enrollment and attendance at each school site.

- **California Teaching Fellows Site Liaison.** This staff person oversees all Site Leads and tutors in Farmersville and provides comprehensive oversight of tutor performance, training, and on-site work. Specific roles include: hiring and training staff to provide enrichment activities; supervising CTFF staff and serving as the liaison to FUSD; meeting regularly with tutors; and overseeing Program activities at each FUSD school site.
- **Principal.** Administers and provides support to the after school program. Communicates with site leads and teachers.
- **Grade-Level Teachers.** Provide updates on classroom curriculum and areas where extra attention is needed for concept mastery; provide student-specific objectives and input on IEP goals and progress; and provide suggestions for after-school enrichment lessons and before school education stations.
- **Academic Coaches.** Communicate with teachers and after-school Site Leads; support the literacy, math, ELL, or content area goal in conjunction with administrators and site staff; work closely with area administrators to improve area instruction in the classroom; facilitate and implement content area practices for parent groups.

FREQUENCY OF MEETINGS

The Program is supported by the highest levels of our district administration to ensure needs and issues are addressed in a timely and efficient manner. Regular meetings and collaboration are required to facilitate this. The frequency of meetings is as follows:

- Collaboration Team: Meetings are scheduled one a month
- Principals meet monthly
- Site Leads meet two times per month
- Site level staff meetings are held two times per month
- FUSD and CTFF meet quarterly
- Student Advisory Meetings are held monthly

The program plan will be reviewed a minimum of twice a year. The ELO-P budget will be developed annually each May prior to approval from the School District's Board of Trustees. At this time, all Program features will be reviewed and evaluated to determine the level of effectiveness and progress toward Program goals.

In addition, each December during the development and dissemination of the annual evaluation report to the CDE, academic achievement data and enrollment and attendance results are collected and analyzed to identify patterns and trends. This analysis provides the opportunity to make modifications or redirect resources within the Program to meet Program goals.

As a result of the above, modifications will be made to the Program as needed.

A system in place will be created to address the following administration in the program.

- *Fiscal accounting and reporting requirements.*

The Budget Analyst in the School District will ensure that all expense requests for the ASES Program will be within the budget allocations and are appropriate expenditures. All expense requests are approved by the Superintendent after review by the After School Program Coordinator to ensure compliance with ASES requirements. In addition, quarterly expenses reports are submitted to the state indicating actual expenditure balances to date.

The School District utilizes the Standardized Account Code Structure (SACS) financial system and the uniform set of code numbers associated with each resource and funding source. The resource numbers are aligned to the designated state resource code numbers.

- *Attendance tracking, including sign-in and sign-out procedures.*

A system has been established to have an accurate and consistent indication of when students sign in and sign out of the Program at each school site.

At Hester, Snowden, and Freedom (Elementary Schools) each student is signed in by Program staff and signed out by their parent/guardian on a daily basis.

In addition, Program staff regularly communicate with regular school-day tutors about the proper attendance reporting and supervision procedures. Each student who participates in the tutorial services provided by school staff is informed of the After School Program. Following the tutorial services, students are expected to participate in the enrichment activities.

These procedures are monitored on a daily basis.

Furthermore, the After School Program Coordinator and CTFF Site Liaison perform internal audits on a monthly basis at each school site to prevent exceptions or deviations from the established procedures.

The District uses ERC Data Solutions to enter attendance on a daily basis by the after school staff and generate reports monthly, weekly, and daily. Hard copy attendance documents are also submitted to the District.

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.

The ELO-P funds will be used to combine with our ASES program. The School district currently contracts with the California Teaching Fellows Foundation (CTFF) to implement the ASES program. The District will now add the ELO-P program to the CTFF contract. With additional staff, the CTFF will be able to seamlessly implement the ELO-P and ASES program.

We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Enrichment activities will be created from various educational partners throughout the school year that will hold classes on-campus as in 4-6 week rotations. Students who are both enrolled or not enrolled in ASES will have the opportunity to sign -up for the rotations for enrichment programs offered throughout the school year.

Field Trips will be part of the ELO-P planning. Visits to aquariums, Zoos, Educational Theme Parks, County/State /National Parks etc. will provide expanded learning opportunities for all students enrolled in the after school, intersessional and Summer programs. Field trips to cultural & recreational activities to provide enrichment and play will also be included. All expenses including transportation, fees, meals will be provided at no cost to the students.

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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will be through CTFF. The recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. In addition, the school district has prior experience offering a high-quality, CSPP program.

The school district is revamping our vision and curriculum for TK in order to align with the state's shift to increased TK access. It will apply to both in-school and supplemental programs. We have a TK Committee, composed of primary and preschool teachers and administrators, who are meeting on a bimonthly basis to set the vision, determine academic and socio-emotional benchmarks, and align resources and schedules to those. This committee is also determining the ongoing professional development plan for all educators serving TK students, including those brought on through the ELO-P program.

Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and LitArt curriculum will be provided as education enrichment activities that adapt to early childhood education. It will engage the students in joyful experiences that promote curiosity, including inquiry and play.

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.

TK/Kinder Sample School Day Schedule

6:30 am - 7:55am Before Program ELO-P
8:00am - 1:20pm Regular grade level curriculum with classroom teacher
1:20pm - 2:00pm Transition to ELO-P / sign in & manipulative centers
2:00pm - 2:30pm Snacks & Restroom Break
2:30pm - 3:30pm Enrichment
3:30pm - 4:00pm Physical Activity
4:00pm - 4:25pm Academics - Follow Teaching Pacing Guide
4:30pm - 5:00pm Academic Support - Homework, Learning games, Small group interventions
5:00pm - 6:00pm Centers & Outdoor activities

1st Grade Sample School Day Schedule

6:30 am - 7:55am Before Program ELO-P
8:00am - 2:00pm Regular grade level curriculum with classroom teacher
2:00pm - 2:30pm Transition to ELO-P / Sign in & Snack
2:30pm - 3:30pm Enrichment
3:30pm - 4:00pm Physical Activity
4:00pm - 4:25pm Academics - Follow Teaching Pacing Guide
4:30pm - 5:00pm Academic Support - Homework, Learning games, Small group interventions
5:00pm - 6:00pm Centers & Outdoor activities

2nd & 3rd Grade Sample School Day Schedule

6:30 am - 7:55am Before Program ELO-P
8:00am - 2:10pm Regular grade level curriculum with classroom teacher
2:10pm - 2:40pm Transition to ELO-P Sign in /Snack
2:40pm - 3:40pm Enrichment
3:45pm - 4:15pm Physical Activity
4:20pm - 4:45pm Academics - Follow Teaching Pacing Guide
4:45pm - 5:15pm Academic Support - Homework, Learning games, Small group interventions
5:20pm - 6:00pm Chromebooks (Imagine Learning, MyOn, Happy Numbers, AR Reader, Prodigy, Reading A-Z)

4th, 5th, & 6th Grade Sample School Day Schedule

6:30 am - 7:55am Before Program ELO-P
8:00am - 2:30pm Regular grade level curriculum with classroom teacher
2:30pm - 3:00pm Transition to ELO-P Sign in / Snack

3:00pm - 4:00pm Enrichment
4:00pm - 4:20pm Physical Activity
4:25pm - 5:00pm Academics - Follow Teaching Pacing Guide
5:00pm - 5:30pm Academic Support - Homework, Learning games, Small group interventions
5:30pm - 6:00pm Chromebooks (Imagine Learning, MyOn, Happy Numbers, AR Reader, Prodigy, Reading A-Z)

Sample Summer Schedule (STEAM Program)

8:00am - 12:30pm Regular summer grade level curriculum with classroom teacher
12:30pm - 1:00pm Transition to ELO-P / Sign in & receive snack
1:00pm - 1:50pm Session 1 Robotics/Coding
1:55pm - 2:45pm Session 2 (50 mins)
2:50pm - 3:10pm Lunch / Stretches
3:15pm - 4:05pm Session 3 (50 mins)
4:10pm - 4:50pm Session 4 (40 mins)
4:50pm - 5:00pm Dismissal

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.

A. Section 8482.6.

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

A. 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.

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