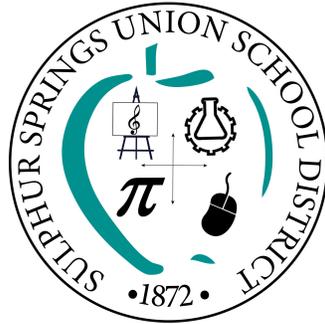


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN 2022-23



Local Educational Agency (LEA) Name: Sulphur Springs Union School District

Contact Name: Dr. Jezelle Fullwood, Assistant Superintendent of Ed. Services
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Contact Phone: (661) 252-5131

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

1. Canyon Springs Community
2. Fair Oaks Community
3. Golden Oak Community
4. Leona Cox Community
5. Mint Canyon Community
6. Mitchell Community
7. Pinetree Community
8. Sulphur Springs Community
9. Valley View Community

Partnering Community Based Organization Name: RISE Educational Services (DBA RISE School Programs)

Contact Name: Dr. Francisco Rodriguez, President
Contact Email: frankrodz@riseed.org
Contact Phone: 661 904-9697



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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.

Programs will be delivered on site at each of 8 District schools, both after school during the school year, and during the 30 intersession dates (sample schedules included under General Questions).

The district (SSUSD) and its partner Community Based Organization (RISE School Programs) offer a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students. The program manager works closely with the district administration and school principals to create school-aligned health and safety procedures.

The program develops policies and procedures to:

- Clearly document health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs and participants.
- Ensure that staff is easily identifiable with ID badges.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the program.
- Clearly document and communicate any incident.
- Maintain an accessible list of students with current emergency contacts in a portable binder and in the office files.

In order to nurture a positive environment:

- Staff respectfully welcomes each participant each day.
- Staff acknowledges positive behavior through the use of weekly and monthly awards and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between school site and program leadership is maintained.

- Proactive parent/student meetings are held to foster positive behaviors.

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.

Built around the 4 E's of Engage, Explain, Explore, Expand, the ELO program in SSUSD offers a variety of enrichment activities that include engineering lessons, art projects, digital citizenship and social emotional learning.

Among the offerings that SSUSD students in the ELO program will have access to:

- Themed enrichment for full-days
- Field trips (during summer):
- LEGO robotics
- STEM
- Arts
 - Theatre
 - Dance
 - Visual arts
- Teamwork (sports)
- Literacy building through enrichment
- Public speaking and communication
- Fitness and nutrition

3—Skill Building

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

The ELO program at SSUSD will provide opportunities for students to build skills both in traditional curricular areas, as well as in often less developed areas, like public speaking. This will be achieved through:

- Structured academic time that includes support with Homework during school year in addition to sight words, high-frequency word lists, and math facts.
- Staff organizing participants in groups to work with a clear purpose.
- Staff activities designed to support collaborative interaction.

- Students have access to use chromebooks to support their learning.

Additionally, the RISE curriculum maps include supplemental math and ELA lessons built at the deconstructed standard level to help students fill in gaps in their learning in high leverage standards.

RISE Program Managers will also work with district and site administrators to promote communication between RISE staff and teachers in order to be sure that staff follows school goals and initiatives in order to support students in improving literacy and math skills

4—Youth Voice and Leadership

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

When giving students a voice and leadership responsibility, it is important to not just provide the opportunity, but also to enhance the skills necessary to succeed when given that responsibility. To do that, the ELO program will:

- Conduct student surveys 2 times per year, offering input into the program design.
- Implement RISE Ambassadors- student leaders who can offer support to staff and leadership for younger students.
- Implement a student advisory council for younger grades.
- Provide student choice in the design of clubs and additional activities.
- Offer a Theater club as staffing becomes available – teaching leadership and student voice, and enhancing the ability to communicate with larger audiences.

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 ELO program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices.

The program helps staff promote healthy lifestyles by providing professional development and training regarding the daily nutrition program.

Staff participates in professional development around fitness using the *Sparks* program, as well as the RISE Up Fitness program, and the program incorporates nutrition and physical activity into the program design daily.

The district partners with the Santa Clarita Valley Food Services Agency, which also provides training to program staff on nutrition and healthy food choices. The “Super Snack” and meal program meets the California Nutritional Requirements. A sample of a menu is shown below:

1st Menu Option

Mini Bagel= 1 grain

Peanut Butter and Jelly Cup= 2 M/MA

Sliced Pears= $\frac{1}{4}$ c.

Celery Sticks= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat chocolate and 1% low-fat white fluid milk)

2nd Menu Option

Sandwich, Peanut Butter & Jelly = 1 grain & 1 M/MA

String Cheese = 1 M/A

Pears (canned & sliced) = $\frac{1}{4}$ c. fruit

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

3rd Menu Option

Cornbread Muffin= 1 grain

2 String Cheese= 2 M/MA

Peaches (canned, sliced, in light syrup)= $\frac{1}{4}$ c.

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

4th Menu Option

Animal Crackers= 1 grain

Strawberry Yogurt= 1 M/MA

String Cheese= 1 M/MA

Applesauce= $\frac{1}{4}$ c.

Broccoli Florets (Raw)= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

In addition to the nutrition and fitness components around physical activity, program goals also include:

- student gardens
- sports program
- digital citizenship

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.

The District ELO program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, and gender identity and expression.

The program, through RISE, actively recruits and hires staff that reflects the community of the students served, with a special emphasis on hiring bilingual staff at each site to improve the ability to communicate with some parents. The program is aware of and seeks information and strategies to support participants' needs by collaborating with the principal, school team, and families. School staff are enlisted to coach ELO staff in supporting the needs of the students, including in training around social and emotional needs.

In order to meet the needs of students with disabilities, the District will coordinate collaboration with school and district special education staff.

Transportation will be provided as necessary during the summer program in order to ensure that students from sites where the program is not being offered are able to attend, and multimodal outreach will include flyers, email, and automated phone calls to actively inform all parents of qualifying students about program offerings.

7—Quality Staff

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

The program, through RISE, engages in a rigorous recruitment and hiring process. All staff are provided with clear title and job description, continuous training and professional development, resources and materials to deliver activities, and on-the-job coaching from the RISE Program Manager. The program also supports staff with information regarding program requirements that affect their day-to-day operations.

The minimum requirements for Program Instructors in the ELO program are similar to those that the District uses to hire instructional aides. These include:

Be a high school graduate

Pass an academic test

Pass a health screening that includes current TB clearance

Pass Livescan fingerprint clearance

Additionally, RISE is actively working with College of the Canyons and other local colleges to create a pipeline of college students who fill the Program Instructor positions. RISE makes a point of hiring bilingual Program Instructors when possible, who are able to connect with English Learners and parents, and many of whom attended after school programs themselves as youngsters. RISE also looks for applicants who bring additional expertise that can be tapped for enrichment- such as drama, sports or music- or who can make connections to students easily because of a shared background.

RISE is an equal opportunity employer committed to hiring a qualified and diverse staff. In order to recruit and retain qualified staff, we adhere to the following procedure: We begin with staff who have been trained at the district level and are found to be competent by site administrators both for teaching and project leader positions. This includes district teachers, substitute teachers, and instructional and recreational aides.

In order to retain qualified staff, RISE makes an effort to provide employment opportunities during off-seasons and outside of the program hours. As an incentive to continue employment, RISE also offers incremental pay increases as staff accrues service time in order to reward qualified staff who are retained through the evaluation process. Staff members will be formally evaluated at various points during the school year by the Program Manager and Site Coordinator. Using a rubric, they will be evaluated on various factors including their ability to lesson plan, maintain student safety, and overall work ethic and attitude. Site Coordinators will also be able to informally evaluate the staff at their sites and provide training during biweekly staff meetings. Staff meetings will also provide an opportunity for Site Coordinators and Program Instructors to collaborate on the enrichment programs provided at each site, and to have ongoing conversations about the CQI process.

RISE offers multiple professional development opportunities during the school year. Each August, the RISE staff at all RISE sites in Los Angeles County receive two days of professional development. Results from evaluations and surveys are used to address the strengths and weaknesses of the staff, and determine what topics to cover during training sessions. New Hires are provided with shadowing opportunities, New Hire training, 2- and 4-month check-ins, and a 6-month review.

Finally, RISE does make available Saturday training on occasion, led by outside contractors or by staff from the Los Angeles County Office of Education Extended Learning.

8—Clear Vision, Mission, and Purpose

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

The mission of the Sulphur Spring Union School District's ELO program is to deliver value-added expanded learning programs that support and reinforce academic

achievement that provide fitness and enrichment opportunities in a safe and supportive environment supervised by engaged, caring adults.

In order to do that, it is important to be cognizant of the needs and opinions of all stakeholders to determine what “value-added” means to a particular district.

Every school will distribute an end-of-year survey to the parents of all students. A second survey will be distributed specifically to the parents of English Learners. The data will be collected and shared with each school site.

Based on the needs assessment, the goals of the ELO program will include, but are not limited to:

- Provide expanded learning opportunities
- Provide organized recreation and sports
- Provide quality academic support
- Provide a safe environment for students after school and during breaks as most families are commuters
- Provide engaging and diverse enrichment learning opportunities

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 Sulphur Springs Union School District is partnering with RISE Educational Services (DBA RISE School Programs) to administer its ELO program. RISE is an experienced provider of after school and summer programs, having worked in dozens of schools for more than 10 years.

The school district and RISE will continue existing partnerships, as well as explore new partnerships with:

- College of the Canyons and other local colleges that provide staff
- Girls Scouts, which provides a free leadership curriculum
- Santa Clarita Valley Food Services Agency, which provides meals and snacks
- City of Santa Clarita Parks and Rec Department, and the county Library System

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Sulphur Springs Union School District ELO program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve the program design, outcomes, and impact. A timeline has been established to clearly define the Improvement process and roles and responsibilities for each person are clearly defined, both within the school district and its partner, RISE School Programs.

The program will record and keep track of the information it collects in a manner that protects confidentiality of all stakeholders. The program will share lessons learned and key outcomes with the Sulphur Springs Union School District Board of Trustees annually.

Staff demonstrate their commitment to continuous improvement on a daily basis through regular reflection and self assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.

Effectiveness for the Sulphur Springs School Union School District ELO Program will be evaluated through the analysis of attendance data reported to CDE as required. In addition, each of the school sites will look at discipline, overall school attendance, to determine the overall effectiveness of the program at the site and for specific students.

11—Program Management

Describe the plan for program management

The Sulphur Springs Union School District ELO program has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The district’s partner, RISE School programs, will be responsible for daily program management, in collaboration with district and site administrators. The program management is described below.

RISE School Program Organizational Structure

RISE President

The President of RISE is a former elementary and middle school administrator, holds a doctorate in education from the University of Southern California, and provides professional development to districts across the state. This background serves as a window through which the overall mission and direction of the program is evaluated,

both through the use of measures such as CQI and CAN-QSA, but as importantly through the prism of: “Is the after school program adding value to the lives of students, and enriching their days?” While the RISE President does not have day-to-day responsibilities in program management, he interacts regularly with district and school personnel and the RISE Program Managers to guide the overall quality of the program.

Program Managers:

The Program Managers collaborate with the District personnel and site staff to meet program requirements. The Program Managers hire, supervise, pay, and evaluate all program personnel. The Program Managers also oversee purchase of materials and managing the budget for the school sites, as well as attendance reporting. The Program Managers create a professional development calendar and regularly assess the professional development needs of the staff.

School Site Coordinator

The Site Coordinators plan, organize, and lead the program for each school site. Site Coordinators work with the Program Director to supervise the Program Instructors and all participants in the program. Site Coordinators report attendance, payroll, incident, and injury reports to the Program Director. Site Coordinators meet with their site’s principal monthly to coordinate events and the program schedule. Site Coordinators represent the program and serve as a point of contact for parents, students, and school personnel.

Program Instructors

Program Instructors provide supervision, tutoring, homework help, and academic support for students in the program. Program Instructors collaborate with the Site Coordinators to design, coordinate, and lead organized fitness and recreation activities and enrichment projects such as art, music, crafts, drama, etc.

Program Plan and Implementation Review

Ongoing review of the program plan and its implementation will be regularly scheduled between RISE and district leadership. Program implementation will be adjusted based on the needs of students. In addition, district leadership will encourage site administrators to meet and collaborate with RISE leadership to make sure the program is meeting each site’s needs.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The school district currently runs two ASES programs. The ASES programs will continue at the sites where they are currently located (Canyon Springs Community School and Mint Canyon Community School), while the larger ELO program will run concurrently there, as well as 6 other district locations. Students will be able to be dual enrolled and participate in summer and other intersession programs at Mint Canyon and Canyon Springs.

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?

RISE and the SSSD will address the needs of TK and K students through:

- Collaboration with district Preschool and TK/K staff
- Classrooms of 20:2 students to staff ratios
- Recruitment and placement of ECE college students from College of the Canyons

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.

After School: Beginning Implementation in Fall 2022, with the goal of enrolling 1382 students across 8 district schools

After School (180 days X 3-3.5 hrs = 540-630 student hours)

- Snack and recess (30 min)
- Academic support time (40 min)
- Fitness (20 min)
- Specialty Enrichment (40 min)
- Social Emotional Learning (20 min)

Intersession: Beginning implementation with 200 students for four weeks in the summer of 2022, with the goal of increasing to 1382 students for spring and summer of 2023.

Spring/Summer (30 days x 8:00-5:00 = 270 student hours)

- 8:00 – 8:30a: Breakfast/Sign in
- 8:35 – 8:55: Fitness Run
- 9:00 – 9:55: ELA
- 10:00 - 10:40: Themed/Specialty Enrichment
- 10:45 – 11:40: Math
- 11:45 – 12:15: Lunch
- 12:20 – 12:40: Recess
- 12:45 – 1:25: Themed/Specialty Enrichment
- 1:30 – 1:50: SEL
- 1:55 – 2:10: Recess
- 2:15 – 2:30: Snack
- 2:35 – 2:55: Fitness
- 3:00 – 4:45: Student choice (intramural sports, crafts, language, STEM)
- 4:50 – 5:00: Cleanup and dismissal

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

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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>.

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance. (B) Section 8482.6.

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

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

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

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

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

For at least 30 non school days, during intersessional periods, no less than

nine hours of in-person expanded learning opportunities per day.

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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 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 principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall

consist of the following two elements:

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

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

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