

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Tahoe Truckee Unified School District in coordination
with The Boys & Girls Club of North Lake Tahoe



11603 Donner Pass Road, Truckee, CA 96161

April 2023

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

Local Educational Agency (LEA) Name: Tahoe Truckee Unified School District

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

1. Kings Beach Elementary School
2. Truckee Elementary School
3. Tahoe Lake Elementary School
4. North Tahoe Middle School
5. Alder Creek Middle School
6. Donner Trail Elementary School
7. Glenshire Elementary School

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>.

Expanded Learning Opportunities

TTUSD Program Plan

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 Tahoe Truckee Unified School District (TTUSD) has partnered with the Boys & Girls Club of North Lake Tahoe (BGCNLT) for the last 25 years to provide local students with before and after school programs in a safe and supportive learning environment, including one elementary-aged program in Kings Beach funded by an ASES grant.

The TTUSD/BGCNLT ELO-P program will continue to create a warm, welcoming, inclusive, safe, and fun environment for all students by utilizing methods that respect and respond to children's diverse backgrounds and circumstances and fostering children's positive identity development. To help all families feel welcome, the BGCNLT ELO-P program will provide culturally and linguistically appropriate communication with students and parents.

Programs are planned and delivered by qualified and trained staff members that meet all minimum qualification requirements as directed by TTUSD. Every staff member must also undergo training modules required by Boys & Girls Clubs of America, including basic first aid, CPR, child safety, and child development. Safety drills onsite are also conducted regularly throughout the year. BGCNLT staff will be trained in social-emotional strategies and implement those strategies as they support students socially and emotionally to provide a safe and nurturing environment.

The program maintains a 20:1 ratio for 1st through 6th grade and 10:1 for TK and Kinder. Both TK and Kinder also have a designated space, playground, and appropriate materials for safe use.

The program takes daily student attendance and utilizes an early release policy that requires parents to sign children out on a daily basis.

The program will be offered at the Kings Beach Clubhouse (serving TK-6 students from multiple lakeside schools), Truckee Elementary (serving TK-5 students from Truckee side schools) & Alder Creek Middle School (serving 6th-grade students).

Transportation will be provided to the program locations for students who do not regularly attend those schools.

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.

This program focuses on academic support, recreation, enrichment, and social-emotional learning.

Academic support consists of daily opportunities for children to do homework, receive homework help, tutoring support, and complete fun worksheets for “Power Points.” TTUSD and BGCNLT administration and staff members collaborate to align the extended day activities and interventions with the school and students' needs.

Recreational and enrichment opportunities are available daily to encourage physical fitness, learn new skills, learn how to work on a team and expose children to new hobbies or interests. TTUSD and BGCNLT have extensive programming in STEAM, performing arts, and mountain sports throughout the year. STEAM programming provides hands-on educational experiences.

Social and emotional learning is integrated into programming, language, lessons, and routines. We encourage students to build positive relationships with themselves and their peers and provide targeted, structured curriculums such as “Positive Action” to small groups throughout the year.

The BGCNLT ELO-P program will utilize researched-based program designs and Project Based Learning whenever possible.

3—Skill Building

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

Programs and partnerships are designed and sought after in order to provide students with twenty-first-century skills, including technology, creativity, critical thinking, communication, and collaboration. The goal is for students to develop a sense of personal responsibility for their actions, school, community, and the world and feel that with their skills, they are competent and useful in their community.

Support for academic strategies, multiple learning styles, enrichment, STEAM, healthy lifestyles, physical fitness, and nutrition will be included in the programming.

4—Youth Voice and Leadership

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

Annually, BGCNLT participants take part in a National Youth Outcomes Initiative, a survey that provides insight into students' interests, opinions of BGCNLT programming, and suggestions for improvement. Aside from this instrument, TTUSD and BGCNLT encourage students to voice opinions and suggestions in informal and formal settings such as the Club's Youth Advisory Committee. The goal is for students to share the responsibility of creating and envisioning programming for themselves, their peers, and their community. All participants – staff and students – have shared ownership.

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.

All snacks and suppers served adhere to the guidelines provided by the national Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP). Additionally, TTUSD has a nutrition policy that all before and after-school providers follow.

Physical fitness and lessons about healthy bodies, minds, relationships, and actions are encouraged.

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.

ELO-P programming will align with the district's and BGCNLT's stance on inclusivity, sensitivity, and recognition of the value of diversity. Both entities encourage creating safe and welcoming environments for all participants and encourage a culture of inclusivity on all levels. Staff will adapt and accommodate the physical and developmental abilities of all participants. Equity will be addressed in staff training.

TTUSD will partner with BGCNLT to offer the BGCNLT ELO-P program to all eligible families. Outreach will be conducted by the TTUSD Translations & Bilingual Community Services team to remove any barriers to enrollment.

7—Quality Staff

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

All staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the school district's policies. 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.

People are our programs, so the ELO-P program will utilize rigorous staff recruitment efforts to find the right candidates. A focus will also be placed on staff retention, development, and advancement in order to maintain a high-quality program. Ongoing training, staff development opportunities, and conferences are available and encouraged for all staff members.

Training is offered in CPR, First Aid, mandated reporting, child safety, social-emotional learning strategies, district protocols, BGCNLT protocols, program planning, behavior, and classroom management.

TTUSD and BGCNLT will meet regularly to review the ELO-P program and engage in continuous improvement discussions.

8—Clear Vision, Mission, and Purpose

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

The vision of the District's ELO-P program is to provide a safe, enriching, and supportive environment for students during their extended day, aligned with both the district's vision and BGCNLT mission:

TTUSD's vision is that all Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's futures. Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem-solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

BGCNLT's mission is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, and responsible citizens.

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.

TTUSD partners with BGCNLT as the subcontractor for afterschool programs including the ASES program on one campus. A formal MOU is in place outlining the relationship between both agencies. Other local agencies partner with the program to provide supplemental programming and student opportunities.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

TTUSD administration from school sites will meet with BGCNLT administration quarterly to assess and evaluate programs and to plan for the following quarter. We will look at quantitative data (attendance) and qualitative data (youth and parent surveys) to engage in a constantly evolving cycle of improvement. Both formal and informal data will support the review conversations. We will utilize the Quality Standards for Expanded Learning for goal setting and identifying improvement areas for staff, the facility, and more.

11—Program Management

Describe the plan for program management.

TTUSD and BGCNLT have designated positions to help with the program and administrative management of the ELO-P.

At the District, Curriculum, Instruction, and Assessment Coordinator will oversee and monitor the implementation of the programs. They will review program schedules and curriculum, staffing ratios, provide information about professional learning opportunities and collaborative networks and help with outreach efforts while ensuring that unduplicated pupil populations are served.

BGCNLT has a site manager at each ELO-P site that reports to a Director of Program Services. They also work closely with the Director of Fund Development on grant reporting, data collection, and compliance.

All sites utilize a secure online attendance management system to track memberships, attendance, and demographic information. Sites also adhere to financial policies and procedures outlined in our personnel handbook and use secure financial software systems to track revenues and expenditures.

TTUSD will share the eligible student list with BGCNLT quarterly to ensure newly enrolled students in TTUSD are offered the opportunity to participate in the BGCNLT ELO-P program. TTUSD will support outreach to remove any barriers to enrollment.

TTUSD and BGCNLT will meet quarterly to monitor fiscal, attendance, 'offer' and 'access,' staff retention and turnover, and the general health of the program.

TTUSD and BGCNLT also benefit from Region 3 Technical support for all expanded learning programs.

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.

TTUSD and BGCNLT have an existing ASES program that adheres to many of the requirements and goals set forth in ELO-P. The relationship between TTUSD and BGCNLT is already established. Our goal moving forward is to create one comprehensive and seamless ASES/ELO-P program for that one campus and then to provide world-class programming support for our local students. A program that includes both ASES and ELO-P priorities and funding. Current policies are being reviewed and updated to ensure grant requirements and funded programs are compliant and that the program provides accessibility, support, and flexibility to families.

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?

BGCNLT will hire the needed staff to ensure we adhere to the 10:1 ratio in our TK and Kinder Programming. We have existing staff who work with this age group and have already developed an age- and developmentally-appropriate curriculum for programs and activities. We will continue to strengthen in this area by encouraging more collaborations between TTUSD and BGCNLT, coordinating training, communicating more, and working together so our students can excel.

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.

TTUSD, in partnership with **BGCNLT**, is offering after-school programming at two elementary and one middle school site from June 28, 2023, through June 21, 2024, and 30 full, nine-hour non-school days (22 days in June/July 2023, and three days during Ski/Skate break 2024 and five days during Spring Break 2024).

After-school programs will begin on the first day of school of the 2023-2024 school year and end on the last day of school. After-school programs will operate from the end of the school day through an established time that meets the 9-hour operating requirement. This includes an early arrival to the **BGCNLT** program for Transitional Kindergarten and Kindergarten students because, at some contracted sites for TK and in some cases for Kindergarten, the school day for those students is shorter than for students in 1st-6th grade. The 30 days of non-school day programming will operate from 8:00 am-5:00 pm.

Sample school day (180 days)

6:45 am - 8:05 Morning program ELO-P funded programming @ BGCNLT

8:05-2:15 Regular instructional day

2:15-6:00 pm ELO-P funded programming by BGCNLT

Intersession and/or Summer Session Schedule (30 days)

8:00 am- 5:00 All day programming by BGCNLT

Planned Expenses

TTUSD agrees to pay **BGCNLT** for providing after-school and full-day, out-of-school enrichment programs to **TTUSD** students according to the following payment schedule and within 45 days of receipt of the invoice. The following details the dates of payments for each organization.

*Up to \$550,00 is available for reimbursement for startup costs, including staffing, planning, curriculum, and material costs. Start-up costs must be incurred by June 30, 2023, and materials received by June 30, 2023.

25% of \$1,179,969; \$294,992.25 by August 29, 2023

25% of \$1,179,969; \$294,992.25 December 31, 2023

50% of \$1,179,969; \$589,984.50 by April 3, 2024

Total \$1,179,969