

Bishop Unified School District  
Extended Learning Opportunities Program Plan

**LEA Name:** Bishop Unified School District

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**School Sites to operate the Expanded Learning Opportunities Program (ELO-P):**

1. Bishop Elementary School
2. Home Street Middle School

**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 ELO-P will provide a safe and supportive environment for participating students in numerous ways. The program will hire and train staff dedicated to supporting the whole child, and will provide opportunities for enrichment, play and social-emotional support. The program for BES students will be offered on-site, with transportation provided at the end of the program day. The HSMS program will be offered both on and off-site. The off-site activities will be hosted by Eastside Student Center, located at the United Methodist Center, a short 5 minute walk from HSMS campus. Students will have access to the late bus pick-up at BUHS.

## **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.

The ELO-P will provide opportunities for students to experience active and engaged learning by planning activities, programs and events that support and supplement the instructional day. Students will engage in art programming, literacy development, active play, field trips, hand-on learning opportunities, and STEM based activities.

## **3—Skill Building**

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

Students will have the opportunity to experience skill-building by engaging in various programs and activities, such as: garden based learning, art programs, robotics, science activities, etc. The ELO-P will focus on academic, career, social-emotional, and leadership skill building. Students will also have opportunities to collaborate with peers and strengthen communication skills. These skills will be layered and built upon to progress through various lessons and activities to allow students to achieve mastery of those skills. Students will be encouraged to progress through various opportunities to strengthen their creative skills and refine their group's collaboration and communication. Learning opportunities and projects will be linked to personal experiences for real world application.

#### **4—Youth Voice and Leadership**

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

Students will have the opportunity to participate in groups that allow them to practice using their voice and learn valuable leadership skills both in and out of school. Students will have opportunities to provide feedback through small group discussion and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of individual school sites. Students have the opportunity to choose themes and decorate their learning environments to create a sense of ownership. Students in the program will also have opportunities to be class and group leaders. Student leaders receive training from program employees to learn how to support their peers by providing direction, guidance and helping to lead small group activities. Interested students are coached to go through an application and interview process. Student leaders may also have additional opportunities to participate in service and community projects. Student leaders mentor and train incoming student leaders. These groups and opportunities will be continuously monitored by program employees to ensure the development of leadership skills. Students will participate in restorative practice circles to express needs and celebrate successes.

#### **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.

Students will be given the opportunity to engage in daily, active play times, with both structured and unstructured activities. Students will also have the opportunity to participate in after school gardening activities, where they will learn how to grow their own healthy food, and develop healthy eating and lifestyle habits. Students will also be provided with a healthy after school snack, as well as a nutritious hot meal at the end of each day, provided by the BUSD cafeteria staff, that meets meal and snack requirements.

#### **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 program will provide lessons and opportunities for students to learn about diversity and develop sensitivity skills. Thereby, creating safe learning environments where students feel comfortable sharing their diverse backgrounds, abilities, and celebrating their differences. Activities will be adapted to ensure the participation of students with various physical and developmental abilities. The program will create a culturally diverse environment through program materials and displays. Students will learn about different cultures through cultural celebrations. Materials and parent information will be available in Spanish for families whose primary language is Spanish. The program will strive to hire employees that reflect the community of the students served.

## **7—Quality Staff**

Describe how the program will provide opportunities for students to engage with quality staff. Employees are offered competitive pay and have clear job descriptions to understand the level of support and administrative responsibilities assigned. All employees will be held to high levels of professionalism and competency. New employee onboarding will include training to understand their role and how to best support and engage students. All employees will have access to equipment, materials, and supplies to be successful in their roles. Employees will be required to attend various professional development activities, district, county and state sponsored trainings that are content focused to actively engage students, learn the latest inclusive practices, and improve student-centered supports. Employees will also be provided with on the job coaching and technical assistance when needed.

## **8—Clear Vision, Mission, and Purpose**

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

Through strong relationships with families, schools, and communities, it will be the goal of the program to provide quality educational, recreational, and cultural programs. We will aim to promote the social, physical, intellectual, and social-emotional development of the youth served. Students will be guided and supported to reach their full potential as productive, caring, responsible citizens. The program vision, mission, and purpose will be clearly communicated to a variety of stakeholders, including students, parents, employees, community partners, and school site partners.

## **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 program will collaborate with various non-LEA entities to provide quality and diverse programming to meet the needs of all students. Numerous organizations, businesses, and groups have agreed to partner in our program to provide activities centered around the arts, cultural events, sciences, hands-on learning, field trips, among many other exciting opportunities.

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

The program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Assessment tools will include internal assessments for program quality, employee evaluations, and stakeholder surveys. Resources will include the Quality Standards for Expanded Learning in California and California AfterSchool Network.

Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions. School site will participate in weekly debriefing sessions where they are able to address any concerns, successes, and questions that may arise.

## **11—Program Management**

Describe the plan for program management.

The program will be managed collaboratively by the District After School Coordinator, District staff, school site staff, and after school grade-level leads and aides. The After School Coordinator will be responsible for day-to-day operations, as well as long-term goals for the program, while working collaboratively with district personnel, school-site leadership, after school staff, parents, and community members.

## **General Questions**

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

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

### **Transitional Kindergarten and Kindergarten**

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The program will create programming specific to younger students. The TK/Kindergarten group will be limited to 20 students and 2 employees to maintain a 10:1 ratio for those students. Employees working with younger grades will receive specialized training upon onboarding to become familiar with the needs and behaviors of young students. Employees will modify lessons to make each lesson age appropriate.

### **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.

School Day (TK - 3): 8:15 - 2:15

- 2:15 - Meet at designated grade level meeting spot.
- 2:15 - 2:30 - Outdoor/indoor snack time

- 2:30 - 2:45 - Outdoor/indoor play time
- 2:45 - 3:00 - Quiet/rest/mindfulness time in classroom or outside
- 3:00 - 3:20 - Reading time (group or individual)
- 3:20 - 3:45 - Homework/academic skill building time
- 3:45 - 4:00 - Recess
- 4:00 - 4:45 - Planned Activity (grade level specific) or Activity Rotations
- 4:45 - 4:55 - Clean up classroom
- 4:55 - 5:15 - Supper in BAC