

**Hollister School District
Expanded Learning Opportunities Program Plan**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN**

2023-2026

Prepared by:

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Hollister School District Expanded Learning Opportunities Program Plan

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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. Accelerated Achievement Academy
2. Cerra Vista Elementary
3. Hollister Dual Language Academy
4. Ladd Lane Elementary
5. Ranch San Justo Middle School
6. Rancho Santana Elementary

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Expanded Learning Opportunities Program Plan

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.

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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, and 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/qualstandcqj.asp>.

1—Safe and Supportive Environment

Hollister School District's Expanded Learning Opportunities program is open daily at all school sites from the end of the school day bell to 6 pm, giving students a safe place to go when they might otherwise be unsupervised. The program is staffed internally and hosts a variety of Enrichment Partners (see appendix), providing a diverse extended learning experience. A district-based Coordinator oversees district school site leaders who oversee classroom Activity Leaders/Enrichment Partners. The district coordinator and the school site lead collaborate with each site principal and, when applicable, Enrichment Partner, to provide academic enrichment, physical movement, social-emotional skill building, leadership skill building, and a safe place to be supervised after school.

A positive youth development environment is established in the after-school program primarily through Positive Behavioral Interventions and Supports (PBIS) and/or Capturing Kids Hearts. The first six weeks are devoted to establishing a safe and positive environment where more students are apt to take risks and learn. Routines, in concert with Social Emotional Learning (SEL) and character-building curriculum, complement the school day routine by providing enhanced opportunities to establish a caring after-school learning community. The language, goals, and activities of these programs are highlighted and reinforced through sequential and specific activities during the after-school program. To further support student well-being, a nutritional meal,

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and physical activities are provided each day.

Community-building circles are an integral process for students to build a sense of community, establish empathy, problem-solve, and seek resolution. The norms aligned with the mission and vision of the ELOP program are reinforced and supported with specific skills that are embedded in the process.

A caring learning community improves relationships and encourages creative and simple ways to solve conflicts which increases students' confidence in their ability to feel autonomous and effective. When all the adults at home and school share the same language and expectations, peace is promoted at school, home, and in the community. Conflict resolution and restorative practices are embedded in the district's model. Students learn to give up put-downs, right wrongs, give praise, compliment each other, and use verbal strategies to solve conflicts.

A safe and supportive environment is a priority across the district but especially through this program. HSD and Enrichment Partner (subcontractor) staff follow a process of assembling and accounting for all participants daily. This typically involves a staff member retrieving students from their class group at dismissal, which may occur from the classroom or dismissal line. At this time, transportation to off-campus sites is not applicable.

Site staff follow developed comprehensive safety plans that are aligned with the host school's safety plans. Site Leaders attend the host school's safety training meetings and have access to the district's student information system to obtain emergency contact information. Safety drills are implemented routinely and align with the district's procedures. Staff also coordinates with the host site's health clerk as necessary for student health plans. Finally, staff satisfy a minimum competency requirement by passing the district-required assessment for instructional aides and are CPR/First Aid Certified

2—Active and Engaged Learning

Social Emotional Learning is a significant focus of Hollister School District's extended learning plan. The extended learning plan focus is dedicated to providing participants with educational enrichment activities that build their ability to engage and grow outside of the classroom. This is accomplished by

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developing enriching student engagements and providing structured professional collaboration between subcontractor staff and school/district staff. The program is also supported by the Region 5 Network, which offers professional growth and networking opportunities locally within and outside of the region.

The program will provide a district-aligned curriculum. All academic and enrichment components are based on anchor standards that incorporate all content areas, follow district curriculum pacing guides when possible, and are influenced by communication with classroom teachers. The goal is to attend to student needs, be those social-emotional, grade level standard proficiency, and/or readiness for rigorous future coursework. Researched-based practices to support social-emotional learning and academic readiness include English Language Development strategies, AVID strategies, and early literacy strategies.

Staff is trained in high-yield programs such as Footsteps2Brilliance, Preventing Academic Failure (PAF), and Trauma-Informed Practices, when possible. Footsteps2Brilliance is a standards-based literacy program for primary elementary grade students to use during the regular school day, and families have access to it at home and around the community. The program allows students, families, and the after-school program to work together so that students are on reading level by the end of third grade. Progress can be celebrated and tracked by teachers, parents, and after-school staff. Standards-based literature studies are provided through an integrated thematic literacy curriculum, designed specifically for after-school programs. The goals of the program are to build listening and speaking, reading fluency, critical thinking, reading comprehension, creativity, vocabulary, grammar, knowledge of literacy elements, and goal-setting skills while supporting students' social and emotional development. The goal is to provide a hands-on, activity-based curriculum that engages and motivates students in reading, writing, and the visual and performing arts. Embedded activities include drama, music, digital technology, improvisation, art, games, or writing, and are designed to support and extend their experience with the literature. Extending programs such as Footsteps2Brilliance after school aligns with HSD's priority to provide English Language Learners, Socio-economically disadvantaged and Foster Youth access to age-appropriate literacy opportunities. For upper elementary and middle school grade students, supplemental literacy units include topics such as Philanthropy and

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Leadership.

All programs include a minimum of five hours a week of academic support to students. College and Career/Academic Readiness is a focus for student success and is established through alignment to the regular standards-based school day instruction. Upper-grade programs include reading and language support, student goal setting, and AVID organizational strategies.

Classroom space is provided at each site for student groups to work in an academic setting. Staff are given access to student progress reports and homework assignments from the district's student information system. The Site Leaders work with the principal and Enrichment Partners to establish and maintain alignment and communication between the regular school day and the after-school program. Site Coordinators meet with the principals at least every other month and during grading periods to review student achievement data. Space is made available at each site to store materials for student success.

Regular programming for health, wellness, and fitness is provided via curricula provided by the district or the Enrichment Partner. All site programs include a minimum of five hours per week devoted to health, fitness, and physical education activities. Exemplary practices in healthy eating, physical activity, and food safety are emphasized in these programs. All programs include a minimum of five hours per week using project-based Social Emotional Learning (SEL) curriculum and community-based activities which engage students in topics and activities that build self and social responsibility.

3—Skill Building

21st Century Skills are embedded in all program activities (STEAM, College, and Career/Academic Readiness, Social Emotional Learning, and Health and Wellness) via the 5E model with the aim of developing critical thinking, effective communication, and self-directed learners. Students are provided with opportunities to practice skills that are embedded and sequential, leading to mastery within project-based learning.

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By providing students opportunities after-school to learn and practice skills using hands-on, extended learning, they will have multiple opportunities to practice, apply, and develop skills that support their regular school routine. Staff and Enrichment Partners are trained to facilitate reflective learning and risk-taking in a safe environment so students are motivated and engaged in learning. Staff will support students with academic language further to reinforce equitable access to the rigor of standards-based projects.

Early literacy and vocabulary development for English learners and struggling readers is an area of high priority at HSD. This priority is supported through early literacy programs, such as Footsteps2Brilliance, utilized daily in the afterschool programs. Ongoing professional development and site-based support for the use of this and other literacy programs are provided to staff.

Improved academic achievement is also supported through study skills and academic support that is individualized and specific to classroom and homework assignments sent from teachers and/or indicated in student planners. Site Leaders meet individually with teachers and intervention specialists to check in on student achievement in literacy, homework, or classwork, the effect of ELOP, and how the students are doing in general.

The Site Leader and/or Activity Leaders/Enrichment Partners may attend selected faculty meetings, parent conferences, Individualized Education Plan (IEP) team meetings, Student Study Teams, and meetings with the principal regarding student/curriculum concerns. Case managers of students with IEPs may also provide intervention guidance to coordinators. Site Leaders have access to HSD's student information system, enabling them to monitor student status, including academic progress. This extends the capability of supporting struggling students.

An in-depth LCAP feedback process that included community meetings, parent meetings, staff meetings, and surveys, concluded there is a strong recommendation for extended day learning opportunities. The District Coordinator and Site Leaders work with principals to administer annual pre and post-surveys to staff, parents, and students. These feedback opportunities inform the refinement and development of the program. The annual, Extended Learning survey, conducted as part of the Continuous Quality Improvement Cycle, will indicate the percentage of site

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administrators, program staff, Enrichment Partners, parents, and students who feel that Extended Learning program activities support student success and skill building. The survey will also indicate the percentage who feel that the afterschool program is effective in supporting the vision, mission, and purpose of the program. HSD is committed to providing equitably informed services that reflect the viewpoints of multiple perspectives.

4—Youth Voice and Leadership

Student feedback is a regular part of the programs via the youth leadership groups at each site. Student surveys, community circles, interactive journals, and student councils contribute to the dynamic collection of student input. This is important data that is used to guide ongoing decisions about the program and potential projects. Professional development and program needs are identified based on the Continuous Improvement Cycle. Offerings can include self-directed, on-demand, professional development topics, all-day training, and/or specific site-based development. All professional development offered is aligned with both the afterschool and the regular day educational programs.

The Director of Educational Services meets with the District Coordinator at least three times within the year to reflect, review and plan for the upcoming school year. The Principal and Site Leaders meet as often as necessary to guide decisions about meeting individual student needs and/or make adjustments to the program administration. When applicable, Site Leaders meet with Enrichment Partners to address individual student needs and/or make adjustments to the program administration. Staff also meet during the grading period to review students' academic progress and identify areas of need.

Intervention teachers, counselors, and classroom teachers have regular access to the Site Leader and provide valuable information, strategies, and assignment details that are being focused on in the regular school day with specific students. The Site Leader may receive copies of assignments and other classroom or school information from teachers via the student planners, email, or in person. Self-regulating and time management are practiced with the student planner and provide fluid communication among the teacher, after-school staff, and parents.

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Site Leaders may meet individually with teachers and specialists to check in on how students' classroom performance is being affected by ELOP and how the students are doing in general. The Site Leaders are encouraged to attend faculty meetings, parent conferences, Individualized Education Plan team meetings, Student Study Team meetings, or meetings with the principal regarding student/curriculum concerns when they feel it would be beneficial.

Student engagement goals are met through student leadership participation. Student leaders assist in planning activities to meet the needs and interests of students. All students are engaged in the selection and planning of project-based activities. Journals, surveys, and "meet-up time" are examples of how students may advocate for activities they are passionate about. Community Circles promote the opportunity for all students to be leaders. Staff is trained in processes that promote student leadership and provide opportunities for all students to have a voice. Staff and Enrichment Partners are trained in implementing existing curricula and utilizing student feedback for creating activities that are grade-level appropriate, exciting, and engaging. Activities and projects are guided by a Student Youth Council, a leadership development component of the after-school program.

Through hands-on Social Emotional Learning curriculum and leadership activities, students learn in real-time how to be confident, empathetic, and caring. Monthly service learning projects are a core part of the afterschool programs and the home, school, and community connection. Youth voice and leadership are developed as students work collaboratively to select and implement service learning projects that help them learn by doing and take ownership of the project. Reflection is an important part of the process so that the students can make meaning and have a deeper connection to the community.

Additionally, while in the program, students identify and engage in life skills. The program provides opportunities for positive activities that support self-regulation, mindfulness, and philanthropy among peer groups in the community. All programs have an active Student Youth Council that designs and guide service learning in partnership with local agencies such as the County Food Bank, Nursing Homes, environmental projects, and toy drives to

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name a few.

Younger students follow similar processes for self-direction and leadership, although they require more structured guidance and options provided. Connection to real issues that all young students can relate to builds empathy for others within their own community and is the springboard for project-based inquiries and service learning projects.

5—Healthy Choices and Behaviors

All programs include five hours a week of activities dedicated to fitness, exercise, healthy choices, and food nutrition facts taught through district or Enrichment partner curriculum. Guest speakers, such as Cal Fresh and the San Benito County Department of Public Health, provide support for peer educators to educate the students to benefit from healthy living.

After-school meals provide children with nutrition during after-school hours and enhance their learning abilities. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. Provided meals contain full servings of any two of the following four food components:

- Fluid (milk or 100% juice)
- Meat or meat alternate
- Fruit, vegetable
- Grain or bread product

Shepherd by Student Wellness Board Policy 5030 and California Nutritional Guidelines, the HSD program aligns to teach, encourage, and support healthy eating by students. All items are prepared and provided by the HSD Nutrition Department. Example products include Anytimers Turkey Ham & Cheese Kit, Goldfish, Honey Whole Wheat bread, and Italian Combo Sandwich. All items are prepared and provided by the HSD Nutrition Department. Each site is provided with a dedicated refrigerator to store food properly.

6—Diversity, Access, and Equity

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The importance of having a safe and supportive environment for students to attend after school will continue for the duration of this program. Emphasis is placed on implementing positive youth development via culturally relevant activities that support academic, social, and behavioral development. Each site is encouraged to establish a Student Youth Council with staff being trained in developing supportive, asset-building relationships with all students. When necessary, Special Education teachers may meet with staff to provide appropriate information for working with students with special needs.

Culturally relevant teaching and curriculum is a focus for all aspects of the program. Parent meetings and input supply the basis of what is highly relevant to the community. Community Circles bring forth in an authentic setting what is relevant and how the curriculum is received and internalized from the student perspective.

To measure whether goals have been met, each year, the needs of the community, students, parents, and school are assessed using data from student, staff, and parent surveys, California Healthy Kids Survey, and academic assessment scores. Staff meet with teachers and administrators and may attend School Site Council and/or site-based PTO/PTA meetings.

Teachers, counselors, and principals work together to identify needs, encourage participation, make references, and meet with families to encourage them to join the program. Priority enrollment is given to English Learners, socioeconomically disadvantaged, and Foster Youth. Students will be identified from Free/Reduced Lunch eligibility, English learner designation, and Foster Youth identification. Site Leaders may also request referrals of students who would benefit from participation in the after-school program from school site teachers and administrators. Registration and information will be shared through the student information system parent portal and the district's parent communication platform. School newsletters, marquees, and flyers will be developed and dispersed to advertise ELOP programs. Hollister School District Migrant, Foster, and Community School Liaisons will continuously recruit families. Once enrollment is full, the focus will shift to retaining students in the after-school program. If necessary, wait lists will be created and drawn upon to maintain full programs. Careful planning of a high-quality program that young people seek to attend is a priority.

Surveys of youth and their inclusion in decision-making assist in supporting all students to feel a sense of belonging, ownership, and desire to attend. ELOP is a

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no-fee service that is accessible to targeted students and families of English Learners, socioeconomically disadvantaged, and/or Foster Youth.

HSD Educational Services Department will serve all students with department involvement from Special Education, Student Services, the School District Social Worker, and Migrant Education. This internal systemic structure has a greater capacity to engage the afterschool program in meeting the diverse needs of all students.

7—Quality Staff

The HSD Educational Services Department will work with HSD Human Resources Department to ensure proper training and certification (including CPR) of HSD and Enrichment Partner staff members. Program criteria include completion of the 12th grade, or the equivalent, one year of experience (paid or volunteer) working with children in an educational or child care setting, and/ or a year of college with coursework in Psychology, Child Growth, and Development, or Education. Staff must also pass the district's minimum competency assessment.

HSD and Enrichment Partner staff will be recruited from the regular day program and the surrounding neighborhood community in order to maximize continuity. In addition, these staff will be recruited from local universities, community colleges, and employment centers. HSD Staff will be retained through competitive pay rates, continual staff development, timely evaluations, and ongoing program support for a healthy work environment. A staff mentorship program is available to provide on-the-job training for college students interested in volunteering in the after-school field or in education. After successful completion of the training and if the volunteer meets the minimum staffing requirements, students are eligible for regular employment.

In addition to monthly meetings that address procedural, policy, curricular, social-emotional, and health-related topics, HSD staff and Enrichment Partners will have access to ongoing professional development opportunities offered by Region 5. Example opportunities include the annual Rev Up Workshops, Developing Afterschool Leadership (DASL), STEAM cohort workshops, and Monday Matters network.

Both HSD and Region 5 support the implementation of consistent Positive Behavioral Interventions and Supports (PBIS). The district also provides ongoing, high-quality professional development in community building, restorative

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practices, classroom management, and the three elements of active and engaged learning in the weekly programming for students:

- 1.) Integrated STEAM and SEL activities
- 2.) College and Career/Academic Readiness
- 3.) Health and Wellness

Professional development and program needs are identified based on the Continuous Improvement Cycle. HSD hosts professional development opportunities which include self-directed, on-demand professional development topics, all-day training, and specific site-based professional development. All professional development offered is aligned with both the afterschool and regular day educational programs and the HSD LCAP. The district Coordinator will meet with the Extended Learning Team and Enrichment Partners annually to reflect, review, and plan for the upcoming school year. Additionally, ELOP staff members will be surveyed twice a year to collect feedback on their interests, needs, and trends evident in the program. Professional development and programming will be influenced by this feedback.

The HSD Director of Educational Services and district Coordinator will evaluate, design, and provide the implementation of all aspects of the after-school program. The district Coordinator will work with Site Leaders who oversee individual sites. The Site Leaders supervise the Extended Learning Activity Leaders/Enrichment Partner staff who work directly with students and families in the after-school program. The Extended Learning Team collectively provides the core components of the integrated STEAM and SEL activities, college and career/academic readiness support, and health and wellness education and activities with students in addition to parent outreach and coordination of academic support with the regular day.

8—Clear Vision, Mission, and Purpose

Hollister is a growing community, with a current population of just over 62,000. It is the largest city in San Benito County. The district serves a student population of just over 5,600 diverse students, in grades TK - 8. The district has an unduplicated pupil percentage of 68.8%.

- 28% of students are English Learners
- 67% of students are Low Income
- 82% of students are Hispanic/Latino
- 11% of students are Migrant
- 15% of students are in Special Education
- The district serves 21 Foster Youth
- The district serves 85 Homeless Youth.

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The Hollister School District is committed to academic excellence through rigorous, standards-based instruction. The district's classroom instruction is aligned with California State Standards and English Language Development standards and assessments. Board-adopted Guiding Principles for the district are

- We believe every student, every day, by name, by need, will succeed.
- We believe in embracing the uniqueness of every child.
- We believe partnerships among all educational partners must be valued and respected.
- We believe in community advocacy for the whole child.
- We believe that each student is everyone's responsibility. We believe that things that are measured get done.

Student achievement data demonstrates that student groups such as English Learners and Socio-economically disadvantaged are still not achieving academically as compared to their peers.

	21-22 CAASPP ELA	21-22 CAASPP Math
English Learners	15% met or exceeded standard	10.6% met or exceeded standard
Socioeconomically disadvantaged	16.7% met or exceeded standard	5.6% met or exceeded standard
Foster Youth	0% met or exceeded standard	0% met or exceeded standard

The district has reviewed pertinent data as part of the LCAP review process and extensive feedback was gathered and incorporated to inform all programs, including ELOP. Feedback was gathered at Community Meet and Greets, District English Learner Advisory Committee, Migrant Parents' Association, Collective Bargaining Units meetings, site staff meetings, District Leadership Team, English Learner Middle School Summit, and public hearings.

From these forums, strengths were identified as students feeling safe and cared for, parent communication being effective and translated, a variety of cultures being honored, and the high rates of staff that live in the community creating a sense of belonging with families. Opportunities for improvement included improved student achievement for English learners and Socio-economically disadvantaged, continuing to broaden opportunities for students via STEM and the arts, support for early literacy for unduplicated pupils (in particular, English

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learners), more individualized support via more extended day opportunities, and Multi-Tiered System of Support that focuses on alignment of programs and systems necessary for all students' academic, behavioral, and social success. This extensive analysis and input will continue to be brought forth in the ELOP Continuous Quality Improvement process that happens once a year between the Extended Learning Team and site principals.

The Program Goals developed from the needs assessment are

1. Increasing EL Reclassification
2. Increasing academic achievement in math and English language arts
3. Increasing student engagement in school
4. Increasing student attendance
5. Providing a safe environment for students to thrive after school hours

Hollister School District ELOP program focuses on providing a safe, healthy, and nurturing environment for youth to thrive. It is important to ensure that students are physically and emotionally secure, respected, and accepted for who they are. Classroom space, multipurpose rooms, libraries, and playground spaces provided for conducive learning environments. Student-centered academic and enrichment activities are provided to increase achievement in school. Youth leadership is central to the ELOP programs, where active involvement in the decision-making process invests student learning in STEAM and SEL, health and wellness, and college and career/academic readiness.

9—Collaborative Partnerships

HSD takes pride in creating an after-school program that is designed to align, enrich, and support equitable opportunities for our neediest of students. The collaborative team process includes input from school leaders, classroom teachers, parents, and students. The supportive academic features of the program are guided by ongoing feedback from school leaders, teachers, and parents. The enrichment portion of the program is continually guided by the school site's Student Youth Council, a leadership development component of the after-school program. Enrichment activities are designed and implemented to align with student interests, based on the feedback received by students across the grade levels.

Frequent visits to the program sites provide informal constructive feedback to ensure that high-level administrative decisions incorporate the needs and desires of the youth and schools. Beyond the informal check-ins, the program and plan are reviewed annually. Continuous Quality Improvement goals are evaluated

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annually, using the Quality Improvement work plan during periodic collaborative meetings. The HSD Extended Learning Team, along with site principals, work together to rate the progress and make adjustments at the site level.

Collaboration meetings are held at the district and community levels. The Director of Education Services or District Coordinator meet monthly with Site Leaders, Activity Leaders, Enrichment Partners, and the host school principals. Information is shared regarding any school or district priorities regarding student support and academic achievement. From this information, plans are developed to support these goals. The District Coordinator provides training to the Site Leaders to ensure they are equipped to facilitate the activities described in the ELOP Program Plan. Additionally, the District Coordinator participates in the San Benito County Community Assistance Network monthly collaborative meetings. Site meetings occur quarterly. District meetings occur annually. Region V Meetings occur six times a year.

HSD considers many potential community-based partnerships so that the ELOP program may be as dynamic and reflective of the community as possible. Collaborative partnership roles;

- Site principals and vice-principals: coordination of facility management and custodial support
- Region V: technical assistance and professional development support
- Community Partners: providing enrichment activities
- School-based clubs and intervention programs: academic and enrichment support to the after-school program students

Guided from extensive collections of student, parent, and staff feedback, these and other agencies may be pursued. The goal is to provide a program that is fluid and well-rounded so that the plan can change and adapt to the needs of students.

10—Continuous Quality Improvement

HSD hosts an evaluation process that meets the needs of all partners: state, county, school sites, program staff, parents, and youth using the Quality Standards for Expanded Learning in California. HSD engages with a representative team of educational partners to utilize multiple data sources when assessing program quality. From these partnerships, an action plan is generated and implemented for program improvement with three to five identified high-priority needs for the focus that year.

SBAC testing data (CAASPP assessments in English Language Arts and Math) will be used to measure academic goal attainment pursuant to Ed Code

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8484(a)(2). An evaluation plan will be implemented to gauge key priority areas such as improving academic scores in literacy and math, improving student engagement in school, and improving student social-emotional and health wellness. The existing Continuous Quality Improvement Cycle will engage educational partners in an effort to enhance program operations and ensure sustainability. Next steps include

- alignment with HSD LCAP goals and actions
- alignment with host school SPSAs
- analysis and production of reports
- continuous review and alignment of program procedures

11—Program Management

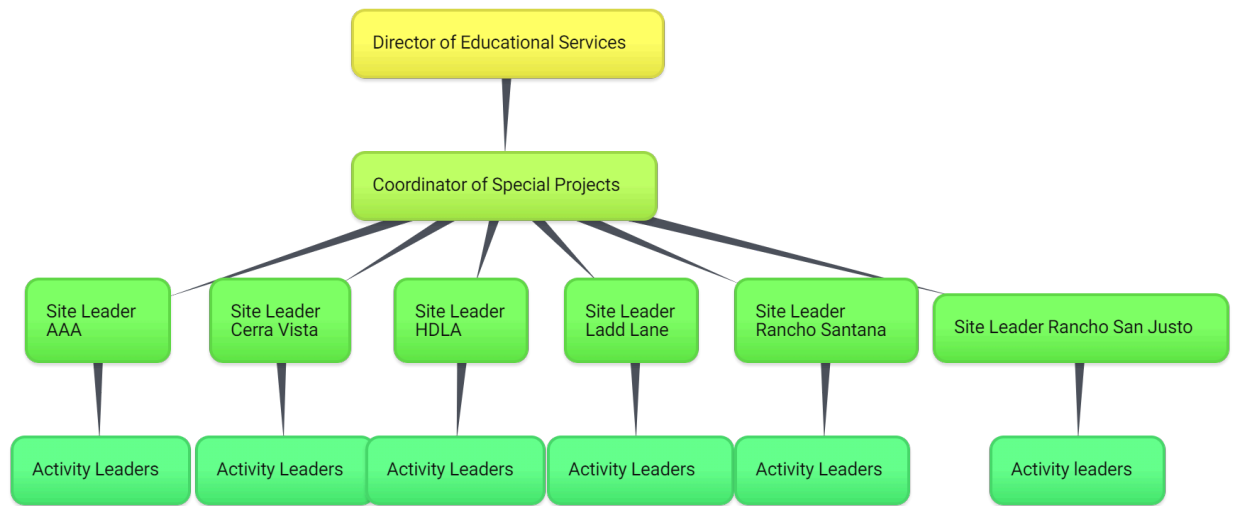
This Program Plan is formally reviewed on an annual basis to ensure that the plan continues to meet the needs of the program participants, academically, socially, and physically. Goals and actions across all HSD programs are aligned, including those of the ELOP program. As assessment data is reviewed for the ELOP program, the Educational Services Team will also review other pertinent district data to determine if additional services are needed, if activities need to be modified, or if the curriculum needs to be adjusted, etc. Host site principals will also review site-based data as it relates to the district-aligned goals for the particular site. Each will occur in collaboration with the Extended Learning Team to determine if activities and planned actions need to be modified. While this process occurs on an annual basis, ongoing alignment of the ELOP program will occur in conjunction with the evaluation of district plans (LCAP, SPSA, EL Master Plan, etc.). Formative assessments of the ELOP program are ongoing and influenced by the site coordinator, and feedback from students and parents.

Program Staff will utilize district-provided email, the student information system, and ParentSquare to communicate. The Coordinator of Special Projects and Site Leaders will be provided a district cell phone for accessibility during program hours.

Organizational structure

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Staff Roles

Position	Duty
Director of Educational Services	<ul style="list-style-type: none"> Oversees the entirety of the ELOP program Directs the Coordinator of Special Projects
Coordinator of Special Projects	<ul style="list-style-type: none"> Develop, implement, and ensure quality outcomes for all Extensions programming Develop activities and procedures for implementation at school sites as well as ensure the safety and well-being of all scholars Develop age-appropriate programs and activities for students in grades TK-8 including literacy enrichment, instructional interventions, homework assistance, meal time, recreational and structured play, enrichment activities (i.e., music, robotics, clubs, etc.), and organize special events Utilize the district information systems to organize, collect, and prepare accurate program data and attendance Collaborate with district staff for recruitment, selection, and evaluation of site staff Collaborate with the Director of Educational Services, site administrators, and other related personnel to ensure programs comply with licensing requirements, state and federal laws, rules, and regulations Collaborate with the Director of Educational Services to develop the Extensions budget and monitor expenditures

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	<p>and attendance earnings to ensure adequate grant funding</p> <ul style="list-style-type: none"> • Facilitates reporting for state and federal grant funding
Site Principal	<ul style="list-style-type: none"> • Corrdinate with the Coordinator of Special Projects and Site Leader to facilitate commucnition between the regular day classroom staff reagidn student status and progress • Coordinte and provide adequate facility access
ELOP Site Leader	<ul style="list-style-type: none"> • Collaborate with the Coordinator of Special Projects to develop age-appropriate programs and activities for students in grades TK-8 including literacy enrichment, instructional interventions, homework assistance, meal time, recreational and structured play, enrichment activities (i.e. music, robotics, clubs, etc.), and special events • Utilize the district information systems to collect, and prepare accurate site program data and attendance • Collaborate with district staff for recruitment, selection, and evaluation of site staff • Create, maintain and foster positive relationships with children and staff • Support Activity Leaders plan, prepare, and provide activities for students
Activity Leader/Enrichment Partner	<ul style="list-style-type: none"> • Plan, prepare, and provide activities for students under the direction of the Site Lead and Coordinator of Special Projects • Communicate with the Site Leader about activities, student attendance, and other information as needed • Collect and maintain attendance records and reports • Assist in meal distribution • Provide information to the Site Leader or Coordinator of special projects as needed to operate the program

Meeting Schedule

Staff Members	Frequency	Topics
Director of Educational Sevices and Coordnator of Special Projects	Monthly	<ul style="list-style-type: none"> • Program evaluation and development • Staffing • Reporting
Coordinator of Special	Quarterly at each	<ul style="list-style-type: none"> • Program evaluation and

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Projects, Site Principal, and Site Leader	site	development <ul style="list-style-type: none"> • Staffing
Coordinator of Special Projects, Site Leaders, & Site Activity Leaders/Enrichment Partner	Twice a year	<ul style="list-style-type: none"> • Program evaluation and development
Site Leaders, & Site Activity Leaders/Enrichment Partner	Weekly	<ul style="list-style-type: none"> • Program development and development

The California After School Program Quality Self Assessment Tool is used as a guide to the Continuous Quality Improvement Cycle at the site level at the start of the year to set programmatic goals. The plan is reviewed each year by the site principals, Site Leaders, Activity Leaders/Enrichment Partners, the District Coordinator, and the Director of Educational Services. Additionally, the Director of Educational Services and District Coordinator will meet with Site Leaders in the early spring to begin the planning process for the following year. At that time, the plan will be revisited, and the California After School Program Quality Self Assessment will be used to inform strengths and areas for growth.

HSD Educational Services and Business Services Department work closely to ensure that the HSD ELOP program adheres to fiscal and reporting requirements.

- Expending no more than 15 percent of the funding on administrative costs, which include indirect costs.
- Administrative costs are split with our community partners.
- Program indirect costs will be the lesser of the school district's indirect cost rate or 5% of the state program funding.
- At least 85 percent of expenditures will be applied towards direct services to students.
- Cash or in-kind local matching funds from the school district, government agencies, Community organizations, or the private sector will be provided.
- Quarterly Expenditure Reports will be filed in ASSIST as required.
- Semi-Annual Attendance Reports will be filed in ASSIST (January and June).
- End of Year Reports will be submitted in October
- Documents shall be retained for a minimum of five years.

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- Partner agencies contribute in-kind services to the program consisting of personnel and supplies.

Policies and procedures for each school Site Leader will be monitored to ensure attendance is properly taken and recorded in the district's student information system. On a daily basis, attendance will be entered in the student information system by the Site Leaders. The Site Leader will review and monitor attendance and records attendance data in the student information system weekly. When there are issues with student rosters within the student information system, the Site Leader will work with the Coordinator of Special Projects to resolve the problem.

Attendance will be carefully monitored throughout the program and will comply with ELOP requirements. All HSD ELOP parents will be made aware of the program hours of operation and attendance procedures and will have been given a copy of the early release policy. Requirements include

- Attendance is taken daily and is recorded in the HSD student information system.
- The program runs a minimum of 15 hours a week from the time the end of the school day bell rings until 6 pm daily.
- In accordance with ELOP program requirements, students must stay for the full duration of the program.
- Students who leave early are required to sign out and must abide by the stipulations in the early release policy.
- The attendance at each site is closely monitored and maintained by site-level leads.
- Attendance reports are filed semi-annually in ASSIST as required.

General Questions

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

ELOP, 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.

Hollister School District is not currently a holder of the 21st Community Learning Center grant.

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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?

Each ELOP site will serve TK and kindergarten students when there is interest and need. The ratio of TK and Kindergarten students to staff will be maintained at 1 adult to 10 students. The Educational Services Department will proactively communicate with Human Resources regularly so that staffing qualifications and needs are satisfied.

The HSD Educational Services Department will work with HSD Human Resources Department to ensure proper training and certification (including CPR) of staff. Program criteria include completion of the 12th grade, or the equivalent, one year of experience (paid or volunteer) working with children in an educational or child care setting, and/ or a year of college with coursework in Psychology, Child Growth, and Development, or Education. Staff must also pass the district's minimum competency assessment.

To serve the TK and kindergarten students, an age-appropriate curriculum will be provided. The unique needs of this age group require a developmentally-informed design to address this younger age group. These resources will be acquired through collaboration with the Region ELOP community and community experts in the field.

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.

Sample TK/Kinder School Day Session Schedule

Regular school day	7:50 am - 2:05 pm
Reception and Ready	2:05 - 2:15

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Academic activity	2:15-3:15
Snack	3:15-3:30
Physical activity	3:30- 4:30
Project activity (Art, STEAM, etc.)	4:30-5:30
Reflection Rendezvous	5:30-6:00
Dismissal	6:00 pm

Sample TK/Kinder 9 hour Intersession Day Schedule

Reception, Breakfast, Morning Meeting	8:00 - 9:00
Academic activity	9:00 - 10:00
Movement Break	10:00 - 10:30
Project activity Part 1 (Art, STEAM, etc.)	10:30 - 11:30
Lunch	11:30-12:15
Rest and reflect (social emotional time)	12:15 -1:30
Activity Rotations	1:30-2:30
Movement Break	2:30- 3:00
Project Activity Part 2 (Art, STEAM, etc.)	3:00 - 4:00
Clean-up and Closing Meeting	4:00 - 5:00
Dismissal	5:00

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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 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.

(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):

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For at least 30 nonschool days, during intersession 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 school sites 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

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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.

(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.