BCOE/Palermo Union Elementary School District
Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name: Palermo Union Elementary School District

Contact Name: Superintendent Kathy Andoe-Nolind

Contact Email: kandoe@palermok8.org

Contact Phone: 530-533-4842 x6008

List of school sites that the LEA selected to operate the Expanded Learning
Opportunities Program (ELO-P).

1. Golden Hills Elementary
2. Helen Wilcox Elementary
3. Honcut Elementary
4. Palermo Middle School (6th Graders)

**Please note that PUESD is part of the Butte County Office of Education (BCOE)
Expanded Learning Collaborative. To create a single, comprehensive program,
you will note that this program plan, very closely resembles the BCOE ASES
program plan. LEAs have been given the opportunity to fine-tune each question
with details unique to their program, while still embracing the ongoing efforts of
the BCOE ASES/ELO-P collaborative.**

Instructions: Use the following worksheet to indicate the target population for each
program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Site Name	Sub-Groups	%
Golden Hills	Socioeconomically Disadvantaged	80.9
	English Language Learners	15.4
	Students Experiencing Homelessness	1.2
	Foster Youth	7.7
Helen Wilcox Elementary	Socioeconomically Disadvantaged	82.9
	English Language Learners	15.3
	Students Experiencing Homelessness	7.8

Site Name	Sub-Groups	%
	Foster Youth	.8
Honcut Elementary	Socioeconomically Disadvantaged	100.0
	English Language Learners	23.5
	Students Experiencing Homelessness	17.6
	Foster Youth	.0
Palermo Middle	Socioeconomically Disadvantaged	77.5
	English Language Learners	10.9
	Students Experiencing Homelessness	4.2
	Foster Youth	.2

State average for Foster Youth: .5%
State average for Students Experiencing Homelessness: 3.2%

Butte County Office of Education Expanded Learning Program

"Empowering young people to create a better tomorrow through creativity and problem solving"

Who are we?

The BCOE Expanded Learning Program serves students at 25 school sites throughout Butte County. We serve 14 elementary school sites, 5 middle/junior school sites and 6 TK-8 sites. PUESD partners with BCOE to provide ELOP services that are delivered directly to students on their respective school sites. We do not operate any off-site programs.

All PUESD/BCOE program sites operate from the regular school day release time until at least 6:00 p.m. Sites are open for operation for a minimum of three hours each day that school is in session. On minimum days, students are served from the minimum school day release time until 6:00 p.m. Program is closed when school is not in session.

All sites engage in the Continuous Quality Improvement (CQI) process. Site Coordinators with support from their Area Coordinators track program improvement through CQI goal setting, action step documentation, and evidence collection.

Butte County is currently in post-fire recovery. After several years of devastating wildfires, Butte County is focused on recovery efforts which include structure debris removal, structure construction and repopulation of areas hardest hit.

Prior to the fires, Butte County had the highest ACEs scores in California. The raging forest fires only made a bad situation, worse. Many of our students, parents and staff are traumatized. Many are currently experiencing PTSD and older students are seeking detrimental means to numb the pain (alcohol, drugs, cutting, etc.). Unfortunately, we have also experienced an increase in youth suicide.

Butte County is resilient and will do everything within our power to remain positive. We are rebuilding the many communities that we lost with unending support, hope, positivity and love.

Please note that this program plan was collaboratively designed to exemplify what our entire program looks like and/or strives to be. Remember that each site is unique and our staff design a program to meet the needs of the students, families and school site staff at their respective sites.

Expanded Learning Opportunities Program

1–Safe and Supportive Environment:

- **If the program will be located off campus, describe how students will travel safely to and from the program site.**

  All of our after school and summer programs are located on school campus sites.

- **Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.**

  All after school program staff are required to wear identifying articles of clothing (t-shirt, sweatshirt or apron) or a BCOE photo ID badge while on campus.

  All managers and staff engaged in youth recreation are required to have current first aid and CPR certificates. In addition, BCOE makes these trainings available to any interested staff person at no cost.

  All sites partner with the regular day to assure continuity between the school day and after school program. To the best of our ability, we follow the regular school-day rules, policies and procedures. In addition, we have established our own Emergency Preparedness Guide that includes emergency protocols unique to after school as well as special inserts pertaining to natural disasters – Emergency Flood and Wildfire Protocols. Each red Emergency Preparedness Guide contains an emergency drill log that is audit checked quarterly by Area Coordinators for compliance.

  Our Parent and Student Handbook clearly defines our approach to discipline. Students are aware that there are consequences for lack of judgement and disruptive and or unsafe behavior. Staff assure that students understand the "why". Why am I being disciplined, what could I have done differently, and what can I do in the future to avoid this type of situation.

  Annually, after school program staff are mandated to complete a vast list of trainings covering the following key safety areas:

  > Integrated Pest Management
  > Youth Suicide Awareness, Prevention and Postvention
  > Mandated Reporter: Child Abuse and Neglect
  > Sexual Harassment Policy and Prevention
  > Blood Borne Pathogen Exposure and Prevention
  > Cyber Security Awareness
  > FEMA Emergency Preparedness

In addition, staff participate in site-based trainings coordinated through their partner districts. This varies since we serve students at 25 sites in 11 school districts.

Site Coordinators work closely with regular day staff and administrators to assure that student and family needs are being met. Staff also work with other BCOE departments such as Homeless & Foster Youth, School & Community Mental Health & Wellness, Student Health & Prevention, and CalKidz.

Most importantly, our staff embraces an asset-based approach to student engagement/interaction. Focusing on the positive is far more productive and beneficial.

- **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**

  Over the past few years, the program has dealt with the serious nature of student trauma and the lack of staff self-care by taking a series of measures to help build a stronger social/emotional program. The following key measures have taken place:

  * Purchased the Mind-Up Curriculum and developed specific grade-level activities to assist students in becoming more self-aware and able to self-manage their behaviors.

  * Mindfulness and Pear cards have provided quick and easy mindful activities for staff to use before, during and after transition.

  * All sites are embedding the Random Acts of Kindness Foundation social emotional learning curriculum for grades TK – 8th. We have taken this highly effective, evidence-based curriculum into all of our after school classrooms. By including a focus on equity, staff self-care, and digital citizenship, we are excited about implementing a more engaging, relatable, and inclusive curriculum.

  * Staff are encouraged to embed mindful activities throughout the after school program to help students self-regulate emotions which has helped lessen disruptive behaviors and discipline issues.

  * The program continually strives to have all staff trained in being trauma informed. Trauma informed staff are better able to provide an inclusive environment for all students. We want all staff to address student issues from an asset-based approach. Our students deserve to be reminded how awesome they are; how important they are and how special they are. All interactions with students should be positive, upbeat learning experiences. Most importantly, over time our staff has learned the importance of listening!

*   On an ongoing basis, the program provides a vast array of self-care opportunities to aid staff in reducing stress, trauma and overwhelm. We truly believe that it is detrimental for staff to continually care for others while avoiding ones' self-care. Staff are encouraged to engage in wellness activities such as yoga, mindful breathing, meditation, etc. Staff that are socially and emotionally healthy can better serve students. This has been vitally important during our current staffing shortage. Staff have been spread very thin trying to serve as many students as possible during this difficult time.

           All staff have been encouraged to utilize the BCOE Employee Assistance Program. The program provides low and no cost counseling and therapeutic opportunities for those needing assistance and support.

*   For the past 18 months, BCOE has contracted with HearYou.org which provides staff access to mental health resources and counseling at no cost.

*   By listening, engaging, and supporting our students, we strive to provide a program that is emotionally, developmentally and physically welcoming to all.

Many actions and or activities implemented over the past couple of years have been more reactive than intentional. We have sought "bandages" to fix our issues resulting from our ongoing traumatic experiences. Moving forward we are being more proactive and intentional. We are currently embedding the CASEL 5 into our program; Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The CASEL 5 will be taught and applied to create an equitable learning environment that enhances all students' social, emotional, and academic learning. Currently, all that we do in our program is viewed through a social/emotional lens, to assure we are supporting the "Whole Child".

2–Active and Engaged Learning:

- **Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.**

  An expansive curriculum resource library has been developed to provide diverse learning opportunities through a balanced variety of activities that support the social, emotional, physical and cognitive growth of students with a strong emphasis on enhancing regular school day performance. The diversity in activities maintains student and staff interest and engagement.

Surveys and continuous quality improvement assessments from site coordinators, site principals, teachers, students and parents along with current educational trends are used to guide the development of trainings and curricula to provide the most technologically advanced and engaging STREAM opportunities available. Buy-in from all involved is beneficial to the continuity of learning between the regular day school and the after school program.

The scope and sequence of all curricula align with grade level standards and have user-friendly lesson plans that have clear goals and objectives. Each lesson is designed to provide opportunities for thought-provoking discussion, critical thinking and collaborative interaction.

Describe the planned program activities and how they will:

  a. **Provide positive youth development.**
  b. **Provide hands-on, project-based learning that will result in culminating products or events.**

We have embraced hands-on, project-based learning which provides positive youth development through active exploration of real-world scenarios and challenges. Presenting challenges to work through encourage critical thinking skills, teamwork, decision making and self-management. These activities lead to the development of 21st Century marketable and applied skills.

Examples of hands-on project-based learning that provide positive youth development:

Piper Curriculum – Over the course of 6 weeks students collaborate in groups to build a working computer that plays Minecraft (a popular video game). Once assembled feedback from the digital game requires students to manually manipulate the circuit board to move through the game. Each day students document challenges and problem-solving techniques used in both building the computer and moving through the game.

At the end of the 6 weeks students showcase their working computers and present their collaborative critical thinking skills.

4-H Cooking Academy - The 4-H Cooking Academy is developed for young people who are just learning to cook and bake. The curriculum covers kitchen and food safety, basic food preparation, and nutrition. Learning by doing is the best way to learn food preparation skills. Young people learn important life skills that they will use as they grow and become independent, responsible adults. Cooking is an art as well as a science so youth can learn a lot about themselves and their passion for the culinary arts through this curriculum experience.

Throughout the curriculum, students get to taste and compare the food items that they prepare.

Paxton/Patterson Career Discovery Labs – Pathways start here for students by integrating everyday work with grade level math, science, reading, and critical thinking. These hands-on experiences align with 12 key career cluster skill areas and knowledge standards to help students discover their unique interests and talents. We use the kits during both Summer Enrichment and After School.

At the conclusion of each kit, student teams debrief and discuss their findings.

Curriculum Focus Areas		
Alternative Energy	Computer Science	Design/Pre-Construction
Electricity	Engineering	Environment & Ecology
Flight Principals	Forensic Science	Health Science
Manufacturing/Production	Nutrition & Wellness	Robotics

- **If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.**

Our summer supplemental program provides enrichment opportunities to reduce learning loss, continue to develop and strengthen student learning skills, support social and emotional learning, reinforce regular day academics and keep students safe, engaged and fed. In all of our districts, the regular day teachers provide breakfast and academic instruction between the hours of 7:30 – Noon, while BCOE staff provide lunch and enrichment between the hours of 11:30 and 5:15.

Site	ASES	ELO-P	Site	ASES	ELO-P
Berry Creek	X		Nord		X
Biggs	X	X	Oakdale	X	X
Cedarwood	X	X	Ophir		X
Central		X	Palermo	X	X
Concow			Plumas	X	X
Golden Hills		X	Poplar	X	X
Helen Wilcox	X	X	Richvale	X	X
Honcut	X	X	Sierra	X	X
Ishi	X	X	Stanford		X
McKinley		X	Sycamore		X
Manzanita		X	Wilson	X	X
Nelson	X	X	Wyandotte	X	X

3–Skill Building:

- **Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**

Educational Literacy: Over the years the program has adopted a number of literacy programs to support and improve student academic achievement, however, through collaborative feedback and input and support from the Tehama County Department of Education's SERRF Program, we have launched *Read to Self*. *Read to Self* is the first component to the Daily 5 Program that fosters literacy independence. The SERFF Program has witnessed improvement in student academic achievement since implementing *Read to Self* in the fall of 2018. The *Read to Self* component of the Daily 5 Program, provides a way for staff to structure literacy time to increase student independence and allow for individualized attention in small groups and one-on-one. It aids students in developing independence, reading stamina, and accountability.

Read to Self is a structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating and goal setting along with voluntary reading of books that the students choose. *Read to Self* was implemented program-wide during the 2022-2023 school year, while affording sites the opportunity to continue existing literacy programs should they choose.

Educational Enrichment: The program is fortunate to have a vast array of educational enrichment activities and curricula that support student academic achievement and success in its Curriculum and Resource Library. When deciding to purchase a curriculum the program reviews its content to determine if it falls within one of the three 21st Century Themes; Life and Career Skills; Learning and Innovation Skills; or Information, Media and Technology Skills. To assure student engagement, we also seek youth input prior to purchasing. Of equal importance, is determining if the curriculum promotes critical thinking, communication, collaboration and creativity. We also make sure that the curriculum is relevant and engaging for all age groups and skill levels.

Some of our most popular curricula include:

Exploration MARS	SPARK	VEX Go
Sphero Bolt	Google Expeditions	Bee Bots
Dot & Dash	Cubelets	Piper
Ozobots	Science of Super Powers	Skillastics
BrickLAB Zoo	Happy Camper Engineering	PCS Edventures Video Production
Boomwhackers	4-H Aerospace Adventures	PCS Edventures Eggs-traordinary Physics
Junk Drawer Robotics	4-H Teaming with Insects	4-H Project Butterfly Wings
4-H Cooking Academy	PCS Edventures Unleash Your Wild Side	PCS Edventures Oceanic Exploration

MathStart	4-H Exploring Your Environment	To Name a Few…

To strengthen the learning impacts of our curricula, we are incorporating the Paxton/Patterson College & Career Labs into our program. Twelve career pathways entice students by integrating everyday work with grade level math, science, reading, and critical thinking. These hands-on experiences align with career cluster skills and knowledge standards to help students discover their unique interests and talents.

- **Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.**

  Prior to the start of school, our Site Coordinators meet with their principals and teachers to discuss curricula focus areas and programming goals for the coming year. Most if not all request curricula that focus on technology and its applications. Most sites don't have the technology inventory that we have and they are excited for their students to have the opportunity for more hands-on group work exploring science, technology, engineering and math. Throughout the year, Site Coordinators discuss programming options and focus areas with their principals, teachers, parents and students to assure we are meeting the needs of the larger collaborative community.

  After years of summer programming we have determined that students and parents prefer week-long theme camps. Each of our theme camps are meticulously developed to engage all students regardless of age or ability. We strive to have all students engaged in a learning process that includes creativity, critical thinking, collaboration and use of effective communication.

  Some of our most popular theme camps include: Super Science Lab, Top Chef, VEX Robotics, Creativity stARTS Here, Coding Magic, Art Around the World, Fuel and Fitness, Multimedia Madness, Technology Exploration and Challenge Quest.

4–Youth Voice and Leadership:

- **Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.**

  Sites gather student data on an ongoing basis to assess their interests in particular subjects or activities. When developing a site's 6 – 8 week schedule, students are given a number of enrichment activities to choose from that were carefully selected from either the Curriculum and Resource Library at BCOE or the sites own resources after in-depth discussions with teachers and administrators. Whenever possible enrichment activities are directly linked with the regular school day academic curriculum.

If a particular topic of interest arises and resources are unavailable on site or at BCOE, sites have the opportunity to draft a curriculum proposal, which will allow administrative staff to research purchase options. The Program Director and/or Program Coordinator will also network with other programs in the Region to determine if a "like" curriculum has already been developed or purchased and determine how successful it was or is.

In some cases, sites will encourage older students to draft the curriculum proposal and do the research regarding availability, cost, and purchasing options. Encouraging the students to do the research helps to strengthen their "real world" skills, and bring attention to varying product costs, shipping costs and variety of products available. They can then present their findings to the Site Coordinator, who will then work with the students on budget availability and next steps.

- **Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.**

Most sites engage in focus groups and/or sticky note/dot assessments at the end of each 6 – 8 week curriculum to assess student satisfaction. Student led discussions focus on likes and dislikes, along with the steps the students would take to improve a curriculum or activity. Students are asked to assist in the development and planning of the next 6 – 8 week schedule. Student input and buy-in are critical for student ownership and engagement.

Some sites have Leadership Enrichment Clubs where students assess and map their community to determine areas of need. During the Camp and Bear Fires students decided to conduct clothing and foods drives to support those who lost homes or who were displaced and unable to return home. Students are very perceptive, and when asked how they might help with a community situation, they can be very creative and energetic about making it happen.

Student leadership opportunities vary from site to site. Some of our middle school sites have collaborated with the local Kiwanis to establish Key Clubs for student community service and leadership. Several of our local Key Clubs participate in our Annual Fiesta Days Parade by building floats promoting their after school programs and their community service efforts. Most sites select a community service activity to build community relations and to help students build social-awareness. Some examples include coin and blanket drives to support the Humane Society, make decorations for a local senior care facility, and send thank you cards to local firefighters and first responders.

Many of our elementary school sites have incorporated the "You Were Found Being Awesome" campaign. Each day a student is selected to serve as the individual responsible for awarding good behavior coins to students recognized for good behavior, for helping others, for being kind, etc. Students selected to

receive good behavior coins are recognized by having their name added to the daily "You are Awesome" white board.

Establishing an asset based approach to recognizing student behavior builds a culture of doing good and being kind. It also aids in trauma recovery when an environment fosters positivity. We value our students and having them recognize and praise their classmates helps to build compassion, self-awareness and strengthen relationships.

- **Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).**

Much of this question has been answered in the previous two questions. Regardless of grade-level, student input is always sought, so quality continuous improvement can take place. Sticky note/dot assessments are a great way to engage younger students. Using colored coded sticky notes/dots for "like" and "dislike" is a great way to engage non-readers and English Language learners. You can also have younger students place sticky note/dots to show preference for certain subject areas or activities. Some sites have them gather in certain areas of the cafeteria noting their preference for a particular subject or activity.

Leadership Enrichment Clubs are where young leaders can gather to share ideas and determine community service and service learning activities to serve their local community. Leadership Clubs may only have 15 to 20 interested students who serve as the planners and organizers of special events or activities, but you can have the entire after school program involved in the campaign or service work. Program-wide efforts enhance social awareness, responsible decision-making and self-awareness of those involved. These types of activities fit well into our program's SEL program goals.

5–Healthy Choices and Behaviors:

- **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

Our programs focus on three key factors that contribute to a student's overall health; social-emotional health, physical health and nutritional health. In close partnership with the regular day, two sites met the rigorous guidelines to be recognized as Healthy Behavior Sites. About the time the initial campaign was discontinued we had four sites deep in the process to achieve certification. In partnership with the Regional Lead, she visited, inspected and certified our four sites and recognized their accomplishments at our Annual Regional Leadership Conference. Today, other sites are following the lead of our Healthy Behavior Sites, so they can provide an environment that supports a healthy lifestyle.

Social-Emotional Health: Many of our students and families have suffered

emotional turmoil resulting from the number of natural disasters in our community. Our programs noticed that students were struggling with how to handle their fears and pent up emotions.

With the support of our districts we started to delve into a number of mindful practices to support students and staff. We found that many of our staff were overwhelmed and needed to invest in self-care. We firmly believe that we can't support our students and families if we don't care for ourselves. So, we established a two-prong approach to creating a safer and more supportive student environment by developing curricula and professional development opportunities that support both students and staff. We purchased and implemented the MindUp curriculum which resulted in a significant decrease in negative student behavior, so much so that regular day teachers commended the after school program for its efforts and replicated the mindful protocols during the regular day. The MindUp curriculum embraces a scientific approach to mindful practice through a deep understanding of brain science and the foundation that students have the ability to "step away" and seek personal space and time to control and regulate their own behavior. We knew we were doing something right when students asked to step away for self-time, so they could engage in mindful breathing and or self-control behaviors. Through the ongoing support of program staff, students felt empowered, and embraced further mindful activities throughout the day.

To support our mindful efforts, the sites were provided with the MindUp curriculum, mindful activities cards, mindful site-based coaching and other creative mindful resources. Additional mindful activities include, breathing techniques, healing circles, journal writing, gratitude discussion groups and small group interactions with BCOE School and Community Mental Wellness Advisors.

After the historic Camp Fire, Bear (North Complex) Fire and the COVID Pandemic, we are thankful for and continue to imbed our mindful practices supporting emotionally healthy students.

Physical Health: We take a two-prong approach to physical activities during the after school program. We have students that would spend their entire day engaged in sports and others who do all they can to avoid it. To the best of our abilities we design a schedule that engages both groups. We also engage all students in a variety of large group activities from a variety of curricula. A few site favorites include the CATCH curriculum, the SPARK curriculum, Skillastics and our intramural sports program. Regardless the activity, students are taught and modeled good sportsmanship, basic skills, rules and how to be a thoughtful team player.

We also have a strong partnership with the Feather River Recreation and Park District to provide intra-mural sports to our middle school students grades 6-8. Organized sports include, soccer, flag football, volleyball and basketball.

We also embed physical activity in a number of our mindful activities. During

transition we may engage students in a short nature walk, or a See/Hear/Smell Trek.

<u>Nutritional Health</u>:

When engaging our students in nutritional activities we try to focus on crops grown within our community. We want our students to be aware of the bounty of agricultural products and produce grown in our county. We have been fortunate to partner with the BCOE CalKidz program that supports nutritional meals and education to low-income students and families. The CalKidz program, in partnership with California State University Chico and our local food bank, has coordinated an array of learning opportunities, such as, farmers markets, cooking curriculum, Top Chef Competition, cultural cooking and taste testing for our students and families. These events showcase an assortment of local produce and crops making students and their families more aware of the agricultural bounty of Butte County.

The CalKids program also hosts a number of learning opportunities for our students with their mobile food truck. The truck travels from site to site highlighting a variety of nutritious food options for students and families. The students also have an opportunity to cook on the truck as well as taste test their creations. These types of hands-on opportunities are wildly exciting for our more remote and Frontier sites.

We also partner with the Center for Healthy Communities and CalFresh, who conduct site-based learning opportunities for our students. The Center for Healthy Communities works with Chico State Nutrition, Physical Education and Liberal Studies students to deliver a variety of developmentally appropriate, research-based nutrition and physical activities that support student learning.

We also cherish the opportunities we have with the Butte County Cooperative Extension Master Gardeners who help us plan, build and nurture our school-site gardens. Students learn about the germination of seeds, how plants "breathe", and how plants grow into mature produce which helps them maintain a healthy and well-balanced diet.

Since we focus on the whole child, it is vital that we model the behaviors we expect our students to embrace, in order for them to become healthy adults. Activities conducted during the after school program meet the District/School Wellness Guidelines and in some cases exceed them. Only water or water with the essence of fruit or vegetables is allow during the program. Nutritional awards/treats must be healthy and limited in their sugar and carbohydrate content.

- **Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**

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Portions of this question, have already been addressed in the aforementioned areas of Social-Emotional, Physical and Nutritional Health.

Site staff are aware that they must serve as mentors and must also abide by their District/School Wellness Guidelines. This includes bringing items on site, such as soda, coffee, energy drinks and non-healthy food items. Items brought to campus must be healthy and not in conflict with a wellness plan or curriculum.

Sites also design and implement enrichment activities that are healthy and promote a healthy lifestyle. If a cooking curriculum is selected, it must provide a healthy food item, in addition, to educating students on why the particular food item was selected and how other food items compare nutritionally. The goal is to have students think about and understand the implications of certain food choices. We want to empower students to make healthy choices because healthy students are better learners.

Sites provide an array of physical activities to engage all students ranging from organized sports to individual physical activities, such as walking, yoga and dance. We understand that not all students enjoy organized sports and some make the personal choice to not be active. In our program we want students moving and engaging in healthy activities that are age and developmentally appropriate. We want students to understand the importance of incorporating movement and physical activity into their day because it also helps with their social-emotional well-being. Movement eases stress and anxiety and students should understand that they can incorporate lifestyle changes that benefit their emotional health which can lead to becoming a better learner.

To create a more inclusive program, staff work closely with district special education teachers to assure that students with physical and emotional boundaries benefit and engage in our activities.

Some of our community partners include, CalKidz, Cooperative Extension, Center for Healthy Communities, CalFresh, Local Food Banks, Raleys Supermarket, California State University, Chico, and Butte College to name a few.

- **Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**

  The BCOE After School and Summer Programs have current and up to date MOU agreements with all districts to provide a nutritious daily snack or supper meal to all after school and summer program participants in accordance with the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program. Each of our districts is independently audited to assure compliance.

  - Yogurt & graham crackers

- Apple & string cheese
- Sunflower seeds with Juice
- Chex mix with Milk
- Sun Chips with Juice

6–Diversity, Access, and Equity:

- **Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.**

  Our program has worked hard to assure that the staff we hire look like the students we serve. We also strive to have staff work in the communities where they live. We have a very strong Hmong population in Butte County and we are proud to have Hmong staff supporting Hmong students. The same holds true for our Hispanic communities.

  To be an inclusive program, where our students and families feel welcome, we seek qualified staff who share the same cultural backgrounds and, in most cases, also speak their native language. Many of our staff serve as translators to help parents and care providers feel welcome and an active participant in their student's educational experience. We also provide registration forms, newsletters, memos, announcement, etc. in Hmong and Spanish to build a more inclusive Expanded Learning community.

  Cultural dance is very popular in our programs. The Hmong Cultural Center teaches Hmong dance at many of our Oroville and Thermalito sites. We also have staff in Biggs and Gridley that teach Hispanic dance and have a traveling student dance troupe that attends special community events. Students not only learn native dances and their meanings, but they also learn about cultural attire, festivals, cuisine and celebrations. A great day is when one of our fabulous Hmong families make and share their amazing spring rolls, or when an entire school community comes together to celebrate Cinco de Mayo.

- **Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.**

  We work closely with principals, teachers, and parents to make our program welcoming and safe for all students. We post articles in school newsletters and have web-links on district web sites.

  This past year we hired a nurse to be onsite so a student with diabetes and an insulin pump could attend our program on a regular basis. We never make the decision as to whether our program is appropriate for a student. It is always a group decision. We work very closely with parents, care providers and the regular day to assure our program is appropriate and safe for a student to attend. We speak with parents and care providers so they fully understand our program

and how it operates. We explain our ratios, enrichment opportunities and daily schedule. We invite parents/care providers to tour the site during the after school program, so they can determine whether or not they feel the program is a good fit for their child.

Site staff meet with teachers on a regular basis to determine which students would academically benefit from our program. We provide a variety of curricula and programs geared towards English language learners. In addition, we have implemented *Read to Self*, which we hope will benefit all students and result in program-wide improvement in reading scores and comprehension.

Transportation access for our rural and isolated sites is oftentimes challenging. If a district/site is unable to provide a late afternoon bus run, some students are unable to participate, creating an equity access issue. We have districts that have transportation contracts with other districts for bussing making late bus runs impossible. Many of our low-income rural families lack personal transportation or are limited to one vehicle. In many cases, the distance from school to home is so great, it becomes a financial burden to pick their children up from the after school program requiring their students to take the end of the school day bus.

We work hard to find solutions to our rural access issues, unfortunately, we are limited in our options. Now that many of our sites are becoming proficient in distance learning delivery, we can discuss ways in which we can provide services to all students whether it is on-site or via Zoom/Google Meets.

7–Quality Staff:

- **Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.**

  Since all staff in our program are BCOE employees, they must meet our minimum qualifications of an instruction aide. They must meet the following criteria:

  > *Two years (48 completed units) college level course work in recreation, psychology, health, or other related fields; or Associate's degree or higher; or passage of a Butte County Office of Education approved comprehensive Local Assessment Test (CODESP); or passage of another district approved NCLB Local Assessment Test.*

  Fully credentialed PUESD staff and instructional aides lead ELOP activities on all school site and supervise students.

- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**

Our strong working relationship with the BCOE Human Resources Department and our detailed recruitment and hiring policies and procedures assure us that our hiring practices meet all state, federal and Education Code laws and mandates. As an Affirmative Action/Equal Employment Opportunity/Handicapped IX Employer, we screen all applications noting those who have the experience, knowledge and interests to serve as qualified staff at one of our program sites.

Upon the completion of applicant screening, an Interview Committee reviews and determines the ideal candidates to interview and move through our hiring process. Upon conclusion of interviews, the committee discusses each applicant, reviews their application, discusses their interview and eventually determines the best candidate for the position. Using an internal Expanded Learning screening and interview committee, assures the process is fair, intentional and non-bias. The committee as oppose to an individual is ultimately responsible for hiring Expanded Learning staff.

We also have a strong working knowledge of our Local 436 Bargaining Unit Memorandum of Understanding since two of our positions; School Activity Assistant and School Recreation Assistant are Bargaining Unit positions.

BCOE positions are posted on EdJoin, and in all of our districts, however, the Expanded Learning Program also recruits from Butte Community College and California State University, Chico. We tap into students attaining degrees in Liberal Studies, Physical Education, and Foods and Nutrition, to name a few. Many of our staff move on to be accepted into the Chico State Credentialing Program. We also have Expanded Learning Instagram and Facebook pages where we frequently post available employment opportunities.

Unfortunately, we have faced a serious staffing shortage since the end of the pandemic. Many of our staff have moved out of the community due to natural disasters or other family members losing employment. We also lose many of our staff who are recruited to apply for full-time district positions. Districts value the training and expertise that our staff have acquired while working in our program. We desperately seek new and innovative ways to connect with potential future employees.

- **Describe the type and schedule for the continuous professional development that will be provided to staff.**

Expanded Learning staff is evaluated on several levels, which ultimately determines their professional development path. All staff engage in Federal and State mandated trainings that create a foundation for all employees, which include, Integrated Pest Management; Youth Suicide Awareness, Prevention and Postvention; Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Policy and Prevention; Blood Borne Pathogen Exposure and Prevention; and Cyber Security Awareness. Management staff also must participate in a day long FEMA Emergency Management training.

Initially, staff is evaluated at 3, 6, and 12 months. After the initial 12 months, staff is then evaluated every two years. During all evaluation periods, managers highlight recommended professional development opportunities based upon the staff person's interests and future goals. A staff person, who is a Liberal Studies student, may have a different professional development path than an Instructional Aide. In addition, as part of the program's CQI process, all staff will have required professional development focusing on staff and student social-emotional health.

Management staff attend a variety of professional development opportunities that strengthen coaching and mentoring skills, program development, youth development strategies, classroom management, leadership skills, managing difficult employees, equity and diversity, along with required CPR and First Aid.

Staff are encouraged to attend any and all regional trainings, most importantly, the Annual Region 2 Professional Development Symposium in August and the Remix Conference in January. These professional development opportunities are outstanding and provide for networking with other staff from throughout the region, serving students in similar programs. Having the opportunity to network with other rural program providers is invaluable.

Staff also attend district sponsored training events that not only strengthen our program, but also creates stronger alignment and a more seamless program.

- **Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

Butte County Community School (BCCS) is a unique campus established more than 20 years ago as a Native American charter school called Four Winds. All site-based activities and curricula were culturally focused. Over the years, the school has gone through a number of administrative changes and charter revisions that have resulted in a decline in student enrollment. In 2019, the school site relocated to a leased classroom on the Boys and Girls Club of the North State campus in Chico. Students who attend BCCS are referred to BCOE by a district, due to expulsion, suspension, truancy, probation or social services. If a parent or guardian is choosing to enroll their child, they must have a completed referral form signed by a school district official.

The school currently serves about 48 students, of which approximately 10 - 15 attend the after school program. Due to the nature of the students being served, the average daily attendance fluctuates on any given day. Since the school is located on the Boys and Girls Club campus, it made logistical sense for interested students to attend their after school program and to have the Boys and Girls Club serve as a sub-contractor. The Boys and Girls Club has served as the ASES sub-contractor for the Paradise Unified School District for many years and is familiar with all aspects of running an ASES program.

The Boys and Girls Club staff are well qualified and dedicated to providing engaging, academically focused after school program activities, in a safe and nurturing environment.

8–Clear Vision, Mission, and Purpose:

- **Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.**

  Butte County is much different than it was before the Oroville Dam crisis in February of 2017. We had the highest ACEs scores in California, but had yet to experience the first of 4 devastating disasters which ultimately changed our landscape. We have spent considerable time trying to heal and determine the best ways to support those with the greatest needs. Each of our communities is vastly different, yet one thing remains the same…we are resilient and we are healing. We have two key focus areas; Social Emotional Academic Development (SEAD) and creating seamless programming for sites with ASES and ELO-P funding. By supporting the healing of our students and families we will be making a huge contribution to the overall health of our community.

- **Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**

  Program Goal #1:

  Equitable learning and working environments are shaped by policies, practices and personal interactions that are explicitly designed to create the equitable experiences that are essential to doing our best work. Intentionally attending to SEAD in the design and facilitation of lessons, meetings and gatherings will help create equity-centered environments in which to work, teach and learn.

  Thus, the BCOE Expanded Learning Program is committed to implementing and embedding SEAD into all of its programs starting with students engaging in the daily lesson plans provided in the Random Acts of Kindness Foundation, Inc. curriculum, by July 2024.

  Program Goal #2:

  By August 2023, the BCOE Expanded Learning Program will have partnered with the BCOE School Ties & Prevention Services Department to provide selected sites with prevention services, homeless education,

foster youth services, SEAD, youth leadership opportunities and team building.

Program Goal #3:

By June 2024, the BCOE Expanded Learning Program will work collaboratively with all of its district partners to create a seamless blending of both ASES and ELO-P programs, providing an open door for all interested students to participate in a safe and nurturing environment that provides a vast array of hands-on enrichment activities that engage students in 21st Century skill development.

Program Goal #4:

By June 2024, the BCOE Expanded Learning Program will work collaboratively with all of its district partners to assure all ASES and ELO-P audit and compliance mandates are met.

Goal progress will be determined through the use and completion of each site's Continuous Quality Improvement Plan document. The document highlights which Quality Standard(s) for Expanded Learning will be positively impacted by the goal's success. The plan also includes, activities, individual(s) responsible for activity completion, completion date(s), and evidence of effectiveness. In addition, each site will be equipped with an ELO-P Audit and Compliance Box to gather necessary evidence for pending review.

Evidence of goal effectiveness will include, but is not limited to, pre/post assessments, site SEL engagement logs, surveys, student attendance/academic data, student behavior/incident reports, focus groups, professional development attendance and interviews.

Evidence pertaining to Goal #4 will be dependent upon the success of each sites ELO-P audit in the fall of 2024.

- **Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.**

Several years ago, our collaborative groups decided to move away from a stagnant Mission Statement, to an engaging "Statement of Purpose" with supporting goals and action steps unique to each of our 23 sites.

By creating unique opportunities, the BCOE Expanded Learning Program will…

- *enrich students' academic experience through technology and hands-on learning;*
- *encourage students to pursue healthy behaviors;*
- *embrace strong school, family and community partnerships; and*
- *empower students to achieve educational and lifelong success*

The Statement of Purpose provides the flexibility for each of our 24 sites to create their own goals and action steps, based upon their own/community needs. The needs of one of our frontier single site districts varies greatly from one of our sites represented by a large district. Each site has its own identity, needs, support and community structure, and should have its own set of goals.

To support the social emotional academic development of our students and families the BCOE Expanded Learning Program is dedicated to embedding a variety of such options at ALL of our sites. We are dedicated to social emotional academic development and the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Our passion to provide social emotional academic development, not only benefits our students and families, but also our staff and the communities we serve.

9–Collaborative Partnerships:

- **Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.**

  The following entities will be encouraged to take an active role in the planning, review, implementation and eventual update of the ASES Program Plan.

Butte County Office of Education – Superintendent and Associate Superintendent	Palermo Union School District – Superintendent, Principals, Teachers, Parents, Staff, Students
Biggs Unified School District – Superintendent, Principal, Teachers, Parents, Staff, Students	Paradise Unified School District – Superintendent, Principal, Teachers, Parents, Staff, Students
Butte County Community School – Principal, Teachers, Parents, Staff, Students	Pioneer Union School District – Superintendent, Teachers, Parents, Staff, Students

Nord Country School – Principal, Teachers, Parents, Staff, Students	Thermalito Union School District – Superintendent, Teachers, Parents, Staff, Students
Gridley Unified School District – Superintendent, Principals, Teachers, Parents, Staff, Students	Expanded Learning Area Coordinators
Golden Feather Union School District - Superintendent, Teachers, Parents, Staff, Students	Expanded Learning Site Coordinators
Manzanita School District – Superintendent, Teachers, Parents, Staff, Students	Expanded Learning Front-Line Staff
Oroville City Unified School District – Superintendent, Principals, Teachers, Parents, Staff, Students	

- **List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

  The following entities are a sampling of those who actively support our entire program on an ongoing basis.

Collaborative Partner	Type of Support
California State Parks	Provider of In-Kind Services: PORTS Program, Trainings, Flipgrid Support, Specialized Virtual Tours
BCOE Mental Health Community Advocates	Provider of In-Kind Services: Site-Based Support, Professional Development
BCOE Career and Technical Education	Provider of In-Kind Services: Curriculum Consult
Butte County SELPA	Provider of In-Kind Services: Mental Health/Support Trainings, Mindfulness Programs, Specialized

	Interventions with School and Community Mental Health Advisors
Butte County Child Abuse Prevention Council	Provider of In-Kind Services: Mandated Report Training, Community Support Activities, Literature/Brochures, Resource Connections
California State University, Chico	Provider of In-Kind Services: Health and Nutrition Curricula, Trainings, Chico State Student Support, Special Events/Presentations, STEM Partnership, Liberal Studies Partnership
Cooperative Extension 4-H Office	Provider of In-Kind and Contract Services: Professional Development, Curriculum
Region 2 Learning Support	Provider of In-Kind Services: We value all that the Region 2 Training and Technical Support Team do to support our program.

- **Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.**

    The following entities are potential collaborative partners.

Butte Community College	Have partnered with Butte College in the past, but need to reconnect to expand our career and technical education. Need to strengthen expanded learning career and employment options

Butte County Public Health	To expand our service delivery options to more of our students and families in need/crisis.
Butte County Child Abuse Prevention Council	To develop a youth focused internet safety program

10–Continuous Quality Improvement:

- **Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.**

  The following measures of student success are gathered and analyzed to assist the program and each individual site in drafting and revising their goals for Continuous Quality Improvement.

  Regular day school and after school program attendance figures are reviewed on an ongoing basis to determine if the students with the greatest need are attending our program and how frequently. Attendance reviews occur on a monthly basis to not only determine average daily attendance, but to also determine if a student or group of students have opted not to attend.

  At a minimum, sites conduct annual student, parent, teacher and administrator satisfaction surveys to determine which program components are successful and which ones need to be assessed, revised and improved. The annual surveys help guide the development of site goals. Informal assessments are conducted throughout the year to determine goal progress.

  Site staff meet with teachers to discuss student academic achievement and which academic areas a student could use additional support. During these meetings, site staff also discuss student discipline, and external factors that might be interfering with a student's success. Since so many of our families have been victims of local disasters, conversations between after school program staff and teachers oftentimes bring light to certain issues and discussions on how best to support that student and his/her family.

  Ongoing discussions with Principals and teachers have led to the after school program putting greater focus on student social-emotional learning. Our students are struggling with feeling safe in all aspects of their lives. Many have lost homes or know of someone who has, and others are displaced due to lack of water and power. Numerous discussions with district personnel has led to the

request that the Expanded Learning Program focus on embedding social-emotional learning, more importantly focusing on student self-awareness, self-management, social awareness, relationship skills and responsible decision-making during after school time. Moving forward, sites will focus their CQI efforts and site-based goals on embedding SEL into their programs. Please refer to Section 8 where the overall program goals are aligned with SEL.

- **Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*. Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.**

The program and sites will focus on the two quality standards that have components associated with student social-emotional well-being, *Safe & Supportive Environment and Healthy Choices & Behaviors.* To establish a baseline, in the Fall of 2021, each site will complete the CA After School Program Quality Self-Assessment Tool and the New York Program Quality Self-Assessment Tool for the two aforementioned quality standards. In addition, each site will have an option to select an observation-based assessment tool of their choice. Establishing a baseline from which to grow and improve is vital to the success of drafting and achieving CQI goals. It will also be suggested that sites conduct student focus groups, surveys and on-site observations as an initial data collection effort.

Upon completion of initial data collection, sites will establish a team of stakeholders comprised of regular day staff, parents, after school program staff and any external stakeholders who are committed to student Social-emotional well-being.

The Stakeholder Team will meet to summarize and reflect on the data, and establish three to five high priority needs to focus on that year. The Team will utilize the BCOE Continuous Quality Improvement Goal Worksheet, for each high priority need, which will serve as the plan for moving forward. This worksheet along with all assessments and data tools will be stored as CQI evidence.

Each site will establish quarterly review opportunities which will bring the Stakeholder Team together to review goal progress and challenges. At each review session the Team will assess goal progress, determine if the plan is making a positive impact or if the plan needs improvement.

Each spring, each site will engage in a post-assessment process to help review goal success and ready itself for the next Stakeholder Team review meeting where the cycle of assessment, planning and improvement will once again take place.

11–Program Management:

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

  Program-wide goals as stated in Section 8 are established for our program as a whole and are part of the program's overall CQI process. Over the past several years, the program has focused on ways sites can foster safe and nurturing environments that support the developmental, social-emotional and physical needs of all students. With so many devastating events over the past few years, our youth need to feel protected, safe, and cared for while in our program. Program funds are allocated to purchase and provide necessary materials, resources and curricula so staff can create a program-wide approach to support goals and all program participants.

  Beyond program-wide goals, each site establishes site-based goals dependent upon the needs of their students and community. Site goals are closely monitored through their own CQI process. Evidence is collected at the site level for site goal review and CQI. Site goals are established, reviewed and revised by Expanded Learning staff with input from principals, teachers, parents and students.

- **Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.**

  The following organizational structure supports 4 geographic areas, 25 school sites in 11 districts and approximately 1200 – 1500 students a day. Please see Attachment A for organizational chart.

  Senior Program Director (1):

  The Senior Program Director is responsible for the entire BCOE Expanded Learning Program. The Director assures all aspect of the grant are carried out in accordance with the CDE grant requirements, assures all deadlines are met, and all compliance and audit protocols are followed.

  She attends numerus county-wide collaborative meetings, is Chairman of the Butte County Child Abuse Prevention Council, is a standing member of the Butte County Camp Fire Recovery Team, is a member of the SEL Sub-Committee of the Camp Fire Recovery Team, participates on the Region 2 STEAM Hub, attends the CA3 Policy and Advocacy meetings, attends Region 2 Directors meetings, is a member of the WestEd 2023 Biennial Advisory Committee and represents BCOE Expanded Learning throughout the Butte County.

She is past co-chair of the California After School Network, and served as a member of the CDE Equity Committee and the CDE Workforce Development Sub-Committee. She also participated on the committees influencing both Strategic Planning 1.0 and 2.0.

She provides oversight to more than 140 employees and supervises 30 managers and a senior administrative staff person. She has been integral in the implementation of the Expanded Learning Opportunity Program throughout the BCOE Collaborative. She reports to the Associate Superintendent of Student Programs and Educational Support.

Program Coordinator (1):

The Program Coordinator reports to the Senior Program Director. The Program Coordinator is a split position that supports both administrative duties and direct support functions. The Program Coordinator is responsible for the Expanded Learning Curriculum and Resource Library and all professional development and training ventures. As a trainer she frequents sites for staff development, new hire orientation, curricula implementation and SEAD activities. She was responsible for the Kids Code Grant. She serves as a mentor and leader for both Area and Site Coordinators. She attends the Region 2 Directors Meetings, the Region 2 STEAM Hub meetings, the Local Childcare Planning Council, is a member of the Early Childhood Community of Practice, and is a graduate of the Butte County Community Leadership Program. She has been integral in the implementation of the Expanded Learning Opportunity Program throughout the BCOE Collaborative.

Area Coordinators (4):

Area Coordinators report to the Senior Program Director. Area Coordinators are responsible for a cluster of sites located in a particular geographic region in Butte County. Area Coordinators are responsible for consistent and ongoing site visits, site-based coaching and training, and site-based audit compliance. When on site, they meet with principals, teachers, parents and students to assure the program is running smoothly and meeting their needs. They share information about site challenges and successes and provide CQI oversight. They are also responsible for site-based goal setting.

When on site, Area Coordinators, conduct a thorough site review and compliance audit to assure all aspects of the ASES grant are being fulfilled. Area Coordinators also resolve staff and parent issues and concerns. At the conclusion of each site visit, the Area Coordinator meets with the Site Coordinator and staff to discuss the site visit, resolve issues or concerns, discuss areas for improvement and most importantly achievement of site-based goals and future steps/actions for continual quality improvement. Area Coordinators also provide site budget oversight.

If a Site Coordinator is unavailable or there is a staff opening, the Area Coordinator is the individual who steps in and manages the site. All Area Coordinators have previously served as Site Coordinators in our program. Area Coordinators are trained in CPR/First Aid.

Area Coordinators serve as leaders and mentors for their Site Coordinators.

Area Coordinator- South County, oversees, Biggs Elementary, Richvale Elementary, Wilson Elementary, McKinley Primary (ELO-P), Sycamore Middle and Manzanita Elementary.

Area Coordinator – Oroville/Palermo, oversees, Wyandotte Academy, Ophir Elementary (ELO-P), Palermo Middle, The Studio @ Central, Honcut Elementary, and Concow at Spring Valley.

Area Coordinator – Oroville/Palermo/Pioneer, oversees, Golden Hills Elementary, Helen Wilcox Elementary, Ishi Hills Middle, Oakdale Heights Elementary, Stanford Avenue Elementary, and Berry Creek Elementary.

Area Coordinator – Thermalito/Paradise/Chico, oversees, Nelson Avenue Middle, Plumas Avenue Elementary, Poplar Avenue Elementary, Sierra Avenue Elementary, Cedarwood Elementary and Nord Country Charter.

Site Coordinators (23):

Site Coordinators report to their respective Area Coordinator. Site Coordinators fully manage their respective sites. They supervise their own staff, are responsible for the student participants and create their own site schedules and enrichment activities. In partnership with their principal, they manage a program that meets the needs of the students, parents, teachers, and the community at large. With the support of their Area Coordinator, Site Coordinators are responsible for maintaining their average daily attendance in order to assure continuous funding. They also manage their site budget and coordinate daily attendance tracking. Site Coordinators serve as leaders and mentors for their respective staff.

If there is any kind of staff shortage, a Site Coordinator is the one to take responsibility for a student group to assure our staff-to-student ratios remain in compliance. Site Coordinators are trained in CPR/First Aid.

School Activity Assistants (SAAs):

The number of SAAs in our program fluctuates throughout the year. Unfortunately, we have faced a severe staffing shortage and have struggled with hiring high quality SAAs to fully support our program. SAAs are represented by the 436 Bargaining Unit. Many of our SAAs are regular day paraprofessionals who already work in the district and in many cases at the site. They know the principal, teachers, parents and students, which greatly assists with regular day connections, homework help and communication.

SAAs are front-line staff who work directly with students, providing homework assistance, enrichment activities, mindful transitions and sports. SAAs are trained in CPR/First Aid.

College Interns:

College Interns are oftentimes Chico State or Butte College students who want to pursue a Liberal Studies Degree to eventually become teachers. Their role on site is similar to that of the SAA, except they most likely aren't site paraprofessionals during the regular day. College Interns are trained in CPR/First Aid.

High School Interns:

High School Interns hold non-supervisory positions that support the site and site staff. High School Interns are never included in our staff-to-student ratio. They oftentimes, buddy up with the Site Coordinator and assist whenever possible. As the minimum wage continues to increase and our budget tightens, we are able to hire fewer and fewer High School Interns.

Methods of Communication:

To have a high-quality program it is necessary to have three levels of consistent and ongoing communication. The first level is internal programmatic communication. At the minimum, sites are to conduct weekly staff meetings to assure everyone is up to date on the latest developments, issues and student concerns. Area groups meet formally on a monthly basis and all program managers meet four times a year. Ongoing and consistent program updates are communicated via email, Zoom or during site meetings.

Of equal important is the communication from the program to the Superintendents, Principals and community partners. Over the years, the Senior Program Director, has found that less is sometime more. Administrators are bombarded with emails and their time is precious, thus the Senior Director has limited program-wide communications to quarterly updates when necessary and two formal written communications at the beginning and close of the school year. Less formal forms of communication include, emails, phone calls and office visits. Administrators know that they can contact the Senior Director at any time to discuss a site issue or any other subject impacting the delivery of quality service. During the ongoing staffing shortage, we have avoided scheduling collaborative-wide meetings as principals are dealing with site-based staff shortages and their time is spread very thin. We have found that district and one-on-one meetings are easier to schedule and prove to be more successful.

The Senior Director also has scheduled opportunities to meet with county Superintendents at BCOE Superintendent meetings as well as formal presentations to the Butte County Board of Education. Connections are made either in-person or in writing.

Site based communication is vital to the success of our program. Some site staff connect with their principals and teachers on a daily basis, while at larger sites the opportunity to connect may happen weekly during a scheduled sit down. All sites have mailboxes where teachers and staff can leave notes, regular day updates, discipline notices, student updates, etc. for the after school program. Staff also leave written notices in teacher boxes when questions or issues arise about homework or a particular student. Sites know that communication with all staff on a school site is vital. Communicating with the site Custodian, Secretary, Librarian and Food Service Coordinator is vital to the success of a program. Supporting them in their efforts will come back to the program ten-fold. To provide the highest level of support to our students it is necessary that sites have open, honest and ongoing forms of communication with school staff and administrators. The same holds true for parents, community partners and most importantly students.

Site Coordinator and Front-Line Staff have many more opportunities to meet with parents and care-providers and are oftentimes the staff most frequently connected with. ASP staff are often the ones who share vital information to teachers and administrators regarding students and families in our program.

- **Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.**

  Program plan review, and revise has been a challenge the past few years. Most recently our primary focus has been the social-emotional recovery of our staff, students and families.

  Recently our collaborative efforts regarding program plan review have been email or face-to-face interactions where we request input allowing us to assess, plan and improve our delivery of services.

- **Describe the system in place to address the following program administration requirements:**

  Fiscal Accounting and Reporting Requirements:

  The Expanded Learning Program Senior Director has supported the BCOE After School and Summer Enrichment Programs since, October 8, 2001. She works collaboratively with the BCOE Fiscal Administration Division to assure reports are correct, meet grant guidelines/specifications and are submitted prior to deadlines.

  The Senior Program Director meets quarterly with Fiscal Administration staff to discuss quarterly reports and projections. The Senior Director monitors individual site budgets on a monthly basis to assure compliance.

  The Senior Program Director personally submits all Quarterly Expenditure Reports and Bi-Annual Attendance Reports to assure accuracy and that reporting

deadlines are met. She also works closely with department personnel on the collection and reporting for the Annual Grantee Outcome-Based Data Report for Evaluation and Continuous Quality Improvement.

Local Match (cash or in-kind services of one-third of the state grant amount):

The Senior Program Director works closely with District Superintendents and School Boards to draft and approve annual MOUs supporting the one-third in-kind match grant requirement. In doing so, the Senior Program Director assures that only 25% of the overall 33% is designated for facility use.

Attendance Tracking (including sign-in and sign-out procedures):

For more than 20 years, the BCOE Expanded Learning Program has contracted with EZ Reports to provide web-based attendance tracking and data collection for our 23 sites. EZ Reports data is easily uploaded into the CDE Annual Reporting Template.

Site Coordinators are responsible for daily attendance input and assuring that they and or their staff engage in the Attendance Double-Check Process. Area Coordinators are responsible for conducting monthly attendance audits as a component of their site visits.

All students must sign-in at the beginning of program and sign-out at the end of the after school program. All students must be signed out by a designated adult or have written permission from a parent or guardian to sign themselves out in order to walk or bike home. Permission to sign themselves out is a section on our Enrollment Form, which must be signed by a parent or guardian.

Early Release and Late Arrival Policies and Procedures:

The following Early Release policy is highlighted on our student Enrollment Form, in our Parent/Student Handbook, as well as posted at sign-in and sign-out locations on campus.

> *Early Release Policy*
> *I understand that the intent of the BCOE After-School Program is to keep my child safe and engaged in meaningful activities after school each day until around 6:00 p.m. Our policy is to release students from one safe environment to another safe environment – specifically, from the Program into the custody of a parent or guardian.   If another arrangement needs to be made in an exceptional situation (i.e., dental or doctor appointment, last available bus, parent choice, special activity or other organized function); please let us know in advance and specify reason for early departure on the sign in/out sheet. I understand and agree to comply with the Early Release Policy.*

Daily student sign-out forms list acceptable early release options which parents must check-off as the reason for the early pick-up.

12–Sustainability:

- **Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.**

  Financial sustainability beyond the ASES Grant is extremely difficult in rural and frontier communities. We don't have large employers or funders from which to solicit. Sustainability in our communities is assuring we provide academically based, engaging, and safe programs for all student participants.

  We do our best to enhance our programs through outside grant opportunities that allow for us to purchase items, otherwise, prohibitive through our limited ASES funds. As the minimum wage increases and more of our grant dollars are dedicated to personnel costs, we must get creative in how we seek funds to purchase technology, curricula, etc.

  Due to the diverse nature of our sites, each Site and Area Coordinator, work closely with site principals to determine local entities for program support and sustainability. Some communities partner with the local service clubs, while others work with local churches, Granges and grocers. We have frontier sites that are stand-alone without a surrounding community.

  The Senior Program Director and Program Coordinator are continually seeking low or no cost opportunities that benefit all 23 program sites.
  With the passage of the legislation to fund the Expanded Learning Opportunity Program (ELO-P) and the subsequent financial appropriations to the districts, the BCOE Expanded Learning Program has shifted focus from ASES sustainability to how we best support our districts in creating a seamless expanded learning opportunity for all students during the school year and summer.

13 – Questions Pertaining to ELO-P:

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 following LEAs are engaged participants in the BCOE Expanded Learning Program, Biggs, Nord Country, Gridley, Manzanita, Oroville City, Palermo, Paradise, and Thermalito. BCOE is their ASES fiscal agent and each district has established a contract agreement for the provision of Expanded Learning Opportunity Program requirements and activities. Since BCOE serves as the sole program provider for both ASES and ELO-P its ability to create a single, comprehensive program is far greater than having a variety of service providers.

The BCOE Expanded Learning Program has been providing after school and supplemental programming since 1998. It is well equipped to expand existing programs in accordance with the ELO-P legislative requirements. It is also able to discern which legislative, and audit and compliance requirements are the most stringent, for example, all programs will need to remain open until 6:00 p.m. even though the ELO-P 9-hour requirement is met. The ASES requirement to remain open until at least 6:00 p.m. is the most stringent of the two funding sources. Another example is the need to track all student attendance for year-end reporting purposes. This ASES Program requirement is the most stringent and will need to be implemented for all funding sources.

The BCOE Expanded Learning Program will closely monitor all program expenditures to assure all ASES funds are exhausted first in accordance with audit and compliance guidelines and ELO-P funding is used for expansion efforts to serve all remaining students and families.

LEAs have been given the opportunity to fine-tune each question with details unique to their program, while still embracing the ongoing efforts of the BCOE ASES/ELO-P collaborative.

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?

Transitional kindergarten and kindergarten pupils will be combined into groups of 10 students with one supervising adult. The district is partnering with the Butte County Office of Education's, Child Development Programs & Services (CDPS), to provide age-appropriate professional development for front-line staff. CDPS provides information, resources, and support related to the professional development needs of the early care and education workforce, and assists early childhood educators in competencies related to school readiness and early literacy supports. When early care and education professionals participate in professional opportunities for growth and education, they are better prepared to care for and teach children. Research has shown that these professionals are

happier in their profession and place of employment, and the children in their care score higher on developmental scales. Professional Services seeks to support these professionals in a variety of ways in their quest and acquisition of specialized education and skills. CDPS also provides support services through a variety of grant-funded projects utilizing the expertise of specialists. These specialties include early care and education; early literacy and language development; school readiness and kindergarten transition; social and emotional skills development; health education; parent and family support; and community partnership. These efforts are designed to bring enhanced services, mentoring, and support directly to early learning and care sites to improve quality care and education offered to children. In addition, Expanded Learning Site Coordinators will collaborate with district-certificated staff to help design programming that meet pupil needs. Staff will also have an opportunity to participate in age-appropriate professional development provided by the Region 2 Learning Support Team.

Expanded Learning staff working with transitional kindergarten and kindergarten pupils will be encouraged to register for the California Early Care and Education Workforce Registry where they can search available trainings focusing on early childhood.

CDPS will also provide support in the selection, purchase and training of age-appropriate curricula for transitional kindergarten students.

Sample Schedule:
Final School Bell and Student Sign-In
Supper Meal and Outdoor Activity (30 minutes)
Quiet/Story Time (30 minutes)
Homework Time (30 minutes)
SEL Activities (30 minutes)
Structured Outdoor Activity (30 minutes)
Enrichment and Sign-Out (60 minutes)

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.

Grades 1 – 6

After School Program	*Final School Bell – 6:00pm*
2:30-3:00pm	Sign-In/Supper Meal/Outdoor Activities
3:00-4:00pm	**Academic Hour** – Homework Help, Reading for Reading Logs, Classwork Catch-Up, Educational Activities

4:00-4:30pm	**Recreation** – CATCH Activities, Soccer, Basketball, First Tee Golf, Yoga, Frisbee, Badminton, Go Noodle
4:30-5:30pm	**Enrichment** – Coding, Hands-On Science, Visual and Performing Arts, Social Emotional Learning, Nutrition, Cooking, Virtual Field Trips, Environmental Literacy, Project-Based Learning, Career Pathways
5:30-6:00pm	**Wrap-Up Routine/Sign-out** – Read to Self, Teambuilding Activities, Minute to Win It Games, Trivia Games, iPad/Chromebook Educational Games

Transitional Kindergarten & Kindergarten

After School Program	*Final School Bell – 6:00pm*
2:30-3:00pm	**Sign-In/Supper Meal or Snack/Outdoor Activities**
3:00-3:30pm	**Reading/Story Time**
3:30-4:00pm	**Academic Engagement**
4:00-4:30pm	**Social, Emotional Learning Activities**
4:30-5:00pm	**Structured Outdoor Activity**
5:00-6:00pm	**Enrichment and Sign-Out**

Grades 1-6

All districts provide academic programming between the hours of 8:00 am – Noon

Summer/Intersession Engaged/Hands-on Enrichment	*5 Hour Day 12:00 – 5:00pm* *Follows district summer school (8:00 – 12:00)*
12:00 – 1:00pm	**Sign-In/Lunch/ Social Emotional Learning** – Random Acts of Kindness, Mind Up, Great Kindness Challenge, Mindful Games Activity Cards
1:00 – 2:00pm	**Outdoor Recreation** – CATCH Activities, Soccer, Basketball, First Tee Golf, Frisbee, Badminton, Go Noodle, Yoga
2:00 – 3:00pm	**Clubs** – **Coding/Technology Exploration** - MakeyMakey, Root, Marty, Bolt, Evo, littleBits, Cubelets, Vex GO, Vex 123, Dash & Dot, Bee Bots, Animation, Drones, Game Design, Digital Editing, Virtual Reality Expeditions, Green Screen Storytelling **Nutrition/Cooking** – Healthy Behaviors, Top Chef Duel, Taste Testing, Baking & Decorating Challenges, Farmer's Markets, Mobile Teaching Kitchen, Multicultural **Project-Based Learning -** Junk Drawer Robotics, Piper, Video Production, Design & Build

3:00 – 3:30pm	**Snack or Supper Meal**
3:30 – 4:30pm	**Clubs –** **Hands-On Science/Environmental Literacy** – Steve Spangler Science, Chemistry Experiments, Simple Machines, Power of the Wind, Magic of Electricity, Flight & Aerodynamics, Dirt Camp, Gardening, Build A Better World **Visual and Performing Arts** – Painting, Drawing, Sculpture, Art History, Multicultural Art, Music, Theater, Dance **Virtual Field Trips** – California State Parks, Google Expeditions
4:30 – 5:00pm	**Wrap-Up Routine/Sign-Out** – Read to Self, Go Noodle, Teambuilding Activities, Minute to Win It Games, Trivia Games, Chess, iPad/Chromebook Educational Games

Sample schedules are just a snapshot of the diverse learning opportunities available to students.