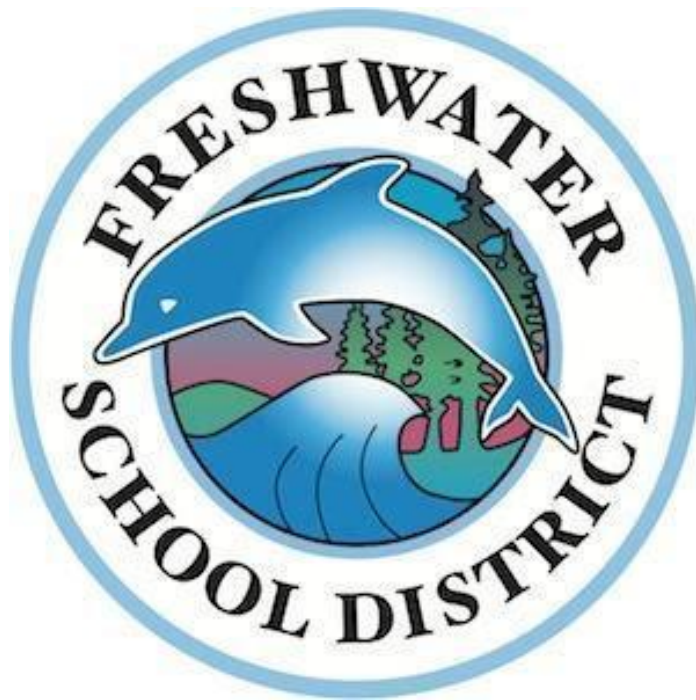


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Freshwater Elementary School District
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Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Freshwater School District

Contact Name: Si Talty

Contact Email: Stalty@freshwatersd.org

Contact Title: Superintendent/Principal

Contact Phone: 707-442-2969

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. Freshwater Elementary School
2. Freshwater Charter Middle School
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Review/Revision Date: 8/28/26

Governing Board Approval Date: 9/8/26

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. (See [*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. (See [*EC* Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [*EC* Section 46120(d)(3)])

Enrichment Element

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment.

Physical Safety - Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there.

Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Our After School Program as part of ATLAS (*All Things Loved After School*) is provided on the Freshwater campus, and is structured to provide a safe and supportive environment for our students that meets their educational, developmental, physical, and social-emotional needs. Our program will provide adequate space both indoors and outdoors for offering services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Outdoor physical education and recreational equipment will be plentiful and in good working order.

All After School Program staff will be trained and informed of Freshwater School District's safety protocols and procedures, CPR, CPI, and trauma-informed learning practices as made available by the District. Since our program is located on our campus, we consider the After School Program an extension of our school day and continue to follow the safety and guidance rules of Freshwater School District for consistency and cohesiveness in messaging. During the program, all expanded learning staff will be expected to maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. ATLAS will align with the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills annually.

Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and any field trips. The program will coordinate with administrative office staff to ensure all necessary information regarding student health and welfare is properly communicated and on file with the program as needed.

All student to staff ratios will be adhered to, if not better than ELO-P guidelines at all times. (1st-8th = 1:20, TK/K = 1:10). Behavioral support staff (SCIA or other such support staff) or extra staff will be scheduled in order to provide and ensure a successful, safe experience for all students.

Emotionally Safe & Supportive

- Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

After School Program staff will receive training in and utilize the SEL tools of PBIS and Restorative Practices and encourage students to build their abilities and skills around calm and productive conflict resolution with support from staff. Open communication, healthy relationship building, physical, social, and emotional safety will be modeled and taught by staff. Adherence to and use of behavior contracts for students will be supported in the program and signed by parents/guardians and students as needed. Students found out of compliance with these practices will be supported in their growth and learning, but also may warrant removal to ensure the safety of others.

All ATLAS / Expanded Learning staff will complete mandated reporter, sexual harassment, and homeless/foster youth training and ensure that all safety or other incidents and situations are documented and communicated to appropriate supervisory school staff, and families when appropriate. The program will clearly document and communicate all incidents that impact health and or safety through written reports, and other necessary documentation including but not limited to email, phone and/or our online communication platform *Brightwheel.

2—Active and Engaged Learning

- Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The After School Program will offer a variety of creative, academic, enrichment, and recreational activities daily to its participants. We strive to create a program that reflects and aligns with the needs and wishes of our school community. We will survey parents and students to target interests, collect feedback, and use data to produce quality programming that will attract students. To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure alignment with student interests to bolster engagement and promote student buy-in into activities. Different projects will be geared to accommodate varying age groups and interest levels. We will utilize emergent curriculum strategies to incorporate evolving interests

throughout the year.

The activity schedule provided at the program includes opportunities for student input and decision making. The program specifically emphasizes: literacy and language arts, math, STEM, youth development, specialized arts and other enrichments with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

The proposed activities will promote positive youth development through a focus on holistic, skill-building, social/emotional learning, and group work to foster positive social development to support a community of responsible learners through leadership opportunities. We seek to create opportunities for students to receive support with their core content from the school year, without duplicating the content learned within the classroom. We will be leveraging the highest priority content and re-engaging students in meaningful, non-routine ways to support mastery and preparedness for academic success. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development while participating in the program.

Academic/Enrichment/Clubs activities based on student need include but are not limited to:

- Homework Assistance, including but not limited to FCMS Homework Club
- ELA/Math Intervention
- Academic Support & Guidance
- Mathematics Enrichment
- Science Enrichment and STEM Projects
- Visual and Performing Arts
- Service Learning
- Book Club
- Cooking - "snacktivites" with an emphasis on health and nutrition
- Sports, including but not limited to Freshwater Athletics
- Physical Group Games & Activities
- Arts and Crafts Skill Development
- Fine & Multi-Media Arts Exploration

CLUBS Development may include, but is not limited to:

- Gardening
- Biking
- Chess
- Hot Wheels - HCOE resource
- Pokemon

3—Skill Building

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

ATLAS will offer a variety of activity and enrichment options including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Homework support and assistance will be provided for students based on their needs and will support achievement in English Language Arts and Mathematics.

Enrichment services will be driven by the needs and interests of students to enhance their overall academic success. Activities are aligned with classroom standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. The development of new Clubs at ATLAS will allow students to work specifically on new skills and develop a deeper knowledge and ability. Staff will continue to utilize and expand on the assets of the Freshwater campus, including but not limited to: forest and trails, garden, commercial kitchen, green house, track, gym, etc.

Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career. Staff will provide a wide array of art and craft projects that encompass a wide range of interest levels and curiosities. Students will be encouraged to try new things, take risks, create, innovate, and explore.

ATLAS will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the District's research-based Multi Tiered System of Support (MTSS), Healthy Play, Positive Behavior Intervention and Support (PBIS), and Restorative Practices. This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS practices are designed to produce effective systems which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

ATLAS will actively involve students in designing and providing feedback for academic, enrichment, and physical education activities offered in the program. This will be done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Here, students can share viewpoints, concerns, and interests and implement leadership opportunities based on individual or group interest in community causes or service learning. Staff will provide opportunities for students to take on leadership roles during activities and give them roles as teacher helpers and junior counselors (beginning in summer of 2023). In addition, staff will listen actively to student input and encourage open dialogue regarding our program offerings.

Expanded learning staff will work with educational partners to develop youth-led projects. These may include service learning projects such as gardening, campus beautification, habitat restoration, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on components that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and/or do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these conversations.

The After School Program will provide regular opportunities for students to participate in activity planning and development, following similar procedures as the staff. They will follow templates that involve the process of activity development from inception to completion. Students will have the opportunity to consider the needed space, materials, resources and timeframe along with a targeted age group. They will plan and implement the steps and instructions/descriptions for the activity. Staff will support the student with an opportunity to lead, speak, and offer instruction to their peers.

Freshwater School conducts regular student surveys every school year to obtain feedback and make improvements to our services. We use the California Healthy Kids Survey to gain input on our students' experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We use the data gathered over the last school year to inform the design and development of our ATLAS/ELOP programs and identify priorities.

5—Healthy Choices and Behaviors

- Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students will participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities will include classroom-based nutrition workshops and the adoption of “snacktivities” as a regular activity option, cooking enrichment classes, taste tests, and other interactive activities. The program plans to collaborate with and utilize kitchen staff for input, feedback, and support of these opportunities. Students will learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. Students are currently served snacks provided by the school lunch program that have the appropriate nutritional values required. When ATLAS offers independent and supplemental snacks they will continue to meet the quality standards put forth by ELOP guidelines.

During the summer camp weeks, or any intersessional periods where we are operating outside of regular school days, ELOP funding will be used to supplement the costs associated with providing snacks to students, since there is currently not an operating school meals program during those times. Snacks will be made available to all students, and will meet the same nutritional standards as those currently provided under the school lunch program.

ATLAS expanded learning staff will lead by example, provide options to students, and model excellence. We utilize an incentive program to encourage students to be: safe, respectful, and responsible, and encourage students to make good choices.

Students will have the opportunity to participate in a wide variety of physical activities during expanded learning hours each week. Physical activities will include a focus on team play, interactive group games, and organized sports. Physical activity programming utilizes curriculum designed to help students:

- Seek out and enjoy physical activities
- Develop a variety of basic movement and gross motor skills
- Experience fitness success and personal goal achievement
- Develop and maintain acceptable levels of physical fitness
- Develop the ability to get along with others in movement and in competitive environments
- Learn to work as a team and collaborate together to reach shared goals

Our ATLAS/ELOP health and wellness programs will align directly with Freshwater School’s wellness policy and practices, as well as national best practices for health and wellness.

Freshwater School seeks to integrate additional physical activity before, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Freshwater School's wellness programming emphasizes social emotional and physical health, both of which are supported through healthy practices and program activities.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of eating a balanced diet. All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and Healthy People 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The specific goal of our services is to provide a program that sparks the dynamic interests of all students, and helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff training and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps involving outreach to students with disabilities to accommodate the physical and developmental abilities of all students served.

The program implemented at Freshwater School will serve diverse students from backgrounds that include White, Native American, Hispanic, African American, Asian-American, and other Ethnicities. We will work with our school and community partners to maintain a very strong commitment to diversity and celebration of student cultures. Expanded learning staff will strive to create collaborative cultural experiences and inclusive learning environments that represent different ethnicities and backgrounds and or genders to accurately represent and reflect the diversity on campus and in our community.

ELOP Funding will be available to offer scholarships and or sliding scale discounts to financially or other hardship-challenged families, allowing for ATLAS After School Program,

enrichment classes and any group clubs offered to be fully accessible to all families who wish to participate. Offerings will be accessible through all available means of communication including but not limited to: weekly school bulletin announcements, website content updates, Brightwheel mass messaging, email and text alerts through the school portal, and flyers. The Education Code requirements for the allowable use of ELOP funds will be followed at all times.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and our community to recruit and enroll these students, and provide staff training to better understand student skills, needs, and best practice supports. Working with teachers and specialists, program staff will implement useful elements to a successful and equitable integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

ELOP funding will be utilized to provide support for students with disabilities, by acquiring and retaining additional expanded learning staff to meet and support their specific abilities and needs. This can support the offer of access and opportunities to students with disabilities by allowing the Director to work closely with school administrative and resource staff to ensure students with IEP's 504's, BIPs, and ILP's have extra support as needed in their after school hours, ensuring a successful transition from their school day.

We have a strong and explicit commitment to diversity, access and equity for all students served. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

7—Quality Staff

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

Minimum Staff Qualifications

- What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff.
- Describe how your program will maintain minimum staffing ratios.
(See [EC Section 46120(b)(2)(D)]).

High quality staff recruitment and retention relies heavily on the program's ability to pay a competitive rate, create a sense of self-worth and feeling of value within the school community. While our school district is burdened by the constraints of our state budget, we are encouraged

that eligible and qualified staff will receive compensation through a combination and strategic use of our ELOP funds and program revenue. Assigning qualified staff to roles associated with meeting quality standards for the ELOP Program will broaden their role, build capacity and provide internal room for advancement and growth in the program. Such designated staff would be responsible for maintaining adherence to the standards set forth by the ELOP guidance and must be able to produce results-based evidence of meeting specific quality standards.

A portion of the ELOP funding will be dedicated to quality staff retention through position placement on the ATLAS/ELOP salary schedule, with another portion dedicated to offering workshops, conferences, training and professional development for growth.

Minimum Staff Qualifications:

The ATLAS after school program requires graduation from high school or equivalent and one year of experience working with children in grades TK-8 or have college training related to child development. Applicants must possess a paraprofessional certificate or have completed 48 college units. The successful candidate will be required to pass a fingerprint clearance with the Department of Justice and show proof of eligibility to work in the United States. Once hired, staff will be required to complete all necessary mandatory trainings and stay in annual compliance with the District's policies. Health screening will include TB testing. Freshwater School ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all requirements prior to onboarding.

Freshwater School will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. We will strive to empower staff and cultivate leadership skills by offering trainings and allowing room for advancement.

Staffing Ratios:

Minimum staffing ratios will be maintained by a combination of strategies. The offerings and registration window for the ATLAS programs will open with ample time and notification for families in the District to register with the purpose of enrollment numbers being generated in advance of needed care. The Director will recruit and onboard staff in advance of new seasons of care based on both projected and real enrollment numbers. A sub list will be produced seasonally with an adequate recruitment of available coverage. Both the Director and Assistant Director will be available to support as needed any of the multiple programs that will operate daily. A minimum ratio of 20 students to 1 staff for grades 1st-8th and 10 students to 1 staff in grades TK/K will be maintained at all times. (EC Section 46120(b)(2)(D)).

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC

Section 46120(b)(8)J).

Staff will be trained by the ATLAS Assistant Director and/or Director through a combination of methods including an initial orientation to the school and program philosophies, policies and emergency plan procedures. Onboarding of staff includes an opportunity for new staff to shadow and observe current program operations. Once scheduled for shifts there will be ‘on the floor’ observations with a supervisor to offer support and feedback as needed. Staff will participate in a 6 month performance evaluation to review and monitor progress.

ATLAS after school program staff will be included in all District-wide opportunities for Professional Development including but not limited to any behavior or classroom management, medication administration, PBIS, CPR, CPI or other topics at start of year or monthly Instructional Aide meetings that pertain and are relevant. The staff will also be encouraged to participate in the annual HCOE RAN Conference specific to after school programming, along with any offerings or opportunities for growth in their position offered by the District, County or other sources. Professional development will be included in regular staff meetings held by the Director to unify and build consistency among the team of staff.

Our goal is sustainability in providing a program that meets the needs of our students. We will evaluate and revise our goals annually and provide additional compensation and professional development to retain high quality staff.

8—Clear Vision, Mission, and Purpose

- Explain the program’s clear vision, mission, and purpose.

The ATLAS mission statement:

Our team is committed to providing top quality care and producing a program that is full of fun and engaging activities, encompassing learning and growth in all areas. Science, math, arts and crafts, games, sports and engineering will fill each student’s afternoons with fun! Healthy snacks, trips to our beloved school forest and garden, time for homework, staff-led activities, organized sports/games and time to play and socialize with friends will be a part of our afternoons as well. We’ve got it all covered!

Freshwater School will offer an ATLAS (*All Things Loved After School*) Expanded Learning Opportunities Program for students in TK- 8th grades. This will include: After school programming offered for 180 school days, 30 intersessional days of 9 hour minimum care, 2 annual seasons of enrichment opportunities, homework club for academic support, ELA/Math Intervention, athletics, and school-based or community clubs. Our Expanded Learning program is designed to support the following purposes:

- Provide a positive, safe, caring environment which nurtures the intellectual, physical, emotional, and moral capacities of each child, so that each child can lead a fulfilling life as a productive worker, citizen, and individual.
- Develop, implement, and continue to update a student-centered, integrated curriculum which addresses the modalities, strengths, and social development of each student.
- Provide a successful educational program for each student which considers his/her unique needs, abilities, and/or cultural background.
- Provide opportunities and encourage families to participate and share in the educational growth of their child.
- Cultivate exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Introduce enriching arts programs that offer students exposure and access to visual and performing arts
- Support athletic programming focused on developing physical and social skills needed to participate and excel in a variety of sports
- Introduce and offer STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders.

9—Collaborative Partnerships

- Detail the program's collaborative partnerships.

Students and Families

- Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year

The ATLAS program works collaboratively with school administrators, school personnel, and families throughout the year to survey, gather feedback, design programming, and implement high-quality care and enrichment opportunities to expand learning for all students. Parents will be surveyed on an annual or sooner/as needed basis prior to the implementation of new programming initiatives to ensure that the needs of our school community are being addressed. Students will participate in seasonal surveys to provide feedback, input, and student voice to guide future programming and develop new ideas. To date, additional registration options, grades served, intersession seasons, enrichment class subjects and an increase in opportunities, along with additional academic support, division of grade age-groups within the program and quality staff engagement have all been the result of survey responses from our family and student groups.

Community Based Organizations and other Non-LEA Partners

- Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The ATLAS/ELOP team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students. We recruit and solicit opportunities to community partners to engage in the learning of our students by offering their services in a wide range of ways including: volunteering, joining and/or supporting the development of new clubs, enrichment instruction in a subject area of interest, presentations, demonstrations and assemblies, educational field trips, etc. A position has been created to continue outreach efforts in the community to incorporate Community Based Organizations and other non-LEA partners to actively engage with our students in all capacities.

The program Director will actively engage with the school's Wellness Coach and PBIS Tier 1&2 systems of support teams by participating in monthly meetings and collaborating with the

District's MTSS Leadership Team to coordinate efforts that best serve the needs of the students who participate in the programs.

Collaborative Partner	Duties/Responsibilities and/or Contributions
Humboldt Bridges to Success	Mental Health Services for students and families
Freshwater Educational Foundation / Community Club	Provides funding for STEM and enrichment projects
Changing Tides Family Services	Provides a range of services to our students including childcare cost assistance, nutritional assistance and behavioral support
Skip Lowry	Native TEK education
Girl Scouts	Leadership Opportunities
HCOE	Wellness Coach-led Hotwheels Club, ECE support and trainings, Native resources, HERC Library etc.
Revolution Bicycles	Support for Freshwater Bike Club and discounts for families on new purchases
CA State Parks	Parks goes After-School educational presentations and on-site docents for field trips

10—Continuous Quality Improvement

- Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for all enrolled students to determine both the School District and Expanded Learning specific needs. This data is used to tailor the ATLAS program offerings and activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, the ATLAS Expanded Learning Coordinating Director may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students.

ATLAS is committed to maintaining a data-driven evaluative process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of a quality program among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of program quality, which uses data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, adjustments and new developments, and 3) Improvement of program quality, which allows for staff to implement the action plan and reflect upon progress and success during implementation.

Observational assessments, student surveys, staff and student relationships and reflections will assist in the development of intentional programming and management strategies to best support student learning, skill building and development. Activities will be developed and presented to address not only student's academics but social skills, conflict resolution, self-control, and other social/emotional learning.

Once goals in the action plan are met, the action plan is reassessed; allowing for ongoing quality improvement. ATLAS will establish a clearly defined continuous quality improvement plan that includes:

- outcomes improvement goals and action steps
- a timeline for action steps
- feedback from staff, youth, parents, and community partners
- clear descriptions of the responsibilities for the Expanded Learning team

Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Freshwater School, allowing for the ATLAS program to be refined, improved, and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Policies and Procedures

- Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Program guidance and quality standards of the ELOP funding will be prioritized and upheld and the plan will be maintained and expanded to encompass meeting the needs of families, students and the community by conducting surveys and evaluating interests to produce expanded learning opportunities for a wide variety of students with varying interests at all age levels at Freshwater Elementary School District with planned or current expansion into FCMS. Expanded Learning Program Coordinating Director and Assistant Director have developed ATLAS (All Things Loved After School) and will be involved in the creation, development and planning of ELOP Programming that branches beyond the original TK-6th FASP offering to ensure there is cohesion and fluidity among services offered and that all are in adherence to policies and guidance and to create one comprehensive plan. We are committed to ensuring all ATLAS programming is managed and assessed as a single, comprehensive offering for our students.

Program operations are overseen by the ATLAS Expanded Learning Coordinating Director and Assistant Director in conjunction with the Superintendent/Principal. Roles and responsibilities are outlined in the following link:

<https://docs.google.com/document/d/1sUz1lVIgflfxvBfyo1Ecu6NzJ1zNou5KqrzTDiFUrHI/edit?tab=t.0>

Program Policies/Family Handbook info:

<https://www.freshwatersd.org/programs/after-school-program/>

Budget

- Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program.³
- How does this budget reflect the needs of students and families within the community?

BUDGET

Freshwater School is committed to meeting all reporting expectations for this grant. Current expenditure reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of the Freshwater School District will be conducted for each fiscal year. The books and records of the District will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions of the California Code of Regulations governing audits of schools as published in the State Controller's K-12 Audit Guide.

The budget reflects the best use of ELOP apportionment and revenue funds through annual CQI, surveys, observations and regular evaluations of the program's direction, growth and evolution. Students and their families are provided quality programming with high quality staff, (and opportunities for professional development) supplies, materials and equipment that is in good working order along with a multitude of opportunities for regular daily care and more specialized enrichment offerings, both reaching a majority of the District student base.

- Provide a detailed description of how the LEA will ensure the proper

implementation of the above requirements.

LEA Principal/Superintendent will meet regularly with the Director for updates and approval of plans or additions/changes to the program to ensure proper implementation of all program management strategies and practices.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

1. 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

n/a

2. 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. (See [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?

Current Expanded Learning Program Coordinating Director: Audrey Hildebrand carries a BA degree in Public Administration and 21 units of ECE credits and has previously been employed at pre-school sites. Staff meetings will regularly include ECE professional development opportunities along with outreach for PD with HCOE. Our hiring process includes questions pertaining to experience with children 5 and under, including but not limited to previous pre-school employment and ECE credits obtained, when recruiting for TK/K staff.

The After School Program operates at a low(er) than State requirement ratio throughout the day for all grades TK-8th, and a maximum 1:10 ratio would be maintained within the TK/K age group. Our program's recent growth and the addition of an increase in incoming TK students

has encouraged the program to separate students into smaller groups (TK/K, 1st-4th and 5th-8th) in order to provide developmentally appropriate curriculum. Currently we serve upwards of 28-36 TK/K students per day, and employ 5 staff. Plans beginning in Summer 2024 and school year 2024/25 will be to conduct a separate TK/K program with dedicated staff that meets the 1:10 student to staff ratio at all times. TK-6 grade students will be offered a full 9 hour a day program that is in compliance with the ELOP Plan during the summer months with extension offerings for 7th and 8th graders as it can be made available.

Curriculum and activity planning will be scaffolded to accommodate different age groups abilities and interests. Younger student engagement will be geared towards literacy, language, and verbal development along with fine and gross motor skill opportunities for growth. We plan to meet young students where they are, encourage play and support and promote their learning through peer and adult modeling. One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates. We will use the lessons learned from this program to inform the staffing and design of our ELOP plan for our youngest learners. We will utilize community connections at HCOE and beyond to provide trainings, workshops and skill building opportunities specifically in early childhood education for our staff who work most closely with these younger students.

3. Offer and Provide Access

- Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels.
- Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored.
- Will transportation be provided?

Information about all of the Freshwater After School Programming including Enrichment opportunities, daily ASP care and other clubs in development will be made readily available through, but not limited to the following means in both English and Spanish as needed:

- Regular updates to the pertaining school [web pages](#)
- Bulletin announcements that are sent home electronically
- Brightwheel platform messaging which includes text and notifications
- Mailers and brochures will be sent home in back to school packet or with students
- Flyers on public display bulletin boards and in ASP utilized classrooms
- Public speaking announcements during BTSN or TK/K info nights

Enrollment windows will be open with ample time to register, and notice about such openings will be communicated through the above methods. The registration form and link will be shared, made available and linked through the website from our online platform Brightwheel with language about hard-copy availability or Spanish versions of the registration forms (have been translated at HCOE and are available upon request as needed). Registration forms will be stored electronically and can be accessed as needed through the Brightwheel account.

Transportation will not be needed as the programs will be located on-site.

4. Field Trips

- Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.
- ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.
- Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop.
- Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips that take place during the Camp FresH20 Summer Program for any/all ages and participants are directly linked to weekly themes and incorporate connection-based learning from classroom to real-world experiences. The locations selected by week are chosen to meet and align with the themes or are locations based to serve as an educational experience in the Eureka/Humboldt community and our unmatched outdoor environment.

[Minimum staff qualifications](#), as outlined above will be adhered to during the 30 intersessional day offerings along with a minimum [ratio](#) of 20 students to 1 staff for grades 1st-8th and 10 students to 1 staff in grades TK/K will be maintained at all times. (EC Section 46120(b)(2)(D)). The Director and Assistant Director will adhere to District and County core safety requirements for field trips and events. Field Trip permission forms and Risk Acknowledgement forms will

be signed and collected (records maintained) for all participants. First Aid supplies will be readily available and all staff will carry basic first aid kits.

Field trips involving bodies of water will have extra support staff scheduled (better-than ratios) and at least one certified lifeguard on site/duty. The ELOP funding will be utilized to recruit, cover costs for our current staff to become lifeguard trained and certified, or renew certifications. *A plan is in place to increase the number of certified lifeguards on staff from 1 to 3 or 4 for summer 2027 to keep up with the growth of the program and the need for staff across all age groups/camps to be trained.

All field trips are designed to allow students to experience a world outside of their homes and school locations, creating real-world links to their surrounding environment and community. Field trips help students develop critical thinking skills, improve memory, retain information, and help promote and support positive behavior and attendance. Students build empathy and develop themselves as individuals and as part of a team when they have the opportunity to practice real-world skills in unfamiliar environments. Field trips support student's understanding of others, develop communication skills, and personal awareness of surroundings. Information related to each field trip location is shared out and discussed as part of the learning experience.

The program plans to utilize a combination of Freshwater buses and drivers when available or outsourcing with ECS to supply buses and drivers as needed to provide all field trip transportation.

Sample Trips Schedule:

[2026 Field Trips](#)

5. Program Fees

- Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.
- If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Students in grades TK-6th eligible for free or reduced-price meals and or who qualify as homeless youth or foster care will not be charged fees for the ATLAS after school program or

intersessional Camp offerings. (*7th & 8th graders with active & eligible siblings in Tk-6th qualify at 100% scholarship, or are eligible for 50% off *see Sliding Scale rates* if qualified for Free/Reduced priced meals.) These students will also maintain eligibility for 1 enrichment class offering per season at no cost. All scholarships offered and current school year eligibility status will be communicated to the students and their families annually. No billing statements will be issued.

[Rates](#) are updated on the website annually and raised only if needed. The Director will review the annual budget and confirm/adjust as needed.

[Sliding Scale](#)

6. Sample Program Schedule- Regular Schoolday

- Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**
- Please see **sample AFTER SCHOOL School Day Schedule:**

ASP Daily Schedule TK - 8th	
TUESDAYS - FRIDAYS	*Sample, subject to change to meet the needs of our student groups
2:45	TK - 3rd Arrival / Check-In
3:00	Snack Time
3:00	4th - 8th Arrival / Check In and Snack
3:15	All Groups: Guided Activity / Choice Time / Enrichment
4:30	All Groups: Academic Enrichment / Homework Time
5:00-6:00	Indoor-Outdoor / End of Day Play / Small Activity
5:15	Late Snack
6:00	Program Closes
	*TK/K, 1st - 4th, and 5th - 8th operate as 3 separate groups in the program,
	each with their own staff/student ratios (1:10 TK/K and 1:20 for 1-4 & 5-8)
MONDAYS	
1:30	TK-8th Arrival / Check In / Small Activity / Choice Time / Enrichment
2:45	Snack
3:15	All Groups: same timing / routine as other days of the week

Sample NON-School Day Schedule (CAMP 2nd - 6th grades)

Sample NON-School Day Schedule (CAMP TK-1st grades)

- Each day equals a minimum of 9 hours.
- This schedule includes a snack, a meal, an enrichment component and an academic component.

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio

EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours

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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

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

- (i) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

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(ii) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing Schoolsites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

(1) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of

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Chapter 9 of Part 27 of Division 4 of Title 2.

(2) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) 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 schoolsite principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, *except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components

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,

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and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d)

(b) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c). (c) For purposes of this section, an “event” includes any of the following: (1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.

(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) An arrest of an employee of the third party.

(10) Any other event as specified by the local educational agency.

(d) When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information in order for the pupil to receive services pursuant to this article.

Plan Instructions

1. Development/Review of the Plan

Collaborating with Partners

- 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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students. You can find information about the Quality Standard on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>

- LEAs should 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](#).

Completing the Program Plan

- To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.
- In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

2. Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

- All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

- It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

3. Revisions/Changes

Reviewing and Revising Program Plans

- ***The LEA is responsible for creating, reviewing, and updating the program plan every three years*** in accordance with *EC* Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.
- It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.