

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Programs

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**This Program Plan Template Guide is required by California Education Code
(EC) Section 46120(b)(2)**

Expanded Learning Opportunities Program Plan Guide

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

1. Casa Loma
2. Cesar Chavez
3. College Heights
4. Eissler
5. Evergreen
6. Fletcher
7. Franklin
8. Fremont
9. Ramon Garza
10. Harding
11. Harris
12. Stella Hills
13. Hort
14. Jefferson
15. King

Expanded Learning Opportunities Program Plan Guide

16. Longfellow
17. Horace Mann
18. McKinley
19. Mt. Vernon
20. Munsey
21. Nichols
22. Noble
23. Owens Primary
24. Pauly
25. William Penn
26. Pioneer
27. Roosevelt
28. Thorner
29. Voorhies
30. Wayside
31. Frank West
32. Williams

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.

Expanded Learning Opportunities Program Plan Guide

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as

Expanded Learning Opportunities Program Plan Guide

describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

The Bakersfield City School District expanded learning program is dedicated to providing a safe and supportive environment for all students participating in the expanded learning program. The district has also established four core priorities that align from regular school to the expanded learning program in order to support the effort of building a sense of community and belonging:

- A culture of collective efficacy

- a. Building capacity within the team and students

- A culture of teaching and learning

- b. Supporting mastery within team and students

- A culture of student-centered schools

- c. Building relationships within the team and students

- A culture of access and inclusion for all learners

- d. Supporting a coherent system that is conducive to learning

Bakersfield City School District strives to provide all students and staff with a safe environment in our sites that are in operation. STEAM Academies are available at 33 elementary school sites and 9 junior high/middle school sites. Upon dismissal from regular day, staff ensures that all gates are securely locked until release time. School site coordinators and activity leaders are required to wear their name badges and a vest that identifies them as Academy staff at all times during operation hours. They are also equipped with a cell phone as a safety feature. To ensure a smooth transition, students are reminded of the school's expectations and rules, which contributes to establishing good behavior.

Attendance/Sign-Ins/Sign-Outs

Staff ensures that attendance is taken each day using an online attendance system called EZ Reports. Attendance is taken as students receive a healthy snack. As a safety precaution, when students are absent from the program; a phone call is made to parents or guardians to verify their absence. Staff are also required to verify student pick-up with parent ID. Staff utilize personal identification numbers (PIN) for student check-out at the end of the day. PINs are unique to each adult authorized to pick up a student. At the end of the program,

Expanded Learning Opportunities Program Plan Guide

students are released and handed off to a parent or designated adult. If a student is allowed to walk home, the program has a signed permission slip on file from the parent.

As part of the enrollment process, staff are trained to flag students with health and medical needs. All site coordinators are required to have cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and classroom management certifications. Further, staff are trained in EpiPen and seizure procedures by a registered nurse in the district.

Transportation

The STEAM Academies offer programs at 32 school sites in order to give all students access to enrichment opportunities.

The extended learning program coordinates enrichment activities for students throughout Kern County and utilizes buses for transportation. These activities may occur during the STEAM Academies, weekends, intersessions and during Summer Camp.

Facilities

School sites are fully fenced facilities. Due to Covid-19, we have implemented all safety precautions recommended by the California Department of Public Health for K-12 Schools.

Any adult entering the campus during normal business hours must sign in at the front office and have their ID scanned into the Raptor system to ensure that they are not tagged in the national sex offender registry database.

Each site also has a safety plan that is updated annually and available upon request. This plan outlines all the district policies and procedures, as well as who is responsible for each action. To ensure that we operate in coordination with the practices and procedures of the school, regular safety drills are conducted under the supervision of the campus supervisor.

Staff Expectations

In order to provide a quality program for our community, staff training and meetings are scheduled at regular basis: weekly area program director meetings, Monthly School Site Coordinator meeting and safety training, scheduled training for activity leaders in classroom management, monthly meetings for Campus Supervisors, monthly Academic Lead and Liaison meetings and weekly leadership meetings with stakeholders.

Expanded Learning Opportunities Program Plan Guide

To ensure the safety of all STEAM Academy staff and students, we conduct safety meetings on a monthly basis. In addition, monthly fire, earthquake and emergency drills are conducted by our Campus Supervisors using the district's adopted Standard Response Protocol (SRP). SRP includes procedures for lock-downs in case of an intruder or active shooter.

We employ campus supervisors to assist with safety on each campus. We also employ Behavior Intervention Specialists that support the SEL needs of the students. They are able to bridge the behavior expectations along with the social and emotional support from the regular day into the program. School psychologists are available to support students in the event of a threat of self-harm during the program. STEAM Academies are designed to assist with growth and to bring improvement to all students; the curriculum used in the program promotes educational development, builds on social emotional learning and provides a focus on meeting physical needs. Lessons from Skillastics, Stemsopes, Teach Me Technology, Pin Pont Dance, The Bakersfield Museum of Art, See Me Learn, and eSports contribute to the positive ways to interact, make choices and promote positive behavior.

BCSD STEAM Academies will utilize The Leader in Me to support the growth of leadership within staff and students.

The Leader in Me

The Leader in Me® establishes a school wide leadership culture, which develops a sense of belonging and connection for students, staff, and the school community. Through the full 5-year Leader in Me core implementation, the full staff learns The 7 Habits of Highly Effective People® and models the 7 Habits for students while explicitly teaching the Leader in Me curriculum. As a result of The Leader in Me installation, students learn and apply the 7 Habits in school and at home. The Leader in Me is shown to transform the school culture by creating a leadership culture.

Create A Leadership Culture

Leadership Environment: Students and staff members can see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.

Shared Leadership: Leadership is shared with students through a variety of leadership roles. Student voice leads to innovations in the school. Lighthouse Teams are active and provide leadership for the school.

Expanded Learning Opportunities Program Plan Guide

Leadership Events: Schoolwide and classroom leadership events provide authentic environments for families and the community to celebrate leadership, build culture, and allow students to practice leadership skills.

Evidence-Base

Through more than 100 independent academic studies, The Leader in Me has been evidenced to:

Create school cultures where students and staff feel safe and engaged.

Create a supportive learning environment by engaging students in learning and positively supporting the development of student social-emotional leadership skills. Help students feel emotionally safe, socially supported, and academically engaged.

Empower teachers with meaningful leadership opportunities and engage them in guiding the social, emotional, and academic development of their students.

2—Active and Engaged Learning

The expanded learning program has set high expectations for best practices used in the program to maximize learning. While we will not be replicating the instructional day within the STEAM Academies, we will be working together with shared goals, a shared culture and shared expectations for our students. The priority of the program is to provide a safe place where students know what is expected of them while facilitating discussion, providing feedback to check for understanding, evaluating learning by providing formative assessments, and allowing students to use metacognition to evaluate their own learning.

Our program is divided into three components: (1) Reading or math intervention, homework support or tutoring; (2) Physical education and sports; and (3) STEAM enrichment activities. The three hour program begins with physical education and sports and then followed by a healthy snack. Students then transition to STEAM activities. Each school site is a designated Academy but students have access to all components of STEAM. Instructional specialists have developed instructional modules that introduce students to a variety of hands-on activities that allow them to explore science, technology, engineering and the arts. During the intervention and homework support, certificated teachers from the instructional day provide small group guided reading and math instruction.

In addition to instructional specialists that develop the STEAM modules, Academy Specialists will be provided to support module implementation within clusters of schools throughout the district. These specialists will be site based rather than district based and will be available to the site coordinators and staff to assist with professional development, instructional support and classroom management.

Expanded Learning Opportunities Program Plan Guide

While staff integrates STEAM and Nutritional learning through our Agricultural and STEAM academies, we also provide programs in Visual and Fine Arts using resources in Dance, Mariachi, Art club, Sewing Club, Folkloric Dance, Theatre, Music Engineering and Coding. These additional opportunities for engagement, provide students with additional exposures to the arts and sciences. In collaboration with the regular day school, eSports has been organized for students. Certificated teachers collaborate with staff to provide students with the opportunity to engage in an eSports league that will provide a pipeline to the local high school eSports league. ESports helps to improve hand-eye coordination, improve attention and visual acuity, visual processing and it boosts student confidence and socialization. Teamwork, initiative and social skills, as well as raised self-esteem, are often associated with eSports.

BCSD STEAM Academies are designed to give students the opportunity to participate in clubs. We are able to partner with school sites to offer students a variety of options and opportunities based on student interest. Clubs include engineering and coding using PLTW, cheer, arts and crafts, cooking, sewing, agriculture and theater.

Summer Learning

Summer Learning Camps operate for 15 days during the summer. Enrichment opportunities are offered 5 days a week for 3 weeks. Students have the opportunity to attend a camp for 4 hours a day. Both breakfast and lunch are available for students and transportation may be provided for students.

Summer Learning Camps offer a robust enrichment program for students and includes Art with Art History, Science and Engineering with Coding. Students in first and second grade are also given additional support in literacy instruction with the goal of developing their love of literacy. Each camp gives students the opportunity to engage in hands-on learning while exploring and finding something that interests them.

The Leader in Me

The Leader in Me® offers a supplemental, extended learning program which provides a highly engaging gamification of its content.

Grades K-8 Program:

Students apply and discover the social-emotional leadership competence of The 7 Habits of Highly Effective People® through high engagement games and activities that can be guided by educators or older teen mentors, depending on the design of the extended learning opportunity program.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

BCSD STEAM Academies promote a culture of student success. Students work in collaboration and cooperate with one another in order to build on their prior knowledge.

Academic achievement is in the forefront of educational literacy and enrichment activities. The expanded learning program is aligned with the district's initiative of building a culture of literacy among students and their families. The program aims to promote creativity and innovation within students.

The planned program activities meet the needs of not only the students but also of the school during the regular day. The expanded learning program receives the support of certificated teaching staff serving as leads and liaisons in the program. While serving in these roles, liaisons are able to provide additional opportunities for students to receive small group reading and math instruction based on their identified needs. Leads support the program by providing mentoring and instructional support to the expanded learning staff. They focus their coaching on classroom management, establishing routines and procedures and module lesson implementation. With this support, in conjunction with the lessons received from the modules, students are able to develop skills that can be carried over and aligned with the regular school day. Students often share their learning with the regular day staff during Project Lead the Way or within a site's Makerspace.

In addition to developing each student academically, program staff devotes time to skills associated with physical movement and coordination. With the assistance of coaches, students are able to participate in and refine their ability in a variety of sports such as basketball, softball, soccer and track.

Leader in Me

The Leader in Me® process promotes the application of personal and interpersonal leadership skills which are explicitly taught through the curriculum. One way students build leadership skills is by engaging in classroom and school-level leadership roles. Students frequently lead discussions, give presentations, and interact with school and community stakeholders.

Additionally, students build personal leadership skills by setting personalized goals, known as Wildly Important Goals (WIGs), and then work to achieve those goals. Students own their learning and track progress toward their WIGs. Students lead conferences with their family members to demonstrate progress toward their individualized goals.

Interpersonal leadership skills are also developed through collaborative activities at both the classroom and school level. Students learn how to build relationships,

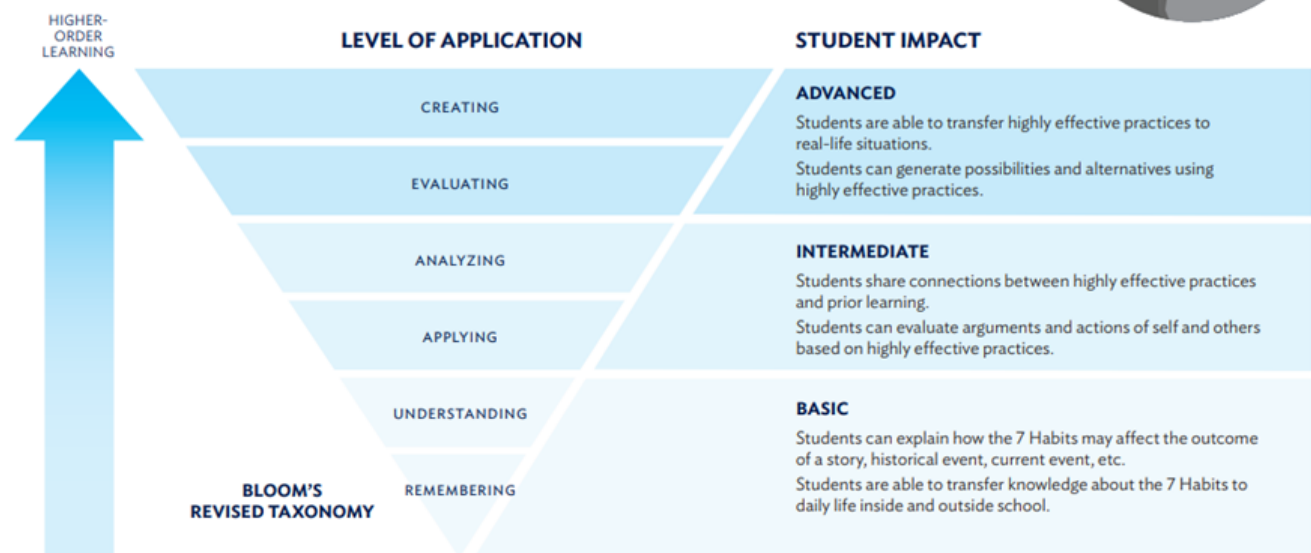
Expanded Learning Opportunities Program Plan Guide

communicate effectively, demonstrate empathy, and seek outcomes which are beneficial to self and others, simultaneously.

Each of the 7 Habits is aligned with real world applications, so students can practice leadership knowledge and skills in authentic contexts. The 7 Habits: Application to Impact overview shows the alignment between the highly effective practices taught to the students and Bloom's Taxonomy.

7 Habits®: Application to Impact

In this guide we explore integrated approaches to teaching the 7 Habits by suggesting what the highly effective practices might sound like at each level of Bloom's Taxonomy. As we ascend the levels of the taxonomy, we shift from a focus on memorization to an increased capacity for transferring habit knowledge to real-world challenges. The deeper our understanding, the more significant the impact.



Expanded Learning Opportunities Program Plan Guide

4—Youth Voice and Leadership

The STEAM Academies encourage students to build capacity and to coordinate with demanding issues in our community. The program provides participants with the opportunity to evaluate the program: feedback is essential as we share the pros and cons of the program. The program has a needs assessment for staff, a parent survey and student satisfaction survey. Students are provided a choice related to the program and the types of Clubs that they are able to participate in. They are surveyed annually to determine the additional program activities that they are interested in. Some feedback received from students includes music engineering, flight simulation, engineering, movie making and CSI Forensics. Upon the completion of each of these classes, students are surveyed about the class and future interest.

Students take ownership and are actively involved in Lights On during the STEAM Academies. It is during this event that they take pride and display all activities and curriculum in the program. Each site in the district puts on an amazing show and parents and community members are invited to observe what the program has to offer. Students share work and words about the program, they elaborate on how the program teaches them to build relationships, become effective communicators and to cooperate in order to help others make an impact.

The Leader In Me

The Leader in Me® curriculum and process focuses on developing leadership skills and giving students a voice in their personal learning experience, in their classroom and school communities, and in their households.

The Leader in Me supports the whole person by targeting the heart, body, mind, and spirit. Students develop personal effectiveness through self-regulation, vision, time management, and higher-order thinking. Furthermore, students learn interpersonal effectiveness by teaching and applying skills such as relationship building, empathy, communication, and collaboration. As a result of the application of these skills, students learn to lead self and others.

The Leader in Me Student Leadership Portrait™ illustrates the leadership and social-emotional components students learn and apply:

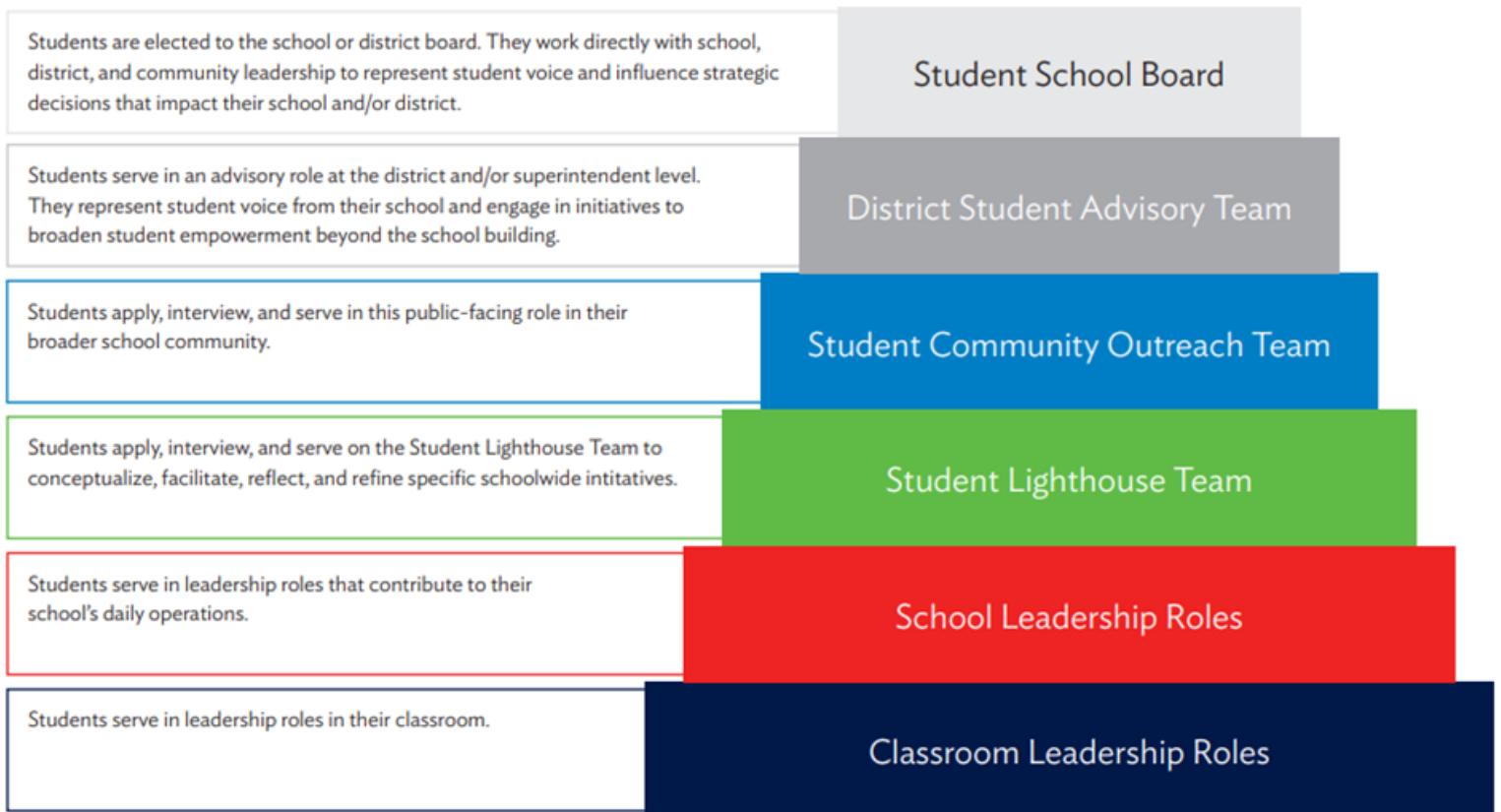
Expanded Learning Opportunities
Program Plan Guide



Expanded Learning Opportunities Program Plan Guide

Additionally, as part of The Leader in Me process, students engage in activities, committees, and events so they have the opportunity to express their ideas and opinions to influence decisions made in the classroom, school, and beyond.

Levels of Student Voice



Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

The health, safety and well-being of all students is a priority of the district. The implementation of healthy practices in the program are aligned with the district's Wellness Policy. This allows staff and students the opportunity to improve health and well-being while becoming aware of choices. Nutritional snacks are the program's priority: providing choices for vegetables, fruits, nuts and dairy instead of chips, cookies and juice; teaching students to take the healthy challenge at home by substituting water instead of soda and fruits or vegetables for snacks. In addition to this, we educate families with the Now We Are Cooking program that focuses on creating healthy family meals at home.

The staff promotes healthy lifestyles that build on wellness. Implementing physical activity by using Skillastics curriculum in the program affords students with opportunities to become more physically active and eliminate sedentary activities. Also emphasizing the benefits of active students being healthier than those that are not.

Examples of nutritional meals in our program that follow the California Nutritional Guidelines:

- Fluid milk (chocolate or white),
- Meat; chicken tenders, chicken corn dog, Teriyaki chicken
- Vegetables (carrots, lettuce)
- 100% juice and grain or bread products.
- Fruit (orange, apple, berries, banana)

Staff promotes good behaviors; we align the school's expectations to cross over to the after school. The expanded learning program has also aligned with the district's social-emotional program, Toolbox, that builds and strengthens children's capacity for resilience, self-mastery, and empathy for self and others through the curriculum, methods and strategies. We are able to build on the common language that is used in the regular day school and encourage the practices of Toolbox.

The Leader In Me

The Leader in Me® includes instruction of The 7 Habits of Highly Effective People®. Habit 7, Sharpen the Saw, teaches students to take care of themselves. Students learn personal renewal through:

1. Physical well-being by learning how to care for their bodies through proper nutrition and exercise.
2. Mental well-being by learning to pursue hobbies, take time to relax and refresh, and communicate effectively.
3. Emotional well-being by learning to develop relationships founded on trust and respect, showing empathy and compassion, and making time to spend

Expanded Learning Opportunities Program Plan Guide

with loved ones.

4. Spiritual well-being by leaning into the family's culture and belief system, reading inspirational literature, and engaging in spiritual practices aligned with the family's beliefs.

6—Diversity, Access, and Equity

The STEAM Academies actively promote an environment of diversity with staff, students and subject matter. By providing a diversified staff, this enables students to build relationships with the staff, feel safe and look up to them as role models.

The program is committed to delivering best practices and strategies that are geared to the promotion of diversity and equity. Support is provided to all students depending on individual student needs. Additionally, certificated staff deliver effective interventions with extended tutoring for any student in need. Data is collected using STAR and Achieve 3000 to determine students in need in addition to collaborating with the MTSS team of the regular day school. Through this collaboration and data collection, students are identified and included in tutoring groups. In addition to tutoring, we offer PROUD Academy to enrich African-American and other learners about culture. BCSD's Core Priority Four addresses giving access and being inclusive of all learners. We also work in collaboration with other departments and organizations to support diversity in our program.

The expanded learning program celebrates diversity related to participants' race, color, religion, sex, age, income level, and national origin. We celebrate together the differences that make us unique. Students learn to appreciate and respect each other through multicultural highlighting: Multicultural dances and music with different participants performing. Through presentation and literature, the program promotes embracing other cultures by appreciating the contributions of a diversified world.

The Leader In Me

The Leader in Me® promotes diversity by teaching students to develop interpersonal effectiveness. Students learn to listen to others, value differences, build trusting relationships, and communicate effectively with all people.

As part of The 7 Habits of Highly Effective Families®, families also learn to develop family mission statements and visions based on their unique beliefs and cultures. This process upholds each family's ideals and values, allowing for cultural and linguistic diversity. Families and students have the opportunity to learn about other perspectives, cultures, and beliefs by engaging in dialogue with other families.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

All staff that supervise students in the STEAM Academies are required to have 48 college units or possess a paraprofessional certificate. Recruitment of staff is done by both the Boys and Girls Club of Kern County and the Bakersfield City School District. Communication is done through various hiring platforms in Kern County and in collaboration with Employers Training Resource. Upon completing the employment application, potential employees submit documentation of either component that they possess. If applicants are unable to produce proper documentation, they are not considered for employment. Potential employees must have fingerprint clearance and attend orientation.

Administration seeks out staff that have knowledge of youth development and are able to motivate our students while building positive relationships and setting clear expectations for behavior. Program also seeks out employees that are able to handle communication with the public, create lesson plans, and engage students in lessons. Staff members are expected to maintain relationships with the administrative staff and possess the ability to discuss important issues, explain guidelines/protocols and provide instruction to our students.

Each week staff participates in meetings that focus on procedures, protocols and safety. Meetings are led by the administrative staff and also provide a forum for staff to ask questions regarding issues that may arise during the program. At the beginning of each school year, all staff are provided with five full days of professional development. The professional development provides staff with training regarding The Leader In Me, safety protocols, classroom management and instructional modules. Throughout the school year, staff is brought together for monthly professional development days. During these professional development opportunities, current modules are reviewed along with classroom management and any program related training.

The Boys and Girls Club of Kern County works alongside the program as a subcontractor. The Club is responsible for the hiring and evaluating, with input from the district, site coordinators and activity leaders at each school site. The Club also provides area program directors to assist in supporting the programs at the school sites.

The Leader In Me

The Leader in Me® process begins by teaching full staff The 7 Habits of Highly Effective People®. This foundation promotes a complete culture shift within a school, allowing for all people to have access to learning and implementing the 7 Habits. Since full staff learns the 7 Habits, they are able to model and support students as the students learn and apply the skills.

The Leader in Me Framework outlines the Core Paradigms that full staff learns so

Expanded Learning Opportunities Program Plan Guide

they can change how they see things, the Highly Effective Practices so they can learn how to improve their personal and professional skills, and the Measurable Results so they can increase their impact on student outcomes.

Students increasingly have access to highly effective teachers and staff over the full 3-year installation of The Leader in Me, as full staff grow personally and professionally.

Paradigms (Support Equity, Social-Emotional Wellness, Empowering Culture and Academic Growth)

Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.

Highly Effective Practices (Professional Learning and Support Focus)

LEADERSHIP	CULTURE	ACADEMICS
Start with Adults Learning & Modeling <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships 	Create a Leadership Environment <ul style="list-style-type: none"> Physical Environment Social-Emotional Environment Leadership Events 	Achieve Goals <ul style="list-style-type: none"> Individual Goals Team Goals Aligned School Goals
Teach Students to Lead <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 	Share Leadership <ul style="list-style-type: none"> Lighthouse & Action Teams Leadership Roles Student Voice 	Empower Learners <ul style="list-style-type: none"> Leadership Portfolios Student-Led Conferences Empowering Instruction

Measurable Results

Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.
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Expanded Learning Opportunities Program Plan Guide

8—Clear Vision, Mission, and Purpose

The Bakersfield City School District is the largest K-8 school district in California and serves a diverse population. The STEAM Academies strive to provide students with the opportunity to increase their attendance and demonstrate increased academic achievement in ELA and Math. Giving students the opportunity to engage in STEAM based activities in the afterschool program encourages students to come to school each day. Students have the opportunity to connect with other staff and form relationships with the expanded learning program. Through these relationships, students are more likely to want to attend school each day.

The goals of the program in the Bakersfield City School District are to increase academic achievement, increase attendance, and create positive behavioral changes. The expanded learning program will utilize the following quality standards for the success of the program:

- **Safe and supportive environment:** The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.
- **Active and engaged learning:** Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
- **Healthy choices and behaviors:** The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

The California After-School Program Quality Self-Assessment Tool will be used for self-assessment and program improvement. It will assist program stakeholders in a reflective process that will improve the quality of the program. In addition to the data collected by the CAN-QSA, school site administrators will be able to share program goals with their school site councils to engage in discussions over program implementation. Additional surveys may be used with students, school staff and district administrators.

The program will continuously work to engage a variety of stakeholders in the creation of the program's mission, vision, goals and expected outcomes. The CAN-QSA will assist in providing information that will improve the program. School Site Councils will provide valuable input regarding program implementation along with staff surveys. Parent surveys and presentations at parent advisory meetings and board meetings will also provide valuable input into program needs.

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

The expanded learning program collaborates with a variety of groups to plan and implement the program successfully. We believe that there must be collaboration between the regular school staff and the program staff in order to be successful in serving to best meet the needs of our students. Weekly collaboration takes place with the administrative staff at BCSD. Collaboration also takes place with the site principals and administrators on each campus. We have developed partnerships within the community while also maintaining the support of our School Board.

The expanded learning program values the support of teachers at each school site. Teachers are available to provide clubs for students within the program and offer students the opportunity to experience chess, sewing, cheerleading, musical instruments, book clubs and Makerspace, to name a few. Clubs are available twice a week for an hour and transportation may be provided for those that are in the program for the clubs.

Partnerships

Bakersfield Museum of Art - This partnership provides students with hands-on art lessons taught by local artists.

Boys and Girls Club of Kern County - This partnership provides staffing support, programming support, staff development, HR and payroll services.

Engineering for Kids - Students experience the excitement and adventure of the world of science, technology and math. Interactive engineering, robotics and coding skills are built within students.

Grimmway Edible Schoolyard - This partnership provides students with the opportunity to create and sustain an organic garden and develop a healthy relationship with the food that they eat. Students are able to learn how to grow and prepare healthy meals in the custom designed kitchen.

The Leader In Me - This partnership provides professional development for our staff.

PennPoint Dance - Students have the opportunity to showcase their talents by participating in dance classes. There are a variety of dance classes offered including jazz, hip hop and ballet.

Teach Me Technology - This partnership gives students access to classes such as CSI Forensics, Music Engineering, Aviation and more. Classes are taught by certificated teachers and meet once a week.

See Me Learn - Students learn about filmmaking and movie production.

Expanded Learning Opportunities Program Plan Guide

Wonderful Company - Financial supporter

The expanded learning program in the Bakersfield City School District is continually looking to grow and improve. Collaboration with other agencies within the community will only strengthen the work that is done. Potential collaborations include Aera Energy, California State University Bakersfield, Bakersfield College, Bitwise and those that support social/emotional learning.

10—Continuous Quality Improvement

The expanded learning program at the Bakersfield City School District will engage in on-going self assessment using the Continuous Quality Improvement Cycle. Data will be collected using a variety of strategies such as the California After-School Program Quality Self-Assessment Tool (CAN-QSA), school site surveys, parent surveys and staff surveys. Program observation will also play a part of the self-assessment process.

Once data is collected in the spring, it will be used to generate a plan for program improvement. It will assist in determining the greatest areas of need and help to direct our resources in those areas. Following the development of the plan, the plan will be put into action. Program staff will reflect on progress towards the plan throughout the school year and as goals are met, the plan will be updated.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Program funding supports all aspects of the after school program with the Bakersfield City School District as we work towards our goals of increasing academic achievement, increasing attendance, and creating positive behavioral change. The four core priorities of our district expand into the after school program as follows:

Core Priority	After School Program Application
A culture of collective efficacy	Building capacity within the team and students
A culture of teaching and learning	Supporting mastery within team and students
A culture of student-centered schools	Building relationships within the team and students
A culture of access and inclusion for all learners	Supporting a coherent system that is conducive to learning

As we work to build upon the core priorities in the afterschool program, we ensure that there is alignment with all decisions made.

Within the expanded learning program, there are four types of STEAM Academies, science, technology, engineering and the arts. Each academy has an instructional specialist that oversees the academies and develops the modules. This begins the first of multiple levels of support for the afterschool program within BCSD. The instructional specialists develop modules in specific areas of focus. The specialists provide module implementation support along with coaching. This support focuses on instruction. Collaboration with the Boys and Girls Club of Kern County gives us the opportunity to bring additional staff to our program. The first of three positions that they provide is an area program director. Four area program directors provide support in the areas of club structures, procedures and protocols. They are readily available to support program needs on a daily basis. Each school site has a site coordinator assigned. These individuals are responsible for overseeing the program at the site and ensuring that instructional modules are being implemented. Each site is assigned activity leaders to meet the enrollment needs of the community. The activity leaders at each site are responsible for providing access to enrichment lessons focused on STEAM, social-emotional learning and physical movement. Each day they guide students through the lesson modules and engage them in a variety of activities that include literacy,

Expanded Learning Opportunities Program Plan Guide

math, science, technology and the arts. The activity leaders also provide homework assistance to students within each grade level.

In addition to the STEAM Academies in after school program, students have the opportunity to attend a program during one of the intersessions. Intersession programs run during spring break, summer break and winter break. These programs are designed to give the students additional time engaged in learning that is centered around STEAM.

With multiple levels of support for the program, regular opportunities for collaboration are necessary for success. The Boys and Girls Club meets weekly with the expanded learning program administration and instructional specialists. The area program directors meet with the site coordinators weekly to discuss program implementation and safety. The site coordinators meet with the activity leaders weekly to discuss lesson planning, management and SEL. The expanded learning program utilizes a variety of communication methods to reach all members. Emails, Zoom meetings and in-person staff meetings are the most commonly used forms of communication.

The program participates in an annual review using surveys with stakeholders and the CAN-QSA. The program also participates in ongoing evaluation with the Boys and Girls Club of Kern County to ensure that the program is meeting the needs of the students while promoting the core priorities of our school district.

The Bakersfield City School District has a fiscal department that ensures program administration requirements are met. These include all accounting and reporting requirements. Attendance reporting requirements are supported by the Information Technology department. Each department provides the required documentation needed for funding.

Each day, the expanded learning staff takes attendance using our online attendance system. Site coordinators contact parents of those students that are not in attendance to confirm their absence. The online system checks each student into the program. At the end of the day, the parent or identified adult is able to sign out their student using a unique PIN number. This PIN number is put into the online attendance system and it tracks accurate sign-out times. The online system also allows the administrative staff to monitor daily attendance, monthly attendance and enrollment percentages.

The expanded learning program has a policy in place to address early release and late arrivals.

General Questions

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

Expanded Learning Opportunities Program Plan Guide

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 Bakersfield City School District has an expanded learning program, the STEAM Academies, that provides enrichment for students in Transitional Kindergarten through eighth grade. The ASES grant provides funding for students in first through eighth grade. Funding allows for five activity leaders at each of the 42 school sites. By joining the ASES grant with ELO-P funding, we will be able to offer expanded learning opportunities to students in Transitional Kindergarten, Kindergarten, add an additional staff member and expand the number of students in first through sixth grade. Additionally, we are able to add Academy Instructional Specialists to each elementary school to ensure that we have a quality program for students.

The comprehensive program that combines ASES with ELO-P will align with current ASES attendance and enrollment practices for BCSD. The Bakersfield City School District has board policy to address the following:

- admission process
- access to program
- monitoring and program evaluation
- homework
- nutrition
- location of program
- staffing and ratios
- security and nursing services
- hours of operation
- Reporting of attendance and CQI
- removal from program
- parent communication

We will be able to offer students in TK through sixth grade the opportunity to attend the expanded learning program during intersessions. Intersessions will take place during spring break, summer break and winter break. The expanded learning program intersessions will be a collaboration with the Boys and Girls Club of Kern County and include enrichment activities focused on STEAM, and nutritional and healthy lifestyle education.

In the future, the expanded learning program may have the opportunity to offer program before school starts. BCSD is currently gathering information from parents to determine the areas of greatest need for morning care and coordinating staffing.

Expanded Learning Opportunities Program Plan Guide

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 students attend class for 240 minutes a day. Students who participate in extended learning will have the opportunity to receive up to an additional 300 minutes of learning each day. ELO-P will provide us with the fiscal resources to staff 10:1 ratios for the TK/K classes along with classroom designs that give students the opportunity to engage hands-on learning, imaginative play and literacy. Each TK/K class will have its own classroom, specifically designed for enriching the learning experiences for children. BCSD works in collaboration with the Boys and Girls Club of Kern County to recruit additional staffing for this expansion. Recruitment includes partnering with Employers Training Resource and conducting job fairs at Bakersfield College and California State University Bakersfield.

The extended learning staff has partnered with the BCSD Pre-K and TK departments to gather information and develop a program that will enrich the lives of our youngest learners. This collaboration includes receiving input about classroom design, daily schedules, enrichment activities and literacy. This collaboration will be ongoing to ensure that the extended learning program aligns with expectations of the regular school day.

We believe that our Transitional Kindergarten and Kindergarten students will be successful if given the opportunity to participate in a program that is well planned and staff are prepared to meet their needs. We have planned to provide the TK/K staff with two days of professional development each month to assist them with structure, procedures, routines and curriculum. Additionally, they will receive daily coaching and support from an academy specialist that is trained to work with the identified age group. The staff will also receive support from the Boys and Girls Club of Kern County to ensure that club protocols are in place.

Expanded Learning Opportunities Program Plan Guide

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.

The TK/K expanded learning program is divided into three main components: (1) literacy; (2) Physical education; (3) STEAM enrichment. In conjunction with the 1st-8th grade ASES program, the TK/K program will participate in an annual review and refer to the Quality Standards for Expanded Learning.

Students have the opportunity to participate in expanded learning for an additional 300 minutes each day. This allows students to be transported home with their older siblings if necessary.

Sample Schedule After School:

12:30-1:15	Healthy snack & planned outdoor play
1:15- 2:15	Rest/Quiet time
2:15-3:15	SEL/Literacy/Homework support
3:15-3:45	Outdoor play
3:45-4:45	STEAM enrichment centers
4:45-5:15	Healthy snack/supper
5:15-5:30	Clean up & Parent Pickup

Sample Schedule Spring, Summer, and Winter Intersession:

The current spring and winter intersessions includes 15 additional days, operating 7am-6pm. The program operates structured activities at the Boys and Girls Club of Kern County Clubhouse. The summer intersession will operate 45 days, from June through mid-August. The program operates structured activities at the Boys and Girls Club of Kern County Clubhouse from 7am-6pm.

Our program is open to all students, however, Homeless and Foster students, English Language Learners and socioeconomically disadvantaged students are prioritized. Students are able to participate in both the BCSD summer camp and the intersession at the Boys and Girls Club. While at the clubhouse, students participate in enrichment activities, field trips, arts and crafts and outdoor structured play. Students also receive snacks and supper.

Expanded Learning Opportunities Program Plan Guide

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non school days, during intersessional periods, no less

Expanded Learning Opportunities Program Plan Guide

than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

Expanded Learning Opportunities Program Plan Guide

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Expanded Learning Opportunities Program Plan Guide

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.