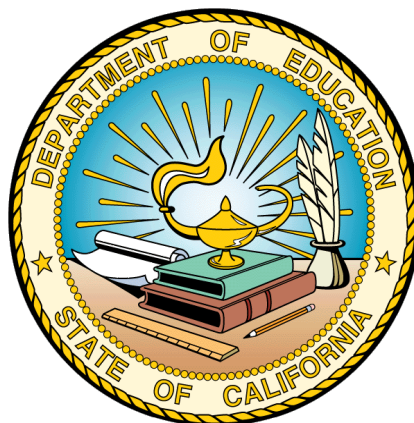# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Alisal Union School District

California Department of Education
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916-319-0923

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

Board Approved: June 7, 2023

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Alisal Union School District
Name and Title: Monica Anzo, Associate Superintendent, Educational Services, AUSD
Phone: (831) 753-5700 ext. 2005
E-mail: monica.anzo@alisal.org

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

1. Alisal Community School
2. Bardin Elementary
3. Cesar E. Chavez Elementary
4. Creekside Elementary
5. Frank Paul Elementary
6. Fremont Elementary
7. Dr. Martin Luther King Jr. Academy
8. Dr. Oscar F. Loya Elementary
9. Virginia Rocca Barton Elementary
10. John E. Steinbeck Elementary
11. Monte Bella Elementary
12. Jesse G. Sanchez Elementary

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 during 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]

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 is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community 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 (*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 to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.

Each site updates its California School Safety Plan Annually. Each school member receives annual safety training.

Safety Training will include Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Shelter in Place, Severe Weather, and Fire. Training will provide important emergency contact information, Child Protective Services, Sheriff / Police, and Maintenance and Operations.

The support staff is required to be CPR and First Aid certified. Each site will have at least two staff members trained in the usage of an Epipen.

All staff members will also participate in annual child safety training, which includes Mandated Reporter Training. Additional training will include classroom management, and social-emotional learning (SEL), including anti-bullying practices.

Any urgent safety incidents will be handled immediately by Expanded Learning site staff with support from District's Expanded Learning administration and/or additional support available. Notifications to families will be made promptly by phone, email, or text. Site Coordinators will meet monthly and review district safety updates. Information will also include classroom management and SEL tips. The Site Coordinators will meet frequently with their site administration to review safety, classroom management/school policies, and student concerns/priorities as needed. Site Coordinators and support staff will meet as needed with their school-assigned nurse to address student health issues within the Expanded Learning Program. All sites will meet with their staff as needed to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

All sites will have District Emergency handbooks and School Site Evacuation maps. Staff members have access to an emergency backpack at all times. The backpack will contain student emergency contact information, student rosters, sign-out sheets, and basic first-aid supplies. Site Coordinators will work with their site administration to arrange practices aligning with daytime drills and coordinate important safety logistics with extended learning staff and students.

While programs vary in structure, all staff will be trained to provide a safe and welcoming classroom for all students by establishing classroom routines, classroom agreements, clear expectations, and appropriate interventions. Additional means of student/group communication will be used as needed. For example, weekly meetings or check-ins. Parents will be informed of the program expectations and kept informed through the district's messaging system. Check-ins, monthly newsletters, and phone calls will also be used as needed.

Programs will provide Physical Education. Students will have the opportunity to play every day in structured, inclusive games from programs. Students will be given a choice in selecting games that make them happy, provide the skills needed to resolve playground conflicts, and are inclusive in nature. Students will also have the opportunity to participate in sports leagues, dancing, music instruction, and safety programs.

Each site will continue to implement Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all data, systems, and practices affecting student outcomes every day.

Additionally, the expectation is all students will participate in the full extent of the program. Students with habitual absences, late arrivals, or early dismissals are missing out on the core components of the program. Should this occur, parents will be contacted, and the matter will be reviewed on a case-by-case basis.

2—Active and Engaged Learning

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

Our programs are designed to support students in practicing, refining, and building upon the skills they will learn during the instructional day. In addition, the programs will facilitate enriching activities in which students can pursue interests, develop skills, express themselves creatively, interact in positive ways with caring adults and peers, and build social-emotional skills. These assets can help them resist negative peer pressure and avoid risky behaviors, which are likely to increase as they advance to middle school. This additional support would help them to overcome the challenges they face now and in the immediate future.

Individual Sites and the District will offer strategic intervention/tutoring after school in English Language Arts and Mathematics. Unduplicated students will have priority enrollment to participate in these programs. Homework time and/or tutoring will be available for all students daily Monday through Friday.

Our Expanded Learning Program will give students the opportunity to explore new interests, improve personal passions, and acquire skills that will allow them to be college and career ready. Our programs will provide enrichment in sports, STEAM (Science-Technology-Engineering-Arts-Mathematics), project-based learning, leadership opportunities, and much more.

Our programs and enrichment opportunities will also provide a safe place for students to learn and grow while getting assistance from caring role models and exploring new topics and ideas. Students will build self-confidence by participating in the following hands-on, project-based activities:

- Computer Science - With partnerships with outside agencies, e.g. Hartnell College, students participate in programs where they learn programming to become inventors and builders through different technologies (e.g. Ozo Bots, Little Bits…) Students learn how to code, and develop websites, and web apps, games, and more. In addition, these offerings allow students to understand and be able to work with the technology around them. Our

coding programs will support student skills in communication, creativity, and critical thinking, as well as building upon math and writing.

- SCIENCE - Our programs use Next Generation Science Standards (NGSS) aligned materials. Lessons will contain components such as discussion questions, supplemental reading, and hands-on activities. In addition, inquiry, problem-based learning, and science exploration will be supported and embedded.

- Social-Emotional Learning - Currently our programs use a variety of SEL curricula to support students' understanding of how much and why they matter - to themselves, the community, and the world. The Expanded Learning programs will focus on building teamwork, friendships, and positive communication.

- STEAM - Utilizing a variety of lessons and activities, students learn more about Science, Technology, Engineering, Art, and Math. Guest speakers are invited to share information about schooling and careers in STEAM fields, with a particular focus on those with backgrounds mirroring our students.

- Theater- Our program will incorporate theater to help the students learn new skills in acting, listening, and speaking in public, learn self-confidence, work in teams, and perform to the best of their abilities and skills.

- Physical Education - Students will participate in physical activities daily. Students in this program will develop friendships, conflict resolution skills, and leadership skills in a positive and safe place to play. In addition, all sites will have the opportunity to participate in different sports throughout the year.

- A tutoring program will be established. Students will receive tutoring services in various subject areas and that will be provided by Credentialed Teachers and/or Vendors.

Each site will have the opportunity to participate in a collaborative stakeholder meeting to identify additional needs and will be able to recommend the above providers. Staff will be trained in classroom management and effective supervision to ensure the tutoring component is successful and aligned with the school day practices and teaching strategies.

Staff will use techniques aligned with the core-day classroom to assist students. Using data, research, and a proven method of program design, a tutoring program will be developed that operates as natural support of school day learning.

Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning with in-person support. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment cycle offerings. Digital literacy can include but is limited to, coding, creating podcasts, and website development. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st CCLC learner. All community-based organizations and programs (e.g. Jump Into Math, Jump into English, Varsity Tutors) to be considered to offer this support.

3—Skill Building

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

By offering educational literacy and educational enrichment activities aligned with the regular school day, we are contributing to the improvement of student academic achievement and overall success.

All sites will provide time for structured homework support and completion. Students work individually, in partners, or in groups to complete the homework given to them by their regular classroom teacher. If a student is having difficulty with the homework, staff will communicate with the child's regular education teacher.

Academic intervention will be provided by credentialed teachers and/or a partner agency. The instruction, during the intervention, will be highly targeted toward the skills students need in order to be successful during the core day, as identified through ongoing assessments.

School administration and teachers will monitor the effectiveness of the educational literacy components by monitoring data, making recommendations for program improvement, and providing effective feedback.

Clubs such as art, gardening, dance, cooking, scrapbooking, soccer, photography, and others will be offered to allow students to have experiences in a variety of personal interests. Science is a common enrichment topic through Garden, STEAM activities, and Science lessons. Students will be encouraged to learn more about Science and STEAM as well as possible careers related to STEAM subjects. Theater Arts groups such as A.C.T (theater), and Royal Kings Academy will work with students on stage and performance skills at some sites. Students not only learn singing and dancing

techniques, but they also gain self-confidence and public speaking skills. Thematic projects allow students to experience grade-level curricula at advanced levels.

Educational Enrichment programs are designed to increase college and career readiness skills, provide opportunities for authentic learning, and build upon the social-emotional needs of the students, all of which build upon and impact the learning that is taking place during the core day. Our physical fitness and health programs promote student interest and engagement in school which may promote student attendance during the core day.

Site and district administrators, teachers, support personnel, ELO-P staff, and parents will assess the school and community needs on an ongoing basis. Parents will be involved through site parent meetings conducted by the school administration and/or district administrators. In addition, School Site Councils and English Learner Advisory Committees will provide student and program input. All school sites will engage in annual stakeholder meetings as part of the Continuous Quality Improvement process to assess the program and identify areas of need. An end-of-year survey will be given to all stakeholders and the feedback received will be used to guide the planning of the program each year.

Results from assessments, stakeholders, and observations, have identified the following as key focus areas:

- o Provide a safe and supportive environment
- o Build leadership and youth voice
- o Increase meaningful enrichment opportunities
- o Development of College and Career Ready learning skills
- o English Language Development
- o Reading and Math Skills support

4—Youth Voice and Leadership

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

Student input is critical to program design. Students will participate in class meetings and provide feedback through annual surveys. Students will also develop leadership skills and voice through group meetings and other programs such as Forxa, Theater, and Sports.

Upper-grade students will also have opportunities to develop leadership skills by being role models, and mentors, and tutoring our younger students through projects, games, tutoring, and other activities.

All students will develop leadership by being involved in establishing their group

routines and norms and being offered opportunities to have roles and responsibilities in the groups such as helping to serve meals, gardening, managing supplies, and other age-appropriate activities.

Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after-school activities.

Students will meet in circles several times a week. During circles, students have the opportunity to reflect upon and evaluate the program. They can offer suggestions on improving the program and activities that are of interest to them. Students will also participate in a program survey that is conducted twice each school year. This survey will provide feedback on what activities are successful, which may need to be adjusted, and what may need to be added.

Through class meetings, supervisor check-ins, and communication with parents, younger students are able to express their interests. During Sports activities, students will be allowed to choose outdoor games that are of interest to them and their friends. After completing the whole-group activities, younger students will be able to select from a variety of high-interest supplemental activities, such as drawing, reading, crafts, and STEM projects. Student Interest Surveys will be done in the Fall of each year. We will use the results in developing activities and choices that are of interest to the child.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

1. **Social Emotional Well Being**
   In efforts to support the mental health of students, mental health resources and social-emotional learning signature practices will be offered daily to ensure the well-being of students is a primary focus of our ELO programs. Please reference the Social-Emotional Support below.

2. **Restorative Practices (RP)**
   All sites will implement Restorative Practices (RP) at Extended Learning Sites. Coordinator, School Counselor/Psychologist, and Community Provider that will lead RP supports or consultations needed on campus, after school. This RP supports will include 1:1 student mentoring, student circles, class community building, etc.

3. **Mental Health Helpline**
   All students will have access to a Mental Health Helpline five (5) days a week from 8:00 am-4:00 pm for support that includes connections to mental health school and community resources. After-school staff will

also have access to the helpline from 2:00-6:00 pm for student crisis support such as consultations and crisis assessments.

Social-Emotional Learning (SEL) Practices
SEL practices will be embedded in all components of the ELO program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

6—Diversity, Access, and Equity

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

The ELO-P includes a diverse student population. ELO-P staff is reflective of the student population and most staff are bilingual. Program materials and publications reflect diversity and are appropriately translated.

All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other. Our Arts curriculum will present art projects from multiple cultures.

All students are eligible to join the ELO program. Priority enrollment is given to Homeless, English Learners, Free and Reduced meals qualifiers, Foster, and Migrant Ed students. By working with our district Foster/Homeless Student Liaison, and Migrant Ed Liaison, we will be able to reach students and families that could utilize the ELO program.

ELO-P will validate and work with all students with IEPs and collaborate with program specialists and caseworkers to ensure students' goals, and support are taken care of. Program staff will work with health services to ensure students' medical, health, and food allergies are not barriers to participation in the program. Through PBIS practices, and our multi-tiered approach, students with emotional and social issues will be also supported.

Many ELO-P students are English Learners. English Learners will have access to bilingual staff. English Learners' needs will be met by providing scaffolding and SDAIE strategies, as well as language development opportunities through programs such as Jump Into English, and other ELD strategies.

In our program's use of Restorative Practices and PBIS, students will be taught how to solve conflicts, respect differences, build peace, and be inclusive of others. This supports

our community in having the tools and language to remove barriers and support our English Language Learners.

7—Quality Staff

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

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 ratio of no more than 10-1.

The Alisal USD Human Resources department recruits and hires new program staff. The Human Resources department ensures that staff meet the minimum requirements for employment and have interests and passions that would benefit the students of the program.

The minimum requirements are

Paraeducators

1.   AA degree or above;
2.   High School Diploma or G.E.D. and 48 units of college.
3.   High School or G.E.D. and/or pass an instructional aide test

Teachers
1. Hold a California Current Teaching Credential

The Human Resources department ensures that staff meet the minimum requirements for employment and have interests and passions that would benefit the students of the program.

The Human Resources Department advertises open program positions through Edjoin, Community Job Fairs, during parent meetings, and school district messaging systems.

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During the initial screening process, potential candidates are asked to describe any interests, experience, and knowledge that would benefit the program. Successful applicants that have passed the screening process are forwarded to program coordinators for possible interviews. During the interview process, applicants are asked to further share these areas with the interview committee panel.

The District will provide at least 3 days of professional development for all Expanded Learning staff. Two days of training will occur before school begins in August. Training will cover general First Aid, School Safety, Youth Development, Quality Standards, Classroom Management, SEL, Mandated Reporter, and other enrichment topics.

One day of training will be offered during the first trimester. This training focuses on improving the delivery of implemented and planned programs.

Certificated, classified staff and site coordinators will have the opportunity to attend the Region 5 Extended Learning "Rev Up" Conference in September. Site Coordinators and Program Administrators will be invited to attend the Northern California Expanded Learning Conference.

Site staff will meet with the Site Coordinators and administrators at least twice a month for collaborative meetings, activity planning, and professional development in the areas of classroom management, PBIS, Restorative Justice, and the Quality Standards for Expanded Learning.

The following recommended District Partners will be responsible for providing quality education and support to all students by hiring and training highly qualified personnel.

Partner Services		
Partners	Description of Services	Type of Program: Academic, Enrichment, Recreation, SEL
Royal Kings Academy	Provide dance instruction and culminating performance	Enrichment, Recreation, SEL
FORXA Dance	Provide dance instruction	Enrichment, physical education
Harmony at Home	Olweus Bully Prevention Program	SEL
Hartnell College	Computer Science programming in coding and engineering	Enrichment

Edmo	Hands-on Science, engineering, art activities, SEL…	Recreation, SEL
Valley Center Bowl	Provides bowling instruction	Recreation
ELEVO	Provides sports-related programming aligned to STEM.	Recreation, Enrichment
Art-in-Action	Provides visual arts curriculum and training	Enrichment
JIM/JIE	Provides instruction in different subject matters	Instruction
ACT	Provides theater games, activities, dancing, and music.	Recreation and enrichment
Carmel Studios	Provides curriculum and training in positive play and building strong, inclusive relationships.	Recreation, SEL

8—Clear Vision, Mission, and Purpose

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

The mission of our district is to provide a comprehensive education with multiple opportunities for all students' success. The ELO-P funding will facilitate the support to students in Transitional Kindergarten through Sixth grade with the main focus on the highest concentration of targeted disadvantaged students and unduplicated students. In order to accomplish this mission, the following plan will be put in place:

-Extending the school day from 6 hours to 9 hours and providing enrichment and academic opportunities Monday through Friday during 175 regular school days and 30 additional days, 9 hours program during summer, winter, full day Saturdays, or spring intersessions.

- The students will be engaged in multiple modalities of learning such as hands-on activities, STEAM (Science Technology Engineering Art, and Math), music, dance, theater, social-emotional learning, outdoor education, student leadership, sports, educational field trips, events, and academics. All these will be provided in a safe and secure environment which will be constantly supervised by qualified certificated and classified personnel.

-The school district will be engaging and collaborating with staff, parents, students, organizations, local and state government, and educational entities to ensure that our students learn and develop new skills to achieve individual and group success in the

future.

-The Expanded Learning Opportunities Program and the After School Education and Safety (ASES) funding will be combined to provide a single comprehensive program, so more students can be reached across the schools in our school district.

-The program will be offered 100% to unduplicated students by the 2023-2024 school year.

** The school district's vision is to inspire and ensure students recognize their talents to excel, become empowered learners, and make valuable contributions to a dynamic global community. For this reason, by collaborating and working with multiple stakeholders and partners, our students will be exposed to multiple opportunities to discover their individual talents, abilities, and skills.

***Student safety is our top priority. Therefore, all these activities will be provided in a safe and secure environment where the students feel welcome, protected, and cared for. This requirement will be requested from all educational partners providing additional support to our students district-wide.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-Ps.

The intention of the school district is to maintain a positive working relationship with multiple stakeholders in order to provide the best comprehensive program to all students. Multiple meetings will be scheduled throughout the school year to collaborate, inform, receive feedback, and hear all stakeholders' concerns.

The district program plan will be made available to all staff including site administrators, certificated staff, support staff, students, parents, school community and it will be posted on the district website. The plan will be formally reviewed and updated annually by a committee of parents, admin, staff, and program coordinators, and approved by the school board.

Site and district administrators, teachers, support personnel, community partners, and parents will have opportunities to provide feedback on the school and community needs on an ongoing basis. Parents can be involved through site parent meetings and district-led meetings. In addition, School Site Councils and English Learner Advisory Committees can provide student and program input. All school sites will engage in an annual stakeholder meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need.

The school district will continue working and collaborating with the following partners:

- Region 5 Expanded Learning, through the Region 5 expanding learning network, we will increase participation in professional development opportunities provided by the regional network (STEAM, SEL, Etc.)

- Hartnell Educational Foundation
- Edmo
- Elevo
- ACT
- Forxa (dance academy)
- CSU Monterey Bay
- Salinas Recreational Department
- And other future partnerships

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement Plan.

(http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at https://www.cde.ca.gov/ls/ex/cqiguidance.asp.

In order to follow the CQI process and assess, plan, and improve, Expanded Learning programs:
1. Review the End-of-Year Surveys (June-August)
2. Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)
3. Team visitations to each school site to observe and assess evidence of Quality Standards, with an emphasis on focus standards.
4. Provide Monthly evidence of each of the CQI standards (September-June)
5. Complete a narrative summary update in November, February, and May
6. Provide an End-of-Year Survey to all stakeholders (May-June)
7. Reflect and score programs in all CQI areas (June)

The overall program will be evaluated by the district administrators, school site principals, and site coordinators as to its effectiveness. Modifications will be made to the program when needed and revisions to the plan are made each year when appropriate.

Plans to improve the program:

1. Continue to focus on academic growth in ELA and Math through HW support, teacher interventions, and implementation of common core curriculum and strategies.
2. Implementation of an SEL curriculum
3. Alignment of Quality Standards to program activities.
4. Collaborative partnerships to increase STEAM development.
5. Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives to students, daily homework completion requirements, and monitoring, as well as a communication system with parents on homework support at home.
6. Develop stakeholder input - to collaborate, get feedback, and work to address areas to improve.

11—Program Management

Describe the plan for program management

Funding will be primarily used for staffing, to ensure there is qualified personnel for each program and site. The rest of the funds will be used for contracts and to purchase supplies to run the program and bring in enrichment programs, tutoring, and academics for the students.

Frontline Staff: Teachers and/or Paraeducators for students TK-6: Responsible for homework assistants, Supervision, planning activities, overseeing enrichment, supervising mealtimes for students, monitoring free play, providing feedback to site coordinators, and communicating with parents. They will meet frequently with the site coordinator and/or administrators. Constant communication will be done via email, phone, two-way radio, or face-to-face meetings.

Site Coordinator (Site Admin or Extended Learning Administrator depending on the program): Assists with the site program plan, and works with other administrators and staff to coordinate daily schedules, communications, and student behavior. Meets regularly with other admin, teachers, staff, and district administrators to plan and develop programs. Steps in to cover student groups when coverage is not available. Acts as liaison between instructional day staff and afterschool staff. Assists in the development and evaluation of the program plan. Meets frequently with frontline staff and monthly with district and site administration. Communication through email, phone, or meetings.

Expanded Learning District Administrators: Oversees district programs including budgets, attendance, training, staffing, communication, and all program areas. Meets with principals and other site administrators monthly, and annual parent meetings. Communication through email, phone, or meetings.

Food Service Clerk: Serves meals and snacks to students. Ensures food quality and standards

Assistant Principal: Will meet frequently with site coordinators to plan programs and give updates. Classroom walk-throughs assist coordinators with classroom management techniques and school policies and procedures. Communication through email, phone, or meetings.

Expanded Learning Program Clerk Typists and/or Secretaries: Handles budget, purchase orders, and supply orders for all program sites. Reviews attendance and supports other duties as needed.

Classroom Teachers: Provides feedback on student work, student concerns, daily routines, and support for paras. As needed meetings, emails, and check-ins.

School Nurse: Provides district training to frontline staff yearly, and site training as needed. Communication via email and meetings.

Site Clerks: Support the program with clerical, purchasing, and communication with parents, community members, staff, and partners. Provides student support for health concerns as needed for some programs

In order to have a clear timeframe for the periodic review of the program plan that includes community partners as well as other external community members we will use the following process:
1. Review the End-of-Year Surveys or Feedback (June-August)
2. Create a review Plan with Community Members: Determine 1-2 focus areas (September-October)
3. Team visitations to each school site to observe and assess evidence of the program plan in action, with an emphasis on areas of focus.
4. Provide Monthly evidence of adherence to our plan through communications, purchase orders, and other program materials related to the plan
5. Complete a summary update 2 to 3 times a year
6. Provide an End-of-Year Survey to all stakeholders (April-June)

The overall program is evaluated by the district extended learning Staff, school site principals, and other participants in the running of this program as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

➢ Fiscal accounting and reporting requirements.
    ○ The Extended Learning department with Alisal USD's business department will work closely to ensure we follow all Fiscal accounting and

reporting requirements.
- ○ A budget will be created in alignment with the ELO-P planning guide and regulations to be approved by our governing board on June 7, 2023,
- ○ Regular audits and budget updates will be completed and reported as required
- ➢ Attendance tracking, including sign-in and sign-out procedures.
  - ○ Students Rosters will be created to monitor and track attendance
  - ○ Attendance Reports can be run regularly.
  - ○ Educators will take attendance by calling roll, and update attendance by ensuring daily sign-in and sign-outs.
  - ○ Parents will physically sign a piece of paper and note the time they picked up their child.
  - ○ Early release and late arrival policies and procedures will be in place (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp.
  - ○ Parents may pick up early or drop off late. As they sign out students - parents will note the reason for early release for tracking purposes. Reasons could include medical, family emergency, extracurricular activity, or Safety
  - ○ The reasons will be kept for information purposes for example planning curriculum, instructions, and schedule.

General Questions

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

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

The school district's goal is to combine both funding sources to reach out to more students across the district. This means that the services will be offered to all 12 schools. Therefore, in order to provide a quality program for all students, we will be partnering with multiple educational agencies to provide enrichment opportunities up to 9 hours per school day, Monday through Friday during summer, and/or winter, and/or spring intersessions and possibly full day Saturdays to comply with the additional 30

non-school days. Services will be also offered after school to students to complement a school day of no less than 9 hours in 175 school days.

During the regular school days, expanded learning opportunities will be provided either before or after school. These opportunities will include STEAM, Outdoor education, Music, Dance, Art, VAPA, and Academics (tutoring or homework assistance). In addition, the students will be provided healthy and nutritious snacks and/or meals. Students will also have the opportunity to participate in educational field trips, summer camps (overnight and single day), sports leagues, and leadership programs.

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?

Proposed schedule:

June-August: Hire Qualified Teachers and/or Paraeducators to maintain pupil to staff ratio of 1:10 at each school.

July/August: Provide initial professional development for Early Learning, classroom management, instructional strategies, safety, social-emotional, law requirements, etc.

August/September: In collaboration with our partners, teachers, and administrators, an appropriate curriculum will be developed, so students can enjoy hands-on activities, outdoor education, art, theater, music, dance, and academics.

September/December: Create and maintain groups of 20 students with two trained and qualified staff members (teachers and/or paraeducators), and staff from our educational partners. Hold monthly meetings to address positive outcomes, concerns, and issues and provide support.

January: Provide additional training and/or professional development for staff.

January/February: Assess the implementation of the program and continue providing support to staff.

February/May: Continue providing enrichment activities to students.

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 the transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample ELO-P/ASES Sample 9 hours Schedule

Staff Member	Grade Level	Number of Students	Services Provided				
			2:20-3:00	3:00-3:45	3:45-4:30	4:30-5:15	5:15-6:00
2 needed	Group 1 (TK/Kinder)	20	Meals/ HW	Physical Activity	Enrichment 1	Enrichment 2	Hw/Tutoring
	Group 2 (1st)	20	Meals/ HW	Enrichment 1	Enrichment 2	Hw/Tutoring	Physical Activity
	Group 3 (2nd/3rd)	20	Meals/ HW	Hw/Tutoring	Physical Activity	Enrichment 1	Enrichment 2
	Group 4 (3rd)	20	Meals/ HW	Physical Activity	Enrichment 1	Enrichment 2	Hw/Tutoring
	Group 5 (4th/5th)	20	Meals/ HW	Enrichment 1	Enrichment 2	Hw/Tutoring	Physical Activity

	Group 6 (5th/6th)	20	Meals/ HW	Hw/Tutoring	Physical Activity	Enrichment 1	Enrichment 2
	Ratio TK/K/1st: 10:1						
	Ratio 2nd-6th: 20-1						

Intersession and/or Summer Camp Sample Schedule

DRAFT-SUMMER EXPANDED OPPORTUNTIES PROGRAM MASTER SCHEDULE 2021-2022-DRAFT

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
PS/TK 1	Breakfast Option	Block 1	Recess/2nd Cha	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 2	Breakfast Option	Block 1	Recess/2nd Cha	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 3	Breakfast Option	Block 1	Recess/2nd Cha	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 4	Breakfast Option	Block 1	Recess/2nd Cha	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 5	Breakfast Option	Block 1	Recess/2nd Cha	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
Kinder 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Cha	SCESD 2	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult	Elevo
Kinder 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Cha	EDMO	Lunch	Outdoor	SCESD 2	SCESD 1	Dinner	Recess	ACT	Catapult
Kinder 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Cha	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1	ACT
Kinder 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Cha	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2	SCESD 1
Kinder 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Cha	ACT	Lunch	Outdoor	Catapult	Elevo	Dinner	Recess	EDMO	SCESD 2

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
First Grade 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Cha	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult	Elevo
First Grade 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Cha	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT	Catapult
First Grade 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Cha	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1	ACT
First Grade 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Cha	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2	SCESD 1
First Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Cha	ACT	Outdoor	Lunch	Catapult	Elevo	Recess	Dinner	EDMO	SCESD 2

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
Second Grade 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Cha	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult	Elevo
Second Grade 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Cha	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT	Catapult
Second Grade 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Cha	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1	ACT
Second Grade 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Cha	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2	SCESD 1
Second Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Cha	ACT	Outdoor	Lunch	Catapult	Elevo	Recess	Dinner	EDMO	SCESD 2

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-11:00	11:00-11:20	11:20-12:20	12:20-12:40	12:40-1:10	1:10-2:10	2:10-3:10	3:10-3:30	3:30-4:00	4:00-5:00
Third Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Cha	SCESD 1	Lunch	Outdoor	ACT	Catapult	Dinner	Recess	Elevo
Third Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Cha	SCESD 2	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult
Third Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Cha	EDMO	Lunch	Outdoor	SCESD 2	SCESD 1	Dinner	Recess	ACT
Third Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Cha	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1
Third Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Cha	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2

Fourth Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Cha	SCESD 1	Lunch	Outdoor	ACT	Catapult	Dinner	Recess	Elevo
Fourth Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Cha	SCESD 2	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult
Fourth Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Cha	EDMO	Lunch	Outdoor	SCESD 2	SCESD 1	Dinner	Recess	ACT
Fourth Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Cha	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1
Fourth Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Cha	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2

Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-11:00	11:00-11:20	11:20-12:20	12:20-12:40	12:40-1:10	1:10-2:10	2:10-3:10	3:10-3:30	3:30-4:00	4:00-5:00
Fifth Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Cha	SCESD 1	Outdoor	Lunch	ACT	Catapult	Recess	Dinner	Elevo
Fifth Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Cha	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult
Fifth Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Cha	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT
Fifth Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Cha	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1
Fifth Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Cha	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2

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 before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a

program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.
(B) Section 8482.6
(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3
(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

For at least 30 non-schooldays, during inter-sessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lower 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 opportunities 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 child care programs, to maximize the number of expanded learning opportunities offered across the attendance areas.

EC Section 46120 (c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

Every pupil attending a school operating 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 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 ratio of no more than 10-1.

EC Section 8482.3(c)(1)(A-B):

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

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: Language Arts, mathematics, history, and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to fine arts, career technical education, recreation, physical fitness, and prevention activities.