

# **San Juan Unified School District**

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN**

Prepared by:

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3738 Walnut Ave.  
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**San Juan**  
Unified School District

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

**Local Educational Agency (LEA) Name:** San Juan Unified School District

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Expanded Learning Program Schools	
School Sites	Percentage Unduplicated Student Population
Dyer-Kelly Elementary	95
Howe Avenue Elementary	94
Katherine Johnson MS	92
Starr King K-8	91
Cottage Elementary	90
Greer Elementary	88
Whitney Avenue Elementary	87
Charles Peck Elementary	83
Kingswood Elementary	82
Cameron Ranch Elementary	81
Coyle Avenue Elementary	79
Carmichael Elementary	78
Skycrest Elementary	78
Pasadena Ave Elementary	77
Grand Oaks Elementary	76
Thomas Edison K-8	75

Mariposa Avenue Elementary	73
Lichen K-8	72
Del Paso Manor Elementary	70
Will Rogers Middle	69
Arcade MS*	67
Sylvan Middle	67
Northridge Elementary	66
Arlington Elementary*	64
Thomas Kelly Elementary	62
Carriage Drive	60
Schweitzer Elementary*	56
Ottomon Way Elementary	55
Woodside K-8*	52
Cowan Elementary*	49
Oakview Elementary*	46
Mary Deterding Elementary	45
Sierra Oaks K-8*	42.5
Winston Churchill Middle	42
Trajan Elementary*	40.7

\*Newly Added Sites for 2022-23

Selection of school sites is based on maximizing access to Expanded Learning Opportunity programs for students in the unduplicated target populations: Foster Youth, McKinney-Vento/Homeless Youth, and Low Income (students qualified for the Free/Reduced Meal Program). These student groups are given priority for enrollment in the Expanded Learning Opportunity programs.

## **Expanded Learning Opportunities Program Plan Guide**

### **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.**

#### **Safety Procedures**

The Expanded Learning Opportunities program (ELO-P) has the necessary systems and procedures in place to ensure students are safe at all times. The district's Safe Schools Department provides each program site a safety folder that includes written safety procedures for evacuation drills and emergency contact information. To supplement this information, the Expanded Learning Opportunities program develops annual site safety plans that are aligned to each school site's design. These plans include detailed information on staffing emergency operations, critical incident management and lockdown/evacuation procedures and are shared with the school office as well as the after-school regional office. Evacuation routes are posted in all classrooms. The ELO-P program staff conduct monthly practice drills with all students for evacuation/fire, school lockdown and shelter-in-place. A monthly log of all drills is maintained and submitted to the regional office. School leadership staff observe the drills to ensure safety procedures are being followed and provide feedback. The safety of each school site is also supported by the district's Safe Schools Office which can dispatch a Safe Schools Officer when needed.

In the event of a critical incident, student injury or emergency during the Expanded Learning program, staff will respond immediately and follow district procedures, which include proper detailed documentation of incident on district forms as well as appropriate notification to parents/guardians, after-school leadership staff, school site administrators, central office administrator, Safe Schools Office, Child Protective Services, and law enforcement, as appropriate.

Program staff have an integral role in keeping students safe. Upon hire, all program staff are issued a logoed, maroon work shirt that clearly identifies they are staff with the after-school program as well as a district identification badge with their picture and name. Staff are required to wear both their work shirt and district badge at all times during their shift, which makes them easily identifiable to students, parents, and others. Prior to the beginning of the school year, staff participate in a comprehensive professional development training, which includes site safety protocols, emergency procedures, practice drills, first aid and CPR. Each Site Facilitator also receives in depth training on district safety/emergency policies. The Site Facilitators train their individual site staff on this important information.

To help ensure the safety of students at all times, there are strict procedures related to entering and exiting the program. Students must report to the program immediately after the school release

bell. Students are supervised at all times including during transitions from one activity to another. The program utilizes headcount sheets where staff members count students at regular intervals to

ensure that students are where they are supposed to be and are accounted for at all times during the program. Program staff use two-way radios to communicate when students are picked up and as needed throughout the program. Before a student is released to a parent or guardian, program staff cross check the adult's picture identification with the student's emergency card to verify that the person intending to pick up the student has the correct authorization to do so. Parents/guardians must sign students out of the program. Student walkers must have a walking permission form signed by a parent/guardian on file.

### Safe and Supportive Environment

Expanded Learning Opportunities program staff receive training and ongoing support to ensure that the after-school services meet the developmental, social-emotional and physical needs of the students. Special attention is given to selecting caring and supportive individuals who reflect the community when staffing after-school programs. Staff attend orientation and quarterly trainings on a variety of topics related to creating safe and supportive environments such as: Mandated Reporting, Suicide Prevention, COVID-19 Information/District Safety Plan, CPR, First Aid, STEAM activities, Understanding Trauma, Wellness and Well-being, Positive Behavior Intervention Systems, Facilitation 101, Youth Development, Restorative Practices, and Inclusion.

There is intentionality around creating and nurturing a safe and supportive environment. Nurturing and supportive relationships are modeled by staff in their interactions with each other as a team as well as their interactions with students. Staff facilitate community building activities in the fall and throughout the year that encourage connections between students as well as between students and staff. This sense of connectedness provides a learning environment that is comfortable and safe for all. An important element of creating a supportive environment is student buy-in and shared decision making. Opportunities for youth voice are built into the program schedule through class meetings, suggestion boards, focus groups and student surveys. Data from these sources is used to inform and drive program activities and rules/agreements.

Staff model and teach positive character traits such as respect, kindness, perseverance, honesty, helpfulness, and caring.

Program staff consistently follow district policies and procedures regarding safety to ensure students are in a safe, healthy environment. Emergency cards for each student are kept in the program and are easily accessible to staff. These cards contain pertinent information regarding emergency contacts as well as any medical conditions or special needs. Having this information accessible helps ensure the staff will be fully informed of the medical needs of students. Site Facilitators also have access to the district's online school information system, Q. Additionally, program staff also carry emergency backpacks which contain emergency procedures, gloves, band aids, paper towels, antibacterial wipes, and other related items.

To ensure alignment with the regular school day, a classroom teacher serves as the academic coach and program liaison to Expanded Learning; this teacher provides site specific information including implementation of the school's behavior program, school rules, positive behavior incentive programs, and general site safety information. Program staff use this information to align after-school program practices to the school day practices.

All of the San Juan Unified School District (SJUSD) Expanded Learning Opportunities programs will take place on school campuses. However, during the summer supplemental program, there will be transportation to selected program sites. Possible summer construction projects and the best interest of students and program delivery, are determining factors in the physical site selection.

## **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.**

In an effort to ensure that activities in the Expanded Learning Opportunities Program truly complement and enhance the instructional day, the program has a teacher from the regular school day that acts as a liaison between the regular day program and the expanded learning program at each site. They work with the Site Facilitator to link instructional day curriculum, lessons and concepts to after school enrichment and academic support activities. After school activities are designed to support and enhance regular day instruction rather than to teach new skills. Daily program plans are aligned with California Academic Content Standards.

Students receive daily homework assistance and participate in skill building and mastery activities designed to help them meet Common Core standards. Students are divided into grade level appropriate peer groups. Strategies are implemented to increase reading and math proficiency, reinforce classroom learning and meet individual student needs. These strategies may include: practice of high frequency words, read alouds, fluency practice, math fact practice, use of educational software and games, and homework assistance.

Enrichment activities provided to students focus on a holistic approach to learning through the use of learning centers, exposure to technology tools, pro-social development, and recreation opportunities.

*Learning Centers:* Elementary students participate in a broad array of daily learning centers that reinforce and complement the instructional day. Learning centers are planned and coordinated by the Site Facilitator and facilitated by team leaders. Learning centers are designed to be "disguised learning" and allow students the opportunity to take on instructional concepts taught during the traditional day and practice it with hands-on application. Activities for learning centers are aligned to CA content standards and may include English language arts and math components as well as art, science, nutrition, music, and history lessons that are fun and engaging and help support and enhance material taught during the instructional day.

**Technology Center:** To meet the needs of 21<sup>st</sup> century learning, access to technology is an important component of the program's educational and literacy element as well as enrichment programming. Each site has 20-30+ laptop computers and 10-30 iPads available for student use to access multiple subject learning games as well as wireless access to the internet.

In addition to enrichment activities, students participate in activities that support pro-social development. The after-school program provides an opportunity to ensure that students are supported in all aspects of their personal growth. To address this development, the after-school program will implement CASEL aligned practices and lessons that promote social emotional learning (SEL) such as: class check in/check out, empathy, gratitude and self-regulation activities, and youth development strategies, such as student voice and community awareness and involvement. Social Emotional Learning (SEL) and specifically, Character Education, is another area where Expanded Learning links back to the regular school day by aligning activities with the SEL /Character Education program that the school sites have adopted. The Expanded Learning Opportunities program reinforces the understanding and practice of positive character traits through awareness and recognition of the traits during the program. One way this is done is by "catching" students demonstrating one of the positive character traits and allowing them to earn a card that has the name of the trait on it. The card provides recognition of the students for their actions and names the character trait. This creates familiarity with the names of the positive traits and a deeper understanding of the definitions of the traits. Examples of curriculums or programs that may be used for Character Education and social emotional development include *Second Step for Out-of-School Time*, *Kid Grit*, and *Sami's Circuit SEL On Demand*.

Students enrolled in the program will also experience positive interaction in a safe and enriching environment through pro-social and physical fitness activities facilitated by trained program staff. Program staff receive training in program policies and procedures, positive behavior systems, group and individual supervision strategies, recreation plan development, as well as recreation/sports activity facilitation.

In the ELO-P, students can participate in a variety of project-based learning activities. Service learning activities include engaging students in meaningful and personally relevant service activities, creating challenging reflection opportunities that promote deep thinking and analysis, incorporating strong youth voice in planning, implementing and monitoring projects, developing an understanding of diversity and mutual respect of others, and creating partnerships that are collaborative to address community needs. Service learning projects are identified each semester and typically last 6 – 8 weeks. Some examples are school beautification projects, Bezo's Foundation student rebuild challenges, canned food drives for local food closets, making hygiene kits for local homeless shelters, making cards for local seniors, military service people and the local police and sheriff departments, and making no-sew blankets to provide personal comfort for children at the Children's Receiving Home. These projects lead to culminating products or events, which provide students a tangible way to see the results and impact of their efforts.

### **3: Skill Building**

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

The academic support component of Expanded Learning focuses on homework assistance, which is offered daily in the program. The program staff supports students with both content knowledge and problem-solving skills to build their capacity in becoming more effective and confident in their ability to successfully complete their homework. Staff utilize strategies that are focused on increasing reading and math proficiency as well as reinforcing classroom learning to meet the needs of individual students. English language development strategies are also incorporated as needed and include providing students with collaboration opportunities to broaden vocabulary and support the increased use of academic language. Student reading logs and student planners are checked regularly by program staff to ensure students are meeting their goals and staying organized. Program staff work under the guidance of a credentialed academic coach who is responsible for coordinating services with the regular classroom teacher to ensure the academic enrichment activities reinforce the instructional day and promote academic achievement. Focus group data shows that overwhelmingly the majority of students and parents believe the Expanded Learning Opportunities program helps students do better on their homework, read and write better, and get better grades. Many students reported that being in Expanded Learning helped them like being at school more.

Additional enrichment activities focused on social-emotional learning, physical activity, health education, service learning, art and technology, further contribute to overall success of the students by fostering important life skills for a well-rounded and healthy life.

The program design for the Expanded Learning Opportunities Program is based on several factors: site level needs, Quality Standards for Expanded Learning in California, and research-based best practices. It is undeniable that students at these elementary and middle schools need someplace safe to go outside of traditional school hours to receive assistance with homework. Focus groups conducted in the fall of 2021 with current Expanded Learning students clearly demonstrated the need for an Expanded Learning program. When asked why it was important to have a program like Expanded Learning in the community, students shared that they needed a safe place to go while their parents were still at work as well as a place to do homework where they could also receive assistance if needed. Students also shared the importance of having a place to go where there was supervision and that the alternative was being alone with no one to watch them. Many students shared that their parent could not help them with homework. If Expanded Learning was not a viable option, many students would be left to walk home alone (often in unsafe areas) or sit on a bench at school for hours waiting for their parent to get off work or for school to begin. When asked why they joined Expanded Learning, students frequently shared that their parent needed a safe place for them to go while they were at work.

Based on the focus group data, the most important program components to parents are homework help and having a safe place for their child to go outside school hours. Many parents shared that they were not able to assist their child with homework due to language barriers or a lack of knowing how to do the homework. Parents who have students currently enrolled in the Bridges Expanded Learning program had positive comments about the program and shared that their children really enjoy attending the program, as the activities are interesting and program staff are engaging and connected to the students. Overwhelmingly, parents reported that their child was doing better in school since attending Expanded Learning. Positive outcomes included the following: an increase in completion and accuracy of homework, improved social skills, increased self-esteem, more interest in attending school, improved school attendance, better



emotional self-regulation and improved relationships at home and school. Details of how stakeholder feedback, including perception of student needs, is part of the CQI process and is detailed later in this plan.

Program activities are designed to be fun, hands-on, and build on what students learn during the school day. Additionally, they support individual student interests, provide opportunities for meaningful participation, build collaboration and increase critical thinking and problem-solving skills. Learning centers provide students with the opportunity to take on instructional concepts from the school day and put them into practice through hands-on application. When students have completed their homework, they participate in game-based skill building activities that actively support math, language development, and reading. The enrichment component of the program is a variety of hands-on and project-based activities which include technology, science, literacy, engineering, art, math, cooking/nutrition, community building, leadership, and mindfulness. Technology, through the use of iPads and Chromebooks, is incorporated into the program as a tool for engaged learning. Students use iPads for grade level appropriate reading games and math practice, as well as coding lessons and digital storytelling. Expanded Learning students can also participate in service learning projects that provide an opportunity to engage with their communities, which supports career exploration and develops self and social awareness. Middle school students can also participate in student clubs that are based around student interest, such as Lego Creations, STEAM Club, Sports, Culinary, and DIY Makers Club. All clubs are designed to support contextual learning experiences and development of 21st century skills through critical thinking and problem-solving activities.

#### **4: Youth Voice and Leadership**

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

The Expanded Learning Opportunities program uses the Continuous Quality Improvement (CQI) process to identify areas for improvement to better meet the needs and interests of students. The CQI process collects student feedback (via focus groups, surveys and regular program activities that promote youth voice), parent feedback (via surveys, focus groups and informal means), program staff (via surveys and informal means), instructional day teacher feedback (via regular communication with Expanded Learning program staff and surveys), and a variety of data from other internal and external stakeholders. All of the data collected as part of the CQI process is used to inform and drive program planning, including curricula, projects, and staff training. It is essential that student feedback is an integral part of the after-school program as students won't attend if they feel the program is not interesting or engaging. In addition to the more formalized data collection methods utilized, the after-school program is also rich with student voice activities; students are provided frequent and varied opportunities to have voice in the program, including development of program activities and project topics. For example, student clubs are developed based on student interest. There is a high level of choice in the program so that all students can find something that appeals to them. The after-school program staff, along with stakeholders including collaborative partners and school day staff, use the data to set goals for program enhancement and develop an action plan that includes specific steps needed to implement the plan. Strategies include identification of necessary training, refinement of curriculum and development of new projects, all with student input. Implementation of action plans are monitored

by staff with adjustments being made as needed throughout the school year.

SJUSD has built its Expanded Learning programs on positive youth development principles, including connection and youth voice. As an overall philosophy, the Expanded Learning Programs incorporate youth engagement so that students feel a sense of shared ownership and are empowered to provide meaningful contributions that help drive program planning. Providing opportunities for student voice facilitates the development of critical leadership skills that can benefit students in all aspects of life. To effectively implement a robust youth development program that prioritizes youth voice and engagement, program staff receive training on youth engagement and youth development so that they have the foundational knowledge and skills to successfully implement the Expanded Learning Opportunities program. All program elements are specifically designed to be student centered. This structure promotes youth voice, student engagement and provides leadership opportunities for program students. The Expanded Learning staff facilitate regular “class” meetings with their student groups. These meetings are important in providing opportunities for student voice that cultivate student ownership of the program. Expanded Learning students have opportunities to participate in meaningful discussions about the program structure and identify incentives to support attendance, pro-social behavior and responsibility. Students provide input on what incentives will be used in the program, such as additional computer time, use of the iPads, and the ability to switch classrooms in order to interact with other students. Also, during these meetings and other student voice activities such as class voting, post-it voice boards, and suggestion boxes, students are given the opportunity to identify enrichment and recreation activities they would like to have included in the program.

An important strategy used by the program to ensure youth voice is to conduct annual focus groups with students and administer exit surveys to all students at the end of the program year. Focus group questions solicit feedback on overall satisfaction with the ELO-P program, including identification of favorite parts of the program, most important part of the program, level of interest in the program activities, as well as suggestions to improve the program. The focus group also asks questions to help determine if the program is successful in meeting its goals. Student exit surveys also give students an opportunity to have a voice and provide valuable input into the program. Specifically, these surveys help assess if students feel that they have opportunities to share their ideas for program activities and are able to make choices on what they want to do in programs. The surveys also provide data on student satisfaction, feelings of connectedness, benefits of participating in the program, and other measures. Data from both the surveys and focus groups is used to inform program planning and program activities. This helps ensure that program activities are relevant and appealing to students in the Expanded Learning I program. Additionally, this data is used by staff to assist in selecting books and other materials that reflect students and their interests. Student voice directly impacts program design and program activities.

An important element of the Expanded Learning Opportunities program is student choice. Students can suggest and vote for program activities during regular meetings with program staff, by using the Expanded Learning suggestion box and voice boards. Multiple program activities are offered so that not all students have to participate in the same activity; these activities typically include recreation, enrichment, and other homework skill building activities. There are usually three recreation activities offered to meet the interests of all students. This program

structure gives students freedom of choice and allows them to explore what is interesting to them.

Participation in the ELO-P program helps elementary and middle school students cultivate and develop critical leadership skills that will assist them in their current school, high school, college and the workforce. One way in which students can develop these skills is to participate in the Junior Leadership program. Expanded Learning students who are Junior Leaders have additional responsibilities in supporting program activities. They often assist the program staff with project set-up and also serve as peer mentors. These students also have an important role in providing valuable input into program rules, incentives, and ongoing service learning projects.

Service learning is a fundamental aspect of the Expanded Learning Opportunities program. The program service learning projects occur throughout the year and provide tangible opportunities for elementary and middle school students to address real problems by identifying a project on their campus or in the community they would like to address. Once they have identified an idea for a project, they must work with other students to develop a plan to implement the project. Examples of past service learning projects include nearby creek clean-ups and clothing and coat drives for local shelters. Additionally, there are projects such as food drives where students collect shelf stable food donations for community food closets by advertising the project throughout the program and school and making no-sew blankets that are donated to the Children's Receiving Home for distribution to children as they enter the facility.

## **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.**

San Juan Unified School District's Board Policy 5030, Student Wellness, serves as the district's wellness plan. The Expanded Learning Opportunities program design and activities are aligned with the goals of the wellness plan through daily physical activity, nutrition and health education, and emotionally and physically safe learning environments. As outlined in the district's Student Wellness policy, Expanded Learning program staff are eligible to participate on the district's advisory health committee, the Whole Community Whole Child Council, which was established in 2006, and meets several times during the school year.

There are many Expanded Learning program healthy practices activities that are aligned to the district's student wellness policy. One component of the district's wellness policy is nutrition education that is to be included, not just during the regular school day, but also during Expanded Learning programs, as appropriate. The Expanded Learning program incorporates nutrition education weekly using a variety of evidence-based curriculum (i.e., CDPH's Harvest of the Month, CANFIT, and USDA's Ag in the Classroom). Food demonstrations and health cooking projects are also incorporated as a hands-on learning element to nutrition education. The Expanded Learning program is also in alignment with the physical activity component of the district's wellness policy. The policy specifically references that after-school programs should provide opportunities for students to be physically active on a regular basis. There are daily recreation activities, including organized sports, games, dance, and other physical activities, in the Expanded Learning program. The district wellness policy also includes a provision on the

importance of providing a safe, positive school environment due to its positive connection to student's physical and mental health. Many of the Expanded Learning program activities are designed to foster a sense of connectedness among the students while also creating a safe and nurturing after-school environment. Finally, SJUSD's wellness policy includes a provision that all school staff should be encouraged to serve as positive role models as it relates to physical fitness and healthy eating.

SJUSD's Nutrition Services department provides nutritious super snacks for all students in the Expanded Learning Opportunities program based on the guidelines outlined for after-school meals in the federal Child Adult Care Food Program (CACFP). A reimbursement grant from CACFP supports the cost for these nutritional super snacks for all qualifying program sites. The program also incorporates a nutrition component in which nutrition education is included in the daily activities every Thursday using evidence-based curriculum from the California Department of Public Health (Harvest of the Month program), CANFIT, the USDA, Ag in the Classroom, and other nutrition education resources. Students participate in cooking projects and food demonstrations, which exposes them to basic food preparation and cooking skills using healthy and fresh ingredients. Water breaks are incorporated throughout the program activities so that students have access to clean water and remain hydrated at all times.

The Expanded Learning Opportunities program actively supports and promotes student well-being with daily, developmentally appropriate physical activity as part of the regular schedule. The program is built on the principle that students need to be physically active every day and that this positively supports academic achievement as well as contributes to social-emotional wellness. The program model uses physical activity and organized sports to develop youth leadership, as well as youth engagement in positive, pro-social activities with peers. Examples of recreational physical activities include dance, yoga, Zumba, organized games, and sports. Additionally, age appropriate and research-based resources such as SPARK and PlayWorks Play Book are available as part of the Expanded Learning program.

All snacks or meals provided in the Expanded Learning Opportunities program follow the California Nutritional Guidelines. The following are examples of the served "super snack" taken off the most recent Expanded Learning menu:

- 1) String cheese (2), milk (1% plain), milk (nonfat chocolate), muffin variety (large), juice (Paradise Punch), and fresh bananas
- 2) Milk (1% plain), milk (nonfat chocolate), Tortilla chips & cheese, broccoli, fresh fruit
- 3) Yogurt (4 oz.), string cheese (1), milk (1% plain), milk (nonfat chocolate), muffin variety (large), baby carrot sticks package (2), and fresh bananas
- 4) Milk (1% plain), milk (nonfat chocolate), Turkey ham sandwich, juice, vegetable mix, fresh fruit

## **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 Expanded Learning Opportunities program is intentionally designed to foster a welcoming environment that promotes diversity. This starts with ensuring that the Expanded Learning

program staff are well trained in diversity issues and understand the importance of creating and maintaining a safe and welcoming environment for students of all backgrounds. During the August start-up training, as well as during the professional development sessions offered during the program year, the Expanded Learning program staff attend a variety of workshops on equity, access and diversity. Examples of topics and workshops that may be provided include: Teaching Tolerance (SCOE), LGBTQ student panel (SJUSD's Equity Department), Gender101 (Gender Health Center), De-Escalation and Inclusive Environments (SJUSD's Special Education Department), and Behavior Support Plans (SJUSD's Special Education Department). Staff are also able to attend Culturally Responsive Practices and other workshops that are made available to district staff during the year. Another strategy that SJUSD uses to create a culture of inclusion in the Expanded Learning Opportunities program is to hire program staff that reflect the students and community. This includes hiring staff who speak languages besides English most often spoken by our district students, such as Spanish, Russian, Ukrainian, Pashto, Dari, Farsi and Arabic, whenever possible.

Many of the activities described throughout this plan support linkages between students and their communities. This connection helps students to develop a deeper understanding of each other's cultures and builds a sense of community that celebrates diversity. Additionally, social emotional learning activities, restorative practices, youth development activities and service learning projects all require that students effectively listen and collaborate with each other.

The Expanded Learning Opportunities program provides an inclusive environment that is welcoming of students of varied backgrounds as evidenced in program materials and activities such as tutoring provided by Instructional Assistants, or other program staff, who speak the native languages of many immigrant students, (i.e., Farsi, Arabic, Dari and Pashto), and the placement of posters or stickers in the rooms used by the Expanded Learning program identifying the room as 'A Safe Space' for LGBTQ students. Additionally, students in the Expanded Learning program are provided opportunities to share information about their culture and traditions informally during group meetings and school events such as friendship and multicultural days.

Examples of program activities include:

- *'Showcase Your Culture'*: Students are encouraged to bring in their favorite dish from their own family or culture. Students have the opportunity to present it to the other students, explaining what the dish is, how it is prepared and its cultural or familial significance.
- *'Cinderella around the World'*: Students read, discuss and participate in related activities based on the Cinderella story from 15 different cultures.
- *'Reading to China'*: Students read their way to China, logging pages read, with each page representing one mile. As the students make their way to China, they learn about other countries.
- *Immigration stories*: If students or anyone in their family has immigrated to the US, they are invited to share their immigration story, complete with family pictures. Staff may also participate in this activity to build a community of inclusion.
- *Multi-Cultural Fair*: The Expanded Learning students at Greer Elementary participate in a Multi-Cultural Fair planned by the Encina ASSETs students; the fair promotes inclusivity and includes student-led activities, music, and food.

Accessibility for all students to the Expanded Learning program is an important foundational

component of the program. Part of accessibility is ensuring that all students are aware of the program and its offerings. Marketing materials are translated by district translators or sent out for translation services. Materials are distributed to all parents via parent newsletters and other community publications. The program webpage is also hosted on the district's website and equipped to provide on-demand translation to all languages through Google translator; the school sites that host the program also include information on their site webpage. Marketing calls are also made to all parents/guardians at the school site using the district's automated system in English and other translated languages; information is shared via phone call, email or text message depending on the parent/guardian preference. Additionally, information about the Expanded Learning program is shared during Back to School Night in the fall, Open House in the spring, as well as presented to district parent advisory groups. Another critical part of accessibility is making sure that the necessary accommodations and/or adaptations are made to provide access to the program and its activities to all students. SJUSD has the necessary supports in place to accommodate access for English learners, students with disabilities, and students who may have other barriers to participation, including foster youth and students experiencing homelessness.

The ELO-P staff work closely with the district Special Education, English Learner, and Multicultural Education departments to provide program staff with specialized training including understanding terms such as IEP and 504 that are commonly used in special education, English language development strategies to support English learners, facilitating positive relationships with all students, restorative practices, importance of communication and collaboration between parents, teachers and after school staff, promising practices that support successful inclusion, and strategies for modifications and accommodations to ensure a universal design for accessibility. Additionally, Expanded Learning program staff participates in district wide professional development on techniques to handle the behaviors that are associated with a variety of special education diagnoses and trainings on strategies to support English Learners. Special Education teachers also provide Expanded Learning staff with differentiated, appropriate level activities for special needs students; this is one example of an accommodation to support inclusion of all types of students in the Expanded Learning program. English Learner (EL) teachers provide program staff appropriate skill building activities for EL students who need additional language development practice. To be responsive to students' needs, the Expanded Learning program allows students additional time with their homework when needed. Expanded Learning programs are an important resource for many students to be successful, and SJUSD staff work diligently to increase awareness of the value that the Expanded Learning program can offer both English Learners and students with special needs.

The Expanded Learning staff also work closely with the district McKinney-Vento (homeless) liaisons and foster youth program staff to ensure that students in those programs are aware of and have access to Expanded Learning programs. Foster youth and students experiencing homelessness are two of the groups given priority enrollment into the program. These program support staff have extensive knowledge of each student's needs and living circumstances and are able to provide effective outreach to students, as well as insight for the Expanded Learning staff to effectively meet those needs including homework completion and social-emotional learning. Additionally, the district's foster youth resource teacher works with the Expanded Learning staff to coordinate teacher tutor supports for students 2-4 hours per week, during the homework assistance component of the program. The teachers focus on foster youth enrolled in

the program and will assist other students as time permits. This push-in and inclusive model is used to ensure students do not feel singled out from their peers.

Finally, the Expanded Learning staff collaborates with the district's Family and Community Engagement (FACE) department to ensure that students and their families are aware of district and community resources and have access to additional supports they may need. Expanded Learning families are kept informed of all services offered by the FACE department such as family information workshops, resources for supporting student learning at home, and Family Leadership Academy.

## **7—Quality Staff**

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

All Expanded Learning staff that directly supervise students must meet the minimum requirements of a district instructional aide. These minimum requirements include the following: high school diploma or equivalent; previous experience working with groups of children; and competency in basic academic skills (competency can be demonstrated through one of the following: passing score on the district proficiency test, 48 college units, passing score on the CBEST, or possession of an AA/AS degree or higher).

SJUSD uses a variety of recruitment strategies to identify interested and qualified staff; emphasis is placed on recruiting staff that reflect the student community and who have a passion for working with youth. Recruitment of staff occurs at the district and site level. Additionally, recruitment seeks to reach beyond traditional avenues and includes outreach to local community colleges and universities targeting college students in recreational, child development and teacher training programs. This ensures that employees are interested and engaged in this work and that they have an educational background that helps them understand best practices in working with youth, including the importance of developing relationships. Former program students are also a great source of eligible employees as they have a strong understanding of the program and are representative of the community we serve. SJUSD also utilizes more traditional recruitment methods, including, but not limited to: participating in local job fairs and advertising on local job boards, Indeed.com and other online employment websites.

The hiring process for Expanded Learning program staff is the same as it is for any other district employee. Prospective candidates must meet the minimum qualifications for an Instructional Aide and must participate in an interview with program staff. The interview process helps to identify potential staff with skills to lead technology, recreation, art, science and sports activities for youth. If a candidate is offered a position, she/he must pass a TB screening, DOJ and FBI fingerprint clearance.

New partnerships with California Teaching Fellows Foundation and YMCA increase the district's ability to maximize access to expanded learning programs for students as required by ELO-P

funding.

SJUSD directly manages all Bridges After-School expanded learning programs and will partner with the California Teaching Fellows Foundation (CTFF) to provide staff for specific program sites, direct supervision of students and implement daily program components including, but not limited to homework help, recreational and enrichment activities, snack/meal, set-up, clean-up and maintaining a safe environment. These staff are part of the required 20:1 (10:1 TK/K) student-staff ratio at specific program sites. CTFF program staff attend professional development provided through the CTFF Teaching Fellows Academy, as well as Bridges After-School districtwide trainings, site meetings and local trainings.

SJUSD will also partner with YMCA to provide expanded learning programs to provide a program lead and staff to work at specific sites to provide site-based leadership of the program, direct supervision of students and implement daily program components including, but not limited to: homework help, recreational and enrichment activities, snack/meal, set-up, clean-up and maintaining a safe environment. The YMCA will maintain the required 20:1 (10:1 TK/K) student-staff ratio at specific program sites. YMCA staff attend professional development provided through the YMCA and attend Bridges After-School program districtwide trainings, as well as on-site meetings and trainings.

The Expanded Learning Opportunities program provides comprehensive training and ongoing professional development to all staff working in the program. This ensures that staff are fully equipped to provide the highest quality program to students. Prior to the start of the school year, Expanded Learning staff participate in "August Startup", a four-day professional development training series that covers the following topics including, but not limited to: first aid, teaching tolerance, bullying prevention, classroom management, policies and procedures, mandated reporting, COVID-19 district safety plan and behavior guidance. All staff are trained in the Quality Standards with a special focus on the six Point of Service standards and the Continuous Quality Improvement (CQI) process.

There is a set schedule for professional development for all the Expanded Learning program staff. All site facilitators attend August start-up and quarterly professional development trainings during the following months: October, January, March, and June. Program staff attend professional development in August, November, and March. Additional onsite trainings and coaching is provided to the program staff as needed by the site facilitators, specialist, and supervisor.

Site-specific and regional staff members receive training in the program model, youth development practices, enrichment component planning and facilitation, pro-social development, parent communication and first aid/CPR as well as other topics related to quality after school program implementation. Program staff also attend professional development trainings, workshops and conferences sponsored by SCOE and CDE.

Additional professional development is a core element of the regular staff meetings that are part of the Expanded Learning program. Site Facilitators attend mandatory regional meetings the first and third Friday of each month. Examples of the training topics include: behavior management, recreation facilitation, safe schools, and cultural proficiency. In addition to Site Facilitators, these



meetings are also attended by Expanded Learning Program Specialists and their regional supervisor and provide important professional development opportunities, training, and collaboration. Site Facilitators also lead team meetings with the Expanded Learning program staff. Senior Expanded Learning program staff also participate in after-school conferences and other out of district professional development trainings.

CTFF and YMCA staff also attend professional development provided through these partner organizations. CTFF staff participate in at least 24 hours of professional & personal development and training, including the Teaching Fellow Academy (a series of monthly trainings, in partnership with State, Private and Community Colleges). Workshops are facilitated by experts in the field of education and include hands-on training in classroom management, assets-based youth development, lesson planning and activity design, leadership development, and more. Teaching Fellows also receive required training such as mandated reporting (child abuse), anti-harassment training, blood borne pathogens training, and other optional online training such as working with diverse populations. Additionally, CTFF provides individual and small group coaching, and life skills workshops to increase the well-being, satisfaction, and retention of Teaching Fellows.

## **8—Clear Vision, Mission, and Purpose**

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

Program needs and design is determined using a variety of indicators including district demographic and assessment data from the California Basic Educational Data System (CBEDS), the California School Dashboard Report, district level assessments, survey and focus group data, attendance data, suspension data and social indicators including data from the California Healthy Kids Survey (CHKS), and District Survey. The opportunity gap has been evident historically in San Juan Unified School District, and data on student underperformance in significant subgroups is accessible from academic assessments and from other non-academic indicators (graduation rates, drop-outs, enrollment in special programs, attendance, suspension, and behavioral referrals). All students are supported with homework assistance, skill building, and mastery activities designed to help them achieve academic success.

Practices identified to address recognized needs include the development of a physically and psychologically safe environment, well prepared staff, supportive relationships with peers and caring adults, positive social norms that identify rules of behavior and expectations, support of efficacy and mattering through youth empowerment practices, and integration of family, school, and community efforts.

One of the cornerstones of the Expanded Learning Opportunities program is to provide homework assistance and academic enrichment, with the goal of helping to mitigate the opportunity gap for low income and other under-represented student groups. In order to attend Expanded Learning, a student must attend the regular school day. An expected outcome of the program is that students will be motivated to attend the regular school day because they won't want to miss Expanded Learning time. As a result, chronic absenteeism and truancy at schools offering the Expanded Learning program will decrease. Data from the student focus groups support these outcomes. Additionally, during the focus groups, students shared that the things they most enjoyed about Expanded Learning were getting to complete their homework, being

able to receive assistance (if needed) and participating in fun activities. Students shared that having access to help and dedicated time to do homework helped them complete all their homework and understand it better. Additionally, by providing additional homework assistance and academic enrichment, it is expected that these students will be more invested in their regular school day/academic work, will feel a great sense of self-efficacy and perform better in school; as a result, students will be more motivated to stay in school and will have a higher chance of completing elementary or middle school, ready for their next level of schooling.

Another important need identified in these students is a lack of feeling connected to their school. The ELO-P program is designed intentionally to create a safe and welcoming environment for all students. August 2021 focus group data from the Bridges After-School Expanded Learning students supports this. Students reported feeling safer at school as a result of Expanded Learning. In the program, the students also develop strong attachments to the staff, which facilitates feelings of connectedness. Many of the students shared that the Expanded Learning program allowed them to make friends with students they wouldn't normally socialize with. Additionally, because the program provided opportunities for students to socialize outside of the school day, many students felt that they had more friends as a result of being in Expanded Learning.

The Expanded Learning after-school program addresses the needs of working families by providing students a safe place to be while their parents are at work; students are also able to receive homework assistance and participate in a variety of fun, enrichment activities. Data from focus groups with Bridges Expanded Learning students also supports this. When asked if they believed it was important to have a program like Bridges, many students shared that it was important because it provided a safe and supervised place to go while their parents were still at work and prevented students from having to walk home or wait for hours at a time on campus during non-school hours.

The Expanded Learning Opportunities Program has the following program-wide goals that were developed as a result of multiple sources of data:

- Support student achievement to meet state standards
- Provide a safe and enriching environment
- Increase self-esteem and improve life skills
- Prepare student for 21<sup>st</sup> century success through integration of technology
- Involve parents and guardians in developing positive family interactions

Individual site goals are also developed each year as part of the Continuous Quality Improvement process and are based on the twelve quality standards for Expanded Learning Programs.

Data is collected to determine whether program goals are met through site activity plan review, program purchases/inventory, attendance tracking, on-site observation, interviews, and surveys. The data is analyzed, and data trends are identified which identifies program strengths as well as areas for improvement. This data analysis results in the development of program improvement goals with detailed strategies on how to achieve these goals.

Prior to the initial design of the Bridges Expanded Learning program, input was solicited from school administrators, collaborative partners, students, parents and staff. Through this process,

the program's mission, *Building Bridges to Student Success*, was developed, and is printed on all staff shirts as a continuous reminder of the program's purpose. The program aims to accomplish this mission by supporting student achievement and development of life skills, providing a safe, enriching environment, involving parents/guardians and increasing student self-esteem, life skills, and preparing students for 21st Century success. The program's mission and goals are aligned to the mission and goals of the district.

The ELO-P program uses a continuous feedback loop to ensure stakeholders are engaged in program development and implementation. In doing this, the program regularly monitors its progress towards fulfillment of program goals and expected outcomes. Progress and program success are measured by tracking attendance of program participants, program observations and team members (partners, principals, teachers and other school day staff, program staff, students, and parents) feedback through regular meetings, focus groups, and surveys.

Regular communication during the program year via email, phone and in-person meetings provides ongoing opportunity for team members' input. Program managers, supervisors and Expanded Learning program specialists communicate with partners and academic coach groups regularly through email and phone. During the program year, the Site Facilitators meet with the academic coaches monthly to review and align program activity plans based on the needs of specific students or groups of students. Administrator and Academic Coach input is collected in January and May of each year through program feedback forms; this data is used to assess progress toward meeting program goals. Also, Academic Coaches and Site Facilitators work collaboratively to submit an annual report which identifies the measurable actions of the Academic Coach to support the Expanded Learning program. Additionally, formal meetings are scheduled with partners and academic coaches annually to review district survey evaluation data and stakeholder input.

Focus groups are conducted with program students to determine their reasons for joining Expanded Learning, opinions of the program, comfort in talking to program staff, relevancy of Expanded Learning activities to regular day, and ideas to improve the program. These focus groups provide valuable information that is used to determine future year's program activities and goals. Expanded Learning program students also complete exit surveys at the end of the school year. Additionally, parents of participating students and after-school program site staff complete a perception survey at the end of the year. These evaluation tools yield important data from three stakeholder groups—students, parents, and site staff.

At the end of the program year, all data is reviewed and analyzed so that any needed program updates (to goals or outcomes) can be made as part of the program planning. Part of this process is also making any needed adjustments to program activities at specific school sites to better support the program goals and expected outcomes.

## **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-P programs.**

Collaborative partners are involved in program planning and implementation, as well as updating

of the Expanded Learning program plan. These partners include district teachers, Academic Coaches, school site administrators, parents, students, site, regional and district after school staff. Community partners include, but are not limited to, the California Teaching Fellows Foundation, YMCA of Superior California and People Reaching Out Family Services.

The following are a sampling of the collaborative partners and their roles with the Expanded Learning Opportunities program:

- California Teaching Fellows Foundation - community partner that recruit, hires, trains and supports staffing for expanded learning programs at specific sites through partnerships with local colleges and universities.
- YMCA of Superior California - community partner that provides expanded learning programs and staff at limited sites.
- People Reaching Out – community partner that provides services through a high school to elementary mentoring program at specific sites.
- Sylvan Library – community partner that provides supplemental supports to students in Expanded Learning, such as English Language Learner resources and reading campaigns.

## **10—Continuous Quality Improvement**

### **Describe the program's Continuous Quality Improvement plan.**

In SJUSD's Expanded Learning programs, the continuous quality improvement (CQI) process involves a continuous cycle of planning, assessment, and improvement based on the Quality Standards for Expanded Learning in California. Evaluation tools help the program in assessing the Quality Standards for safe and supportive environment, active and engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, and diversity, access and equity. The main tools used for assessment are perception surveys from students, parents/guardians, and school site teachers and staff; the CQI site observation tool; and attendance tracking through the Cityspan database. Data from these tools is used to drive program planning and results in a formalized program improvement plan (CQI plan). Internal and external stakeholder input is gathered throughout the program year.

To help ensure an effective and successful evaluation process, all program staff are trained on the CQI process. The Expanded Learning program manager, supervisors, and specialists attend workshops provided by CDE and the California After-School Network on the CQI process for ASES and 21st Century funded Expanded Learning Programs. This training is then provided to Site Facilitators and program staff during the program start-up professional development training series on policies and procedures in August. The training includes an overview of the CQI process as well as guidance on how to use the CQI planning tool and the CQI site observation tool. Site Facilitators also receive ongoing support in understanding and implementing the CQI process from their regional supervisor during bi-weekly meetings; the regional supervisor also provides support in development of the Program Improvement Plan.

The ELO-P Manager, district leadership team and Site Facilitators track and monitor program attendance using Cityspan, a web-based database, which facilitates accurate monitoring of daily attendance and progress towards meeting daily, semi-annual and annual program attendance

goals. Attendance data is reviewed as a leadership team during bi-weekly districtwide leadership meetings and with Site Facilitators bi-weekly during regional Site Facilitator meetings.

Focus groups with students are another assessment tool used by the program. These focus groups are conducted at least once in the program year and provide valuable information regarding student satisfaction in the program, favorite activities in the program, suggestions for improvement, comfort in talking with program staff, connection of program activities to school day, as well as other indicators.

Another tool as part of the CQI process is the CQI Observation Tool, which is administered at least twice during the program year by program and leadership staff at each program site. This locally developed evaluation tool assesses whether or not programs are providing all six of the Point-of-Service Quality Standards based on observed practices in the program. Additionally, the tool allows for suggestions to better meet the six indicators and any noted areas of needed support.

At the end of each program year, students, parents, and program staff are surveyed to solicit important program feedback. All program students complete an exit survey at the end of the year. This is an important way for students to share their experiences in a comfortable and anonymous format. In addition to a few demographic questions, the exit survey also asks students to identify how often they do a number of activities (i.e., art activities, get homework help, learn, and talk about college or take part in a project to help the community) in a normal week in the program. The survey also asks students how much the program has helped with a list of nearly 20 items (such as feel safer at school, make new friends, get better grades, etc.). Further, the survey questions gather information on student's satisfaction with the program, feelings of safety in the program, their feelings of connectedness to staff and ability to have input into the program (student voice). In the staff survey, program staff are asked to rate, using a Likert scale, the program's success on a variety of measures, including, but not limited to: helping students complete better quality homework assignments, improving student's school attendance, improving student's connectedness to school, offering positive social interaction for students in a safe and enriching environment, increasing students' ability to better handle their emotions, and success of recreation activities, enrichment activities, parent/staff communication and academic support/homework. The parent survey questions are the same as the staff questions, except they focus on the parent/guardian's child in the program.

The district's Assessment, Evaluation and Planning department provides the student, parent and staff perception survey data, summarized by site and districtwide results, to the Expanded Learning program during the summer, which enables the information to be shared with program staff prior to school starting so that the data can be used to drive program planning. Regional supervisors assist site facilitators in sharing the perception, attendance, and site observation data with site stakeholders and facilitate discussions on identifying trends, program strengths, and which areas require improvement. For the areas needing improvement, both short-term and long-term solutions are developed as appropriate.

In the fall, each site uses the assessment data to develop a Program Improvement Plan that is shared with all site staff. For the plan, one to three high priority needs are identified. Action plans with specific objectives are developed to meet these needs. The plan also clearly details out who is responsible for what part of the action plan, target completion dates, and identifies any outside

support that is needed. Regional supervisors provide technical assistance to site facilitators in the analysis of assessment data and development of a Program Improvement Plan during bi-weekly Site Facilitator meetings and quarterly 1:1 meetings. The site facilitator shares the Program Improvement Plan with all site program staff. Throughout the year, the site facilitator and supervisor monitor progress on goals through observations, focus groups, perception surveys, and follow up discussions during bi-weekly staff meetings and quarterly 1:1 meetings. Depending on progress, additional actions to meet goals may be identified and implemented. Site facilitators, supervisors and specialists conduct observations and provide coaching as needed to ensure progress towards program improvement goals are met within the designated timelines.

## **11—Program Management**

### **Describe the plan for program management.**

Funding will be utilized at each site to provide quality after-school programming that aligns to the Expanded Learning Opportunities Program's vision, mission and goals to support student success by providing a safe and enriching environment, increasing students' self-esteem and life skills, offering activities that prepare students for 21<sup>st</sup> Century success, and involving parents/guardians through family engagement opportunities. The majority of the funds will be used for personnel and associated employee benefits costs so that the program has the appropriate staff in place for program oversight and implementation of daily program activities. Funds will also be used for the necessary materials and supplies to support the instructional program, such as pencils and paper, recreational supplies, and enrichment materials. The program manager will review all expenditures to ensure they meet district fiscal policies and procedures and align with the vision, mission and purpose of the program.

The budget will be managed using established district fiscal and administrative practices. The Expanded Learning program manager and budget technician meet monthly to review program expenditures. The regional supervisor reviews all supply orders to ensure the purchases are reasonable and aligned with the program plans and goals. Program expenditures are tracked by site and each site facilitator is kept informed of their site budget so they can make appropriate programming decisions.

The Expanded Learning program staffing structure includes employees from San Juan Unified School District, volunteers, contracted collaborative partnership staff and college students. Specific district staff include an Expanding Learning Program Manager, Expanded Learning Regional Program Supervisors, Intermediate Clerk Typists (ICT), Expanded Learning Program Specialists, Expanded Learning Site Facilitators, Expanded Learning Program Assistants, Recreation Aides, and Academic Coaches (credentialed teachers). Each school site has a similar staffing structure and is designed to ensure a student-to-staff ratio of 20:1 (10:1 for Tk/K).

The Program Manager oversees all aspects of the Expanded Learning program including program development, guidance and oversight of supervisors, budget oversight, professional development planning, analysis of attendance data, coordination of program evaluation, analysis of evaluation data, facilitation of district wide Academic Coach and collaborative partner meetings, and facilitation of the CQI process. The Program Manager reports to the Director of Student Support Services. Additional leadership duties of the Program Manager: attends

monthly one to one meetings with the director; participates in expanded cabinet meetings with the superintendent and all other district managers, directors and assistant superintendents every other month; attends district leadership meetings with all district management, directors, site principals, vice principals, and cabinet members four times each year; facilitates districtwide after-school program academic coach meetings twice a year; and facilitates after-school program leadership meetings twice a month where district and programs information is discussed including program activities, compliance guidance and updates, the CQI process, staffing, promising practices, evaluation implementation, program evaluation data, budget planning and program updates.

The Regional Program Supervisor reports to the Program Manager and oversees site level staff for expanded learning program sites within an assigned region, conducts program observations, reviews attendance paperwork, ensures ratios are met, provides professional development and new employee orientations, monitors program site budgets, communicates with site administrators, teachers and parents. The Regional Program Supervisor meets with site facilitators twice a month to discuss and disseminate program information including goals, compliance updates/guidance, staffing, promising practices, evaluation, program data, budget, and provide training on various topics. The supervisor meets with site program staff as needed to support Site Facilitator in disseminating important program information. She also meets with site administrators and academic coaches as needed to support program planning and problem resolution. Additionally, the supervisor communicates with the site administrator throughout the year by phone and through email regarding program operations, staffing, facilities and other topics to support program meeting student needs and program success.

Expanded Learning Program Specialists are site specific staff who provide professional development, conduct new staff orientations along with the supervisor, and communicate with the academic coach and site teachers to ensure alignment of the program with the regular school day. The specialists provide onsite coaching for recreation aides and site facilitators, and site-specific trainings in behavior guidance, transitions, CACFP snack processes, required documentation, and attendance tracking. The Specialists are supervised by the regional supervisor and attend monthly one to one meetings with the supervisor, program leadership meetings twice a month with the program manager, and regional supervisors and site facilitator meetings twice a month. Additionally, specialists attend parent meetings annually (parent orientation) and as needed for individual students.

Site facilitators are responsible for the day-to-day operations and implementation of the Expanded Learning program at each school site, including the CQI process, site level expenditures and the site budget, supply maintenance, snack ordering and distribution following the CACFP guidelines, lead parent orientation, develop and maintain positive behavior management plan, monitor and document student enrollment and daily attendance, practice safety drills, complete site safety plan, and regular parent communication. They play a critical role in the program as liaison between the school site administrators and the program staff; in this role they may attend weekly school staff meetings. The site facilitators facilitate student advisory meetings and meetings with the after-school program staff. Additionally, they facilitate learning center and enrichment activities, communicate with collaborative partners and identify new partners. Site Facilitators also oversee support and provide technical assistance to the Recreation Aides, community partner staff, volunteers and interns. Additionally, the Site

Facilitators are responsible for a sizeable portion of the communication about the after-school program to the school site and with parents/guardians. The Site Facilitators report to the Regional Program Supervisor and attend one to two monthly meetings with the supervisor and regional Site Facilitator meetings twice a month.

Expanded Learning Program Assistants, Teaching Fellows, Recreation Aides lead groups of students in homework assistance and enrichment activities, implement the recreation portion of the program, attend staff orientations, trainings and meetings, and attend and participate in parent orientation and Family Nights.

The Academic Coach is a fully credentialed teacher who works as a classroom teacher during the day and supports the alignment of the Expanded Learning program with the regular school day. The Coach attends district Academic Coaches' meetings, advises program staff on curriculum for learning centers, regularly updates program staff on current school day events, assists in program staff and school staff communication, attends weekly meetings with program Site Facilitator, assists with referral and marketing process, and assists with the identification and advancement of skill building activities and games to support mathematics and reading development. The Academic Coach provides assistance during the ELO-P program for an average of two hours per week.

The Intermediate Clerk Typist is supervised by the regional supervisor and supports the Expanded Learning program by performing various clerical duties related to supply orders, meeting setup, purchase orders, service agreements, and provides program information to parents and other community members that contact the regional office.

The program plan is monitored through the year by the program manager and updated at least every 3 years using information obtained through input from partners and stakeholders using multiple methods including surveys, semi-annual feedback forms, district, regional, and site level meetings. Additional information regarding inclusion of collaborative partners and other external stakeholders is detailed in the prior section.

The San Juan USD Accounting department manages the accounting and fiscal reporting for the program in accordance with district fiscal management systems. Accounting staff responsible for Expanded Learning Opportunities Program fiscal accounting and reporting include a district level budget technician. The district level program manager ensures expenditures comply with the requirements of the funding and that all reports are submitted according to the timeline determined by the California Department of Education After School Programs Office.

Regular participation in the program, although not a requirement, is strongly recommended, and attendance is monitored daily by Expanded Learning Opportunities program staff. Students are checked into the Expanded Learning Program by a program staff member each day and are signed in or out each day, as appropriate, by a parent/guardian or parent/guardian appointed designee who is at least 16 years of age and listed on the student's emergency card. Student walkers may sign themselves in or out, as appropriate, with written parent permission. Site Facilitators enter daily attendance data into the Expanded Learning web-based attendance database, *Cityspan*. Attendance can be monitored by accessing the *Cityspan* database at the site, regional or district level. If a student is absent, parents are expected to communicate, verbally or in writing, to the Expanded Learning program staff in addition to the traditional school



day staff. An accumulation of ten unexcused absences can be considered excessive. A student may not attend the Expanded Learning Program if they are absent or suspended during the traditional school day.

San Juan Unified School District has an early release policy for the Expanded Learning program that is consistent with the regular school day. Students may be picked up from the program early for the following reasons: parallel program (i.e., sports, dance, tutoring), behavior/discipline issues, parental choice, transportation, safety for walkers (written parent permission required for student walkers), health appointment (medical, dental, counseling), illness and injury. If a student must be picked up prior to the end of the program, the reason or reason code for the early pick up must be listed in the comments section on the sign out sheet. If there is a need for an ongoing early release, a Special Activities form must be completed and submitted to the program site facilitator for program approval. Approved forms are kept on file at the program site. Special Activity forms are available through the Expanded Learning Program site facilitator.

### **General Questions**

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all of 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 district's ASES grant and ELO-P state funding, are being utilized to create a single, comprehensive Expanded Learning Program for students. District staff and collaborative partners supporting the Expanded Learning program will be aligned with the same mission and goals, regardless of funding source. Prioritizing student participation in the program will also be synthesized to target unduplicated students most in need of the Expanded Learning Program (McKinney-Vento Homeless, Foster Youth, low income and English Learners). Selection of sites running Expanded Learning programs have been determined based on offering the greatest access to the largest number of students in the target populations. The district is also working closely with our Discovery Club Before and After School programs to ensure their programming meets Expanded Learning requirements [(EC Section 46120(b)(2))] to allow for further alignment within our model of a singular, comprehensive program.

### **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?**

District Expanded Learning Program leadership are working collaboratively with district Early Childhood Education and Elementary Division leadership to create opportunities for transitional kindergarten and kindergarten students. These efforts include meeting regularly to align our Expanded Learning Program plan with the district's Universal Pre-K Program Plan. District leaders work collaboratively in identifying school sites offering transitional kindergarten and how

those sites/hours may impact student participation in Expanded Learning. The district is pursuing flexible staff workdays to provide Expanded Learning Opportunities to both half-day and full-day transitional kindergarten and kindergarten students, as facility space and staffing allow.

### 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.

TK/K Schedule - <b>SAMPLE</b>					
8:15-6:00	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-1:30	Instructional Day	Instructional Day	Instructional Day	Instructional Day	Instructional Day
1:30-2:50	Instructional Day	Instructional Day	Instructional Day		Instructional Day
1:30-2:00				Check-in / Snack	
2:00-2:50				Outdoor Recreation	
2:50-3:15	Check-in/Snack	Check-in/Snack	Check-in/Snack	SEL Activity	Check-in/Snack
3:15-4:00	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Homework/Skills Practice	Outdoor Recreation
4:00-5:00	Homework/Skills Practice/Read Aloud	Homework/Skills Practice/Read Aloud	Homework/Skills Practice/Read Aloud	Enrichment/ Technology/ Recreation Rotations	Homework/Skills Practice/Read Aloud
5:00-5:45	Enrichment Activity	Enrichment Activity	Enrichment Activity		Enrichment Activity
5:45-6:00	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out

Summer Schedule - <b>SAMPLE</b>					
8:00-6:00	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:00	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program
12:00-1:00	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch
1:00-2:00	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/RecGame
2:00-4:00	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations

4:00-4:45	Break/Snack	Break/Snack	Break/Snack	Break/Snack	Break/Snack
4:45-5:15	Reading Challenge	SEL Activity	Reading Challenge	SEL Activity	Reading Challenge
5:15-5:45	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity
5:45-6:00	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out