

HAYWARD UNIFIED SCHOOL DISTRICT YOUTH ENRICHMENT PROGRAM EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

Prepared by:
Student and Parent Support Program Department
Youth Enrichment Program (YEP)

24823 Soto Road
Hayward, CA 94544



Table of Contents

School Sites	3
Quality Standards for Expanded Learning in California	4
1-Safe and Supportive Environment	4
2-Active and Engaged Learning	5
3-Skill Building	6
4-Youth Voice and Leadership	7
5-Healthy Choices and Behaviors	8
6-Diversity, Access, and Equity	9
7-Quality Staff	11
8-Clear Vision, Mission, and Purpose	12
9-Collaborative Partnerships	13
10-Continuous Quality Improvement	13
11-Program Management	14
General Questions	15
Transitional Kindergarten and Kindergarten	15
Sample Program Schedule	16
ELO-P Legal Requirements	18

School Sites

Local Educational Agency (LEA) Name: Hayward Unified School District

Contact Name: Rina Serrano

Contact Email: rserrano@husd.k12.ca.us

Contact Phone: 510-935-1091

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

- | | |
|---|---------------------------------------|
| 1. Burbank Elementary | 16. Southgate Elementary |
| 2. Cherryland Elementary | 17. Stonebrae Elementary |
| 3. East Avenue Elementary | 18. Treeview Elementary |
| 4. Eden Gardens Elementary | 19. Tyrrell Elementary |
| 5. Eldridge Elementary | 20. Anthony W. Ochoa Middle |
| 6. Fairview Elementary | 21. Bret Harte Middle |
| 7. Faith Ringgold School of
Arts and Science | 22. Cesar Chavez Middle |
| 8. Glassbrook Elementary | 23. Martin Luther King, Jr.
Middle |
| 9. Harder Elementary | 24. Winton Middle |
| 10. Longwood Elementary | 25. Hayward High |
| 11. Lorin A. Eden Elementary | 26. Mt. Eden High |
| 12. Palma Ceia Elementary | 27. Tennyson High |
| 13. Park Elementary | 28. Brenkwitz Alternative
School |
| 14. Ruus Elementary | |
| 15. Schafer Park Elementary | |

Quality Standards for Expanded Learning in California

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.

HUSD has several measures in place to ensure the safety of students in YEP programs. Students who ordinarily travel by school bus are picked up from YEP by authorized caregivers after school. To ensure safety, each person authorized to pick up a student is assigned a unique code, which is used to monitor who signs out students and when they do so. Parents or guardians must complete early release forms for students when applicable and complete a walk-home form for students age 10 or older who have permission to leave on their own. Students who walk home from YEP are required to sign themselves out of the program when leaving, depart at their assigned dismissal time (listed on their form), and immediately leave campus to walk home.

YEP hosts summer programs at designated schools. The schools are distributed geographically across the service area to ensure all families have an easily accessible program in their community. Parents are responsible for getting their children to and from the program sites during the summer. Students authorized to walk home use the same form and adhere to the same guidelines as during the school year. Occasionally YEP students may participate in offsite activities such as field trips to local museums, parks, and college campuses.

In addition to YEP policies and procedures, rigorous staff professional development (PD) ensures YEP students feel safe and supported. YEP staff receive training in anti-bias/anti-racism, suicide prevention, strategies to deal with cultural conflicts, social-emotional learning, mindfulness and restorative communication. In alignment with HUSD, YEP is committed to establishing and sustaining a community that shares collective responsibility for recognizing, interrupting, dismantling, and eliminating actions, decisions, and outcomes that result from and perpetuate racism. PD offerings are aligned with this commitment.

In partnership with Alameda County Health Care Services Agency, YEP hosts annual staff safety trainings. These address recognizing and reporting signs of child abuse. Staff also participate in required first aid and CPR training, emergency procedures, evacuation plans, and safety drills. The HUSD Risk Management Department conducts trainings on incident reporting and emergency family communication for all YEP staff. HUSD works with the Alameda County Office of Education, CalSAC, Partnership for Children and Youth, and other local organizations, to provide annual staff training on classroom management and conflict resolution.

ELO-P will expand current YEP core programming and increase capacity at all sites to provide increased access to before school, after school, and intersession/summer programming. By expanding YEP programming and increasing capacity, YEP will provide a safe and supportive environment to an increased number of students during out-of-school hours. In addition to the core programming (M-F, 3-6 pm) ELO-P will:

- Expand YEP programming to all sites with TK classrooms (from 0 to 9 sites);
- Provide AM programs at all sites (from 8 to 19);
- Extend YEP structured programming hours to support with staggered reading (1st through 3rd grades);
- Increase enrollment capacity for K through 6th grade to reduce waiting lists;
- Expand summer programming to serve rising K through 6th grade;
- Resume 3-week fall break intersession programming for year-round students (for the three year-round schools); and
- Provide a wider menu of services to cater to families that do not need main core YEP programming

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.

YEP offers a variety of enrichment activities that give students opportunities to explore interests, develop skills, express their creativity, and contribute positively to their school and community. Students can exert leadership while learning social-emotional and other skills crucial to success in school and in life. Examples include Every Monday Matters, KidzLit, KidzMath, KidzScience, Reader’s Theater, spelling bees, structured fitness/community-building activities, and the Bridge to College program at middle and high schools.

All YEP students participate in a 1-hour homework support/tutoring session each day, to help them complete their homework and improve their academic skills. All 3rd-6th graders have further academic support twice weekly using MobyMax, an online learning program for ELA and Math. Our academic intervention programs align with the Common Core standards students are learning and adaptively address each students’ learning needs and pace. After the daily homework period, students choose among various “stations” created for their age group—such as journaling, reading, or playing Mindware games. For the one-hour academic enrichment period, students choose from KidzLit, KidzMath, KidzScience, and Reader’s theater, or different clubs (e.g., STEM, robotics, poetry, visual arts, music, and gardening). Options during the structured recess period include Playworks activities, soccer (with America Scores), or other sports. During the “closing activity” period, they can select from different academic enrichment activity options —such as Drop Everything and Read, MobyMax, or Mindware games. Longer program days (Wednesdays and Fridays) offer additional enrichment options.

In YEP’s Bridge to College program, middle and high schoolers take college courses in humanities, business, performing arts, American Sign Language and other fields. Classes are taught by professors from Chabot College, at each YEP site. The program

targets first-generation college-goers, introducing them to college-level academics and college requirements.

In YEP's STEMulate Summer Academy, rising 7th, 8th, and 9th graders explore a variety of science and technology career pathways while improving their math skills via project-based learning.

Based on student, family and staff feedback, the ELO-P will offer and/or re-introduce many active and engaging enrichment activities to the existing YEP programming including visual and performing arts, sports and physical activities, martial arts, homework centers, gardening club, chess club, gaming club, etc.

3-Skill Building

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

YEP programming is designed to foster mastery of 21st Century Skills—including communication, collaboration, critical thinking, and creativity—through academic support, enrichment activities, and our emphasis on project-based, collaborative learning.

In addition to academic programming, YEP offers age-appropriate enrichment activities for students to explore interests, develop skills, exert leadership, and be physically active. Enrichment activities vary across sites. They include dance, mural painting, crafts, music, drama, spelling bee, gardening, cooking, robotics, coding, poetry, an array of clubs, reading time, and math challenges. Physical fitness and health-promotion activities include daily cooperative physical activities (using the Playworks structured recess program), soccer and other sports, martial arts, nutrition education, health classes, and yoga and mindfulness.

Middle school YEPs include STEAM activities such as 3D printing, college courses, career exploration, service learning, and other leadership development activities. Many activities are project-based and designed to support students' social-emotional skill development, such as self- and social awareness, self-regulation, communication, and cooperation and teamwork.

Participation in service learning projects (such as school beautification and food drives) and the YEP Youth Advisory Committee (YAC) provides students opportunities for collaboration and leadership development while building civic awareness and engagement. YAC fosters the development of soft skills by providing students with opportunities to exercise leadership skills through direct input for program planning, engage in peer to peer mentoring and participate in student jobs.

Based on student, family, and staff feedback, the ELO-P will offer new skill-building activities, such as coding classes, cooking classes, peer mentoring, and mindfulness activities. In addition, 21st-century soft skills will be addressed by developing

collaborative visual & performing arts (i.e., dance and theater classes) and collaborating with community-based programs to offer organized team sports.

ELO-P will also expand summer programming to include STEAM activities and other academic enrichment programs. Several “hub” schools that are centrally located across multiple neighborhoods will be selected to offer summer YEP programming to several school populations.

4-Youth Voice and Leadership

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

YEP enables students to exert leadership through the Youth Advisory Committees (YAC). The YAC at each school/program site is responsible for enabling youth voice to the program’s planning and design and for completing a project each year. At each site, a cadre of 5–8 students are selected to the YAC and they attend multiple trainings throughout the year on Youth Participatory Action Research techniques, including gathering and examining data and planning projects, youth leadership, and public speaking.

A YEP Program Leader is assigned to coordinate the group to provide guidance and support as they gather and review data, share peer input, and make recommendations on the program, and the proposed project they have identified with their YEP Site Leader. Examples of projects selected by the YAC and completing via its leadership include starting a school garden, assembling a mobile library, food drives, creation of murals, and leading hands-on science activities with younger students.

YEP also fosters leadership development through team-based sports, peer mentorship and project-based activities that encourage students to collaborate and exercise leadership skills while engaging in YEP programming. YEP offers a variety of enrichment activities that provide students opportunities to explore interests, learn academic and life skills, express themselves creatively, and collaborate on projects with peers. Students can choose which program activities they would like to participate in at YEP. YEP can play a role in strengthening students’ assets, as well as students’ own interests expressed in surveys and directly to YEP staff, in having more of a voice in shaping their after-school and summer activities. YEP staff actively encourage students to participate in the design and refinement of program activities. This involvement is an important part of YEP programming as it is a vehicle for youth to assert leadership and build other developmental assets.

In addition, at the end of the school year YEP conducts satisfaction surveys with students (as well as parents, administrators, and YEP/school staff program) to collect feedback on their experiences in the program, and to identify student interests. YEP Coordinators review findings from these surveys, and incorporate them into programming as part of our Continuous Quality Improvement Process. Based on the most recent student survey results collected as part of the ELO-P plan, YEP will expand programming to include drawing and art classes, organized team and individual sports,

and cooking classes.

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.

YEP's health and wellness policies are developed in alignment with the HUSD Board-approved student wellness policy 5030 and California Department of Education (CDE) Quality Standards for Expanded Learning. YEP wellness-promotion programming includes physical activities and health and nutrition education. These policies are designed to create a safe, welcoming, positive climate in YEP and promote healthy lifestyles and habits in students, their families, and YEP staff.

Students in YEP can participate in various physical activities, including team sports such as soccer and basketball, non-competitive games using the Playworks program, dance programs (such as hip hop and step), and at some sites, gardening and/or yoga. The daily program schedule includes at least 30-60 minutes of outdoor physical activities, with more time for fitness-promoting activities during intercession and summer program days.

YEP partners with Playworks to provide a structured recess program at our school sites. The Playworks program is designed to create a playground culture where all students are included and have the opportunity to play and have opportunities for leadership. Students enjoy fun, engaging, and challenging games (such as tag, kickball, jump rope, and team-building activities) that incorporate moderate to strenuous physical activity, often playing alongside adult role models. In the process they develop social and emotional skills such as communication, teamwork, and problem-solving, and build community.

YEP offers meals and beverages to all students, free of cost, each day of programming. Meals are provided by the HUSD Child Nutrition Services Department and funded through USDA school meals programs. All food and beverages are carefully procured to meet or exceed state and district nutritional standards and are prepared to appeal to students' tastes (based on student surveys) and to foster lifelong healthy eating habits. Our district prioritizes serving hot foods, fresh fruit and vegetables.

YEP Site Leads are part of the Coordination of Services Teams at each school, designed to connect students to needed behavioral health services such as assessment, social-emotional support, mental health counseling, and case management available at the school.

ELO-P will grow the physical activity/fitness components of the YEP program. Students will have opportunities to participate in sports and movement-based activities including hip hop, step, ballet Folklorico, and other cultural dances and movement-based activities. ELOP will emphasize mental wellness by developing mindful spaces for

students to engage in mindfulness practices. Sites will incorporate mindfulness practices into their daily structure, using the evidence-based, trauma-informed program from Niroga Institute. Students will practice skills to manage stress and regulate their emotions, cope with their academic and social responsibilities, develop self-awareness, and move through their daily activities with calmness and focus.

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.

HUSD serves a diverse student population with different cultural backgrounds, countries of origin, and linguistic and physical abilities. Nearly two thirds (65%) of HUSD students identify as Hispanic or Latinx and 41% of all students are English learners. Approximately 12% of students are living with a disability (physical, mental or cognitive). YEP currently serves a higher percentage of African American students compared to the number of students enrolled in HUSD. Therefore, YEP aims to create an environment that is equitable and inclusive to the diverse students and families that they serve.

YEP staff are role models who reflect our community's diversity. We prioritize recruiting individuals who live in Hayward and reflect the racial/ethnic, cultural, and linguistic diversity of our students and families. Upon hiring, we train staff in cultural competency, acting as role models, and creating a safe, supportive environment where students feel heard and cared for.

YEP staff use the CDE's California Quality Standard Expanded Learning definition of diversity, access, and equity to continuously assess how effectively programs are embracing and valuing diversity. They are committed to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services. YEP staff facilitates monthly activities to celebrate heritage months (African American, Women's History, Asian Pacific American, Pride, Hispanic-Latino, etc.) aimed at celebrating and educating students about different cultures, communities, and their histories.

Student clubs are venues for recognizing the contributions and values of many cultures. For example, in cooking clubs, students learn to prepare dishes from around the world. Arts programming at the elementary and middle schools will draw on diverse genres like hip hop, step, ballet Folklorico, and martial arts. Our middle schools, clubs such as MEChA (Movimiento Estudiantil Chicano de Aztlan), Black Student Union, and Polynesian Club empower students to celebrate their unique backgrounds.

YEP sites host events for families and the broader school community to showcase dances and other artistic creations by students as well as projects by clubs. We will utilize other activities to encourage students to explore their unique histories—including poetry, murals, video production, and youth-led participatory action research projects

led by the YACs. These activities celebrate the heritage and diversity of our community.

All students can enroll in YEP, but many are referred by teachers, counselors, or school leaders for academic support or enrichment. Coordination of Services Team (COST), refer students to YEP for support with academic or social-emotional skills, or to strengthen their connection to school. YEP Site Leaders participate on their school's COST, targeting outreach and prioritizing enrollment for high-need students, including foster youth, unaccompanied immigrant youth (UIY), English Learners, students who have experienced traumatic events, homeless students, and students with disabilities.

YEP management works with Child Welfare & Attendance and Enrollment offices to identify students who are unduplicated Pupils so we can reach out to them to access YEP services (academic support, enrichment, and a supportive community). YEP helps to facilitate enrollment, including waiving our registration fee for unduplicated students in order to provide equitable access to out-of-school programming.

YEP management also works closely with HUSD's Newcomer Services Team, which supports students and families who have arrived to the U.S. recently, ensuring program information reaches asylees, refugees, children of immigrant and migrant families, and unaccompanied youth. To provide these students with critical academic and social-emotional support, they are given priority enrollment in YEP, in addition to foster youth and homeless students.

YEP has several measures in place to support ELL students and communicate effectively with families with limited English proficiency. For example, MobyMax is a blended learning format that will be used to provide academic support to adapt to each student's level of English. Additionally, YEP aims to have at least one bilingual staff at each site to support communications with students and families.

HUSD also sees YEP as a great place for students with disabilities to connect with their peers in a non-academic setting, develop social-emotional skills, and explore new interests. For any special needs student interested in the program, YEP staff meet with their parent, teacher(s), and program specialist, to understand the student's needs, determine which program activities are most appropriate and beneficial, receive guidance on strategies to work effectively with each student, and any measures that can be taken to overcome barriers to full participation in activities.

Personnel HUSD departments and programs provide training to YEP staff, in areas including child abuse and mandated reporting, providing academic support for ELs, working with Special Ed students, and anti-bullying/harassment strategies. Staff members are aware of all students' special needs so that they are in a position to provide them with individualized support and communicate effectively with family members. We make every effort to ensure our programs and activities are accessible and adapted to students' needs, regardless of their physical or cognitive abilities.

As part of ELO-P, YEP will continue collaborating with English Learners and Special Education departments to provide greater access to expanded learning programs all

year (core, intersessions, and summer) that are designed to address enrollment, academic support, social-emotional learning, and opportunities to build relationships outside of the regular school day setting. For example, in the summer programming, we will allocate spots for students with disabilities who do not qualify for Extended School Year (ESY).

7-Quality Staff

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

YEP strives to hire individuals who live in Hayward and reflect the cultural, ethnic, and linguistic diversity of our students and families. All staff must meet the requirements for instructional aides in the district (consistent with federal Every Student Succeeds Act guidelines)—48 semester units of college study, or AA degree, or passing the paraeducator qualifying written examination. New YEP staff undergo a week-long onboarding process covering program procedures, curriculum, enrichment activities, safety policies, and core values of YEP.

YEP staff participate in district-wide trainings on Anti Bias/Anti Racism, and Social Emotional Learning, which are key priorities in the district's current strategic plan. YEP staff receive professional development training that has been identified as beneficial to providing culturally competent and academically enriching programming to the students we serve. The trainings are facilitated by YEP staff, personnel from other HUSD departments, or external training partners with specific knowledge in subjects including youth development theory and practice; creating a safe and supportive environment; building positive relationships with youth; promoting youth voice and choice; and restorative justice techniques. Site Leaders also receive specialized training in areas such as conducting incident investigations, leading parent meetings, social emotional competencies including inclusion, effective communication, mindfulness, and conflict resolution.

As YEP expands to offer out-of-school programming for TK students as part of ELO-P, YEP will partner with local community preschools and early childhood development providers to provide targeted training to TK YEP staff in providing care and developing programming for younger students.

As part of ELO-P, YEP will strengthen the daily academic supports for students including tutoring and homework help sessions. Clubs will also be created based on their skills and interests in special subject areas, such as drama, dance, video, etc.

ELO-P will also implement a peer tutoring and mentorship program where high school students will volunteer and work as tutors and mentors at YEP elementary and middle school sites. They will receive extensive training on how to both tutor elementary and middle school students in different subject areas and how to support positive youth development. This peer mentor approach provides benefits to both the younger and

older students. To facilitate logistics, YEP high schools will coordinate with nearby elementary sites.

8-Clear Vision, Mission, and Purpose

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

Under the Student and Parent Support Program's (SPSP) umbrella, YEP's mission is to collaborate with students and families to continuously create equitable holistic programs through family and community engagement, health and wellness, and expanded learning. Programming is designed to realize YEP's vision—that all students are resilient, embrace opportunities for success in their lives, and take leadership in local and global communities.

YEP programming is designed with an eye on the five core values that guide the SPSP:

- 1. Culture Of Learning:** We are learners who ground our work in community wisdom, data, and evidence-based practices.
- 2. Integrity:** We base our everyday decisions and efforts on the needs of our students and community. We approach our work with open communication and accountability.
- 3. Diversity:** We embrace our diverse community as part of our strength-based approach to foster resilience and create a culture of access and inclusion.
- 4. Efficacy:** We make a difference and effect change through intentional collaboration.
- 5. Equity:** We use just and inclusive practices focused on the needs of the community to foster positive social change.

YEP uses yearly surveys of students, parents, teachers, and Principals to inform which activities to offer. Site Leaders participate in monthly school staff meetings and meet monthly with Principals to strengthen alignment between YEP programming, the school day, and students' needs and interests. In the spring of 2022, HUSD staff identified the following activities and services as vital to the success of the students that we serve: homework help/tutoring, sports/physical activities, opportunities to develop soft skills such as relationship building, conflict management, and communication, and activities that support literacy skills.

We also survey YEP staff each semester to help refine programming, professional development efforts, program goals, and overall program design and activities.

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.

Over the past 25 years, YEP staff have developed strong, collaborative relationships with district and school-day staff. Through ongoing collaboration with leadership teams, school counselors, teachers, Coordination of Services Teams (COST), and family engagement specialists, YEP programs have become embedded in the schools, resulting in continually enhanced programming and improved outcomes for students.

To maximize and align support services for HUSD students and families, quarterly All Teams meetings bring together COST Specialists, Family Engagement Specialists and YEP Program Leads with a focus on supporting students outside of the school day. Other standing meetings draw together specific YEP and school staff to coordinate recruitment of middle and high school students into the Bridge to College program, credit recovery, and summer programs.

YEP has operated successfully for 25 years thanks to our longstanding, strong partnerships. The partnerships help HUSD provide academic and enrichment programming to students, facilitate staff professional development training, and connect students and families to additional support services.

Some of YEP's community based partners include Alameda County Office of Education, Chabot College, Soccer Without Borders, America Scores, Bay Area Creative, Bay Area Driving School, Niroga Institute, Hayward Area and Recreation Department, City of Hayward, and The Village Method just to name a few. YEP will continuously identify new potential public and private partners to provide additional programming and services to students.

10-Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The YEP Continuous Quality Improvement (CQI) process includes a robust annual external program evaluation to identify indicators to track student and program outcomes. In selecting these indicators, we aim to evaluate our program's impact on students' academic and life skills. Through our annual program evaluation, we assess the progress of YEP students as compared to their non-YEP peers. Individual student academic outcomes and stakeholder survey data are collected and assessed at the site and grade level for these evaluation purposes.

The CQI process is informed by a number of quantitative and qualitative data points. YEP works closely with the Assessments, Research and Evaluation Department to monitor individual student success through attendance records, course grades, state testing results (CAASPP), and English Language Learners' English language proficiency status. We also analyze student A-G credit completion, high school graduation rates, and results of the California Healthy Kids Survey. We use these academic outcomes and other data to target academic supports, inform our course offerings in Bridge to College programs, and develop programmatic activities.

As part of the evaluation, satisfaction surveys are administered to students, parents, YEP staff, and school staff at the end of each school year. These surveys provide

further insight into stakeholders' opinions of and experiences with YEP. Surveys ask for feedback from students on their satisfaction with activities, as well as what other enrichment activities they would like to see in the program. The YEP management team uses the results to refine programming. We also analyze feedback collected from YEP participants through the Youth Advisory Council and use it to inform program refinements.

Further, YEP Site Leaders use the California After School Program Quality Self-Assessment Tool to evaluate program quality according to the California Quality Standards for Expanded Learning. Site Leaders complete this assessment each school year. They work with the YEP staff to examine results of site assessments, student academic achievement data, stakeholder survey responses, and other program evaluation findings to identify areas for improvement, develop short-, medium-, and long-term goals to address these areas, and action steps for achieving the goals. ELO-P will leverage this assessment tool to form and implement program plans when an immediate need is identified.

The CQI process ensures that YEP programs are making consistent, continuous progress in creating safe, supportive, nurturing environments that foster students' social-emotional growth and increase the academic support they receive.

11-Program Management

Describe the plan for program management.

Each YEP school site will have a Site Leader who oversees daily program operations, data collection efforts, communication and collaboration between the school leadership, counselors, and teachers and the YEP staff, outreach to families, and leads the site CQI process. Site Leaders are supervised by YEP Program Coordinators along with Field Coordinators. YEP Coordinators will manage and oversee YEP at elementary, middle and high school sites. An Operations Supervisor will be responsible for the day-to-day operations of the before and after-school programs, providing support, training and supervision to the program staff.

Staffing structure at sites will be determined by student enrollment numbers at each program site:

- Under 100 students enrolled: 1 FTE Site Coordinator
- 100 to 150 students enrolled: 1 FTE Operations Supervisor
- 150+ students enrolled: 1 FTE Operations Supervisor + .5 FTE Site Coordinator
 - TK and Kinder students will be supervised by Program Leaders at a student to staff ratio of 10:1
 - 1st-12th grade students will be supervised by Program Leaders at a student to staff ratio of 20:1
- Noon supervisors will support elementary sites with yard supervision as needed.

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 ELO-P will be built on top of the current structure of YEP for enrollment, policies and procedures, and data collection and reporting system. ELO-P will fund more hours for staff in order to expand YEP to serve transitional kindergarten students as well as increased hours for K-6th graders. ELO-P will also increase access for families by increasing the number of slots available at each site. While some sites currently have AM YEP programming, ELO-P will expand the morning program to all elementary school sites in the district. Keeping within the same structure and core programming, ELO-P will provide more opportunities for families and children to access YEP in our district.

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?

The YEP staff will adhere to the program's 10-1 students-to-staff ratio. In the event that the ratio is exceeded, the program will hire additional YEP staff to meet the required ratio. In addition, our program will work with our district's Ed services and Early Learning departments to train and introduce age and developmentally appropriate curriculum strategies. These strategies will support students' individual strengths, needs, and interests. Children will be appropriately challenged and have opportunities to be successful- all in the context of caring, supportive relationships.

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.

Sample TK/K Schedule

Objective: Provide a safe learning environment by improving the school climate through the development of programs and services that support student needs.

Length of Activity	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 AM-9:30 AM	ELA: Letter Formation, Writing, ABCs, Phonics and phonemic awareness routines, Reading decodables, read-aloud, Centers, small groups, integrated ELD	ELA: Letter Formation, Writing, ABCs, Phonics and phonemic awareness routines, Reading decodables, read-aloud, Centers, small groups, integrated ELD	ELA: Letter Formation, Writing, ABCs, Phonics and phonemic awareness routines, Reading decodables, read-aloud, Centers, small groups, integrated ELD	ELA: Letter Formation, Writing, ABCs, Phonics and phonemic awareness routines, Reading decodables, read-aloud, Centers, small groups, integrated ELD	ELA: Letter Formation, Writing, ABCs, Phonics and phonemic awareness routines, Reading decodables, read-aloud, Centers, small groups, integrated ELD
9:30 AM - 9:45 AM	Recess	Recess	Recess	Recess	Recess
9:45 AM - 10:15 AM	ELA: ABC/Phonic Heggerty-Phonemic Awareness	ELA: ABC/Phonic Heggerty-Phonemic Awareness	ELA: ABC/Phonic Heggerty-Phonemic Awareness	ELA: ABC/Phonic Heggerty-Phonemic Awareness	ELA: ABC/Phonic Heggerty-Phonemic Awareness
10:15 AM - 10:20 AM	Wash Hands	Wash Hands	Wash Hands	Wash Hands	Wash Hands
10:20 AM - 11:00 AM	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 AM - 12:15 PM	ELA: Guided Reading, Read Alouds, Daily 5/Literacy Centers, small groups, integrated ELD	ELA: Guided Reading, Read Alouds, Daily 5/Literacy Centers, small groups, integrated ELD	ELA: Guided Reading, Read Alouds, Daily 5/Literacy Centers, small groups, integrated ELD	ELA: Guided Reading, Read Alouds, Daily 5/Literacy Centers, small groups, integrated ELD	ELA: Guided Reading, Read Alouds, Daily 5/Literacy Centers, small groups, integrated ELD
	Writing: Writers Workshop, Journal Writing, shared writing	Writing: Writers Workshop, Journal Writing, shared writing	Writing: Writers Workshop, Journal Writing, shared writing	Writing: Writers Workshop, Journal Writing, shared writing	Writing: Writers Workshop, Journal Writing, shared writing
12:15 PM - 12:25 PM	Recess/Water Break	Recess/Water Break	Recess/Water Break	Recess/Water Break	Recess/Water Break
12:25 PM - 1:20 PM	Math: Number concepts, Centers, Small Group, Individual Instruction	Math: Number concepts, Centers, Small Group, Individual Instruction	Math: Number concepts, Centers, Small Group, Individual Instruction	Math: Number concepts, Centers, Small Group, Individual Instruction	Math: Number concepts, Centers, Small Group, Individual Instruction
	Clean up	Clean up	Clean up	Clean up	Clean up
1:20 PM	School Dismissal				
1:20 PM-1:30 PM	Classroom Pick-Up, Attendance & Bathroom Break	Classroom Pick-Up, Attendance & Bathroom Break	Classroom Pick-Up, Attendance & Bathroom Break	Classroom Pick-Up, Attendance & Bathroom Break	Classroom Pick-Up, Attendance & Bathroom Break

1:30 PM - 1:50 PM	Playworks Activity	Playworks Activity	Playworks Activity	Playworks Activity	Playworks Activity
2:00 PM - 2:20 PM	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity
2:25 PM - 2:55 PM	Math Counting Objects Writing Numbers	ELA ABC Practice Sounds High-Frequency Words	Science Earth Rainbows/ Weather	Technology/Writing Write sentences with "I can...."	Art Name Creation
3:00 PM - 3:30 PM	Dinner & Bathroom Break	Dinner & Bathroom Break	Dinner & Bathroom Break	Dinner & Bathroom Break	Dinner & Bathroom Break
3:35 PM - 4:35 PM	Homework Support	Homework Support	Homework Support	Homework Support	Homework Support
4:40 PM - 5:40 PM	Enrichment Activities Disguised Learning/ STEAM Projects	Enrichment Activities Disguised Learning/ STEAM Projects	Enrichment Activities Disguised Learning/ STEAM Projects	Enrichment Activities Disguised Learning/ STEAM Projects	Enrichment Activities Disguised Learning/ STEAM Projects
5:45 PM - 6:00 PM	Centers: ELA	Centers: Math	Centers: ELA	Centers: Math	Centers: Art
6:00 PM	Program Close				

Sample Summer Program

Objective: Provide a safe learning summer program by improving the school climate through the development of programs and services that support student needs in order to bridge the summer learning loss gap.

Length of Activity	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM - 8:30 AM	Student Check-in Math Centers: Counting Objects Writing Numbers	Student Check-in ELA Centers: ABC Practice Sounds High-Frequency Words	Student Check-in Science Earth Rainbows/Weather	Student Check-in Technology/Writing: Write sentences with "I can...."	Student Check-in Art Name Creation Dot Painting Lego Math & ELA
8:30 AM - 8:45 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:45 AM - 10:15 AM	Playworks Activity	Playworks Activity	Playworks Activity	Playworks Activity	Playworks Activity
10:15 AM - 10:20 AM	Wash Hands	Wash Hands	Wash Hands	Wash Hands	Wash Hands
10:20 AM - 11:00 AM	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity	Mindfulness/SEL Activity

11:00 AM - 12:00 PM	Math: Dot Painting: Number Formation Number Lego Building	Math: Dot Painting: Number Formation Number Lego Building	Math: Dot Painting: Number Formation Number Lego Building	Math: Dot Painting: Number Formation Number Lego Building	Math: Dot Painting: Number Formation Number Lego Building
12:00 PM - 12:45 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 PM - 1:00 PM	Wash Hands	Wash Hands	Wash Hands	Wash Hands	Wash Hands
1:00 PM - 2:00 PM	Health Awareness: Activities building coordination/balancing and physical development	Health Awareness: Activities building coordination/balancing and physical development	Health Awareness: Activities building coordination/balancing and physical development	Health Awareness: Activities building coordination/balancing and physical development	Health Awareness: Activities building coordination/balancing and physical development
2:00 PM - 3:00 PM	Artist: Storytelling through drawing and dictation Music, dance, and art with clay	Artist: Storytelling through drawing and dictation Music, dance, and art with clay	Artist: Storytelling through drawing and dictation Music, dance, and art with clay	Artist: Storytelling through drawing and dictation Music, dance, and art with clay	Artist: Storytelling through drawing and dictation Music, dance, and art with clay
3:00 PM- 4:00 PM	Scientecist: Experiments: Open-ended questions Sequencing such as first, next and last	Scientecist: Experiments: Open-ended questions Sequencing such as first, next and last	Scientecist: Experiments: Open-ended questions Sequencing such as first, next and last	Scientecist: Experiments: Open-ended questions Sequencing such as first, next and last	Scientecist: Experiments: Open-ended questions Sequencing such as first, next and last
4:00 PM - 4:30 PM	Centers: Disguised Learning/ STEAM	Centers: Disguised Learning/ STEAM	Centers: Disguised Learning/ STEAM	Centers: Disguised Learning/ STEAM	Centers: Disguised Learning/ STEAM
4:30 PM	Program Close				

ELO-P Legal Requirements

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 nonschooldays, during intersessional 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 schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

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.