

Pleasanton Unified School District



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



Prepared by: Coordinator-Kids Club/STEAM/Horizon

Student Support Services

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

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

Name of Local Educational Agency or Equivalent: Pleasanton Unified School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Hearst Elementary
2. Valley View Elementary
3. Donlon Elementary
4. Fairlands Elementary
5. Mohr Elementary
6. Alisal Elementary
7. Vintage Hills Elementary
8. Lydiksen Elementary
9. Pleasanton Middle School *new site for FY22-23 – Panther Club

All ELO-P program offerings will be located on district school sites.

This Expanded Learning Opportunity Program (ELO-P) Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

Definitions

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

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

The mission of the Pleasanton Unified School District (PUSD) states that our students will make a better world. Our vision is that every student will be a resourceful, resilient, responsible and engaged world citizen. We believe with guidance and support all students can reach their greatest potential.

The following Extended Learning Opportunity Program Plan has been developed by Pleasanton Unified School District Department of Student Services in partnership with PUSD Kids Club staff, parents and community stakeholders. We are committed to implementing high quality extended learning programs outlined in this guide. Our goal in PUSD is for all children to have equitable access to a positive and engaging learning environment that is consistent. Priority and enrollment in the Expanded Learning Opportunity Program will be given to students with the highest needs which includes our homeless, foster youth, economically disadvantaged, and Emerging Bilingual students.

PUSD aims to continuously improve the outcomes for all of its students by focusing on the implementation of the four goals outlined in the PUSD Strategic Action plan that identifies expectations for every classroom and includes extended learning programs:

1. **Curriculum and Instruction:** All students regardless of race, ethnicity, socio-economic status or gender will be proficient/advanced and college /career ready upon graduation. Optimize student learning by utilizing innovative technologies.
2. **Learning Environment:** All students and staff are provided a high-quality physical environment that facilitates teaching and learning. Every student and staff will feel safe, respected, and enjoy positive connections
3. **Personal Growth:** Empower all students to develop character, compassion, civility, and community consciousness
4. **Fiscal Stewardship:** Students will be central to all fiscal decisions. Ensure fiscal health through investing in today while planning for tomorrow.

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.

Site Safety: Pleasanton Unified School District Expanded Learning Programs are located on school campuses, operated through our district Kids Club program. ELO-P at the middle school is referred to as “Panther Club.” Operating our ELO-P programs on nine PUSD school campuses allows for close partnership with school leaders, family liaisons, counselors, and teachers.

Campuses are closed to the public during the school-day, and Kids Club classrooms, which operate before and after school day hours, are secured. All Kids Club sites have one point of entry and exit. Fencing secures outdoor play areas and gates are locked. PUSD seeks to enhance security at all ELO-P locations and is in the process of implementing keyless entry systems whereby only staff and parents will be able to open the facility doors via an assigned numeric code. The door will remain locked at all times, but with these options, the parents can electronically unlock the door. A camera and a doorbell will also be installed. Inside the classroom, a monitor will be used by staff to identify and confirm identity before allowing access. This system began as a pilot at one location and will expand to all additional ELO-P sites.

Program staff wear program identification badges at all times and wear a program t-shirt or hoodie for all field trips and off campus excursions. All staff, volunteers, and contracted providers are required to obtain Department of Justice clearance through fingerprinting with PUSD Human Resources Department.

Kids Club may also use other locations in the community as schools undergo renovations during the summer of 2022 and beyond. Accessing parks and recreation facilities will allow programming to continue when a school campus is closed due to blacktop paving and resealing, installation of upgraded HVAC systems, and other planned renovations.

We are exploring new partnerships with community organizations such as park and recreation and private after school operators who serve economically disadvantaged students. If a partnership is established, we will ensure the partner staff have a comprehensive site safety plan in place.

Student Supervision: Students are signed in and out on an electronic attendance system (EZ Child Track) at the beginning and end of each program day by a parent or guardian or an approved person over the age of 18. Each site maintains classroom rosters that include each child’s in school time classroom location and teacher. Program staff are trained to provide active supervision. Staff escort all TK/K children to their classroom in the morning and from their classroom back to the Kids Club buildings in the afternoon. Older elementary children are permitted to walk independently from Kids Club to their classroom and back again at the end of day, as this is within the secured school campus and staff can maintain line of sight to each classroom location. Additionally, staff have two-way radios that ensure clear communication and child supervision. As a child moves from an indoor play location to an outdoor space, staff radio the staff member supervising the secondary space to alert that the child is on their way. Accurate counts of children inside and outside are maintained and reviewed every 15 minutes.

The programs are staffed at a minimum of one staff person to 15 students for grades 1st-5th and one staff to 10 students in TK-K. ELO-P at the Pleasanton Middle School (Panther Club) will maintain a minimum ratio of one staff to 20 students, per the ELO-P program guidelines. This ratio is not inclusive of additional support staff such as counselors, and certificated teachers who may lead specific intervention or enrichment activities.

Physical Safety: Kids Club Site Supervisors are trained in all site safety procedures and reporting requirements for incidents. Kids Club ELO-P staff schedule emergency response drills to align with the school day schedule of drills. An emergency procedure manual is kept onsite at each Kids Club location. Procedures are reviewed with all program staff at an annual all staff training. Additionally emergency procedures are reviewed as part of new staff onboarding and training. The Site Supervisors review and update school site specific procedures in collaboration with the School Site Principal annually. First aid and CPR training certification is maintained by all staff. Review of safety protocols is a standing agenda item for each staff meeting and time during professional development days is dedicated health and safety training. Additional safety procedure training will include mandated reporting, suicide ideation, threat assessment, good touch and bad touch education, and active supervision.

To effectively communicate with parents in the event of an emergency or student accident, the program maintains a hard copy of emergency contact information for each student on file. Emergency information is also accessed electronically through the EZ Child Track database. Staff have access to the district's enrollment database (Q) to find additional contact information, if needed. Staff document any minor or major injury for parents, program, and district administrators. Each program location maintains emergency supply kits, inclusive of first aid supplies, PPE, and supplemental food and water.

Social Emotional Safety: Kids Club ELO-P is an environment where children feel safe, secure, and valued. Respectful adult-child relationships that promote a positive climate and support children's peer relationships are the foundation of Kids Club-ELO-P. The program seeks to create a safe and nurturing environment that supports children's social-emotional, educational and physical development. Kids Club Sites implement and align with culture and climate initiatives adopted by the school site. Kids Club will use a positive discipline model aligned with the District's research-based Positive Behavior Intervention and Supports (PBIS). Each school's PBIS model includes interventions including counseling, socio-emotional learning and support. Each school's PBIS behavior expectations will be integrated into the site's after-school program. In 2022-23, Kids Club ELO-P will be trained and implement the Second Step Out of School Time Curriculum. Second Step® Out-of-School Time is a research-based, social-emotional learning (SEL) program designed specifically to meet the needs of out-of-school time (OST) settings. The program helps teach social-emotional skills like community-building, empathy and kindness, and growth mindset to children from Kindergarten through Grade 5 (Second Step).

Additionally, the after-school program will implement and train all staff on the Collaborative for Academic, Social and Emotional Learning (CASEL) three (3) Social Emotional Learning (SEL) Signature Practices:

1. Welcoming/Inclusion Activities,
2. Engaging Strategies, Brain Breaks, and Transitions, and
3. Optimistic Closures.

These signature practices will be embedded throughout the entire program time and are one of many tools for fostering a supportive environment and promoting SEL. They will intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills (CASEL, 2019).

The SEL 3 Signature Practices support the ABCs of teaching which refer to the needs identified by Self Determination Theory. (Richard M. Ryan and Edward L. Deci)

- **A—Autonomy**: The need to be in control of oneself and empowered to make decisions. Participants make personal choices about what they say and do in each of the activities.
- **B—Belonging**: The need to be accepted and valued by others. The activities are designed so that every person can be heard and seen without judgment, and to help build relationships with others and with content.

- **C—Competence:** The need to be effective or to accomplish things. The 3 SEL Signature Practices give participants opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the school day, in out-of-school-time experiences, or at work.

At the intermediate school level and our new Panther Club site that will pilot at Pleasanton Middle School, the SEL curriculum used in after school care is Character Strong. Character Strong supports students well-being, engagement, and belonging. Character Strong is aligned to the CASEL framework of five social and emotional competencies.

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.

Program design is the shared responsibility of the district Kids Club Coordinator and site supervisor with collaboration from district and site level staff. Each site's program design reflects staff and student talents, interests and needs. Information about and input from participants' guides programming choices. Data from the school day on student academic progress helps program staff determine levels and types of academic support to provide.

Meaningful Enrichment: Expanded Learning Program staff design and chose programming that is hands-on, active, and engaging for participants. Staff use student observation and student feedback to determine activities that meet the students' needs and interests. Activities that promote critical thinking, collaboration with fellow students, and engagement with their communities are a focus. Kid Club ELO-P staff ensure that programming builds participants' skills over time and has concrete goals for mastery of 21st century skills. The activities and projects selected by the staff, with student input, provide authentic, in-context learning with the aim of producing a culminating event or product that serves as evidence of student learning. Field trips taken during intersession periods expand the programming we offer. Trips to zoos, Academy of Sciences, Children's Discovery Museums, and local park and recreation facilities such as the Pleasanton Swim Center enhance children's out of school time experience.

Academic Support : Collaboration with the district's Teaching and Learning Division ensures best practices in English Language Arts and math development. This partnership allows the district Kid's Club Coordinator to support staff in choosing academic activities and projects that align with state academic standards. Additionally, site principals and classified school day staff support the program. Kids Club ELO-P staff supervise dedicated homework time. Programs have digital devices so participants have access to district-approved web-based learning platforms to reinforce and build on school day learning. A project based approach that expands on lessons from the student's school day allows for a deeper hands on exploration of science, arts, mathematics, and literature. In addition to academic support, a STEAM (Science, Technology, Engineering, Art, and Mathematics) program will be offered weekly to improve academic achievement and overall student success. Each month there will be a focus on an aspect of STEAM (e.g., Science, Technology, etc.). Students will work on STEAM based activities and projects where they will apply their science, technology, arts, and math skills. Students will share their projects and describe how they completed an activity.

3—Skill Building

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

Program activities vary from site to site based on student and staff interests and passions, but all sites plan a cohesive enrichment curriculum inclusive of events that engage the whole family. Staff facilitate many types of activities that enhance student learning such as arts and crafts, STEAM, and even physical education activities. All incorporate a scope and sequence of skills with a concrete end goal. Staff help students think critically by asking open-ended questions and engaging in inquiry. The Alameda County Fairgrounds centrally located in Pleasanton has provided abundant opportunities for students to proudly showcase their fine arts and handicraft projects. Kids Club has a long history of active engagement with the Alameda County Fair with vibrant student murals on display. Future plans include participation in youth competitive exhibits including youth baked and decorated foods and youth gardening.

Science, Technology, Engineering, Art and Math: STEAM learning is required at all sites. This initiative has helped site supervisors to shift programming from typical after school activities, such as crafts and free play to STEAM curriculum that is project-based and utilizes current technology such as Lexia, Prodigy, Zearn, and other school-initiated learning programs. Students create and present projects and take part in challenges. All sites implement science curriculum that has been developed specifically for after school programs such as Science Action Club created by the California Academy of Sciences.

Social-Emotional Learning: In the FY 22-23 school year Second Step Out of School Time will be implemented across all TK-5 sites. SEL resources such as the Pyramid Model are currently available to staff. ELO-P is new to Kids Club, and thus an adopted after school SEL curriculum had not been in place. We are excited to implement the curriculum in the coming school year.

4—Youth Voice and Leadership

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

Authentic Student Leadership: Program staff develop student leadership opportunities through the development of roles that provide students jobs within the program. Regardless of the student's age, staff work to create opportunities for students to provide input on the programming that is designed for them or more formally, through Google Surveys. Leadership skills are developed through the feedback staff provide and many opportunities to take responsibility for program materials, implementation of routines and a big buddy/little buddy program that partners older students with younger students to provide help with homework and enrichment activities. This work lays the foundation of our vision of a co-created and student- led program.

Engaging students in the design and implementation of our programs will prepare them to be responsible and caring citizens of their larger communities when they reach adulthood. It is noteworthy to mention that many Kids Club ELO-P Aide staff, particularly our summer staff, were former participants in the program. We like to think that these staff received their foundational training in leadership, communication, collaboration and teamwork as students in the program.

Staff collaborate with students continually, both informally and formally. Staff collect student and family feedback through annual surveys which ask about their experiences in the program, focusing on their feelings of safety, support, and the quality of their experiences. These surveys also speak to the culture and atmosphere within a school site, and determine the training and professional development offered to ELO-P staff. For example, students are able to request enrichment activities based on their interests. Recent offerings have included: cooking, pen pals, dance, art, and music. Special Interest Groups rotate monthly allowing for many choices throughout the year. Within each group, students are given opportunities to determine the direction of the activities.

Kids Club ELO-P take place in assigned campus classrooms, most often in portables. The school's site's multi-purpose room, outside playground and sports fields are also used. The ELO-P staff and students are able to transform each room into their own engaging and unique learning environment. Classrooms have areas that allow for relaxation and quiet reading, a dramatic play area, a dedicated space for manipulatives such as blocks and Legos, and a homework lab. Most recently students have requested a homey "living room" type space. Materials such as couches, end tables, soft lighting, and small area rugs have been secured and brought into the classrooms. Students use the living room area for conversation with peers and adults and as a space to simply "be."

Elementary youth have daily opportunities to offer feedback and make decisions about their programs and activities. The expanded learning day schedule allows for leadership opportunities and youth choice. For example, elementary students take on helper roles. They help prepare and pass out snacks, help care for class pets, and help hand out materials for activities. Staff are encouraged to find opportunities for youth to take on leadership roles throughout the program day. Youth voice and choice is integrated throughout the program. Youth in lower grades are provided with multiple opportunities to make positive choices for themselves throughout the program day. In daily group time, students discuss issues that are important and relevant to them and their community. A recent example of students implementing change; students noticed food scraps in the garbage and wanted to create a composting program to keep food out of the garbage. A composting system is in the early implementation stage at a site with a school garden.

Students who have the opportunity to engage in leadership at an early age are more likely to deepen their role as student leaders at the intermediate and high school levels. PUSD affords the opportunity for students to be agents of change through formalized student participation in district governance. "The Pleasanton Student Inter-schools Action Council (SIAC) is an action-oriented student council in the PUSD consisting of middle school and high school representatives. The council supports the power of students to transform their communities by recognizing that when young people are fully engaged, they commit themselves to making positive change. SIAC works with teachers, administrators, and community members to identify and address pertinent student issues, thereby ensuring that students remain central to all decisions. The council empowers students to develop character, compassion, civility, and community consciousness to ultimately make a better world." (PUSD, SIAC)

The benefits of incorporating students in the system of a school district are tremendous. Students benefit by developing new skills and a sense of belonging to the school district. Benefits to the district are many as students who are empowered and connected can provide real insight and data to improve student-teacher connections, practices, policies, curriculum, and instruction.

Additionally, Student Board Members represent PUSD students at Board of Education meetings. Student leaders share ideas and important information regarding their schools, and have their voice heard on important decisions that affect students.

One student board member and one alternate is selected annually from Amador Valley High School, Foothill High School, Village High School and Tri-Valley ROP Middle College. This position is open to all incoming Juniors and Seniors and is a one year term.

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.

Pleasanton Unified School District Board Policy 5030* details the district's Wellness Policy. The Expanded Learning Program seeks to align its program with this plan in areas of student physical and mental health and to include in the program opportunities for participants to learn how to live a healthy life-style. Site staff lead by example and participate in physical fitness and nutritious cooking project activities.

Physical Education and Activity: Physical activity is a daily part of the Kids Club ELO-P. Choice play, team sports and enrichment activities such as dance and martial arts are some examples of programming that emphasize movement. CATCH (Coordinate Approach to Child Health) curriculum, a whole child approach to wellness is developmentally appropriate for all ages of children we serve, TK -6th grade. Implementation of CATCH in the Kids Club-ELO-P programs is planned for FY 23.

Nutrition: Beginning with the FY22-23 school year we will be implementing a No Junk Food Zone initiative. Cooking projects are very popular with students. We plan to increase the frequency of cooking projects and incorporate healthy recipes into a “Kids Chopped” or Kids Baking Championship” engaging format. Staff use CATCH healthy eating nutrition curriculum along with resources from HEAL (Healthy Eating Active Living) initiatives. All students are provided with a healthy afternoon snack. During intersection and summer when a full day of services are provided children are provided with breakfast, lunch, and an afternoon snack. The composition of these meals conforms 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. Additionally, Kids Club ELO-P will resume the Harvest of the Month curriculum, which had been paused during the COVID pandemic. The Harvest of the Month materials are based on the U.S. Department of Agriculture Dietary Guidelines for Americans and promote consumption of seasonal fruits and vegetables, as well as physical activity. Lesson plans are organized by the product of the month. Each family will be provided with the monthly Harvest of the Month newsletter which includes a recipe that the children are familiar with as they will have prepared this recipe during their Kids Club program time.

In addition to movement and healthy life choices, the Expanded Learning Program supports the mental and emotional wellbeing of students. Mental health resources are available to students and families through school-based programs and Expanded Learning staff are able to provide referrals as needed.

* " The Governing Board of Pleasanton Unified School District recognizes the link between student health and learning. The District desires to provide a comprehensive program promoting wellness for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through (1) wellness for district students through the development of;

- (a) health education
- (b) physical education and activity
- (c) health services, psychological and counseling services
- (d) nutrition services
- (e) safe and healthy school environment

In addition, the Superintendent or designee shall develop strategies for promoting (2) staff wellness and for (3) involving parents/caregivers and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle."

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.

Kids Club ELO-P staff reflect the cultural and linguistic diversity of our community and the children enrolled in the program. Languages spoken by staff include: Spanish, Hindi, Urdu, Bengali, Tagalog, Japanese, Korean, Mandarin, and Cantonese. The program is committed to recruiting and accepting any eligible student into the program and there are no practices that exclude a child based on race, color, income level, national origin, physical ability, sexual orientation, gender identity or gender expression. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students’ unique individual and cultural backgrounds.

Program activities reflect a celebration of the cultures from which participants and staff come. Students will explore their heritage and culture through activities, projects, studies, presentations, and performances. Activities that involve the family deepen the celebration of students' culture and backgrounds.

Kids Club ELO-P enrollment priority is given to homeless and foster youth first, followed by the other categories in no particular order: economically disadvantaged, English Language Learners (Emerging Bilingual) and special education students. Approximately 16% of the participants currently enrolled in the program are English Language/Emerging Bilingual. Kids Club ELO-P located at our Valley View site is a Spanish language dual immersion program, which is aligned with Valley View Elementary Schools dual immersion program.

Through collaboration with the Special Education resources, Kids Club sites are able to support and include our special needs students including students in Special Day Classes. The Kids Club program staff work hard to ensure that Special Education students are integrated into the program, providing them with experiences that give them opportunities to learn and play alongside typically developing peers.

Remaining open enrollment slots are fee -based and selection is based on a lottery system.

7—Quality Staff

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

PUSD Kids Club ELO-P, in partnership with the District Human Resources Department, ensures the recruitment of staff with experience in working with students, and college coursework in Early Childhood Education, Recreation, or Human Development.

PUSD Human Resources Department screens all applicants and does not refer staff for interviews unless the minimum requirement is met. We screen carefully to make sure employee candidates are aware of our expectation of facilitating high quality learning experiences that support the student's development.

Program staff serve on interview panels. Interview questions and applications are used to determine candidates' experience and the specific skills and interests they could share with students.

Recruitment is done through personal contact, advertising and Edjoin.

Staff at all levels have regular opportunities for professional development. Weekly staff meetings for site supervisors focus on implementation of program procedures, budgeting and expenditure, quality improvement, and programming ideas and expectations. Three non-student days are opportunities for all-staff professional development. In the coming FY23 school year staff professional development will focus on Second Step Out of School Time, SACERS (School Age Environmental Rating Scale) Assessment Tool, and an introduction to the CLASS (Classroom Assessment Scoring System) tool, a quality improvement system that measures classroom interactions. PUSD Kids Club Staff have written job descriptions, employee handbooks that detail the expectations of program staff, and are evaluated and given feedback on their performance.

Staff are also encouraged to attend vetted conferences and workshops offered by outside organizations such as CAN, California Afterschool Network. Staff are especially encouraged to attend conferences offered by our regional system of support partner, Region 4. This attendance is supported by covering the staff person's hours and reimbursing their travel expenses.

Outside vendors and volunteers bring programming and services to the Kids Club sites. These partners, if needed, receive informal training on how to work with students and our Positive Behavior Intervention System so that they integrate program culture. All persons working at the site are cleared by the district through a health screening and Department of Justice reports.

8—Clear Vision, Mission, and Purpose

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

PUSD Mission:

Our students will make a better world.

PUSD Vision:

Every student will be a resourceful, resilient, responsible and engaged world citizen

Program Purpose and Overall Goals:

In operation since 1985, Pleasanton Unified School District's Kids Club after school program provides a quality environment for students supporting the social, emotional, physical, and cognitive growth of each student in a safe and comfortable environment that is staffed by caring adults. Through the structure of a stimulating environment, the staff facilitate the development of each student as they interact with materials, ideas, and people. The students are given space and time to investigate and discover. In curriculum planning, special emphasis is placed on self-esteem, character education, problem solving, and life skills.

For students, there are exciting projects and activities planned each day that reinforce concepts that are learned during the school day. This includes activities such as arts & crafts, cooking, sports, science, music, technology, language development, field trips, and social and cultural interchange. Kids Club follows a hands-on, inquiry-based curriculum model which incorporates ideas from both the students and the staff. We feel that a student-centered program is most appropriate, and this allows the greatest opportunity for exploration, discussion, and student and staff interactions. Kids Club staff plan activities based on the students' interests and our goals for their learning content and skills.

For parents/guardians, the program provides a safe, enriching, and caring place for their child. The staff plan activities to address each aspect of your child's development. Each site has a parent information area and opportunities for parent participation through planned social events and parent functions. We believe in a working partnership with parents and families to provide the type of program that promotes development of skills in all of the developmental domains, encourages the development of independence, and promotes diverse cultural values and acceptance.

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.

The Expanded Learning Opportunities Program Advisory Group is a newly created advisory group that serves as advisors to Kids Club ELO-P program. Duties include review of the Program Plan, response to goals and collected data, and advice and advocacy. Additionally, an LCAP sub-committee, an ELO-P Implementation Committee will be implemented during the FY 2022-2023 school year. The committee will meet as part of the LCAP process to annually review and update the plan based on outcomes and feedback.

In addition to these groups the Kids Club ELO-P has other partnerships that provide support to the program. The Kids Club Site Supervisors are district classified staff and the program is an integrated school campus initiative. Site Supervisors regularly consult with the principal, vice principal, family liaisons and grade level certificated teachers for guidance on academic supports and school day initiatives and goals. The purpose of this collaboration is to create an after-school program that compliments the school-day experience for students.

Other partnerships that support program goals include:

- Hively: Local resource and referral agency hold California Alternative Payment Program contract. ELO-P eligible students are also eligible for child care vouchers (up through age 13). This blended funding model is essential to the sustainability of Kids Club ELO-P
- City of Pleasanton: Financial resources through grant-making to family access to Kids Club
- Programming Vendors: Specialized programming such arts, music, soccer, and STEAM learning through contracts.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

In accordance with California Education Code (EC) Section 8484, Pleasanton Unified School District (PUSD) engages in a data-driven quality improvement process based on quality standards at its Expanded Learning sites. The Expanded Learning Program uses a number of measurements to determine program quality and to provide information for goal setting and action plans.

Program attendance and continued enrollment are two indicators of a high-quality program. Most children who enroll in Kids Club in TK/K will continue in the program through 5th grade. With the additional program offering of Panther Club at Pleasanton Middle School piloting in the 2022-2023 school year, children will have the opportunity to continue in PUSD ELO-P through intermediate grades. PUSD also engages in a data-driven quality improvement process based on initiatives driven by the 12 Quality Standards for Expanded Learning in California. The data is used to make decisions about enrichment program offerings, to evaluate programming vendors and to determine next steps in improving the quality of programming.

Additionally, each site will be assessed utilizing the California Afterschool Program Quality Self-Assessment Tool (QSA). The data generated by the assessment will be used to develop year-long staff development and initiatives to improve program quality. Students, program staff, and parents will be asked for their opinions and suggestions for improving the program through surveys and in parent meetings. Both survey and focus group data will be analyzed by the Expanded Learning team in order to provide additional resources and support to sites. The ELO-P Program Coordinator will meet with the Site Supervisor to discuss results, identify successes, areas of improvement, and next steps. The Site Supervisor with the assistance from ELO-P Coordinator, will use the assessment to data develop a plan for program improvement using the CDE’s Quality Program Improvement Plan (QPIP). All sites will be tasked to develop goals and objectives to improve on Quality Standards listed in the area of improvements.

11—Program Management

Describe the plan for program management.

Each year Expanded Learning Program management and administration requirements are detailed in handbooks provided to staff. These manuals are updated annually and include a parent handbook and a Kids Club Employee Handbook at this time. The employee handbook defines policies, procedures and practices for all staff roles. The parent handbook describes the purpose of the program and expectations of participants and families who enroll. A ELO-P operations handbook which will serve as a resource for site principals and all district leadership staff will be finalized in the 2022-23 school year.

The Expanded Learning Program has several staffing layers. These roles are defined by PUSD job descriptions and staffing contracts.

District Kids Club Coordinator

Coordinates with site staff to implement Expanded Learning Programs, integrates programs with other district initiatives, meets compliance on all grant assurances, provides professional development for site staff and monitors implementation at sites, manages partnerships, writes grants, provides leadership to district, and community. Evaluates site staff, manages fiscal requirements, prepares and submits all required reports. Meets regularly with supervisor and other district staff to report on implementation and other issues concerning the Expanded Learning Program, meets monthly with site coordinators and conducts frequent site visits.

Kids Club Site Supervisor 1

A new position, proposed for the 2022-2023 school year. Serves as the lead Site Supervisor, assists Coordinator in ensuring compliance with the Quality Standards for Expanded Learning.

Kids Club Site Supervisor

Develops and implements Expanded Learning Program at school site. Works collaboratively with school sites to implement academic support, works collaboratively with program staff and district coordinator to implement high-quality enrichment programming. Follows program and district procedures and policies to ensure grant compliance. Prepares and maintains a variety of records related to assigned activities such as behavior and accident information, financial records, parent files, attendance, check in/check out system, snack program, and various records required by the District; provides required information and documentation to ensure compliance with the established requirements.

Kids Club Administrative Assistant

Maintains enrollment database (EZ Child Track), documents ELO-P eligibility, attendance and Fiscal Management.

It is the responsibility of the district coordinator and Director of Student Services to ensure all funds are expended in accordance with state and district requirements. The Expanded Learning Program uses the PUSD's fiscal accounting system (Escape) utilizing School Accountability Codes (SACS) to manage and requisition resources. Requisitioning originates at the site level with an approval pathway that includes the district coordinator.

The Kids Club Coordinator creates a spending plan each year to align the Kids Club ELO-P program with the district's and program's mission and vision statements and goals. The spending plan includes line items based on frequently used SACS which is then aligned within the Escape system so funds are available in the correct spending categories. Several times a year these spending plans are updated and adjusted to ensure the funds are being spent in a way that aligns with site goals, site needs, and student interests. This procedure also assists in ensuring we fully expended our funding. The procedures for requisitioning the budget and using the accounting system are in writing and detailed in the site coordinator handbook.

To access special services from unique contractors the district coordinator uses the PUSD Contract Agreement and procedures to ensure all work done by outside vendors complies with district policy, which details information about adequate insurance coverage and proper vetting of contractors through Department of Justice reports.

Attendance Tracking Including Sign In and Sign Out

Kids Club ELO-P has a detailed attendance tracking protocol and policies, as documented in the parent handbook and internal staff procedures. Student attendance is both tracked in EZ Child Track and on manual sign-in sheets. Parents sign in their students for before school care and staff to sign in students for after school care. Elementary students must be signed out by a parent/guardian who is 18 years and older. Intermediate students with permission to walk home may be signed out by staff at program dismissal time.

General Questions

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

Pleasanton Unified School District is not an ASES or 21st CCCLC grantee.

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 Kids Club-Expanded Learning Program currently serves TK students on elementary school campuses with age-appropriate facilities and playgrounds. TK students and their families have access to Kids Club ELO-P before the school day beginning at 7:00 am and at the conclusion of their TK/K day, from 12:00pm until 6:00pm.

1:10 ratio is maintained at all of our locations that serve TK/K students. Our sites are staffed by a site supervisor, one or more 6 or 8 hour Kids Club Educators, and Kids Club Aides. Site Supervisor and Kids Club Educators have a minimum of 12 college units of Early Childhood Education/ Child Development. A professional development plan for FY 22-23 has been created to ensure high quality implementation of developmentally- informed programming and curriculum. Planned trainings include: SACERS (School Age Environment Rating Scale) to ensure an age appropriate after school learning environment, CLASS (Classroom Assessment Scoring System) a measure of adult / child interactions and learning facilitation, and the Second Step Out of School Time social emotional curriculum.

Program Hours: After school programs operate at school sites both before and after the school day until 6:00pm each day school is in session. This schedule, when combined with the six hour school day, creates a nine hour+ day to support families and to facilitate the district's ability to address whole-child developmental goals.

SAMPLE SCHEDULE

TK-Kindergarten

7:00-9:15-Expanded Learning/ Kids Club

9:20-12:00 (early birds) 1:00 (late birds) School Day

12:00-6:00 (early birds) 1:00 (late birds) Expanded Learning

Up to 11 hours available, based on family need

Grades 1-5

7:00-8:20-expanded learning -Kids Club

8:20-2:55 School Day

3:00-6:00 Expanded Learning

Up to 11 hours available, based on family need

6th grade

8:45-3:00- School Day

3:00-6:00- Expanded Learning/Panther Club

9.25 hours

Funding will also be used to offer nine+ hour days during intersession days for at least 30 days. Program hours for these intersession dates will be at least for nine hours of programming. These 30 days might include programming during summer, spring break, holidays

Sample Intersession Schedule 1 Grades TK-5th

7:30-9:30 Breakfast, games, crafts, physical activity-outdoor free choice
9:30-12:00 Academic Enrichment (special interest groups / art/ literature)
12:00-1:30 Lunch and Play
1:30-2:00- Reading Time
2:00-3:30 Academic Enrichment (special interest groups/ art / literature)
3:30-5:30 Snack, games, crafts, physical activity-outdoor free choice
Up to 10 hours based on family need

Sample Intersession Schedule 2 6th Grade

8:00-9:00 Breakfast, games, physical activity
9:00-11:30 Academic Support
11:30-1:00 Lunch and Free Choice
12:30-3:30 Academic Enrichment (art/cooking/literature/STEAM)
3:30-5:00 Snack, games, crafts, sports/physical activity
9 hours

Below are additional legal requirements for the ELO-P.

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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

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

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

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

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

For at least 30 non schooldays, during 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 school sites 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 child care 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 was 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.