

EXPANDED LEARNING OPPORTUNITIES PROGRAM
SJUSD PLAN
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Local Educational Agency (LEA): San José Unified

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Purpose: This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

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

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

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

List of school sites LEA has selected to operate the Expanded Learning Opportunities Program (ELO-P):

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|-------------------------------|-----------------------------------|
| 1. Almaden Elementary | 10. Lowell Elementary |
| 2. Anne Darling Elementary | 11. Merritt Trace Elementary |
| 3. Canoas Elementary | 12. Muwekma Ohlone Middle |
| 4. Empire Gardens Elementary | 13. River Glen K-8 |
| 5. Ernesto Galarza Elementary | 14. Selma Olinder Elementary |
| 6. Gardner Elementary | 15. Terrell Elementary |
| 7. Grant Elementary | 16. Walter L. Bachrodt Elementary |
| 8. Herbert Hoover Middle | 17. Washington Elementary |
| 9. Horace Mann Elementary | 18. Willow Glen Middle |

Students enrolled at these schools during the regular school day will be funded from ASES grants. Students enrolled at non-ASES sites will be funded using ELOP funds.

1. Safe and Supportive Environment

Programs will be offered at the elementary and middle schools listed above. All eligible students in grade TK-6 will be invited and parents can choose the program that is most convenient. All staff will be trained to provide a caring and safe environment prior to the first day of program. Most of these schools are in the northern portion of our district where the majority of our unduplicated students (low socioeconomic, English Learner, and Foster Youth) are located. We also have schools with programs in the central portion and as far south as Almaden Elementary that is located just south of Hwy 85.

Families will transport their children to the ELO-P programs if it is not located at their home school. We plan to expand to additional schools to improve access in 2023-24 school year assuming we secure sufficient funding and staff to support the programs.

- Program staff will have access to appropriate health, safety, and contact information and will follow check in and check out procedures to ensure that staff, students, families, and school partners understand where students are located throughout the duration of the program.
- Program staff will be easily identifiable to students using staff shirts, vests, badges, or other strategies.
- At least one staff member in each program will be trained in safety and first aid.
- Programs will work collaboratively with school staff if students or their families need supports beyond the ELO-P programming.

2. Active and Engaged Learning

Programs will provide physical activity and enrichment in addition to homework support or tutoring. These programs are designed to complement the instructional day and program leaders will communicate regularly with site administrators to ensure alignment with instructional activities. Students will provide feedback and input into the enrichment and physical activities. Activities will be hands-on as much as possible and technology will only be used if necessary to support the necessary services (ex: online tutors), homework, or short-term collaborative projects.

Collaborative activities will be used to promote discussions and interaction that raise awareness about our community and other cultures.

3. Skill Building

Programs provide homework support and/or tutoring. Tutoring may be virtual and can provide individual support for students based on their current needs. Beyond the homework support,



programs will emphasize communication and collaboration skills. These skills will help students to develop a sense of personal and social responsibility.

Programs will build on the Social Emotional Learning (SEL) focus during the school day and will provide opportunities for students to share their understanding and apply their learning. As an example, elementary schools will be teaching lessons on Growth Mindset and Goal Setting the first month of school. ELO-P programs will continue that focus into the after-school activities and show students how those lessons can be applied in a variety of settings.

4. Youth Voice and Leadership

ASES programs utilize the Quality Standards for Expanded Learning pertaining to youth voice and leadership to implement and create the program.

Programs will provide students with opportunities to share and express their opinions, concerns, or interests so that staff can build or adjust activities that engage the student participants. Students will participate in authentic leadership experiences. Some examples may be:

- Leadership students or student council members
- Voting on activities or excursions
- Student led activities and youth leader roles
- Student led clubs

Students provide feedback on the programs and activities through discussions, surveys, and other means as appropriate.

5. Healthy Choices and Behaviors

All programs will provide healthy meals and/or snacks during ELO-P hours of programming and students will learn about making healthy food choices. Students will have daily physical activities that utilize a range of skills, incorporate exercise, sport, dance, and other movement forms. Staff will model good nutrition and participation in physical activity during the program.

Additionally, students will receive regular SEL instruction focused on making healthy choices and creating a healthy environment that builds on the collaboration of families, school, and community.

6. Diversity, Access, and Equity

Student culture and diversity are celebrated in activities, creativity, project-based learning, and collaboration. School staff will share strategies with the after-school program staff to support a variety of learners, including students with disabilities. Resources and communication will be provided in both English and Spanish, and other languages as appropriate.

All programs will actively recruit and hire staff that reflects the community of the students served in the program and will create a welcoming environment by representing the diversity of the participants through program materials.

Activities will be developed to celebrate the diversity related to the students in the program. Staff will participate in diversity and sensitivity training to support the students as needed.

Students will be encouraged to share through collaboration and group work as well as creativity and project-based learning. Cooperation will be encouraged throughout the activities and students will have opportunities to engage in public speaking, and group activities to promote a positive climate grounded in respect, compassion, and self-respect.



All programs will provide a welcoming and supportive environment for everyone and promote a culture of inclusion. Students will have opportunities to show strengths, build friendships, and discover new interests. And ultimately, program leaders create a positive, accepting environment where all children feel valued. All programs will support students with disabilities and will work collaboratively with the schools and the families to provide accommodations for a child to be successful.

7. Quality Staff

ASES program staff work with each school administrator and the broader community to identify, recruit, and retain staff with the needs of the school in mind.

The programs will recruit staff with cultural backgrounds and language capabilities that support and reflect the students. Programs use referrals by current employees, relationships with local colleges, job postings, and job fairs to recruit staff. All staff are required to pass a background check, submit proof of tuberculosis clearance, and have all the qualifications for a Para-professional and other certifications required by San José Unified.

Staff will receive ongoing professional development to support a wide range of areas depending on the needs of the students and the skills of the staff. Training may include but is not limited to positive student interactions, tutoring or homework support, Positive Behavioral Interventions and Supports (PBIS), collaboration and interactive structures, Social Emotional Learning (SEL), effective inclusion strategies, English language development, leadership, and effective communication in addition to safety and mandated reporting training.

8. Clear Vision, Mission, and Purpose

Vision: Preparing today's students to be the thinkers, leaders, and creators of tomorrow with extended learning and enrichment opportunities for our students with the highest needs.

Mission: Uniting as one community, we elevate opportunities for all.

Programs will provide extended school supervision and activities that align with the district vision and mission. Earlier sections of this plan describe the activities that support students in leadership roles, develop critical thinking skills, and to work together to develop a positive learning community. Each program will develop goals and actions to achieve those goals based on the needs of participating students.

The San José Unified Strategic Plan and Local Control and Accountability Plan (LCAP) were developed using data and stakeholder input. This plan is developed based on that input. ELO-P will be assessed based on the number of students participating and feedback from stakeholders. This evaluation will be used annually to adjust ELO-P implementation as needed and will be used triennially to revise and update the plan.

9. Collaborative Partnerships

SJUSD collaborates with our ASES providers, Catholic Charities, Think Together, and YMCA to provide extended learning opportunities. These providers work closely with our school staff to coordinate the transition from the school day to the after-school program.

All our programs use culturally and linguistically appropriate strategies to engage families and collaborate with appropriate school and community stakeholders to leverage resources. Each provider has collaborative relationships with a variety of community organizations such as San José State University, the City of San José, San José Technology Museum of Innovation, Kaiser Permanente, and Project Cornerstone.



10. Continuous Quality Improvement

We will work collaboratively to develop an assessment process so that all providers can assess and get feedback on the core components of the programs.

Improvement goals and action steps will be developed based on the number of students participating and feedback from stakeholders. This feedback will be collected throughout the year and goals and actions will be developed inclusive of the feedback.

Each program provider has their own quality improvement practice that includes assessments and a timeline for responding to data. Additionally, each provider utilizes student and family feedback in the moment to make immediate adjustments to the activities planned for the week.

11. Program Management

Our Student Services Department will meet with providers a minimum of once a month to discuss and support the program. These meetings will be a part of the continuous improvement process to refine and adjust the plan as needed.

Each program will provide a user-friendly parent handbook that describes policies and procedures. ASES funds will be braided with ELO-P funds to provide the extended care described in this plan. Existing ASES providers will increase their staffing to include students from other sites who are eligible for ELO-P.

SJUSD Student Services Department will manage ELO-P by working with the providers, collaborating with Human Resources and Fiscal to hire additional staff and provide appropriate compensation and will conduct the yearly quality improvement process.

Transitional Kindergarten and Kindergarten

ASES programs will staff at the lower ratio (1:10) for these grade levels and will provide programming based on the preschool foundations. Instead of academic support, the program will support oral language development and social skills. Staff will be provided with training to better understand the needs of four- and five-year-old children and how to develop appropriate activities for that age level.

Sample Program Schedule

180 School Days Sample Schedule:

ASES Site

3:00-4:00 PM	Check In, Snack, Homework or Tutoring
4:00-5:00 PM	Physical Activity
5:00-6:00 PM	Enrichment, Student Choice, Collaboration

Non-ASES Site

7:00-7:20 AM	Breakfast
7:20-7:40 AM	Homework Check
7:40-8:00 AM	Physical Activity
3:00-4:00 PM	Check In, Snack and Homework Center
4:00-4:15 PM	Physical Activity
4:15-5:00 PM	Enrichment Activity



Summer Days Sample Schedule

8:30–11:30 AM	Academic and SEL
11:30-12:00 PM	Lunch
12:00–1:30 PM	Physical Activity
1:30-3:00 PM	Enrichment
3:00-3:30 PM	Snack
3:30-5:00 PM	Student Choice & Collaboration

Intersession Days Sample Schedule

8:30–11:30 AM	Social Emotional Learning, Goal Setting, Collaboration
11:30-12:00 PM	Lunch
12:00–1:30 PM	Physical Activity
1:30-3:00 PM	Enrichment
3:00-3:30 PM	Snack
3:30-5:00 PM	Student Choice & Collaboration

