

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**



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

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

Local Educational Agency (LEA) Name: Westside Union Elementary S.D.

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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. Anaverde Hills
2. The IDEA Academy @ Cottonwood
3. Del Sur Sr. Elementary
4. Esperanza Elementary
5. Gregg Anderson Academy
6. Quartz Hill Elementary
7. Rancho Vista Elementary
8. Sundown Elementary
9. Valley View Elementary
10. Leona Valley Elementary- Pending

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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

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

1—Safe and Supportive Environment

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

The Westside Union School District (LEA), has partnered with subcontractor, Antelope Valley Boys & Girls Club to provide Expanded Learning Opportunities for WUSD students in TK-6 during the after-school program (ELOP). The Antelope Valley Boys & Girls Club (AVBGC) is properly licensed to provide after school programming in the state of California and has undertaken several initiatives that are aligned with the instructional day to create and maintain a safe and supportive environment.

Future ELO Program may include WUSD students in 7th & 8th grade.

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.

The Expanded Learning Programs strive to create a safe and supportive environment that provides the development of socio-emotional learning, and physical needs of the students. Westside Union School District and AVBGC utilize a system for tracking student enrollment and attendance through PowerSchool and through AVBGC's registration and attendance platform, *My Club Hub*, to ensure that eligible students are able to participate in ELO Programs. Policies and procedures are reviewed regularly to ensure that students are always supervised.

[WUSD Comprehensive Safety Plan](#)

[AVBGC Parent Handbook- English](#) / [AVBGC Parent Handbook -Spanish](#)

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,

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while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

Program Methodology

Staff are trained through a trauma-informed approach and specialize in creating safe and supportive environments. Through the support of staff, youth can build knowledge, attitudes, and skills to help them recognize and manage their emotions, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

WUSD schools and AVBGC have established good relationships with the school support staff, and there are communication protocols between contracting staff, the school counselors, student support services, and school administration.

Finally, staff are required to pass LiveScan fingerprint screening before working with students. In addition, staff are trained during their first year of employment in CPR/First Aid, and have at least one person who has been certified on emergency procedures at each participating site. Earthquake drills, lockdown drills and emergency evacuation drills are conducted yearly.

Health and safety protocols and guidelines set forth from the CDC and LA County Health Department were used in the development and implementation at participating ELOP sites as outlined in the AVBGC Handbook.

Supervision Plan

Parents register students for the program by completing a registration form online [AVBGC/Westside](#). In person registration is available at the main AVBGC administration office, and staff is also available to support the application process at each school site during the after-school program. Once students are registered, their name is added to a daily sign-in/out sheet. Students are checked-in each day by a staff member and are signed out by an authorized adult listed on the students' registration form. During program time, staff group students by grade level into "hubs" and oversee program activities for the day. One staff member will be responsible for up to 20 students, except in the instance of TK/K students, which will have a 1:10 ratio. In addition, the Club employs an additional 'roving' program staff member who assists when needed to ensure ratio is met at all times.

In addition to AVBGC staff, WUSD certificated staff will support student supervision during enrichment activities.

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.

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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 Methodology

Westside Union School District and Antelope Valley Boys & Girls Club are committed to a seamless program design, where the after-school programs flow directly from the expectations- at the curriculum and instruction levels- of its rigorous academic program, while including enrichment activities that students enjoy and add to their well-roundedness. The program has distinctive strengths that drive continuous and sustainable alignment with the regular school day.

The ELO program is designed to include educational literacy and enrichment activities based on desired outcomes for specific populations of youth served. Activities are chosen through evidence-based practices that complement the regular school day.

Planned program activities vary by site and look to maximize academic performance and positive youth development. Expanded Learning staff use all the areas and programs in the environment to create opportunities for these high-yield learning activities, which include leisure reading, writing activities, storytelling, language, discussions with knowledgeable adults and or elders, helping others, homework help, tutoring, and games that develop young people’s cognitive skills.

Homework assistance and tutoring help participants achieve the following objectives:

- Become self-directed, resourceful, and independent learners.
- Turn in their homework assignments completed and on time.
- Improve their organizational and time management skills.
- Improve their academic performance (classroom grades, test scores).
- Reinforce the lessons learned in school and become better prepared for upcoming lessons.
- Develop a healthy attitude of personal responsibility, pride and a higher standard of diligence and rigor.
- Understand the consequences of failing to meet obligations.
- Interact with each other in a positive, supportive manner.

Sample Program Plan

2:00pm-3:00pm: Power Hour (Homework assistance, tutoring)

Grades K-2: Reading Activity- Word Detective; Grades 3-6 Reading
Activity- Word Maker

3:00pm-3:15pm: Snack

3:15pm-4:00pm: Triple Play (Healthy Lifestyles Programming): Daily Fitness

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Challenge and recreational play

4:00pm-4:45pm: STEM -Giant Bubbles and Wand Activity

4:45pm-5:30pm: SEL Programming Activity: Grades K-2 Guided Journal Activity: Who Am I?; Grades 3-6: Guided Journal Activity- Positive Self Talk: "I am proud of myself because..."

Youth Voice and Choice: Low Structure Activity. This could be drawing, coloring, reading, word series, board games, Legos, puzzles...

WUSD is working on expanding enrichment opportunities which may include WUSD staff, community partners and outside vendors. Some examples include the following: band, choir, art, karate, ballet Folklorico, intramural sports, robotics, coding, crocheting, gardening, etc. Additional services may include programs on or off school campuses.

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.

3—Skill Building

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

The ELO program requires elements of educational literacy and enrichment activities, which are expected to contribute to overall student success by building skills through targeted activities meant to be not just fun, but also educational.

The educational component includes:

- Evidence based Reading programs;
- Evidence based Math programs, which allow for specific standards based skill development;

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- Homework support and tutoring that is grouped by grade level in order to maximize efficiency;
- Specific disguised learning activities designed to increase skills, centered around high frequency words, sight words, math facts and vocabulary development.

The enrichment component contributes to overall student success by providing an engaging environment where students are developing an awareness about themselves, their strengths, and the world around them. These activities allow for youth to increase their skills in a specific area throughout the school year. Elements of the enrichment component may include:

- Drama, dance, and music productions;
- Organized sports and recreation programs;
- World languages including Spanish;
- Creative writing;
- STEAM and engineering activities such as building miniature solar homes, Lego robotics, and projects that demonstrate life cycles of organisms like a butterfly garden.

The program may include additional hands-on learning which may include field trips and assemblies provided by the community and/or other vendors.

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.

4—Youth Voice and Leadership

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

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The emphasis on collaborating with youth is to develop, share, elevate and understand that their voice delivers impact and reflects youths' interests in a relevant and engaging way. Youth voices support the program by building motivation, promoting learning and self-directing, and ultimately improve the overall after school experience.

Youth Voice and Leadership is incorporated into our program through a multitude of opportunities. Youth surveys are conducted twice each year to assess needs and wants; first in the beginning of the year and again mid-year to determine if programs are on target for success or changes should be made. Additionally, opportunities for Youth Voice and Leadership may include:

- Youth councils within program
- Youth plan a day of service in which they pick an issue to address and execute the planning process. This can be a food drive collection, or socks for the homeless, etc.
- Establish public speaking and recognition opportunities for youth to express their views (Jr. Staff, Yr. Youth of the Month/Year). These students serve as guides to new students, outreach to the broader school community and even have opportunities to share their voice in the community.
- Jr. Staff meet with Site Coordinators to address issues and have a voice in program activities.
- Each site also has a voice and choice of the specialized program they would like to participate in for the year. In the past, youth programs included Dance, Spanish, Drama, Photography, Robotics and more.

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.

Opportunities for Healthy Choices and Behaviors

Health and wellness programming is a key component in the Club's curriculum. The Club provides numerous offerings that emphasize healthy choices and behaviors including AVBGC's "Triple Play." TRIPLE PLAY: A Game Plan for Mind, Body and Soul- Triple Play is a dynamic wellness program that is designed to help youth create opportunities to take charge of their personal health and wellness.

Fitness is a daily component of the schedule for all students. HEAL (Healthy Eating, Active Living) programs are designed to help all youth become physically literate – having the competence, confidence, and intrinsic motivation to be physically active every day. Healthy eating, physical activity and relationship building are addressed in Healthy Habits (14-week curriculum), with components of daily physical challenges and social recreation. Together, the programs help students learn to sustain the health of the mind, body, and soul.

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The Club actively seeks staff members who were high school athletes, coaches or who have some other background in a fitness related activity. The staff communicates the importance of physical fitness, both through the daily fitness activity, as well as during sports and recreation rotations.

Nutrition in the Program

Nutrition also plays an important role in the program. Students participate in enrichment classes focused on healthy eating, nutrition and healthy choices, as nutrition is a standing component of the enrichment rotations.

Students in the program will receive a snack from the district's Child Nutrition Department or AVBGC. As the program expands, WUSD's Child Nutrition Department may include providing a "supper" meal for students attending ELOP. A sample menu is below.

1st Menu Option

Mini Bagel= 1 grain

Peanut Butter and Jelly Cup = 2M/MA

Sliced Pears = 1/4c.

Celery Sticks = 1/2c.

8 oz. Fluid Milk Options (nonfat chocolate and 1% low-fat white fluid milk)

2nd Menu Option

Sandwich, Peanut Butter & Jelly = 1 grain & 1 M/MA

String Cheese = 1 M/A

Pears (canned & sliced) = 1/4c. fruit

Green Beans = 1/2c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

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).

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.

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In the Expanded Learning after-school program, youth find safe spaces, supportive mentors and high-quality programming to help them grow into productive, caring, responsible adults. Right now, we are at a critical juncture as widening wealth, equity and opportunity gaps limit and threaten the great futures our young people deserve. Expanded Learning programming supports kids and teens-of every race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status, and religion- providing a safe, inclusive environment for every student who walks through the doors.

To ensure an environment that promotes diversity, access and equity, the Club is taking the following steps:

- Ongoing training is provided to support all kids.
- Staff embed diversity equity and inclusion in all programs and resources and create new assets to specifically target these critical issues.
- Staff identify and accelerate local partnerships that help build expertise.

WUSD and third party vendors work to ensure that each employs staff that are diverse and bilingual to help support English Learners. Flyers and communications are provided in English and Spanish to provide families with information about the program in their native language.

The ELOP staff and third party vendors make every effort to accommodate and ensure participation for those students who may be excluded from the program, regardless of disability or other barriers to entry. Staff are trained as needed to provide support to students with special needs where applicable.

7—Quality Staff

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

The minimum requirements for AVBGC Program Instructors in the after-school program is similar to those that the district uses to hire instructional aides. These include:

- High School Diploma or Equivalent
- Pass a para-professional or academic test
- Pass a health screening that includes current TB clearance
- Pass Livescan fingerprint clearance
- Hold a Child Abuse and Neglect Reporting Act- Mandated Reporter Certification

The Club aims to hire bilingual Program Instructors, when possible, who are able to connect with English Learners and parents, and many of whom attended programs themselves as youngsters.

AVBGC recruits from the community beginning at the local colleges with preference given to applicants who are on a BA degree or teaching path. The Club also recruits from staff who have

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trained at the school district level and are found to be competent by school site administrators both for teaching and project leader positions.

The Club also looks for applicants who bring additional expertise towards enrichment programs- such as drama, sports or music experience – or who can make connections to students easily because of shared backgrounds.

New employees hired by the Club are required to attend a half-day training session in their first month of employment, as well as shadow experienced program instructors in multiple programs.

Ongoing training is available to staff throughout the year. Training is provided online, blended and face-to face. Training for youth development professionals are designed to develop their competencies and leadership capacity throughout the program and are offered at different levels throughout the professional’s tenure starting with the *Foundational Level* module. The Foundational Level is designed to provide new youth-development professionals additional opportunities for training outside of the program within the first four months of employment. Through online learning, these professionals receive information and resources to position them for long-term success in their role. After the first year in their role, staff can move on to the *Advanced Level* module, followed by the *Mastery Level* and finally the *Legacy Level*; thus, developing a sustainable workforce.

In addition, during the school year, WUSD and AVBGC provide an additional three days of training in necessary areas, such as PBIS, coding instructions, Playworks, or fitness instruction. Finally, the Club will make available Saturday training on occasion, led by outside providers such as Mourthi/AMR First Aid and CPR, or by staff from the local County office of Education Expanded Learning Division. Additional training may include other topics as needs are determined.

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.

8—Clear Vision, Mission, and Purpose

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

The WUSD ELOP vision is to provide a high-quality, safe and supportive environment that provides

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social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in Westside Union Elementary School District. The WUSD Expanded Learning Opportunities Program will provide a safe learning environment where student leadership and students' voices are valued and appreciated. Students will have the opportunity to participate in enriching visual and performing arts programs, physical fitness opportunities, and health programs, which will focus on developing the physical skills needed to participate and excel in a variety of sports. We will offer STEM programs that will allow our students to evolve from consumers of technology to creators. They will participate in career aligned hands-on activities to sharpen their design thinking process to prepare them for their future.

The ELO Program will engage all educational partners (students, parents, staff and community) by ensuring that its vision and mission go hand-in-hand and input is reflected in the program goals and objectives. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals. Progress and outcomes related to program goals will be shared out to educational partners.

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.

Effective partnerships can serve to strengthen and support after school programming and result in improved program quality, more efficient use of resources, and better alignment of goals and objectives.

Partnering with local vendors to provide enrichment opportunities to students may include:

- AV Chamber of Commerce-
- Northrop Grumman, Boeing, and Nasa- STEM Programming
- LA84 and Kaiser Permanente – HEAL support
- Tarzana Treatment Center- consulting in Drug/Alcohol Prevention programming for teens
- NAMI- consulting in youth mental health
- LA Regional Food Bank- providing basic needs supports to families who need it most

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.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program will engage in a data-driven CQI process based on the Quality Standards for Expanded Learning in California. The cycle of improvement revolves around the three continuous steps of Assess, Plan, and Improve.

Assess

WUSD and AVBGC collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth and other stakeholders, and observation of program activities. Other key performance indicators include school attendance, test score data, and student retention data (students with continued enrollment in the program).

Additionally, the program will gather qualitative data through:

- Semi-Annual Parent surveys (September and May)
- Semi-annual Student surveys (September and May)

The Club and School District engage key community partners in the assessment process including older students, parents, teachers, administrators, site coordinators and program staff, as well as key community leaders and collaborative partners.

Community partners, The Club and WUSD then analyze the data to summarize and reflect, noting any clear data trends, program strengths and weaknesses, program areas requiring improvement, and opportunities for deeper impact. Discussion proceeds to include topics to be addressed immediately and which ones will require further planning or funding.

Plan

Together the group develops a CQI plan to address high need priorities of the program. The revisions identify specific objectives to be addressed in the upcoming year as well as a detailed plan to meet each objective.

This CQI plan includes specific and concrete activities for each objective. For each activity, the CQI plan includes:

- Specific individuals responsible for carrying out the activity.
- A concrete timeline for completing the activity.
- Estimated costs (if applicable) associated with completing the activity.

This plan is used as a guide to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

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Improve

In this step after the implementation of the action plan, taking time to reflect on progress along the way, we reassess and update the action plan accordingly.

The plan is reassessed at regular junctions semi-annually, to ensure needs of the program are being met and make changes as necessary. Once changes are made, the data is then reviewed and analyzed and the process continues once again with assessment.

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.

11—Program Management

Describe the plan for program management.

Funding Methodology as a Reflection of Goals

The Expanded Learning Opportunities Program vision, mission and goals are reflected in how program days and funds are spent: engaged learning that connects to the school day, and enrichment activities that amplify students' lives and understanding of the world.

Developmental research shows that having one or more caring adults in a child's life increases the likelihood that they will flourish and become productive adults themselves. As a result, the Club strives to maintain the following allocations: approximately 78% of the program funding goes directly to staff who work with children daily, or to outside instructors who are hired for additional enrichment opportunities. An additional 12% is spent on enrichment supplies and other direct program expenses. The remaining 10% cover the Club's administrative costs.

Process and Review of Program Plan

The Program Plan will be reviewed twice annually and informally as needed, by WUSD and the Club.

Additionally, the following educational partners review the program plan annually:

- District personnel
- School administrators
- Community Partners
- Parents, through meeting and surveys
- Students
- AVBGC's leadership
- ELOP Coordinator

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Semi-annual meetings will take place in June and January of each calendar year, in order to review the past year, modify plans as needed, and make mid-course corrections (Continuous Quality Improvement process) when appropriate (January). The scheduled meetings may consist of district managers, school principals and the Club's leadership.

Fiscal Accounting and Reporting Requirements

The Club will submit invoices monthly on a per site basis to the District or in a fashion of the District's choosing. Attendance is reported to the District monthly through the submission of sign-in/ sign-out sheets and a cumulative excel spreadsheet or as frequently as the District requires. The Club is also available to submit attendance reports to the CDE on the School District's behalf should the District request.

As the program grows, WUSD may research additional funding. Some possibilities may include:

- technology (chromebooks & carts to power & store chromebooks)
- Storage containers/bins at each ELOP site
- Transportation
- Personnel
- Facilities, etc.,

EC Section 46120(c):

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

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?

WUSD is serving Transitional Kindergarten and Kindergarten programs in the Expanded Learning Opportunities Program and maintains a 10:1 pupil-to-staff ratio.

Curriculum adopted and/or created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

EC Section 46120(b)(2):

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(E) 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.

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 School Day Schedule

6:30-7:15 Before School Programs & Drop Off

7:15-7:30 Breakfast

7:30-7:50 Handwashing & Outdoor play

7:55-8:15 Circle Time

8:15-8:35 Phonics

8:35-9:00 Centers (Writing)

9:00-9:20 Recess

9:20-10:00 Math

10:00-10:45 Lunch & Recess

10:45-11:20 Reading

11:20-12:45 Social Studies/Science

12:45-1:00 2nd Recess

1:00-1:30 ELD

1:30-1:55 Art/PE/STEAM

1:55-2:15 Clean up and transition to ELOP/ASES

2:00-3:00: Power Hour (Homework assistance, tutoring)

Grades K-2: Reading Activity- Word Detective; Grades 3-6 Reading

Activity- Word Maker

3:00-3:15: Snack

3:15-4:00: Triple Play (Healthy Lifestyles Programming): Daily Fitness

Challenge and recreational play

4:00-4:45: STEM -Giant Bubbles and Wand Activity

4:45-5:30: SEL Programming Activity: Grades K-2 Guided Journal Activity: Who

Am I?; Grades 3-6: Guided Journal Activity- Positive Self Talk: "I am

proud of myself because..."

Youth Voice and Choice: Low Structure Activity. This could be

drawing, coloring, reading, word series, board games, Legos,

puzzles...

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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.

Intersession Schedule

Intersession Enrichment Overview: During the intersession program at the Antelope Valley Boys & Girls Club, students are encouraged to participate in daily rotations that consist of programs and activities that promote good character, academic success, personal responsibility, exploration and fun. While at the Club, students are placed in age appropriate groups and have scheduled time in each of our program areas, ensuring they receive a fulfilling, well-rounded experience. Below shows how we structure a typical day.

Sample Daily Schedule:

- 8:00 - 9:15am: Check in and Youth Voice/Student Choice (Games & Arts)
- 9:30am: Club Assembly (SEL activity)
- 9:45am - 11:45am: Rotations
- 11:45am- 12:30pm: Lunch
- 12:30pm - 2:15pm: Rotations
- 2:15pm: Club Assembly (SEL activity)
- 2:30pm - 3:15pm: D.E.A.R (Drop Everything And Read) Library Time when available.
- 3:30pm - 5:00pm: Rotations

Sample Rotations: Project Learn, Game tournaments, sports, creative arts, technology, gardening, crafts, reading circles and more.

Meal Times: Snacks will be provided, but parents may be required to send a sack lunch and additional snacks/water as needed.

- Morning Snack: 9:15am
- Lunch 11:45am - 12:30pm
- Afternoon Snack 3:15pm

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both 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:

(F) The department's guidance.

(G) Section 8482.6.

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

(I) 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 school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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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

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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:

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