SANTA PAULA UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITY PROGRAM PLAN

EDUCATIONAL SERVICES DIVISION

201 S. Steckel Drive
Santa Paula, CA 93060
(805) 933-8800

www.santapaulausd.org

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

Name of Local Educational Agency or Equivalent: Santa Paula Unified School District

Contact Name: Dr. Gina Ramirez

Contact Email: gramirez@santapaulausd.org

Contact Phone: 805-933-8878

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. Barbara Webster Elementary
2. Blanchard Elementary
3. Glen City Elementary
4. Grace Thille Elementary
5. McKevett Elementary
6. Thelma Bedell
7. Isbell Middle School

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 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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Goal Four of the Santa Paula Unified School District Local Control Accountability Plan is to create a welcoming and efficient school climate for students, parents, and staff. To accomplish this goal in the after school program, District administrators and site staff developed a series of procedures to keep students and staff safe during hours of operation. The following is a list of procedures maintain at each site where we offer the program:

- Site Lead obtains a master list from the school office assistant or administrative assistant at the start of each day. The master list contains the names of students who were absent during the regular school day.
- In the event that a student who should have reported to the program fails to report, the site lead reports this information to the school office. The school office staff or site lead pages the student. If the student does not report to the designated area, the site lead immediately notifies the student's parents. If further action is needed, the program Coordinator and/or other District Staff is notified as needed with the purpose of locating the student.
- Immediately after students are dismissed from the regular school day, they are welcomed by the after-school program staff at a designated area at each of the sites where the program takes place. Each group leader takes attendance at the beginning of the afterschool program and reports the daily attendance to the site lead.
- Each group lead maintains a log of where students go during the hours of operation. For example, if students go to the restroom, the student signs out his/her name and writes the time he or she left. When the student returns, he/she writes a check mark next to his or her name.
- Students are signed-out only to parents or emergency contacts specified on the emergency contact card. Driver licenses or proper identification is required.

Another important safety component of our program is clearly identifying the program staff. Each member of the afterschool program wears his or her badge at all times. We make an effort to introduce the afterschool program staff and help them become familiar with the regular day staff. For the most part, after school staff are part of the yearly school staff picture. Additionally, each staff wears a designated ASPIRE shirt or sweater to raise the level of security for all students and staff.

Each ASPIRE campus is closed and, we maintain doors and gates locked to ensure the safety of our students and staff. In addition, each group lead and site lead carry a portable radio and communicate through radio as needed. The site lead also carries a cellular phone with her or him.

This 2023-2024 school year, Santa Paula Unified School District is using Verkada, which is an added measure that allows us to report plausible emergencies (stranger on campus, fire, etc.) that we might experience during hours of operation.

We also conduct monthly emergency drills to prepare both students and staff on what to do in case of a fire, earthquake, or lock-down. We make sure that students understand the purpose of the drills, and we work diligently with our staff to ensure that they know how to guide our students. After each emergency drill, we complete an emergency drill data worksheet, which indicates what we are doing right and areas in which we need to improve. Furthermore, each site lead or program coordinator holds a debriefing session with students and staff. We always thank our students and staff for doing a good job, following instructions, and taking the emergency drill seriously. We emphasize that by practicing we will be ready and will know what to do in the event of an emergency. We also talk to them about areas where we need to improve and hold discussions about how to improve.

Especially important to our District and After School Staff is providing a welcoming, supportive, and positive learning environment to all of our students. To help us achieve that goal, we have implemented CHAMPS and community circles. The implementation of the CHAMPS framework is helping us improve classroom management, increase student engagement and participation, and emphasize what students are doing well. "Catching students doing good" has become a goal for us as students enjoy receiving complements for their positive behavior and participation.

Furthermore, the community circles help build positive relationships among all students and staff.

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.

Creating opportunities for active and engaged learning that support or supplement the instructional day without duplicating it requires a thoughtful approach that complements classroom learning while offering unique experiences. The program provides hands-on activities that will enable the students to specific skills in a different manner than in the regular school setting. Additionally, the students will receive enrichment activities such as STEAM, Mind Craft, 3D printing, theater, art and many other non traditional activities. Additionally, every elementary school has a specific focus for their sites which allows the after school program to expand on those specific academies.

The ASES Staff knows and understand that we play an important role in contributing to our District's LCAP goals, which seek to increase academic achievement at all grade levels and enhance student engagement through a variety of enrichment opportunities. To help us accomplish those goals, The ASES leadership staff holds bi-monthly meetings between the Program District Coordinator and Site Leads. At each meeting, we take the opportunity to discuss lesson planning, share ideas about projects or activities for our students, discuss engagement strategies, consider ASES Program Quality Standards, and speak about staff and students' needs. Each Site Staff also holds monthly meetings where they discuss and finalize monthly plans.

We are working on implementing practices that day staff uses during the regular school day to increase student engagement, cooperative work, and create a positive and supportive learning climate. We have focused on increasing our knowledge of the CHAMPS approach, Community Circles, and Restorative Justice approaches. We understand that each of these programs or approaches offer a lot of information and require time to implement. However, we tap into each of what the programs offer by selecting at least one practice, strategy, or activity to practice for a whole month.

In addition, we monitor what students are learning through their homework and speaking with the day staff. Each site staff works diligently to offer fun and relevant hands-on activities to enhance or support students' understanding of academic concepts and increase their awareness, knowledge, and contribution as young citizens in our community.

The program staff works conscientiously to academically support each student participating in our program. We provided homework assistance daily. In several grade levels and in many student groups, students work collaboratively or in small groups when doing homework. This is a perfect opportunity for students to experience peer support and promote student leadership. Our group leaders work with individual students or in small group to provide as much homework assistance as possible. Another successful practice is having group leaders walk around to monitor students' work and assess students' needs. Furthermore, the AVID (Advancement Via Individual Determination) Tutors from the comprehensive high school complete their volunteer hours in our program by providing students with homework support.

At the Isbell Middle School, our Teacher liaisons meet with the day teachers to gather information regarding student academic and behavior performance and work completion. The academic liaisons assist students set goals and track students' performance. The information that the academic liaisons obtained is then shared with the ASES site lead and disseminated, as needed, with the group leaders. This practice has allowed us to be supportive of our students and has helped us build a positive rapport with students and their families.

The academic liaisons at Isbell Middle School also provide homework support or tutoring. In addition, there is teacher day twice a week. The focus for teacher day is Meet the Masters, Math, Language Arts, and Health. Middle School Students use of Get More Math for Math. Additionally, they learn about a variety of artists in Meet the Masters. The academic liaisons and the teachers who teach the previously mentioned classes are part of the day faculty and know the ASPIRE students.

We also understand the importance of giving our students the opportunity to voice what they want to learn or how they want to contribute. Many of our staff members hold informal discussions with their students with the purpose of asking what they, students, want to learn or do. These informal conversations have yielded valuable information and have guided our staff in selecting literature from which they developed or seek lessons on various subjects such as math, social studies, science, and art. We recognize that these informal conversations or surveying of students need to be widely implemented and we should conduct them often.

Students have particularly expressed interests in activities or lessons that emphasize students' interests (games, art), culture, holidays, and academic areas which they have not yet mastered. As result, we plan thematic monthly or seasonal lessons, celebrate holidays, conduct hands-on activities or lessons, offer math lessons using math manipulatives which help students understand essential math facts, and by using PBL Project, we have started to incorporate opportunities for students to participate in project-based learning. Furthermore, we provide opportunities for students to practice and improve reading and writing by using Readers Theater, offer a large selection of books and provide opportunities to work on arts and crafts, and, at several sites, provide access to technology in the form of the use of desktops. All students participate in STEM lessons throughout the year.

Additionally, our program partners with STAR NOVA for enrichment opportunities such as Minecraft, art, and sports.

All Elementary School program students participate in a Reading Buddies program. Older students practice reading books Monday through Thursday and present their books on Fridays to younger students. This is an activity that has provided a great opportunity for older students to be good role models and have built good relationships. Additionally, we are implementing Lexia at one of our elementary schools to support students with reaching their reading goals.

3—Skill Building

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

It is our expectation that students participating in the after school program in Santa Paula Unified School District improve academically, behaviorally, and feel a greater sense of belonging and acceptance in our schools. We also expect that after school students have good or improved school attendance. Furthermore, we expect that our program offers opportunities to our students that they would not have if they did not participate in our program.

Families have expressed their need to receive academic support for their children. Many parents have expressed that they cannot help their children on homework assignments or that they don't know strategies to use to engage their children on academic activities. As a result, ASES Staff works hard to make sure that students receive support to not only complete homework assignment but also gain a better understanding of the academic standards. We also survey students, parents, and day staff for their opinion to measure our effectiveness in this area and identify areas for improvement to better support our students.

Our students should also show better understanding of school behavior expectations, have the skills and tools to meet expectations, except responsibilities for their actions, and understand how they can positively contribute to our school community. By using CHAMPS ASES Staff provide opportunities for students to learn and practice taking better

decisions, conflict resolution strategies, self-control, and ways to express their needs and wants. Furthermore, we offer students opportunities to demonstrate leadership skills, to socialize and work together to help students experience a positive and safe learning and social environment.

ASES Staff knows that daily attendance is important for academic success. Therefore, it is crucial that we provide positive and engaging experiences to awake a desire, a want for our students to attend and participate in the regular school day and in the after school program. To ensure that we provide the best program, it is important to involve a diverse group of stakeholders and build partnerships. This is one of our major goals for the program as we continue to grow our practice and improve our program.

4—Youth Voice and Leadership

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

Currently the program staff partnered with the outreach consultants to create opportunities for students to develop their voice and enrich their leadership roles. For example, for the family conference the 6th grade students worked with one of the outreach consultants to create a session for middle school students. They planned and executed the session which included team building and STEM activities. Additionally, our upper grade students develop specific activities that are lead and organized by them. Furthermore, we provide them with a survey to help us plan next years activities.

ASES Staff and leadership want to be intentional to improve students' academic goals, offer enrichment opportunities, and provide opportunities for social and emotional growth. Therefore, we will continue to learn about our students' interests and needs. It is important to provide a program, which includes teaching our students how to develop leadership skills. At this time, we are working on establishing a leadership program for the 5th graders. The goal is for the 5th graders to become positive role models for the other students. One of the major objectives is to instill pride in their culture and language. As well as, build partnership with the Human Service Academy and AVID from the high school.

We also understand the importance of giving our students the opportunity to voice what they want to learn or how they want to contribute. Many of our staff members hold informal discussions with their students with the purpose of asking what they, students, want to learn or do. These informal conversations have yielded valuable information and have guided our staff in selecting literature from which they developed or seek lessons on various subjects such as math, social studies, science, and art. We recognize that these informal conversations or surveying of students need to be widely implemented and we should conduct them often.

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 programing.

This year we partnered with the City of Santa Paula to provide an intramural sports. This year we offered flag football, basketball, and track. The city doubled the enrollment in Basketball. We had over 600 students participate. It was the first time the city had flag football and track. Additionally, we have organized sports at the site every day. Some of the students participate in the intramural sports and the sports at the site. Furthermore, the district ensures that the students have a balanced supper and snack. In addition, the district partners with the Ventura County Public Health, Nutrition Education and Obesity Prevention Program. This year the University of California's Nutrition Policy Institute

(NPI), in collaboration with the California Department of Public Health's (CDPH) Cal Fresh Healthy Living (CFHL) Program, recognized Grace Thille Elementary after school program as a recipient of the inaugural 2023 Leaders in Eating and Activity Practices (LEAP) Award! This award recognizes Grace Thille for demonstrating achievement of best practices that support healthy eating and active living. All of our elementary schools participate in this program.

Additionally, our district serves a healthy supper for all of the students. We are following the CACFP Supper Meal Patterns for at risk afterschool supper meals.

Supper examples for Isbell:
- 1% white milk (8oz), Yogurt Parfait with berries & granola (1m/ma, 1/4 cup of fruit, 1 WG), sunflower seeds(1m/ma), baby carrots (1/2 cup)
- Nonfat white milk (8oz), Bean and Cheese Burrito (2 m/ma,2 WG), cucumber & cherry tomato cup (1/2 cup), apple slices (1/4 cup)
- 1% milk (8oz), Bean Dip (1m/ma), string cheese (1m/ma), celery and carrot sticks (1/2 cup), WG Graham Crackers (1 m/ma), Strawberries (1/4 cup)
- Nonfat white milk (8oz), Chicken Tenders (2m/ma, 2WG), Broccoli florets (1/2 cup), orange wedges (1/4 cup)

We will carefully plan program celebrations to ensure that students plan a healthy menu and limit the intake of less nutritional choices. To further help our students make good nutritional choices and develop good eating and exercising habits, the ASES Staff will model behaviors conducive to a healthy life style.

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.

We celebrate and honor the diversity of all cultures and provide opportunities to celebrate our students' and others backgrounds. The ASES leadership team creates opportunities to learn about people's culture and backgrounds through literature, art, and informational text. After each activity, we engage students in discussion where students can express what they learned and show appreciation for the uniqueness of other cultures or groups of people. We also answer any questions that students might have.

Several members of our ASES team participated in a LGBTQ and Youth workshop provided by the Rainbow Umbrella Youth Program. We learned about different ways to support students who might identify LGBTQ. We also learned about the obstacles that LGBTQ students might face in their daily lives. As a District and Program, we will continue to expand our knowledge in this area to include and provide the safest environment for all students. We will extend this type of training to all the staff.

We will also continue to honor each student by making sure that all students and staff are respectful and demonstrate acceptance of one another. We will continue to address any concerns regarding disrespect or hostility toward any of our students or staff. Enforcing our District policies regarding diversity, access, and Equity and carefully following Title IX will be crucial in meeting our responsibilities of creating and providing an equitable and inclusive environment.

In addition, we make every effort necessary to include our students with disabilities. For instance, we provide one on one support for students who require it in their IEP to ensure they can participate in the afterschool program and most importantly be successful.

7—Quality Staff

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

Santa Paula Program hires, trains, and evaluates its staff according to the SPUSD policies and procedures. The Classified Human Resources Department evaluates each application, personal resume, transcripts, references and other application documents to ensure that applicants are qualified for the position. A team composed of program administrators and site leads interview all applicants. We make every effort to hire the best-qualified applicants.

Professional development is an essential component to ensure that we have high quality staff. At the beginning of the school year, we hold two professional development days. The first day is geared to reacquaint the staff and build relationships with any new staff. The second day is geared to the specific goal for the year and to develop a cohesive classroom management program. It is important to use the second meeting to set the tone for the school year. Some of the topics that will be offered throughout the school year are the Quality Standards for Expanded Learning Programs, CHAMPS (classroom management and student participation), Coding Program, Restorative Justice, Title IX, AVID, and SPARK (physical education program).

Once a month the program coordinator meets with the program leads to review the implementation of the need that was identified by the Program Quality Review. In addition, they review the specific concerns or issues for every school site. The program leaders meet with their site staff on a monthly basis to discuss the status of the implementation and share ideas of how to continue to enrich the afterschool program.

The research based Positive Behavior Support (PBS) programs CHAMPS is a successful behavior management system that will help our staff have orderly, responsive, engages, and motivated students. We are in year two of implementation. The goal is to have a yearly CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) training for all staff. Specific schools will be chosen for more in depth training based on their need's assessment. The sites CHAMP the cafeteria and classrooms this year. The goal is the CHAMP the entire program and provide ongoing support until the program is completely implemented and sustained.

This last year the entire staff has received ongoing training on community circles, restorative practices, and mindfulness.

STEAM will be the focus for professional development for the upcoming years. It is essential that students use this educational approach to guide students in inquiry, dialogue, and critical thinking. Students will take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. This will prepare our students for the 21st century.

8—Clear Vision, Mission, and Purpose

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

In order to ensure that we have input from the community, students, parents, and school staff a survey is sent out on a yearly basis. The data is reviewed and patterns and trends are identified.   In addition, we review the California Dashboard for each school site to determine academic needs.

The development of the vision and mission will be implemented in the 2023-204 school year. Feedback from students, families, and school staff will be taken into consideration as the vision and mission statement get updated. The goal is to create a team that includes parents, students, program staff, teaching staff, and principals. The team will gather feedback from the stakeholders to develop a cohesive and reflective vision and mission statement.

Based on all the data sources we reviewed we determined the following goals.

Goal #1: CHAMPS - Based on the survey's teachers reported the need to establish a positive culture during the after school program. CHAMPS is a positive behavior program that will allow us to establish routines and expectations for the entire program. We began with specific implementation this school year and will continue. The program helps the program staff develop expectations around the level of conversation, how to ask for help, determine the activity, determine the movement during the activity, and determine what success will look like.

Goal #2: STEAM – The district has invested the past two years in implementing NGSS standards in the classroom. In order to implement NGSS two STEAM TOSA's (Teacher on Special Assignment) were hired. The surveys suggested that students should be exposed to more hands-on activities that expose them to science, technology, math, and art. We will start with professional development with the program staff. It will be important to ensure they have the necessary skills to implement STEAM. In addition, we will continue using Coding from STEMSCOPES to support our students with this much needed skill.

Goal #3: Community Projects - The surveys identified the need to have our students learn more about community building. A goal to increase community partnerships is by doing volunteer projects. The middle school will start a project with Many Meals. Many Meals gives out food to the homeless or the needy on Wednesdays. Monday's are collaboration and students are dismissed at 1:50. It is a perfect day for students to go to Many Meals and help distribute food. For the elementary sites we will incorporate the buddy reading system to demonstrate community support. This will show the older students how important is to be role models for the younger students.

Goal #4: Increase Communication – Some of the teachers felt there was a need to improve the communication between our after-school staff and them. All the Program Leaders will create a monthly newsletter to strengthen the communication. In addition, every staff member will reach out to the respective teacher of their students to inquire about homework completion or any other details that may be helpful to the student. The program staff will send an email to every teacher with their contact information.

Goal #5: Community Circles – The surveys identified a need to support students socially and emotionally. Community Circles have proven to establish positive relationships among students and staff. We will continue to implement community circles with students and staff.

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.

Our program has collaborated and will continue to collaborate with the Boys and Girls Club, STAR NOVA, and the City of Santa Paula Recreation Department. The district recognizes the importance of collaboration with key stakeholders and ensures quality and timely collaboration. In addition, we gather input from parents, students, site staff, principals, and the ASPIRE staff. We also gather input from District Parent Committee, and District English Learner Committee as we plan for LCAP for the incoming year. The input received from those committees is discussed at a District LCAP Advisory Committee. The committee is comprised of students, teachers, counselors, principals, parents, district administration, and community members.

Boys and Girls Club – The club will provide our students with STEAM education.

STAR NOVA- This organization supports in providing all of the enrichment opportunities for our students.

The Santa Paula Recreation department have supported us in implementing the Intramural Sports program which has unified our community. The students and parents have found this partnership to be extremely rewarding.   We also partner with them for the summer camp that we provide our students. Students are able to take advantage of dance, sports, field trips, and much more.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

We will monitor and evaluate various components of program effectiveness such as employee performance, program documentation, fiscal management, program planning, program attendance and retention, impact on school attendance, and program impact on academic performance on standardized tests in English/Language Arts and math. In addition, we will assess the safe and supportive environment, active and engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, and diversity, access and equity.
Specific evaluation activities will include:

- Monthly review of program budget, expenditures and income by district coordinator.
- Monthly program attendance data will be reviewed to ensue annual targets are met. Site Program Lead and staff will monitor actual cumulative attendance at the sites, individual student attendance, and average daily

attendance. In addition, the District Coordinator will meet with the office assistant to review attendance on a monthly basis and then plan next steps if needed.

- Review program performance indicators for attendance, fiscal management, program highlights on a semi-annual basis.
- Review annual report to CDE to determine trends in program attendance and school attendance.
- Conduct performance planning, coaching and evaluation for program employees following District human resources policies and procedures.

The selected outcome measure pursuant to education code is improved academic performance as measured on standardized tests.

- Adjust enrichment materials based upon student performance assessments on ELA/Math.
- Coordinate homework with regular day staff to ensure participating students have necessary tools and ability to complete assignments. Utilize a homework log that would transfer between regular day and after school

program to communicate.

- Continuously research and adopt emerging tools and strategies that demonstrate results in improving academic achievement for students.
- Consult with District and Regional technical assistance leaders to determine adjustments needed to realize continuous improvement in academic performance and intentionally reinforce school-day academic learning

whenever possible.

- Program Leaders will coordinate a monthly meeting with the principal to ensure ongoing communication of programs being implemented during the school day. In addition, to discuss behavior management to ensure

we are being consistent with the school rules.

Evaluation data includes qualitative descriptions of the program's impact on students and their families through student and family surveys and quantitative analysis of the program's impact in terms of numbers of students served, student progress in meeting state standards and negative behaviors (e.g. absences, violence, drug use, suspensions, and drug use, suspensions, and discipline).

Administration, teachers, and after school staff will tri-annually complete a process that includes the After-School Program Quality Assessments highlighting a minimum of two areas where they will create a plan to address moving closer to a three on the scale. The purpose of reviewing it three times a year is to identify areas of growth to ensure we are moving on the scale. In addition, to identify any action that needs to be adjusted or changed.

11—Program Management

Describe the plan for program management.

Our vision is to ensure that all children learn. We are responsible to ensure that any funding decision that is made is to ensure that students will learn. In order for students to be able to learn, their basic needs to be met. All of our funding is streamlined to ensure all projects and enrichment opportunities enable our students to be college and career ready that is aligned to our District vision and mission. Before any funding is allocated there is a meeting to discuss how that expenditure is going to help reach our vision.

The program is overseen by the Assistant Superintendent of English Language Services and Community Engagement who meets with site program leads on a monthly basis. The purpose of those meetings is to maintain open communication, review program, and develop lesson plans. The site leads meet with their staff on a monthly basis to share what was discussed during the district meeting. In addition, to discuss how the plan will be implemented. Program Staff are able to give feedback to ensure everyone is involved in the decision-making process.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

> Our district receive ASES funds; however the ELOP funds are used to expand the services to many more students. We have been able to increase our enrollment and serve more students due to the added funds. Additionally, we are are able to provide Spring and Summer sessions. As well as offering Early Start for all of our families. Students are able to enter campus starting at 7:00 a.m. The ELOP funds have afforded many of our students those opportunities.

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?

> We have added the required staff to maintain the 10 to 1 ratio. Additionally, we monitor the enrollment interest and determine whether new staff need to be hired or if they can be enrolled with the existing staff. In addition, we have the staff train for a week before they start working with our TK and K students. We understand that we need to create developmentally appropriate activities for them to develop their fine and gross motor skills. We also need to develop their reading and math skills through play and many hands on experiences. Furthermore, we need to expose them to many read alouds, poetry, and songs to develop their vocabulary. We will use the Preschool Foundations Framework and the TK standards to help inform the development of activities for our students.

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.

> The schedule for our TK students is as follows:
>
> Mondays: 11:50 - 6:00 p.m.
> Tuesday - Friday: 2:30 - 6:00 p.m.
>
> Spring Session:
>
> 7:00 - 5:00 p.m.
>
> Summer School

12:00 - 5:00 p.m.

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:

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

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