

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

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

1. Bay Farm School
2. Earhart Elementary
3. Edison Elementary
4. Encinal Junior High (6th grade)
5. Franklin Elementary
6. Love Elementary
7. Lincoln Middle School (6th grade)
8. Maya Lin Elementary
9. Otis Elementary
10. Paden Elementary
11. Ruby Bridges Elementary
12. Wood Middle School (6th grade)

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.

AUSD Extended Learning Programs are housed on our ASES funded school campuses. Initiatives and measures taken by the program to create safety procedures are aligned with the instructional day, including regular staff training and practice drills with students and staff. AUSD oversees four extended day programs at four school sites (Love, Maya, Ruby and AOA) and partners with third party providers and community based organizations to support our school sites. Each of our providers work to meet the innovative plans of each school site and as such vary in their approach; however, each school site implements a combination of the following practices:

- Supervision on site whether indoors and out in the play yard
- AUSD Safety Plan includes: lockdowns, shelter in place, earthquake, fire drills, reunification plans.
- Incident Reporting systems and communication
- Mandated Reporting, Sexual Harassment Prevention and Recognizing and Preventing Youth Suicide (these are provided to all AUSD Staff and shared with Extended Learning Programs)
- A student information log/system that includes student/family contact information, medication needs, and logs for reporting incidents
- CPR & First Aid training

In addition to practicing for significant events, staff of all programs make safety part of their daily routine. Relevant policies and practices include:

- Annually and updated as-needed emergency contact lists created and owned by each Classroom Leader and kept in their classroom clipboard, and accessible at all times.
- Staff wear a uniform shirt and/or wear a name badge that clearly identifies them to parents, children and school staff.
- Attendance is taken at the start of each day, and the whereabouts of any student not present is verified immediately.
- Parents or guardians must sign students out at the end of each day, unless they have written permission to sign themselves out (generally applicable to middle school students).
- Students are assigned to a specific classroom and a Classroom Leader who has direct responsibility for them and knows where they are all times during the expanded learning day.
- Careful written records are kept of all significant accidents or injuries, both on a log kept in the Safety Binder and on “incident report” forms that are sent home to parents for any more serious incidents.

All of our ASES-funded program schools provide a diverse menu of activities focused on social and emotional learning, health and wellness, and physical fitness. All activities will be led by staff trained extensively in youth development principles and practices as well as safety procedures to ensure students are safe physically and emotionally. AUSD extended day programs are aligned with the Positive Behavioral Interventions and Supports (PBIS) practices adopted during the school day and as part of the school’s daily practices for directing behavior and setting clear expectations. The core principles guiding school culture under PBIS are:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress

The school climate practices are in place at our schools and staff are trained in the appropriate curricula, enabling

them to provide streamlined support of students' social and emotional growth that is aligned with the school day. Our schools also practice The Toolbox: A Social-Emotional Learning (SEL) Curriculum. The Toolbox is a research-based social-emotional learning curriculum. It teaches critical social competencies necessary for academic and life success such as: resiliency, self-management, and responsible decision-making skills. Years of research in the field of childhood resilience and social-emotional learning have taught us that emotional and behavioral regulation skills can be explicitly taught in schools and that the benefits are significant.

Our programs meet the daily physical needs of students through a variety of opportunities for activity built into the expanded learning opportunity of the day. Whether they are structured games, sports, team sports in our middle school program at AOA. Programs work to follow the California After School Physical Activity Guidelines; which include keeping kids engaged, moving, and taking frequent activity breaks.

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.

AUSD's expanded learning programs provide supports to meet students' enrichment, social emotional, physical, and developmental needs following the Quality Standards for Expanded Learning in California and the Principles of Learning in After School and Summer. The Principles of Learning in After School and in Summer are: Learning is that is Active; Learning that is Collaborative; Learning that is Meaningful Collaborative; Learning that Supports Mastery; and Learning the Broadens Horizons.

Our programs include activities that involve students in learning that is active. We believe after school learning should be the result of activities that involve young people in "doing", activities that allow them to be physically active, stimulate their curiosity, and that are hands-on and project-based. Enrichment time incorporates hands-on projects such as creating board games. Where students use creativity, literacy, math, and collaboration to come up with a fun game to play at the end of the week.

To foster and promote collaboration, our programs provide learning activities that build team skills which includes listening to each other, supporting group learning goals, and resolving differences and conflicts. Students are provided collaborative learning tasks in which learners engage in common tasks where each individual depends on and is accountable to others. A great example of this is a group of young people working together as a team to create a board game using team members ideas and creations. The teams would then work together to play once the game was completed.

Learning is meaningful when students have some ownership over the learning topic, the means to assess their own progress, and when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is also important to all youth. It is with that in mind that our after school and summer activities are planned to ensure students have choice, interests, and relevance. A project that students selected that they really liked was creating their own vision board. The vision board was a way for them to be open, creative, as well as connect and build relationships with their classmates. They were able to describe themselves as well as their culture through the vision boards. We also have performances where the students choose what they want to do or perform, after we would have a potluck where families would bring food which gave the students a chance to try different foods from different cultures as well.

Mastery Learning at its core, enables students to move forward at their own pace as they master knowledge, skills, and dispositions. Our programs provide students time to set learning goals, practice, and monitor their own growth. The activities are planned and are explicitly sequenced and designed to promote the layering of new skills.

Lastly, Our programs are designed to take our students beyond their current experience and expand their horizons. Learning activities take students beyond the walls of our facilities to increase their knowledge of their surrounding neighborhood and the larger global community for example, students learned about best practices of recycling and sustainability and shared this within a recycling project that benefited the entire school community. Student had roles and responsibilities and roles would trade within the week.

3—Skill Building

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

Each program provider focuses on literacy and educational enrichment to contribute to the improvement of student academic achievement and overall student success. Our sites are home to Alameda's most vulnerable and academically at-risk students for whom English may also not be their first language. Due in part to academic performance and language barriers, parent surveys indicate that families struggle to support their child in completing their daily homework. To address these needs, all Alameda expanded day/ after school programs prioritize daily homework time. After School staff also ensure alignment with the core day by communicating with teachers regularly regarding student homework completion and success.

All of our programs provide skill building using Toolbox, PBIS (Positive Behavior Intervention and Supports), and Restorative Practices as our core programs. Toolbox is used with our kindergarten through 5th grade program it supports children in understanding, managing, and regulating their own social and emotional experiences. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. PBIS is used in all of our schools and it also used in our Extended Learning Programs for coherence and consistency in practice with our students. Restorative Practice promotes inclusiveness, develops relationship-building and problem-solving skills, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing.

Love Elementary-BACR, Partner

Our signature programs each support students in their unique way that aligns to their vision. Bay Area Community Resources mission is to connect children with Science, Technology, Engineering, Art, and Mathematics (STEAM) opportunities and strengthen their self-esteem and confidence through social-emotional learning activities that will prepare them to be critical thinkers, resourceful individuals, and responsible students. Most importantly, its work is to nurture joyful children. The academic component is designed to support and complement school-day academic activities. Academic assistance will help students to develop proficiency in reading/language arts and math and homework completion. An academic enrichment component includes a strong Science, Technology, Engineering, Art and Math (STEAM) focus and other activities, such as arts, cooking and nutrition, technology classes, and community service, which promote positive youth development. The program includes a diverse menu of activities focused on social and emotional learning, health and wellness, and physical fitness. Academic enrichment utilizes highly engaging, challenging, project-based, and interactive activities. Program is guided by BACR's focus on promoting positive youth development. Enrichment activities are selected in collaboration with each school and based on students' interests to promote regular attendance and active engagement. In emphasizing STEAM learning, a few of the curricular options will include Afterschool Mystery Science, Coding, Bricks4Kidz, Arts & Crafts, NBA Math Hoops/Math Hits, Rainbow Chef which provide hands-on learning experiences to encourage students to think about

their own interests and connect them to careers in STEAM fields. We will offer a variety of enrichment activities at each school, including arts and crafts, dance, computer classes, station-based academic games, and foreign language. The Program Coordinator and after school staff implement the Building Intentional Communities curriculum creating culture and focusing on developing each students' self-awareness. The program created activities to support fun-enriched activities focusing on program Values of Family Fun and Respect, and school-wide rules through PBIS.

Maya Lin-Alameda Music Project (AMP) Partner

Alameda Music Project developed its curriculum based on the philosophy of Venezuela's highly successful El Sistema social change/youth development program that uses ensemble music to enable every child to experience being an asset within his or her community. The development of relationships across ages, specifically through mixed-age ensembles, is another key component and children who learn in mixed-age settings have demonstrated greater outcomes in social responsibility and sensitivity to others in social settings over their peers who work in single-age groups. AMP introduces its students to an activity in which, one by one, individual musical goals are set and achieved, developing self-confidence, consistent and disciplined habits, and an appreciation for the arts. There is a strong emphasis on keeping the joy and fun of musical learning and music making ever-present. Alameda Music Project offers a variety of transformative music making, mentoring and academic achievement experiences for students including, but not limited to: Leveled choir ensemble, Leveled string ensemble (violin, cello), Percussion ensemble, digital audio composition and production (SoundLab), Individual and group instruction, Academic support center, Field trips (Salesforce conference presenters, Facebook recording studio, UC Berkeley, Oakland Symphony, SF Conservatory of Music), Cross cultural exploration and collaborations (Haiti recording project), Guest artist performances and side by side rehearsals (Simón Bolívar Orchestra of Venezuela, Young People's Symphony Orchestra), Performance opportunities in school, community and Bay Area.

AMP offers comprehensive programming in interdisciplinary, music and arts-immersive and experiential and scientific learning. The program offers two disciplinary tracks: "The Science of Sound" and "The Art of Sound". Shared between them is "The Intersection", where cross collaboration and multidisciplinary learning techniques overlap. Students have a variety of ways to engage with a creative thinking community and drive their learning through choice and inquiry. Every aspect of the program emphasizes a participatory culture that fosters cooperation, empathy, and responsibility. AMP prepares our students for life's greater stage. Problem-solving, goal-setting, execution, empathy, resilience, discipline — the study of music opens the door to discovering meaningful teaching moments. AMP's partnership with the day school teams allows the team to develop a curriculum that aligns with the arts and inquiry-based pedagogy that puts students at the center of their own learning. Weekly check-ins with day teachers are scheduled in an effort to support the needs of specific students who struggle in math and reading. AMP staff receives resources and curriculum guides in order to assist with the school's math curriculum aligned to Common Core standards. AMP is committed to supporting "The Whole Child: BAMP Academic Support" video can be found here: <https://youtu.be/dUcAQWOfO9A>. Physical activities are scheduled after homework completion and before music instruction begins. Activities include dance, loose parts playground, structured play and sports drills.

Ruby Bridges-Camp Edmo, Partner

EDMO Programs are grounded in a curriculum that features age-appropriate, interest-based STEAM and SEL activities that build both character and academic skills necessary to succeed in the 21st Century. STEAM enrichment activities consist of lessons in coding, design thinking, molecular gastronomy, the scientific method, 3D computer modeling, renewable energy, chemical reactions, mechanical engineering, architecture, and more. Each STEAM enrichment period will consist of a lesson plan with 6 components: 1) Concepts/Skills Learning Outcomes, 2) SEL Outcomes, 3) Common Core and Next Generation Science Standards Addressed, 4) Materials and Prep, 5) Facilitation Instructions, and 6) Skill/Concept and SEL Reflection Questions. In addition to the hour dedicated to enrichment activities, the program also provides academic/homework support for one hour focused on the needs of the students. This hour includes a variety of academic supports such as specific homework help, coding activities that address mathematical reasoning and reading comprehension skills, and interactive games that scaffold vocabulary and reading skills. Each program day features hands-on activities that immerse students in STEAM topics such as archeology, sound engineering, coding, computer game design, anatomy and physiology, astronomy, and more. All of the curriculum is

developed to include differentiations to accommodate a wide range of grade and learning levels within the same program and topic area. Activities are also scaffolded to link new concepts and ideas to a student's prior knowledge. A Character Education Program focuses on incorporating SEL (Social Emotional Learning) Skill building activities and opportunities into every aspect of the program. Our SEL skills are categorized into six main skills: 1) Responsibility, 2) Empathy, 3) Collaboration, 4) Initiative, 5) Problem Solving, and 6) Emotion Management. These SEL skills and opportunities to apply these skills are woven throughout all of the activities including outdoor physical activities and organized games. In connection with the work being done with PBIS at the school site, Camp EMO programs will provide behavior support systems within the program that align with the systems that are in place during the school day.

The Academy of Alameda's (AoA) Site Operated GOLD Program

The Academy of Alameda Middle School has operated the GOLD after-school program for the past 11 years. The site-based program is overseen by an AoA After-School and Summer Program Coordinator who is supervised by the middle school principal. The program provides students the ability to complete their homework, receive targeted intervention in math and reading, and take a variety of enrichment classes throughout the year. A significant improvement in the past few years has been the connecting the "during the day program" with our after-school program - in part by hiring instructors who work across both programs and by holding more frequent strategic meetings between the principal and the after-school coordinator and staff. The summer program has been expanded to a 6-hour program where students can focus on specific areas of interests. It also provides new 6th grade students to AoA with an effective transition into middle school, as they begin the year with a level of comfort and confidence.

4—Youth Voice and Leadership

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

Program/Site Supervisors ensure that the program remains student-centered by having a youth leadership team (upper grades and middle school) who will act as representative of the youth voice and who help with surveying and assessing youth needs and interests and providing feedback to adult staff. For all participants and especially younger children, programs also include the voice of parents and family members by surveying them to hear what their needs are for their child and how the program can support those needs. At the end of each school year, all after school sites conduct student surveys, asking students a variety of questions about their experiences. Students are also asked on a regular basis during the school year to recommend ideas for the weekly themes and/or free choice time. Line staff also connect with their students and increase buy-in by soliciting feedback on desired focus areas for each weekly or monthly theme. Students also shape the program through participation in the Student Leadership teams as described above.

All students in the elementary programs are able to choose their weekly/monthly free choice time. Students enjoy the opportunity to choose their activity and feel they have autonomy in making their choices. Service Learning is implemented as follows:

- Upper grade students participate in activities that support lower grade students as mentors who implement Toolbox skills with younger students
- Lower grade students in Alameda Music Project are introduced to music enrichment activities that are developmentally appropriate, and support the skills and concepts they are learning during the school day.
- Students enrolled in Alameda Music Project participate in community service activities such as performing and raising funds for local charities (Building Futures, City Team Oakland, etc.) Older students also take part

in our year-long youth leadership program that includes mentoring younger musicians, Kindergarten reading buddies, etc.

- At Love lower grade students get to work freely on ideas for Enrichment and fun activities they would like to do throughout the year.
- At Love we have a Leadership Team. Students in higher grades are assigned to lower grade classes with projects as needed. They help support the teacher as well as the students. Higher grades also shadow the upper grades and guide them with things like going green and following the 4 B's
- At Love lower and higher grades are also able to help lead classes with the teacher in a rotation.
- At Love we give all students in the program a voice when we have our Wednesday Program check ins as well as when the Coordinator does class check ins. This is when we collect information on what they would like to see in the program as far as projects and activities etc.
- At Ruby Bridges our program engages older students to practice leadership skills. Students are invited to participate in clubs called Leadership Club once a week and addresses how students can better their community. Students addressed how they can better their school by creating a community garden. Students decided what materials were needed, what foods to grow, and how to share it with their community.
- While students in the After-School program have participated in community volunteer work, that program will be expanded and formalized beginning in 2021/22 as students will have more ongoing, formal opportunities to be involved in community service projects - both on campus and in our community.

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.

AUSD is committed to wellness across school sites, in 2018 students participated in a districtwide wellness survey aimed to understand their overall wellbeing to raise awareness among staff, administration and inform school culture practices. Our findings included a crude reality indicating that the majority of high students are experiencing anxiety and depression. As a consequence, a wellness committee is in place and a dedicated Mental Health Webpage is available for students, families, and all staff, as well as a Suicide Prevention Informational page. School Program Managers are regularly invited to participate in staff development programs to build their capacity and in turn share that knowledge with all line staff. Expanded Learning program staff participated in a Mental Health First Aid Training. AUSD programs will incorporate healthy nutritional practices, and daily developmentally appropriate and/or research-based physical activities. Our programs will include:

- Healthy eating and snack options
- Garden and nutrition education lessons
- Weekly yoga and mindfulness practice led by certified instructor
- Structured group games and sports activities
- Incorporating Tool Box daily
- Healthy cooking classes taught by local chefs
- Meditation and Mindful Minutes
- Dance/Cheerleading
- Double Dutch Class
- Go Noodle to get students up and moving
- Rainbow Chef where students learn healthy recipes and make them

We will also provide nutritious snacks and meals that follow California's Nutritional Guidelines to be served in all

expanded learning programs. The following are examples of a supper meals served in our program

8 ounces of 1% milk
1 ounce roasted chickpeas,
1 ounce colby jack cheese cubes
1 ounce animal crackers
½ cup orange slices
½ cup paradise punch veggie juice

8 ounces of 1% milk
1 ounce of honey roasted sunflower seeds,
1 ounce string cheese
1 ounce whole grain cheez its
½ cup apple slices
½ cup Cucumber Slices

8 ounces of 1% milk
4 ounces of yogurt, 1 ounce rockanola granola
1 ounce whole grain goldfish
½ cup tangerine
½ cup celery Sticks ?

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.

AUSD is home to over 60 spoken languages; over 10% of our population is part of our English language development program. The school district is committed to translating materials in its top seven languages (English, Spanish, Chinese, Vietnamese, Arabic, Mongolian, and Tagalog); programs make every effort to provide communication that is translated, where possible. Including summer school applications.

Because of the district's multilingual community, school sites promote multicultural or international potluck nights for families to share part of their culture and customary foods. Children often wear native costumes to share part of their identity and traditions. Opportunities like these are leveraged to provide information about the after school program to families.

The after school program teams are also reflective of the communities they serve. Staff come from diverse backgrounds adding to the community and cultural enrichment necessary to help students and families feel at ease with someone who looks like them and or speaks their language. A key asset to building long term trusting relationships.

Many of the families we serve come from low-income and disadvantaged homes. Efforts to reach families for enrollment include partnership with teachers and support staff to recommend expanded learning programs, as well as flyers, phone calls, emails, direct meeting requests, social media channels, newsletters, surveys, and the school website. Programs host family information nights, host a table at back to school nights, and also provide enrollment applications before the end of the school year.

Our Expanded Learning Programs actively work with Intervention Leads and are also part of Coordination of Services Team (COST). COST teams identify and address student needs holistically and ensure that the overall system of support works together effectively; including the value that expanded learning could bring to the social and emotional life of a student needing extra support. Students recommended for involvement in expanded learning include the highest need students, including foster and homeless youth, ELL and those with disabilities. Site/program managers work closely with special education and ELL teachers at their schools to modify and adapt the program to meet the unique needs of each student.

7—Quality Staff

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

AUSD's program administrator ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide. The minimum requirement for staff is 2 years of college study or 48 hours of college semester units, or the equivalent of work experience in the field. All staff must provide proof of: TB, fingerprint, and background clearances. Educational requirements, work experience and field recommendations. Additionally, each program has their own specific continued professional development requirements which requires training and professional development during the school year.

8—Clear Vision, Mission, and Purpose

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

Our vision is to create programming where all children will thrive academically, physically and emotionally.

AUSD's mission with our expanded learning program is to provide a safe learning environment that enriches the lives of students. All program goals are aligned with this mission, developed based on results of identified community needs, and tracked by program staff and evaluators.

Goal 1: Improve academic achievement of participating students; assist students in meeting or exceeding state and local standards in English/language arts and mathematics

Goal 2: Improve attendance of participating students during the school day and the after school program

Goal 3: Increase positive student behaviors during school hours by providing significant learning opportunities for all students in a safe, inclusive and caring environment

Goal 4: Support a well-trained and caring staff to develop positive relationships and build connections between students, parents, and the school community.

Goal 5: Build community partnerships that support the program's sustainability

Outcomes: Programs expect to see increased academic achievement (school assessments and state test scores), improved student engagement in school (attendance data, surveys, teacher and family feedback), an increase in

social emotional skills (discipline data and campus behavior), and improved health (increased physical activity, improved physical fitness test scores).

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.

AUSD collaborates with partners to plan, implement, and update the after school program plan. Collaboration with school site leaders, teachers, parents, students, contractors, and community based organizations support our efforts in delivering programs that enrich the lives of our children and communities. Alameda is a small island with many active community based organizations which allow us to forge partnerships with The Alameda Education Foundation, All Good Foundation, and a responsible and resourceful pool of student tutors from our three local Alameda high schools to support our school sites’ expanded learning educational goals.

Collaborative Partners:

Applicants and Conveners

- BACR- Management and staffing
- AUSD District Office- Grants mgmt., quality assurance, compliance and reporting, Title I, McKinney-Vento, alignment with Program plans
- AUSD School Sites- Certificated teacher after school liaisons, in-kind staff, facility space, computers, and other equipment and resources, alignment with PI plans

Academic Assistance

- Region 4/SPAN Afterschool Programs Office- Professional development and training for staff

Enrichment

- Alameda Recreation & Parks Department- Recreation and physical activity
- Alameda Education Foundation (AoA)- Sports, back to school supplies
- Alameda County Public Health, Nutrition Services- Nutrition education for students and families

Family Literacy/Educational Services and Social Support

- Alameda Adult School- Adult Secondary Education/High School Diploma classes, GED preparation, ESL classes
- California State PTA- School Smarts Parent Academy
- Alameda Family Services- School Smarts Parent Academy

Sustainability

- Center for Strategic Communication- Community schools strategy and plan with ASES as an anchor program

Additional collaborators that work directly with extended learning programs and students are:

- Cal Performance- symphony performances, seinaros, guest artist
- Facebook recording studios- hands-on project based workshops
- Math Hoops- math program sponsored by Golden State Warriors
- ASTI Initiative-tutoring program consists of high school students who support students with academic needs
- Brickz4kidz- STEM based program teaches aspects of Science, Technology, Engineering, and Math

- Rainbow Chef- program that teaches students healthy cooking/eating
- BookNook- A program that supports students reading in an engaging, fun and creative way. Students are able to work independently and monitor their own progress.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

AUSD’s four programs evaluate program performance from both quantitative and qualitative sources. Data collected includes:

- Program attendance reports from the City Span tracking system
- California Smarter Balanced Assessment results
- Program teacher, parent and student surveys
- Parent Advisory group feedback
- Student focus and leadership groups
- In-class evaluations

Teams meet regularly to evaluate progress and at the end of the year to complete an evaluation, a data-driven process (assess program quality, plan, and improve program quality) based on Quality Standards for Expanded Learning in California.

11—Program Management

Describe the plan for program management.

ASES funding provides AUSD with seed money that enables our most vulnerable schools to provide an expanded day program for our Title 1 school sites. This program allows us to provide a safe, inclusive and caring program for students whose working families need a safe space for their children to get homework, physical, and enrichment support.

The grant administration is handled by the AUSD Family Involvement and Community Engagement Programs Coordinator who participates in regional and state network meetings, works with the individual sub-contracted site managers, submits grant required annual and semiannual attendance reports, quarterly expense reports, end of year reports, and complies with internal and external auditing requirements. Records are kept for five years as per grant requirements. Admin costs are within the 15% max allowable. Programs meet the required 1:20 staff to student ratio and follow the required daily average daily attendance, and early release policies. CitySpan is the attendance and data monitoring system used for reporting and evaluation. Also used to print out daily attendance sheets.

AUSD works with subcontractors to deliver Title 1 expanded learning/after school programs. With the exception of the Academy of Alameda, who operates as an independent charter school in Alameda and runs their own internal program. All programs are allowed to close programs for three days in the school year for Professional Development.

There are various organizational structures for each program. an example of one structure: Director, Program Manager, Coordinator, Lead Line Staff, and a number of Line Staff as support.

The program plan is reviewed with partners and internal and external stakeholders to update and revise. This updated version of the ASES Program Plan was crafted in partnership with the ASES program partners, site staff and principals, program feedback from students and parent advisory groups during the 2020 COVID19 pandemic and from recent years. This is a living document that will continue to be updated as we resume in-person operations and regather ourselves into a new reality. The program plan will be reviewed each summer as part of the annual data and results review process. Further input will be gathered annually from school staff and families, the After-School Program Coordinator who is responsible for the day-to-day operations, and the middle school principal who ultimately oversees the middle school GOLD program along with the Executive Director and Finance Director who provide technical support . AoA receives ample support from AUSD (From Claudia Medina) and the county in terms of oversight and suggestions on how to continually evolve the program.

AUSD's Family & Community Engagement Program Coordinator's role is to track all program spending and ensure that all funds are spent appropriately according to the grant requirements. This person compiles all fiscal reports for the grant, as they are required.

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.

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?

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.

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.