

**Expanded Learning Opportunities
Program**

**AZUSA UNIFIED SCHOOL DISTRICT
EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**

Prepared by:
Azusa Unified School District



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

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

Local Educational Agency (LEA) Name: _____

Contact Name: _____

Contact Email: _____

Contact Phone: _____

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. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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

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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.

Azusa Unified School District (AUSD) in partnership with Think Together has successfully operated after school programs over the 15 years, providing a safe and supportive learning environment for our students. The after school site locations will follow the current district policies and procedures that guide extended education practices for student access and safety during non-school day hours.

The primary reason expanded learning programs exist at AUSD is to provide a safe, secure environment for students who might not otherwise have a safe place to be after the school day ends. These after-school programs will operate on

their school sites and adhere to district-wide safety protocols already established.

AUSD schools are located in suburban neighborhoods, allowing students to walk to and from school. There are safe student walking routes clearly identified for school sites. These same routes can be utilized for after-school programming at the designated school sites. Students who are dropped off at school by parents/guardians follow the designated school site procedures during the school year; each school site will have designated parking for parents/guardians to use while checking in/out their child.

To ensure proper checkout procedures, parents/guardians and/or authorized persons (anyone placed on their emergency forms) are required to sign their child out of the after school and may sign a release to allow their child to walk home at the end of program hours. All after-school programs follow the same school

safety plan implemented during the instructional school day, in addition to specific procedures related to after-school program-related activities that are documented in the district-wide policies. All after-school program staff attend safety training

drills throughout the school year. After-school program staff also serve on select safety committees.

Monthly fire drills rotate through various day(s) of the week and time(s) of day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in California and are intended to prepare staff and

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students to be prepared in the event a true emergency occurs. Anecdotal and empirical data is collected during the drills from a sample of staff and students to better evaluate how the drills are handled. This information is used to increase response time, ensure safety for all involved, and to better educate the students about the importance of being prepared in the event of a manmade or natural disaster.

Program staff who participate on any of the school safety committees are there to help ensure consistency with the protocols in place for both the instructional

day and after-school program. AUSD utilizes the Positive Behavior Intervention and Supports (PBIS) technical assistance center to develop plans that not only include the instructional day but the after-school programs as well. The designated after school Site Coordinator at each site participates on the PBIS and Restorative Practice committees. At the beginning of the school year, staff members conduct a safety presentation for students and their families to identify basic safety procedures that are followed by the instructional day and after-school program. Having the after-school program on the school site helps to better align the safety practices, so that staff, students, and families are more knowledgeable of the expectations.

Additional steps to ensure students safety include all after school program staff members wearing name badges that are clearly identifiable. Staff members are required to carry radios to facilitate communication during student classroom transitions or during student check-in and check-out processes. Schools are fully gated with specific classrooms identified and designated for use by their respective after school program.

With the school(s) being fully gated, this makes the process easier and more reliable in the event of a lock-down emergency.

After school staff periodically take head counts of students to ensure everyone is present when moving from one activity to another. Once students check into the after school program, students are required to remain with their assigned

program staff until they are either signed out by a parent/guardian and/or authorized person or otherwise directed by staff. Each after-school program is required to have at an emergency binder that includes contact information for students in

the event family members need to be reached. If there is an accident or incident, program staff are required to complete the applicable report and make parent/guardian contact, and a copy of the report is sent to the school site and district staff for review.

Surveys given to students and family members over the years of those who

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participate in AUSD/Think Together after school programs reveal individuals feel their school is safe and secure. Many of the parents and/or guardians at AUSD schools have also identified that without after-school programming, their child would otherwise have to be left at home unsupervised. Another added benefit to having an expanded after school program offered at the school is the offering of additional academic activities and support.

Another benefit to offering a safe and supportive after school program on the school site is the ability for students to build upon their peer-to-peer relationships and enhance their social skills. PBIS allow for staff and students to build an even deeper relationship with one another. Frequency and proximity for those who may have come from various backgrounds allows for increases in familiarity, and along with engaging and enriching activities, this helps to build a network of positivity and feelings of safety.

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.

Think Together programs are correlated with the California State Standards and provide assistance in English Language Arts, math, science, and history. Student performance levels and progress are regularly shared with classroom teachers and students' families. A variety of programs are used to enhance student achievement. Academic support is also coordinated with the school site to provide support for struggling students.

They may choose a variety of academic enrichment activities, such as nutritional cooking, clubs, filmmaking, gardening, coding, and sports.

STEAM exploration through clubs and academies provides an opportunity for students to be active participants in hands-on activities that further the students' understanding of the science and the arts. Project Lead The Way Curriculum and Lego Spike Essentials utilized deliver lessons on Science, Technology, Engineering, Art, and Math.

A number of curriculum tools and community partners are incorporated into our educational enrichment element. Through these educational enrichment activities, the students experience successful results that are demonstrated in projects that they

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create. They also participate in assemblies and celebrations with staff and families to recognize their achievement.

School and district display areas are utilized to showcase ASES activities. Newsletters, websites, and the district public information office also offer opportunities to focus on student activities in ASES programs.

Sample Daily “After School” Schedule

2:15-2:50 Check in, eat snack, transition to homework rooms

2:50-3:50 Homework assistance and tutoring

3:50-4:30 Outdoor recreation activities

4:30-5:30 Enrichment activities

5:30-6:00 Crafts/Projects/Clubs

The after-school program embraces the concept of student voice and leadership.

Students are encouraged to not only provide input, but also help design and run the afterschool programs at the sites. Student leaders at the after school program site meet on a regular basis to discuss and analyze program details. Working with the Site Coordinator, student leaders will meet either weekly or bi-weekly to share their viewpoints and provide input on program activities.

Students vote on the types of clubs they would like to see offered. After analyzing the results, student leaders then provide suggestions on what clubs should be offered. Clubs will also have a culminating event to highlight what the students

learned. Service learning clubs may demonstrate how their project helped the community. Leadership clubs may plan an activity for their site and

complete the process for the enjoyment of all students.

Through collaborative partnerships, the students will enjoy a variety of opportunities to explore and develop. Students will learn to be creative, inquisitive, and think critically, all 21st-century skills they will need to be successful.

3—Skill Building

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

Studies reveal that students who are actively engaged in school have a greater chance to graduate and go on to become productive members of society. After school students are less likely to be held back in school, have higher attendance levels, and are less likely to drop out of school (CA3advocacy.org) as a direct result of activities and support offered by after school programs.

Assessments indicate a need for additional assistance for students in language arts, math, and science. After school program additional academic time and support

provided is beneficial to students according to past reviews of the CAASPP

results (new data unavailable due to school closures and testing changes due to COVID19), which reveal ASES students scored higher in ELA by 7%, math by 5%, and science by 5%. The goal is to increase student achievement in all academic areas. Daily homework support and the opportunity to solve real world problems has proven successful; however, the flexibility offered through after-school programs allows students to work at a pace that is convenient for them. Hands-on science activities provide students with the ability to hypothesize and test ideas.

English learner (EL) students benefit from the ability to practice the use of

language with peers in both formal and informal settings. Having the additional support provides a level of comfort, which encourages EL students to engage in a greater use of language or the desire to seek assistance.

Program staff and fellow students build relationships that create an atmosphere of trust. This trust promotes taking the risk to speak when otherwise the student may not. The ability to participate in visual and performing arts, science activities, sports teams, and youth leadership helps develop the whole student.

Think Together actively partners with AUSD in identifying opportunities to effectively leverage the after-school environment to support District LCAP goals and individual school site goals where appropriate. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This particular intention toward comprehensive alignment with

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school-day instruction exemplifies Think Together's organizational commitment to supporting academic achievement and overall student success.

By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well-positioned to support the needs of students and the school community as a whole.

4—Youth Voice and Leadership

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

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

It is the intent of the AUSD programs operated by Think Together that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning programs include:

- Youth led activities (e.g. agreements, announcements)
- Youth leadership team (meets to plan program activities and events)
- Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions
- Activities during opening promote relationship building (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students, staff may not participate in physical activities.

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The AUSD expanded learning programs are focused on the district vision and mission; motivating, encouraging, and empowering the students to achieve academically to become productive community members. Gathering feedback is essential to this process and helps make sure the needs and interests of students are met.

After School Program Site Coordinators communicate with the instructional day

instructors, administration, and coaches regarding student progress. Teacher contact forms provide guidance for students in need of specific support. This input provides greater guidance than simply using summary data from various district or state assessments. This communication provide the instructional day teacher the opportunity to highlight areas of concentration. For example, third grade teachers have noted the struggles of some students with fluency. Knowing which students are in need of fluency assistance helps in developing groups and selecting curriculum assist these students.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

AUSD developed and adopted a district-wide Wellness Policy to promote healthy lifestyles for students and staff. AUSD works closely with school administrators and Think Together leaders to ensure that District and school wellness plans are shared, and that strategies are developed to align after-school program activities to wellness plan initiatives as appropriate. In general, the after-school program operated by Think Together works to support the District's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social-emotional learning.

The policy ensures a comprehensive and coordinated approach to health and wellness promotion throughout the district, including wellness promotion, nutrition education, and school garden support.

The after-school program activities and practices align with and complement the overall district plan. The after-school program has a focus on promoting healthy habits and regular physical activity, while helping students to understand how the choices they make affect their lives.

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Think Together is aware of the importance of helping young people learn how to cope with and resolve conflict. The program is committed to creating meaningful opportunities for young people participating in program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. The program implements the Sanford Harmony SEL program curriculum activities at the elementary grade levels and Every Monday Matters at middle school grade levels.

Nutrition will also be provided in accordance with the current guidelines followed by our Azusa Unified School District Nutritional Services Division. For after-school hours, students will be offered a healthy and nutritious snack to students each day. Through this collaboration, District personnel coordinate menus for nutritious after-school snack distribution to student participants each day. In the summer school or intersession program, students will receive the full day set of meals, which will include breakfast, lunch, and an after-school snack.

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.

The after school program values the diversity of our students and their families. Program students speak different languages and come from more than different countries. Even in the large Hispanic population there are cultural differences. Differences are to be celebrated and provide a learning opportunity for the students.

Azusa Unified School District and Think Together value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive and welcoming environments for all students, staff, volunteers, and community stakeholders. AUSD and Think Together do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

As our after-school program partners, Think Together's core organizational values includes a value for treating others with dignity & respect and embracing diversity. The program's enrichment component allows for students to use academic skills in a variety

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of engaging activities where students incorporate and celebrate their cultural unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects and exploration.

7—Quality Staff

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

As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled in the program.

Think Together has various levels of staff to ensure the quality of the program will be maintained as the work is expanded to new students and families. Think Together will provide a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader who led classrooms and act as a positive adult role model, coach, and mentor.

Using standard Think Together program materials, Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates are initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of 48 semester or 60 quarter units of higher education. Site Leader candidates must have at least a bachelor's degree or one-year of

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exemplary performance in a program before final selections is made by school principals.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and go through a series of trainings provided by Think Together.

With regard to summer program, students will have the first part of their day focused on academic enrichment with a member of AUSD staff. We will make sure that we have provided strong matches between teacher experience and grade level and focus content areas.

8—Clear Vision, Mission, and Purpose

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

Azusa Unified School District serves a high percentage of students from low income neighborhoods. The following information has been used to assess the needs of the community, parents, and schools we serve:

- CAASPP results & other assessment scores
- Number of students performing academically below grade level
- School and community safety data
- Attendance and truancy rates

The District assessed the need for After School Education and Safety (ASES) programs at its various schools based on several criteria, including an analysis of socioeconomic status, academic performance, and community safety data, as well as the current availability of alternative resources for local expanded learning activities. The percentage of students eligible for Free or Reduced-Price Meals (FRPM) was the primary factor in determining which schools should apply for ASES funding, since it is the sole criterion by which the funds are granted.

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The District shares its vision with Think Together to deliver high quality, expanded learning opportunities that can change the odds for our students. The programs seamlessly transition students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Create environments that support social emotional development.

We believe that the mentorship relationships, academic support, and engaging activities can disrupt predictable patterns of achievement, especially for our low income, foster youth, unhouse students and families, and our students that are multilingual. We believe that this program and the partnership can equip our students with the tools that they need to succeed, can equip our schools with the solutions that extend productive engagement, and can equip our families with stronger connections to student learning.

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.

Azusa Unified School District and Think Together collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership will ensure that the ASES program that is already in place aligns well with the ELO-P plans and functions as one, District-wide comprehensive program. We want to ensure that families have a seamless experience. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together after school Quality Assurance Coach & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family and community.

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Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Think Together leadership & program staff; as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Leaders
- Monthly meetings and site visits with the District ASES administrator
- Semi-annual District/Think Together collaborative update/planning meetings

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

AUSD in partnership with Think Together, is committed to ensuring that the expanded learning/after school program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/Think Together leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Think Together Core Program Assessment (CPA), and regular stakeholder feedback tools are used to assess the program and inform the CPI progress.

Program Improvement Methods

At Think Together, data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher trainings, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the district/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

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11—Program Management

Describe the plan for program management.

The funds awarded the district will be used for after school activities and noninstructional day activities for students and to meet the program's vision, mission, and goals. Providing students with academic and recreational enrichment activities in a safe environment requires qualified, quality staff working in safe and secure facilities, with dedicated support personnel and services. The program budget reflects these aspects and directs money to the benefit of the students through direct, quality services and activities.

The organizational structure begins with the elected AUSD Board of Education, whose members, along with the district Superintendent, oversee all aspects of the district. The Associate Superintendent of Educational Services plans, organizes, controls, directs, and administers the delivery of educational programs and specified district wide programs or services. The Director of Student Support Services is administratively responsible for the development, implementation and evaluation of all specifically funded state and federal programs in keeping with established guidelines. In coordination with Think Together, the director manages all aspects of the after school program and grants at multiple sites, with overall responsibility for monitoring and implementing the grant requirements, components, and budgets for all sites, the coordination of various programs and funding sources, as well as providing ongoing support and professional development for all after school program staff. Under the district director, Think Together organizes and oversees the site coordinators, who manage and supervise the after

school programs at assigned sites to provide ongoing support and professional

development for staff members, provide direct services to students and communicate program staff.

Think Together programs adhere to an "inverted pyramid" structure designed to put children first by building a system that effectively supports direct service to students and families. Each site is staffed by 4-7 Program Leaders, depending on the number required to maintain a student-to-paid-staff ratio of no more than 20:1. The Program Leaders and additional volunteers are supported by a Site Leader, who oversees and manages the overall implementation of program operations at site in collaboration/ consultations with the designated school site administrator.

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Every 10-12 Site Leaders are supported by a Quality Assurance Coach who provides training and side-by-side coaching. Quality Assurance Coaches interface regularly with school administrators to receive ongoing feedback about the program's progress toward meeting all prescribed goals and objectives.

Quality Assurance Coaches are supported by regional Directors of Program and Operations (DPO) and General Managers who oversee the delivery of programs and assist with finding solutions to programmatic issues that may arise. DPOs and General Managers meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day.

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 current ASES Program is carried out by Think Together at Dalton, Ellington, Hodge, Lee, Magnolia, Murray, Paramount, Powell, and Valleydale Elementary. These 9 schools will continue and expand services for after-school, extended learning. The after school program and intercession will continue to be offered free to all students and will continue to provide priority enrollment to students that meet the requirements of the grant (e.g. foster, unhoused, English learner students).

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.

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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?

ThinkTogether is in alignment with all of the state student and teacher ratios to ensure compliance and quality services for students. Current before and after school programs have served transitional kindergarten and

kindergarten students at a 20:1 ratio. Staff are trained in supporting TK/K students in developing skills needed to be successful in school.

Overview: TK-K students shall be maintained with a staff ratio of 1 instructor to 10 pupils. Curriculum will be set up for 15-20 minute lessons with an environment set up based on the Early Childhood Environmental Rating Scale (ECERs) best practices. Instructore-Child interactions are considered part of the learning environment using the Classroom Assessment Scoring System (CLASS) best practices.

In addition to the critical elements of classroom environment, curriculum selection and use is supported by Think Together's Early Learning department. Wherein Learning objectives are detailed to include:

- Social Emotional Learning including self-awareness, social interactions and relationships

- Language and Literacy including listening and speaking, alphabet recognition and Writing

- Mathematics including number sense, classifications and patterns, shapes, measure (compare), problem solving

HighScope's work over the past 50 years has been devoted to early childhood education, professional development and learning. Curriculum is uniquely designed to provide a rich academic foundation while promoting independence, decision making, cooperation, creativity, and problem solving in young children.

HighScope lessons are relevant to these early learning stages in support of developing routines and identifies eight content areas including approaches to learning, social and emotional learning, Mathematics, Science and Technology, language, literacy, and communication, social studies, creative arts and physical and health development. It offers hands-on exploration and will provide guidance on how to establish daily schedules and well-organized environments.

MindUp for Life is a CASEL designated, evidence-based program that systematically promotes students' social and emotional competence, provides opportunities for

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practice, and is based firmly in neuroscience. MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with compassion. Specific to K-2 "My Mindful Brain" builds a caring environment that helps children foster a safe, kind, and focused learning environment that builds student-to-student and student-to-teacher connections.

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.

Extended Day During the School Year

6:30 AM - 8:00 AM (School Time Start) = Before School Offering

8:00 AM (School Time Start) - 2:30 PM = Instructional Day

2:30 PM - 6:00 PM = After School Offering

Intersession/Summer School Enrichment Program

8:00 AM - 12:00 PM AUSD Academic

12:00 PM - 5:00 PM Enrichment Offerings