

Victor Elementary School District Expanded Learning Opportunities Program Plan

2026-2027



Board Approved 8/12/26

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Victor Elementary 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. Brentwood
2. Challenger
3. Del Rey
4. Discovery
5. Dr. Ralph Baker
6. Endeavour
7. Galileo
8. Green Tree
9. Irwin
10. Liberty
11. Lomitas
12. Mojave Vista
13. Park View
14. Puesta Del Sol
15. Village
16. West Palms

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A. 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.

B. Definitions

Expanded Learning:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

Expanded Learning Opportunities:

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. (See [EC Section 46120(g)(1)]).

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

C. Program Overview

The Victor Elementary School District (VESD) Expanded Learning Opportunities Program (ELOP) provides a safe, supportive, and structured environment for students outside of traditional instructional hours. Across all 16 elementary campuses, VESD offers a dual approach to expanded learning: **partner-led ELOP programming** delivered in collaboration with community partners, and **site-led programming** focused on attendance recovery and targeted support. Serving students in transitional kindergarten through 6th grade, these comprehensive services take place before school, after school, during intersessions, and throughout the summer.

Partner-Led Expanded Learning Opportunities

To deliver expanded learning opportunities, VESD contracts with and works in collaboration with two established community providers to offer district families options:

- Think Together provides services across all 16 district school sites.
- Champions provides services at 7 school sites.
 - Discovery
 - Endeavour
 - Irwin
 - Liberty
 - Park View
 - West Palms
 - Dr. Ralph Baker

By uniting district oversight and support with the specialized talents of these providers, the program ensures that all participating students have choices for daily access to enrichment activities, academic support, social-emotional development, and physical recreation in secure and welcoming campus environments. Throughout the school year, VESD offers before school and after school programs at early start and late start schools:

Early Start School Hours (Galileo, Green Tree, Lomitas, Park View, Village, West Palms)

Before School 6:40 - 7:40 am

After School 1:55 - 4:00 pm

Friday Minimum Days 12:04 - 4:00 pm

Late Start School Hours (Brentwood, Challenger, Del Rey, Discovery, Dr. Ralph Baker, Endeavour, Irwin, Liberty, Mojave Vista, Puesta Del Sol)

Before School 7:40 - 8:40 am

After School 2:55 - 5:00 pm

Friday Minimum Days 1:04 - 5:00 pm

VESD operates in full compliance by providing no less than nine hours of in-person expanded learning opportunities per school day and at least 30 non-school days. This includes any extended school year days offered in accordance with EC Section 56345(b)(3). Intersession breaks may include the 30 non-instructional days (NIDs) during any combination of October break, Fall Break, Winter Break, Spring Break, and Summer.

VESD mandates that expanded learning opportunities be firmly anchored by two core program elements:

- **Educational & Literacy Element:** Formally delivered through structured homework assistance and subject-specific tutoring (covering language arts, math, history/social science, science, and computer training).
- **Educational Enrichment Element:** Formally delivered through holistic, engaging expanded learning activities (including fine arts, physical fitness, recreation, career technical education, and prevention).

Site-Led Attendance Recovery Program

In the 25/26 school year, VESD site-led programs aligned instruction with CA State standards to offer attendance recovery (AR) programs before school and/or after school and summer at all 16 district school sites. Site-led programs operate trimesterly with program start and end times, days, hours and offerings determined by each site. Site-led program plans are submitted to the Expanded Learning Administrator trimesterly for compliance review and approval prior to implementation. Interested families are referred to their specific school office for more information regarding site-led expanded learning attendance recovery programs.

1. Safe and Supportive Environment

A. Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Victor Elementary School District (VESD) ensures a safe environment by administering the Expanded Learning Opportunities Program (ELO-P) directly on all 16 elementary school campuses. To maintain high standards of safety, all sites undergo mandatory annual safety inspections covering facilities maintenance, hazard mitigation, and earthquake preparedness. Daily campus security is strictly maintained through restricted access and mandatory identity checks to bar unauthorized persons as well as standardized digital check-in and check-out systems for secure student arrival and release.

Operational integrity and student accountability are supported through continuous staff professional development and strict supervision. VESD staff and program providers participate in monthly safety meetings, active shooter preparedness, mandated reporter certification, and comprehensive emergency response training. All personnel are trained in mandatory line-of-sight policies, structured daily routines, and positive behavioral redirection techniques to ensure immediate emergency readiness during all program hours. To guarantee high visibility and preparedness, program provider staff are required to wear identification badges and branded shirts at all times for immediate recognition.

Additionally, all programs conduct monthly safety drills and implement daily attendance tracking. Each site maintains a customized emergency binder that includes site-specific evacuation routes, shelter-in-place instructions, and comprehensive district and community emergency contact registries. Student contact information and optional health data requested during enrollment are securely

managed between authorized providers in strict compliance with student privacy standards, ensuring eligibility is never conditioned on data disclosure.

Pursuant to EC Section 8483.4(b-d), VESD actively enforces strict compliance and reporting protocols across all third-party contracted programs. This includes mandating third-party notifications that include next-working-day notifications and 7-day written reports for any critical safety incidents, employee arrests, background check issues, or environmental hazards.

B. Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Victor Elementary School District is committed to fostering an environment where every student feels a sense of belonging, agency, and emotional security. VESD recognizes that learning occurs most effectively when students feel valued and supported by both peers and staff.

While specific implementation varies across providers, the collective program pulls from a comprehensive toolkit of shared practices designed to support student well-being and character development:

- **Daily Check-Ins:** Scheduled morning/afternoon "check-ins" and community circles designed to gauge student emotional states and build strong, consistent mentorship bonds.
- **Restorative Practices:** Focused on encouraging students to reflect on their actions, understand their impact on others, and collaborate on communal solutions to maintain a safe emotional environment.
- **Explicit SEL Instruction:** Centered on developing self-awareness, self-management, and responsible decision-making skills.
- **Positive Reinforcement:** Structured recognition that celebrates student successes and highlights core character strengths such as kindness, resilience, and inclusivity.
- **Trauma-Informed Care:** Supportive and sensitive to the diverse backgrounds of the student population, offering a predictable "safe harbor" for those experiencing external stressors.
- **Student Voice & Agency:** Structured opportunities for students to collaborate on program design, providing an active platform for their input to empower them and reinforce their value within the school community.

2. Active and Engaged Learning

Explain 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.

The Victor Elementary School District (VESD) Expanded Learning Opportunities Program (ELO-P) offers a "hands-on, minds-on" counterpart to the instructional day, operating in a camp-like setting that feels distinct from traditional school. To drive deep engagement, program providers leverage student voice, choice, and agency, allowing students to select thematic tracks that align with their interests. Rather than duplicating classroom lectures, the program applies regular-day concepts to real-world challenges like rocketry, Lego engineering, entrepreneurship simulations, and fine arts.

While individual providers tailor specific activities to match unique school site needs and resources, the overall framework is built upon five well-rounded pillars:

1. **STEM, STEAM, and Academic Support:** Focuses on future-ready skills and problem-solving to meet district priorities.
 - a. **Homework Help:** Dedicated time and environment for academic support from trained staff.
 - b. **STEM Projects:** Hands-on, research-based challenges in science, technology, engineering, and math.
 - c. **Tech Track:** Specialized, technology-focused exploration and skill-building.
 - d. **Literacy Enrichment:** Structured opportunities to improve reading, language, and communication.
2. **The Arts and Culture:** Encourages creative mediums to foster cultural appreciation, artistic literacy, and self-expression.
 - a. **Creative Expression:** Painting, crafting, dramatic play, and visual arts projects.
 - b. **Music and Dance:** Artistic movement, rhythm, and introductory musical performances.
3. **Life Skills and Social-Emotional Learning:** Connects classroom concepts to daily living while nurturing peer relationships, personal growth, and lifelong confidence.
 - a. **Cooking & Gardening:** Hands-on culinary activities teaching kitchen safety and basic life skills alongside collaborative gardening.
 - b. **Social-Emotional Learning:** Team-building exercises that nurture peer leadership, friendship, and confidence.
4. **Leadership, Strategy, and Civic Engagement:** Cultivates critical thinking and community awareness through entrepreneurship activities and collaborative projects that build civic responsibility.
5. **Physical Fitness, Nutrition, and Recreation:** Promotes lifelong wellness, healthy habits, and kinesthetic development through diverse movement.
 - a. **Indoor & Outdoor Games:** Fitness activities focus on coordination, endurance, and strength.
 - b. **Sports & Team Games:** Structured athletic play emphasizing sportsmanship and teamwork.
 - c. **Healthy Snacks:** Daily nutritional snacks provided in full alignment with USDA and state nutritional standards.

By integrating these diverse pillars, VESD ensures expanded learning remains a vibrant, essential component of the total educational experience, driving both school attendance and academic motivation.

3. Skill Building

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

Victor Elementary School District ELO-P is intentionally designed to help students master new skills through a developmental progression. By participating in high-interest enrichment and educational courses, students acquire a blend of technical "hard skills" and essential "soft skills" that promote

lifelong success. Through program providers, VESD offers a comprehensive suite of courses designed to accelerate and elevate skill building.

Think Together

Think Together utilizes a structured 3-Step Lesson framework and AVID strategies to cultivate essential student competencies. By anchoring daily activities in intentional enrichment, collaborative learning, and ongoing staff feedback, the program equips students with transferable skills that drive personal growth, academic success, and future readiness. To achieve these outcomes, Site Program Managers collaborate with school leadership and teachers to ensure the educational elements of the program directly reinforce school-day priorities across three core components:

1. **Academic Support and Homework Assistance:** The daily schedule dedicates structured time for guided homework support, focusing on literacy, mathematics, and study skills. This targeted guidance ensures individual student understanding, prevents the incorrect practice of concepts, and builds classroom confidence.
2. **Interdisciplinary Enrichment (STEM & VAPA):** Daily project-based STEM and VAPA units integrate 21st century skills, character building, student voice and leadership while explicitly connecting to college and career pathways. Students demonstrate skill mastery through culminating showcases, presentations, and community exhibitions.
3. **Physical Activity and Motor Development:** Physical fitness blocks focus on motor skill progression, fitness concepts, and physical literacy. Structured play integrates psychological and sociological strategies to teach teamwork, self-regulation, and sportsmanship.

Champions

Champions provides structured skill-building opportunities by intentionally linking its curriculum with 21st-century skills and collaborating with school leadership and teachers to maintain academic consistency with the school day. Rather than extending traditional instructional time, the program delivers age-appropriate, hands-on activities that foster mastery across multiple domains:

- **Academic and Literacy Support:** Staff provide specialized homework assistance focusing on foundational learning methods in language arts, mathematics, history, social science, and computer training.
- **21st Century and Technical Literacy:** Through project-based learning and a dedicated technology curriculum, students utilize the creative design cycle to develop the "4-Cs": creativity, communication, collaboration, and critical thinking.
- **Self-Guided and Foundational Learning:** Students practice literacy and numeracy embedded within their chosen interest areas, building foundational knowledge in STEM, English Language Arts through experiential and inquiry-based learning.
- **Cognitive and Character Development:** The research-based curriculum targets executive function, self-confidence, grit, and persistence, nurturing a growth mindset as students learn from mistakes.

Through the integrated services of leading program providers, the Victor Elementary School District Expanded Learning Opportunities Program delivers a cohesive, dual-provider framework that transforms

the expanded learning day into a dynamic pipeline for educational literacy, 21st-century skill development, and holistic student growth.

4. Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Victor Elementary School District ensures a unified commitment to youth voice and leadership across all sites in collaboration with Think Together and Champions. Through this administrative oversight, VESD ensures program providers utilize regular student surveys and feedback loops to include youth directly in program quality assessment and continuous improvement, allowing providers to adapt curricula to match unique student interests.

Furthermore, VESD's core commitment to youth development empowers students across the district to become active community contributors. By pitching ideas, forming clubs, and co-creating their own learning paths, students move beyond passive supervision to build true student agency. Both program providers utilize distinct operational methods to bring this leadership and mentorship model to life:

Think Together

- **Operational Integration:** Embeds student leaders directly into daily opening and closing routines, as well as special events.
- **Quality Improvement Alignment:** Uses student survey data to specifically design and adapt youth-facing staff training.
- **Systemic Problem Solving:** Guides community projects focused on systemic research of community needs, such as analyzing food deserts or designing solutions to solve public transportation issues.
- **Differentiated Choices:** Separates choice structures by age, explicitly giving lower elementary students daily center-selection choices to practice autonomy.

Champions

- **Structured Mentorship:** Features a formal "Junior Counselors" program where older students provide mentorship and act as teacher assistants.
- **Career Readiness:** Includes an authentic application and interview process to coach student leaders for their roles.
- **Peer Facilitation:** Empowers student mentors to explicitly lead focus groups and classroom discussions on community rules.
- **Community-Focused Leadership:** Engages students in leading community-focused service projects, including food and clothing drives, fundraisers, and book sales.

5. Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Victor Elementary School District ensures all participating students have daily access to high-quality, nutritious meals that promote healthy eating habits.

Before-School Program:

Students participating in the morning ELO-P have access to a complete breakfast served through the School Breakfast Program. This program strictly follows all state and federal meal pattern requirements and dietary specifications established by the U.S. Department of Agriculture (USDA).

The daily breakfast options include:

- One breakfast entrée that is at least 80% whole-grain rich.
- One-half cup of fruit (fresh produce, dried fruit, or 100% fruit juice).
- A choice of two milk options (fat-free or low-fat).

After-School Program:

Students participating in the afternoon ELO-P receive a daily snack that meets state and federal nutrition standards. Each snack contains full servings of at least two of the following four components: fluid milk; meat/meat alternate; fruit, vegetable, or 100% juice; or a grain/bread product.

Sample Snack Menu

To ensure variety, grain components rotate monthly. A standard weekly rotation includes:

- **Mondays:** Whole-grain crackers and fruit juice
- **Tuesdays:** Baked cheddar crackers and fruit juice
- **Wednesdays:** Whole-grain graham crackers and fruit juice
- **Thursdays:** Whole-grain cereal bar and fruit juice
- **Fridays:** Whole-grain cookie and fruit juice

Non-Instructional Days (NID)

During non-instructional days (NIDs) and full-day programming during school breaks, the program expands meal services to support students through the longer schedule. On these days, all participating students are provided with three full meal and snack services:

- A nutritious USDA-compliant breakfast to start the day.
- A complete, balanced lunch that meets state and federal dietary specifications.
- A healthy afternoon snack to sustain energy levels through the end of the program day.

Physical Activity Opportunities

The program integrates structured and unstructured physical activities daily to keep students engaged, active, and developing lifelong healthy habits.

- **Daily Structured Recreation:** After-school staff lead 20 to 30 minutes of organized physical games, such as relay races, soccer drills, kickball, or cooperative team-building games that get students moving.
- **Active Play:** Students are provided daily outdoor recess time to utilize blacktop courts and open fields, encouraging social interaction and self-directed physical movement.
- **Indoor Movement Breaks:** During academic or enrichment blocks, providers utilize brief, energetic "brain breaks" (such as guided stretching, yoga, or interactive movement videos) to reduce sedentary time and improve focus.

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. Include how the ELO-P will provide access for students with disabilities.

The Victor Elementary School District partners with program providers to integrate diversity, equity, access, and inclusion into daily expanded learning routines, ensuring all students feel safe and validated. To cultivate an appreciation for cultural and linguistic diversity, the program celebrates student voice through student-led discussions and presentations highlighting personal heritages. Students explore diverse worldviews through multicultural literature, international music, and global arts to foster positive perspectives on differences.

This inclusive environment supports social-emotional growth by teaching empathy and helping students navigate feelings to interrupt biases early. Additionally, program providers offer strong linguistic representation by ensuring instructional materials, environmental displays, and daily communications reflect and validate the languages spoken by students, specifically supporting English Language Learners.

To guarantee equitable access for students with disabilities, VESD enforces a mandate of full inclusion across all expanded learning opportunities. Students with disabilities participate alongside their peers in collaborative academic centers, STEAM projects, and team sports to foster social inclusion and shared success. Program staff receive specialized training to provide targeted, compassionate support for varying sensory, physical, and emotional needs, offering predictable routines during moments of distress.

In addition, site administrators and providers evaluate program spaces regularly to ensure physical accessibility and equitably distribute adaptive materials. VESD drives long-term success by using community feedback, household income trends, and local demographic data to dynamically adapt programming, staffing, and materials to meet evolving student needs.

7. Quality Staff

A. Staff Engagement

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

VESD sets strict program requirements, requiring partner providers to certify that their recruitment and onboarding align with district instructional aide standards and ELO-P mandates. This ensures that site leadership and frontline staff possess strong academic foundations to support students. By combining background clearances, robust professional development, and educational criteria, providers ensure staff are fully equipped to cultivate safe, supportive, and developmentally appropriate environments.

Program staff provide dedicated homework support to reinforce daily learning, clarify foundational concepts, encourage academic perseverance, and foster a supportive environment. In addition, daily schedules are structured around distinct, evidence-based engagement strategies from each program provider:

Think Together Framework: Mentorship & Social-Emotional Coaching

- **Positive Adult Role Models:** Staff act intentionally as coaches and mentors rather than passive monitors.
- **Nurturing Environment:** Staff build authority through patience and active listening, offering emotional stability during out-of-school hours.
- **Behavioral Agreements:** Staff and students co-create behavioral guidelines to foster mutual accountability, aligning with California Quality Standards for Expanded Learning.

Champions Framework: Child-Initiated Enrichment & Creative Collaboration

- **Balanced Interactivity:** Staff balance teacher-led instruction with child-initiated choices, actively engaging in student-led STEM, robotics, and arts programming.
- **Relational Capacity:** Aligning with VESD's focus on relational safety, staff utilize daily greeting and check-in/check-out rituals to gauge emotional well-being.
- **Peer-to-Peer Scaffolding:** Staff facilitate structured team-building activities to scaffold social skills and group problem-solving.

B. Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Minimum Qualifications of an Instructional Aide

Pursuant to Victor Elementary School District policies and state regulations, all instructional aides and personnel directly supervising students must possess a high school diploma (or equivalent) and meet at least one of the following criteria:

- Completion of at least 48 college semester units
- An Associate's degree or higher
- A passing score on the district-developed proficiency exam assessing reading, writing, and mathematics readiness

Health and Safety Screening

Before working with students, program staff must complete a rigorous health and safety screening process to ensure full compliance with district standards and state laws. This comprehensive clearance requires all personnel to pass a criminal background check, which involves completing a Live Scan fingerprinting check through both the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) prior to entering campus. Additionally, in accordance with California Education Code Section 49406, all staff must provide proof of clearance from active tuberculosis, which is obtained through a negative TB risk assessment certificate, a negative intradermal TB skin test, or a chest X-ray.

Minimum Staffing Ratios

VESD ensures that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

To ensure absolute compliance with the statutory mandates of EC Section 46120(b)(2)(D), with district oversight, program leadership actively manages daily capacity and eliminates any risk of under-staffing through several targeted operational strategies. Program leadership enforces strict enrollment caps tied directly to available staffing levels to protect baseline ratios from the outset, while simultaneously optimizing capacity through fluid, daily attendance and roster monitoring to accommodate waitlisted students safely.

To dynamically handle fluctuating student volumes, sudden attendance surges, or temporary vacancies, site leadership utilizes real-time personnel reallocations, deploying unassigned "floater" staff members into classrooms as needed. Furthermore, site teams maintain state-mandated ratios as an uncompromising operational baseline by strategically consolidating classes or activating a vetted substitute pool to provide immediate coverage for absent personnel, ensuring every classroom remains fully and safely staffed.

C. Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

The Victor Elementary School District (VESD), in unified partnership with Think Together and Champions, delivers a collaborative staff development plan designed to foster safe, high-quality, and engaging expanded learning environments. While VESD establishes districtwide expectations for safety, compliance, and core program frameworks, each contracted program provider is responsible for implementing organization-specific training that aligns with district requirements and equips frontline staff to support the whole child. The following outlines the comprehensive staff development expectations and provider-specific training components.

Onboarding, Professional Development, and Coaching

Professional development is delivered through a comprehensive model that combines district oversight, provider-specific training, and ongoing coaching to ensure staff are prepared to deliver safe, engaging, and high-quality expanded learning programs.

- **Comprehensive Onboarding:** Prior to assignment, all staff must complete required safety, health, and compliance requirements, including Tuberculosis (TB) clearance, mandated reporter training, and applicable First Aid/CPR certification, in accordance with district expectations and state requirements.
- **Ongoing Professional Development:** Staff participate in continuous professional learning throughout the year, including monthly professional development sessions, operational guidance, targeted instructional workshops, and scheduled Professional Development Days focused on instructional practices, student engagement, safety, and emerging program needs.
- **Coaching and Continuous Support:** Program staff receive ongoing coaching and support from Site Leadership and Area Managers through observations, feedback, mentoring, and research-based professional learning to strengthen instructional practices and program quality.

Staff Training and Competency Development

The unified training curriculum focuses on a multi-tiered approach combining technical safety, instructional excellence, and behavioral management:

- **Safety, Medical, and Emergency Compliance:** Program staff undergo rigorous training in critical compliance areas including Child Abuse Reporting, Safety Drills, and Sexual Harassment Prevention. Furthermore, program staff receive comprehensive district-aligned medical and emergency training, specifically covering Spill Kits/safety mitigation alongside the proper administration of Narcan, EpiPens, Albuterol, and AED usage.
- **Instructional Engagement and Capacity:** Program staff receive training on the "VESD Basics" and a heavy emphasis on aligning expanded learning academic support directly with regular instructional day goals. This ensures site personnel are fully equipped to guide homework assistance and reinforce classroom learning. Program provider advanced modules include distinguishing between "Teachable Moments vs. Coaching," executing 4-Step Coaching Conversations, and implementing specialized early childhood development frameworks for TK/K demographics
- **Behavioral Management and Whole-Child Well-Being:** To ensure inclusive, emotionally safe environments, staff receive specialized classroom management training, including Grace Dearborn Training for behavioral management, Emotional Intelligence (EQ) for team leadership, and Culturally Responsive Teaching to promote equity and diversity. Positive behavior structures are heavily modeled on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL Pyramid Model), serving as the foundation for nationwide Positive Behavior Interventions and Supports (PBIS).

Tools and Resources for Engagement and Enrichment

To enrich the student experience and support site staff, personnel have access to a variety of district and partner-provided resources centered on technology, tracking, and continuous mentorship:

- **Technology Assets:** The VESD ensures interactive learning environments by providing reliable access to hardware like Chromebooks and tablets, alongside necessary instructional software and technical troubleshooting support.
- **Tracking and Evaluation Systems:** Continuous professional development is followed up with targeted program provider coaching and peer support networks to observe best practices and receive direct feedback on instructional strategies.

Program Closures for Staff Development

In accordance with Education Code Section 46120(b)(8), program providers are permitted to close programs for up to three days per year to conduct dedicated, intensive staff development. These training days can be scheduled during regular instructional periods or over the 30 non-school intersession days.

8. Clear Vision, Mission, and Purpose

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

The VESD Expanded Learning Opportunities Program aligns to the district Vision and Mission statements:

Vision: VESD provides a path to success for all students to define their own future as lifelong learners.

Mission: VESD is dedicated to each student developing foundational, educational skills through a comprehensive approach for all.

With a focus on a comprehensive approach, the Victor Elementary School District Expanded Learning Opportunities Program contains various options and approaches to fit the needs of students. VESD offers a variety of program choices partnering with multiple program providers to increase the menu of options. Within the programs there are opportunities to strengthen student academics which align with foundational educational skills and enrichments courses such as the arts, sciences, and physical education allow students to explore a range of activities to suit their interests.

26/27 Board Goals:

1. On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.
2. All students will demonstrate progress in social and emotional learning skills based on state and local measures.
3. VESD will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions

The intent of the Expanded Learning Opportunities program is to serve as another pillar to drive the district mission and vision forward. In conjunction with the regular school day, services and resources for families, universal school meals, high-quality professional development, focus on social-emotional well-being, and preparing students with universal pre-kindergarten, expanded learning across district school sites provides additional support for student success.

9. Collaborative Partnerships

A. Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The Victor Elementary School District (VESD) prioritizes shared leadership and community involvement, ensuring that students and families are active partners in the development and ongoing improvement of the Expanded Learning Opportunities Program.

Involvement in Program Creation

The creation of the program plan is rooted in a continuous improvement cycle that values educational partners' input. VESD prioritizes shared leadership and community involvement to ensure families and students are active partners in the development and improvement of the Expanded Learning Opportunities Program. At the site level, VESD maintains family engagement through formal advisory bodies like the School Site Council (SSC), English Learner Advisory Committee (ELAC), LCAP Committees, District/Parent Advisory Committee, District English Learner Advisory Committee (DELAC), African American Engagement Committee (AAEC), and McKinney-Vento Foster Youth Committee. Student voices are also directly integrated into program planning through regular social-emotional surveys, site focus groups, and leadership site visits.

B. Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

To ensure a comprehensive and community-centered Expanded Learning Opportunities Program, the Victor Elementary School District (VESD) deeply engaged its long-standing non-LEA partners—THINK Together and Champions—in the co-design, structuring, and continuous refinement of the program plan.

Collaborative Program Design & Engagement

VESD has cultivated long-term collaborative relationships with both organizations, partnering with Champions for 25 years and Think Together for 15 years. To design the program plan, VESD leadership held strategic quarterly planning sessions and data-review roundtables with representatives from both partners. These meetings analyzed student demographic data, community needs, and feedback from annual stakeholder surveys. This co-design process directly led to critical program expansions, such as the successful winter 2023 rollout of expanded before-school care and the integration of Transitional Kindergarten (TK) students to ensure all families across the district's 16 public schools are served equitably.

Program Administration & Daily Implementation

In daily operations, Think Together and Champions are seamlessly integrated into the administration of the school sites. Partner site coordinators work in direct alignment with day-school principals to manage shared spaces (classrooms, cafeterias, and playgrounds), coordinate student transitions, and maintain a consistent environment. Both partners actively manage staffing to adhere strictly to ELO-P mandated ratios, including the 1:10 ratio for TK/K and 1:20 for grades 1–6. To ensure high-quality delivery, program partners are invited and participate in joint professional development opportunities focusing on safety protocols, compliance, and instructional alignment so that expanded learning enrichment directly mirrors and supports day-school priorities..

Systems Coordination: MTSS & Community Schools

ELO-P operations are intentionally interwoven with VESD's overarching district initiatives, creating a unified system of support for every student:

- **Multi-Tiered Systems of Support (MTSS):** *Tier 1 (Universal):* THINK Together and Champions staff are trained in the positive behavior frameworks (such as PBIS). By utilizing the same behavior expectations, common language, and emotional-regulation strategies used during the regular school day, students experience a seamless, predictable climate. *Tiers 2 & 3 (Targeted/Intensive):* Day-school leadership regularly collaborate with ELO-P site leadership to communicate specific student needs. This ensures that students requiring targeted academic intervention or behavioral accommodations receive aligned, focused support during homework and enrichment blocks.
- **Community Schools Integration:** Within VESD's Community Schools framework, ELO-P serves as a fundamental pillar of the "Expanded Learning Time and Opportunities" asset. ELO-P site coordinators collaborate closely with site administrators. When expanded learning staff identify families facing external hardships, they leverage the Community Schools network through site

administration referrals to connect those families with vital wraparound resources, including nutritional support, mental health counseling, and medical services. In addition, counseling therapy services through the Community Schools initiative were seamlessly continued through summer intersession of 2026.

- **Social-Emotional Learning (SEL) & CQI:** In alignment with the district's Continuous Quality Improvement (CQI) process, student social, behavioral, and skill development data collected through regular trimester surveys is shared transparently between VESD and program partners. This data-driven feedback loop allows Think Together and Champions leadership to dynamically adapt their daily team-building activities, enrichment planning, and site-level interventions to address evolving student behavioral and emotional needs in real-time.

10. Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Victor Elementary School District, alongside its expanded learning partners, utilizes a comprehensive, multi-tiered data-driven strategy to power its Continuous Quality Improvement (CQI) process. To monitor student social, behavioral, and academic development, each VESD school site conducts intentional progress monitoring through targeted pre- and post-assessments during every trimester for all site-based Expanded Learning Opportunities Program offerings. This quantitative data collection is heavily focused on key social-emotional competencies, specifically targeting vital growth areas such as student social skills, self-control, academic mindset, perseverance, and overall school connectedness. To supplement these assessments with qualitative stakeholder perspectives,

Think Together and Champions actively administer comprehensive surveys to district leadership, site staff, parents, and students, ensuring a diverse and well-rounded view of programmatic impact. To guarantee that this wealth of data transitions into meaningful programmatic change, VESD and its partners maintain rigorous reflection and management practices. At trimester increments, individual school sites conduct deep-dive reviews of their assessment data to isolate systemic gaps, refine instructional frameworks, and optimize delivery models.

Furthermore, administrative collaboration is sustained on a monthly basis, as partner organizations meet regularly with school administrations to align day-to-day enrichment activities with site-specific student needs. Ultimately, the insights harvested from student behavioral data and stakeholder surveys are directly leveraged to adjust daily program management practices.

By intentionally designing enrichment activities around these metrics and integrating robust feedback loops among families, students, and administrators, the LEA maintains an ongoing cycle of reflective, high-quality improvement that strictly aligns with CDE Quality Standards.

11. Program Management

A. Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Victor Elementary School District fully complies with California Education Code Section 46120 and California Department of Education guidelines by overseeing, monitoring, and ensuring adherence to standard operating procedures for student registration, tracking time-stamped daily attendance for safety and data-driven quality improvements, and preserving rigorous documentation of outreach and enrollment to ensure compliance with all state audit requirements.

B. Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community? Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

ELO-P Expenditure Plan

These are the anticipated expenditures for all models, including community and educational partners. The expenditure plan is aligned with the intended outcomes for VESD and supports the goals of the Board of Trustees and the LCAP, as described above in the section labeled - Clear Vision, Mission and Purpose. Continued expenditures as necessary for VESD certificated, classified, and administrative staff salaries and associated benefits, Supplies, utilities, and other costs necessary in order to implement and sustain ELO-P offerings and attendance recovery classes.

Capital outlay and other expenditures:

- Purchase and/or rental of real property, which may be suitable for the construction of new facilities and/or may have pre-constructed facilities for housing VESD and other community and educational partners that provide Expanded Learning Opportunities and services for students,
- Additional facilities needs, including areas and equipment for learning and play in a safe and supportive environment (e.g. - extra classroom spaces, support facilities, outdoor play areas, shade structures, agreements with municipal and city parks, etc.),

Additional safety measures for a safe and supportive learning environment, including, but not limited to:

- Network, phone and other utility infrastructure to support VESD site campuses, as well as community and educational partners during ELO-P,
- VESD staff salaries and associated benefits for extra hours and/or intercession support during ELO-P offerings,
- Contract(s) for security services with community and educational partners,
- Equipment, supplies, capital outlay and keyless entry systems to support the use of district facilities by multiple community and educational partners.

To ensure the "proper implementation" of these requirements, the LEA uses the following framework:

- Strategic Alignment: Every expenditure is tied to the Clear Vision, Mission, and Purpose of the district, ensuring costs are "reasonable and necessary" to achieve Board-approved goals,
- Infrastructure for Oversight: Investing in administrative staff and network infrastructure allows for better monitoring of program quality and fund tracking,
- Collaborative Accountability: By formalizing agreements with "community and educational partners," the LEA creates a shared responsibility for maintaining "allowable" costs under ELO-P guidelines.

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding 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. (See [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?

VESD ELO-P provides a developmentally informed, safely adapted environment for transitional kindergarten and kindergarten pupils. To fully comply with state mandates for the district's youngest learners and maintain a strict 10:1 pupil-to-staff ratio, program partners strategically deploy qualified staffing personnel across all cohorts. These recruitment pipelines and staffing levels undergo continuous monitoring and are subject to continuous administrative oversight to ensure seamless, day-to-day compliance without any coverage gaps

Staff recruitment and preparation are heavily prioritized, with all personnel being brought in through established partner provider pipelines. Onboarding and continuous professional development focus explicitly on early childhood development milestones, featuring targeted onboarding prepared specifically to support the social-emotional and behavioral needs of four- and five-year-olds.

Furthermore, staff receive age-appropriate training that provides specialized guidance on how to manage behaviors, establish routines, and safely navigate younger age groups. The program is built entirely upon developmentally informed frameworks and curriculum. The daily schedule delivers age-appropriate, play-based, and project-related activities that seamlessly complement the program

while classrooms and materials are logistically adapted to safely accommodate younger children while fostering self-confidence and independence.

To ensure this developmentally informed experience, the program utilizes two distinct, high-quality curricula across its external providers. Think Together uses a developmentally appropriate curriculum to support TK & K students' transition from the school day to after school. The TK/K program is designed to be highly interactive and at a pace that is appropriate for this age group. It is grounded in 3 key principles of predictable routines, play-based decompression, and SEL. There are 3 engagement cycles:

- EC1's focus is Foundation: Getting to know ourselves and our community
- EC2's focus is Deepening: Exploring our Inner world
- EC3's focus is: Connecting, Building Bridges to Others

Alternatively, Champions utilizes the Early Foundations curriculum developed by KinderCare. This program centers on thematic, project-related units that span six key developmental domains. To maximize school readiness and build critical executive functioning skills, educators integrate daily small-group instruction tailored to early learning stages. Furthermore, the Champions framework prioritizes individual growth and strong community partnerships by compiling student portfolio collections and maintaining regular, detailed communication with families regarding their child's daily experiences.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Victor Elementary School District prioritizes culturally and logistically appropriate communication through multilingual outreach, targeted messaging, and community support. Culturally and linguistically appropriate communication is central to how VESD ensures all families can successfully access the Expanded Learning Opportunities Program (ELO-P). Information regarding ELO-P is broadly distributed in both English and Spanish across multiple channels, including digital flyers, registration links, and site-specific newsletters. By utilizing comprehensive messaging platforms, the district ensures direct communication reaches every family across the district.

A pupil is officially enrolled once a parent or guardian submits a completed registration form. To meet audit verification requirements, site-led program records are stored securely at each site while independent data platforms are maintained directly by each program provider. While enrollment is open to all TK–6 pupils, program providers prioritize unduplicated students—including foster youth, English learners, and low-income individuals to ensure the program strictly meets all state-mandated access requirements. In collaboration with program providers, VESD continuously optimizes enrollment data and site capacity to mitigate and eliminate waitlists wherever possible.

Enrollment materials are distributed through both digital and physical channels to accommodate all families. For site-led site programs, VESD utilizes a hybrid approach, offering both digital enrollment forms and hard-copy packets. In contrast, Think Together and Champions manage their enrollment

exclusively through digital formats, utilizing online portal links distributed via parent communication platforms and program websites.

To streamline registration and remove barriers for families, the signature process is tailored by program providers to offer flexible authorization methods. For site-led site programs, Victor Elementary School District accepts traditional wet signatures on hard-copy forms as well as electronic authorization, utilizing time-stamped parent permission for digital submissions in lieu of a physical wet signature. Conversely, Think Together and Champions rely strictly on secure digital signatures and electronic consent verification completed within their respective online enrollment portals.

VESD proudly operates the Expanded Learning Opportunities Program directly at every school site, maximizing convenience and eliminating the need for student travel between locations. Because the program is administered at each student's home school, dedicated district transportation is not required.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

VESD is dedicated to bringing learning to life by expanding students' horizons through immersive off-campus field trips and vibrant on-site vendor activities that foster academic curiosity and cultural enrichment. To ensure high-quality programming, these activities may be facilitated by VESD site-led programs and contracted provider programs following a comprehensive district vetting and approval protocol.

In order to maintain strict compliance and ensure educational value, all ELO-P funded field trips and on-site vendor programs are explicitly designed to serve as "living laboratories" and hands-on workshops and activities that directly align with the program's academic and enrichment curriculum rather than serving entertainment purposes. These experiences—such as visits to science centers, cultural heritage sites, or interactive on-campus STEM and arts exhibits and activities—allow students to develop specific academic knowledge, social emotional learning, and social skills that cannot be replicated in a standard classroom.

To strictly avoid "supplanting" core day activities, ELO-P field trips and on-site vendor presentations and interactive activities are entirely separate from regular school day excursions and assemblies; they are coordinated solely by ELO-P staff for enrolled students, and funded exclusively through the ELO-P budget, covering all vendor fees, transportation, and admission costs.

Operationally, every trip and on-site vendor activity adheres to district policies and procedures by maintaining strict student-to-staff ratios (20:1 for 1st-6th grades and 10:1 for TK/K) to ensure safety and quality instruction, utilizing program staff who meet the minimum qualifications for instructional aides, and documenting precise logistical details ensuring all programming fits within the expanded learning timeframe. Think Together and Champions arrange their own transportation; additionally, Champions utilizes its own proprietary bus, which accommodates up to 9 students.

Finally, to ensure a robust paper trail, the program meticulously documents each trip and vendor's specific learning outcomes, educational significance, participating grade levels, and targeted skill development to fully justify the use of ELO-P funds.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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. If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The Victor Elementary School District (VESD) ensures that every eligible student has full, unfettered access to the expanded learning opportunities programs by operating a completely cost-free program. To maximize student access, advance equity, and eliminate socioeconomic barriers, VESD does not charge any family fees for program participation. Because no fees are collected from any participating families, the district does not maintain a sliding fee scale. This zero-fee structure inherently satisfies all California Department of Education (CDE) fee-waiver mandates, guaranteeing that students eligible for free or reduced-price meals, foster youth, and homeless youth as defined by the federal McKinney-Vento Homeless Assistance Act are fully served at no cost.

Sample Program Schedule - Regular School Day

Please include 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, and all other grades, 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).

Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

Sample Program Schedule for TK-6th Grades

Early Start School Sites: 6:40 AM - 4:00 PM (9 hours and 20 minutes)

Late Start School Sites: 7:40 AM - 5:00 PM (9 hours and 20 minutes)

Below is a sample schedule for an early start school. A late start school schedule reflects an hour later.

Before School Program

6:40 AM	Greeting, check in, opening activities
7:00 AM	Breakfast
7:15 AM	Enrichment activity, educational activity, physical activity
7:40 AM	Dismissal to school

INSTRUCTIONAL DAY: 7:40 AM - 1:55 PM

After School Program

1:55 PM	Arrival from school, greeting, check in, snack
2:15 PM	Educational activity, Academic achievement, homework assistance
3:00 PM	Enrichment activity, VAPA, STEAM
3:35 PM	Physical activity, Soccer for Success, CATCH
4:00 PM	Dismissal

After School Program (Minimum Days)

12:04 PM	Arrival from school, greeting, check in, snack
12:20 PM	Physical Activity, Fulcrum
1:25 PM	Snack, opening activity
1:45 PM	Enrichment, clubs
2:55 PM	Academic achievement
4:00 PM	Dismissal

Addendum A

VESD Attendance Recovery Program

Purpose and Educational Rationale

Victor Elementary School District (VESD) is committed to ensuring that every student has equitable access to high-quality learning experiences that support academic growth, well-being, and long-term success. Consistent with the VESD's motto, mission, and vision the Attendance Recovery Program (AR) is designed to restore lost instructional time due to pupil absences while maintaining instructional continuity, student engagement, and fiscal integrity.

Pursuant to Education Code (EC) Section 46211, effective July 1, 2025, VESD implemented expanded learning attendance recovery programs to address the educational and fiscal impacts of pupil absences, including chronic absenteeism. This program is voluntary, non-punitive, and educationally sound, and it strictly adheres to statutory requirements and the CDE Guidance on Executing Attendance Recovery Programs.

Program Design and Scheduling

The attendance recovery opportunities are provided outside of the regular instructional day, including before school, after school, and/or summer, in accordance with EC 46211. The attendance recovery programs at each site are offered in multi-week sessions each trimester according to the school sites' program plan.

VESD school sites publish their form of a master calendar of attendance recovery opportunities and communicate schedules in advance to families. Each school site publishes these requirements in various forms, not limited to; digital and paper invitations and permission slips, websites, and communication platforms. School site scheduling decisions account for student availability, staffing capacity, and site safety. Attendance recovery sessions are held at 16 school sites appropriate for instruction and supervision. School sites offer the attendance recovery program on a trimesterly basis with days and times that meet the needs of their school community.

Each school site provides opportunities for a variety of classes driven by student and teacher interest. VESD believes that teachers are more successful connecting with students and content when they share their passions and teach standard-aligned content students are interested in.

Attendance Documentation and Compliance

Attendance recovery participation is documented through the District's student information system (SIS), with each session validated by the assigned attendance recovery teacher, consistent with EC 46211(e)(1).

Backup documentation, including digital and paper sign-in sheets and session rosters, is maintained in accordance with audit requirements and the annual Audit Guide. Clear procedures for documenting partial attendance or tardiness are established and communicated. VESD coordinates implementation with Site Administration and Attendance Supervisors in accordance with EC Section 48240 and consults regularly with legal counsel and independent auditors to ensure compliance.

Staffing and Educator Requirements

Attendance recovery instruction is delivered by appropriately credentialed certificated educators who meet all state requirements for classroom-based instruction, supervision, and control. Credential verification processes are completed prior to assignment, including required authorizations for English Learners, and Special Education.

Human Resources and bargaining units are engaged in program planning to ensure alignment with collective bargaining agreements, workload protections, and compensation structures. Substitute educators are available to maintain instructional continuity.

Student-to-teacher ratios do not exceed:

- 10:1 for Transitional Kindergarten and Kindergarten
- 20:1 for Grades 1–6

Classified and Support Staff

Classified staff support program implementation through clearly defined roles that may include supervision, attendance collection, clerical support, student safety, and communication with families. Food service, custodial, and maintenance services are provided as appropriate. All classified assignments comply with applicable bargaining unit agreements and compensation requirements.

Student Support Services and Whole Child Alignment

In alignment with Whole Child initiatives, the attendance recovery program integrates academic, social-emotional, and wellness supports. When appropriate and feasible, the program includes:

- Nutrition during extended sessions
- Translation and interpretation services for families
- Access to counseling, social-emotional learning supports, and mental health referrals

Students with IEPs, 504 Plans, or Individual Health Plans receive appropriate accommodations and support as needed in the attendance recovery program, in collaboration with Special Education and site teams. When needs arise, 504 meetings are held to address needs. District safety policies and procedures are fully implemented during all sessions.

Instructional Design and Engagement

Attendance recovery instruction is standards-aligned, grade-level appropriate, and substantially equivalent to in-person instruction as deemed by VESD, and is subject to review during the annual audit process. Instruction is outcomes-based and incorporates differentiated strategies to meet diverse learner needs while honoring students' lived experiences. Attendance recovery teachers maintain instructional continuity and alignment with classroom objectives. Instruction may include experiential, inquiry-based learning, project-based learning, collaborative activities, culminating projects, special events that showcase students' learning and approved digital platforms to promote engagement, mastery, and meaningful participation.

Program Access and Communication

Participation in the expanded learning attendance recovery program is voluntary and non-punitive. VESD school sites use multiple communication methods—including phone calls, email, flyers, and digital

platforms—to inform families and invite student participation. Enrollment processes are designed to be accessible, equitable, and easy to navigate.

Attendance recovery opportunities are coordinated by site in collaboration with staff which may include a combination of teams such as Student Success Teams (SSTs), Multi-Tiered Systems of Support Teams (MTSSs), Site and District Attendance Teams, and/or School Attendance Review Boards (SARBs) to support early intervention and student success. Ongoing communication is maintained between attendance recovery program staff, regular classroom teachers, and may include a combination of teams listed above.

Oversight, Accountability, and Audit Readiness

Each school site program location is assigned administrative oversight to ensure proper implementation, compliance, safety, and problem-solving. An Expanded Learning Coordinator provides district-wide oversight, accountability, and audit readiness for the district's expanded learning programs and attendance recovery programs. In tandem with school site administration and district departments, program effectiveness is regularly monitored using clearly defined metrics, including:

- Instructional minutes recovered
- Student participation and engagement
- Attendance improvement trends
- Academic progress indicators
- Student and family feedback

VESD consults with its independent auditor to ensure full compliance with attendance accounting, documentation, and fiscal requirements.

Expenditures

Victor Elementary School District ensures strict fiscal control and compliance for the Attendance Recovery Program (EC 46211) by maintaining documented, allowable expenditures for personnel and labor costs, instructional materials and supplemental supplies, operations and supports, and nutrition services. VESD maintains rigorous fiscal controls to ensure that all Attendance Recovery expenditures are necessary, reasonable, and directly supportive of the program's instructional goals pursuant to EC Section 46211. To support audit readiness, VESD maintains detailed, auditable records with strict adherence to Education Code Section 46211 and references the annual Audit Guide for maintaining these records.

Continuous Improvement

VESD is committed to continuous improvement and data-informed decision-making. Feedback from students, staff, and families is regularly collected and analyzed to refine scheduling, outreach, instructional strategies, and support services. Promising practices are shared across sites to strengthen districtwide implementation and outcomes.

Conclusion

Through this Attendance Recovery Program, Victor Elementary School District advances its mission and vision by restoring instructional time, supporting the whole child, and ensuring equity, quality, and

accountability. The program is implemented with strict adherence to Education Code Section 46211, CDE guidance, and audit standards, while maintaining a student-centered focus that promotes engagement, learning continuity, and long-term success.