

Alvord Unified School District



Expanded Learning Opportunities Program Plan



Alvord Unified School District

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Prepared by:

Expanded Learning Department
Board Approved - November 3, 2022

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

Local Educational Agency (LEA) Name: Alvord Unified School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Arlanza Elementary School
2. Collett Elementary School
3. Foothill Elementary School
4. La Granada Elementary School
5. Lake Hills Elementary School
6. McAuliffe Elementary School
7. Myra Linn Elementary School
8. Orrenmaa Elementary School
9. Promenade Elementary School
10. Rosemary Kennedy Elementary School
11. Stokoe Elementary School
12. Terrace Elementary School
13. Twinhill Elementary School
14. Valley View Elementary School
15. Arizona Middle School
16. Loma Vista Middle School
17. Villegas Middle School
18. Wells Middle School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

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

1—Safe and Supportive Environment

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

Alvord Unified School District (AUSD) is committed to expanding the learning opportunities for all students. Currently, AUSD provides ASES programs at all but two elementary school sites and at all four middle school sites in the district. The expansion to all TK-8 campuses is planned to ensure all students can attend expanded programs that provide support for academics, social-emotional well-being, nutrition, and developmentally appropriate activities that are engaging and supportive of a healthy lifestyle. Most activities will be held on-campus. If any program activities are held off-site, students will be safely transported using district vehicles or district contracted transportation services.

All program staff will be recognizable and wear the designated after-school attire and badge. All staff will be required to go through a thorough background check conducted through AUSD Human Resources or by their contracted provider before working with students. AUSD has added administrative support at all sites to garner additional support for the Expanded Learning Opportunities Program (ELOP). In addition, AUSD is also increasing staff in the Expanded Learning office. These new positions will provide additional support and resources for student success in the ELOP.

Attendance will be taken at the start of the program each day. Classroom rosters will be maintained to account for all students throughout the program. All students must be signed out to a parent/guardian or approved adult over 18 with a valid picture ID.

The safety procedures during the school day will be strictly adhered to during expanded learning hours. After school programs will be included in each school's safety plan. All school sites will be fully secured with single entry/exit access points during program hours. All visitors and spectators must follow the site's campus entry procedures and will be required to sign-in and out of the campus. Visitors and spectators will be monitored at all times. During the program, all staff will be expected to maintain line of sight of all students at all times. Staff will have two-way district radios to ensure communication as part of emergency and safety procedures. Earthquake, fire and lockdown drills will be conducted multiple times throughout the school year. Staff will know the locations of fire extinguishers and AEDs on their campus.

Comprehensive staff training will occur before and throughout the school year. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols. Staff will be trained on safety protocols before starting the school year and updated throughout as necessary.

Staff will follow established protocols when dealing with accidents and addressing student injuries. To effectively communicate with parents in an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely, in an office or designated space. Staff will document any minor or major injury for parents. AUSD will provide

on-call health services support during program hours for assistance with health emergencies or injuries.

The after-school program will use a positive discipline model aligned with the district's research-based Multi-Tiered System of Supports (MTSS). Each school's MTSS model includes counseling, socio-emotional learning, and academic support interventions. Staff will monitor and teach students program expectations, safety practices, and social-emotional practices.

AUSD is committed to providing students with a safe, bully-free learning environment and will, in collaboration with the regular school day, use multiple research-based behavior interventions to meet the needs of all students and provide a positive learning environment for all.

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.

The goal of the Alvord Unified School District is to provide our students with academic enrichment opportunities and activities designed to complement their regular academic program. All activities will provide high interest practice in academics, reinforce newly acquired skills and promote the physical and emotional well-being of our students.

Expanded learning offerings will build on the instructional day while emphasizing a unique approach that is highly engaging and provides students opportunities to learn in a safe and engaging environment that encourages inquiry-based learning, critical thinking, incorporates the visual and performing arts, and addresses the need for physical movement and rest as appropriate. Staff will be trained to create an environment that meets the physical, emotional, and academic needs in a safe, equitable, fun, and engaging manner. Expanded Learning staff will use techniques aligned with the instructional day classroom to assist students. All learning activities will be active, collaborative, meaningful, support mastery and expand student horizons.

With literacy and numeracy as the ongoing focus for AUSD, all programs will provide a reading and numeracy instructional program. Instructional programs will promote student competency and provide interventions that promote student success in all core subjects including language arts, mathematics, history, social science and science. Instructional activities will be hands-on, thought provoking and engaging for all learners. These programs will be planned in collaboration with each school's instructional staff and community educational partners.

Students will have access to technology during the educational literacy component to facilitate tutoring services and accelerate digital and academic learning. The use of technology-based programs will enhance students' digital literacy competencies and improve skills for 21st-century learners. Technology will be purchased, in collaboration with IT administration, to support the academic and enrichment needs of the program on an as-needed basis.

In addition to the afterschool program, at least 30 days of summer, intersession and/or holiday break opportunities will be provided for students to engage with learning outside the general school year. Dates will be determined once the 2023-2024 school year calendar is approved.

3—Skill Building

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

In addition to educational literacy and numeracy reinforcement, the program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity by engaging students in a variety of highly engaging enrichment activities. Students will also be exposed to activities that will promote college and career readiness skills. Activities will be designed to meet the needs of all students, including English language learners and students with special needs.

The planning of educational enrichment activities will involve collecting student data through a site student survey. Activities may include topics involving cultural awareness, character development, community and civic engagement, historical news, current events, engineering, design, sports, art and music. We will leverage educational partners, programs, subject areas experts, and additional staff interested in leading these enrichment activities.

Through project-based and experiential learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Once enrichment programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on-site and given an equal opportunity for all students to self-select and participate.

STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities will be offered to improve academic achievement and overall student success. Students will work on STEAM activities through a variety of hands-on activities and projects. Students will present their projects or describe how they completed an activity and share the skills they utilized or learned to finish the task and project. Students involved in the arts may put on performances for parents to enjoy.

A middle school skill building and competitive sports program is in the process of being developed and is planned to begin mid year in the 22-23 school year. The middle school sports program will focus on building skills in a variety of sports. Fundamental skills will be taught by staff or walk-on coaches who excel in the specific sport. A tournament style competition will be conducted for each sport. An elementary school sports skill building workshop will also be developed and coordinated by the ELOP office.

4—Youth Voice and Leadership

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

Empowering students to become leaders and taking ownership of their expanded learning hours helps to prepare future leaders and create a sense of efficacy for students. We will continually look for ways to encourage students to take advantage of leadership opportunities in their community.

Student input is critical to our program. A diverse student advisory group will be established with students in fourth through eighth grade and will meet monthly at each school site. The advisory group will discuss upcoming activities and events, strategies to gather peer feedback, and share ideas for program/school improvement after school. Student feedback will also be gathered via baseline, exit and ongoing surveys and will be used to determine enrichment program selection and after-school activities. Participation in enrichment programs may also drive offerings for the future.

Service-learning will be leveraged to connect students to their community. Staff will work with their student advisory groups to determine which service-learning activities they will host on their campus or within their community. All students who participate in service-learning hours will be recognized. Students in higher grades are continuously encouraged to volunteer at activities and events through the program and within the community. Students are encouraged to take leadership roles, such as volunteering as a tutor during homework time, leading an activity alongside program staff, mentoring other students, etc. They are encouraged to lead program performances and events.

Expanded Learning staff will work with the student advisory team to provide mentorship and guidance to students of all ages, encouraging them to suggest their own clubs and work in partnership with staff to develop and implement their club ideas. Staff will supervise and monitor student clubs throughout the school year.

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.

The Expanded Learning Program currently aligns its wellness initiative with the district's health and wellness policies. The program schedule includes dedicated time to support health and wellness through physical activity, nutrition, self-care and social-emotional learning.

All students will be provided with a healthy supper at no cost to program participants. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for food and portions.

A physical fitness component will be included to promote healthy physical exercise. TK-8th grade students will have the opportunity to participate in developmentally appropriate physical fitness activities. All sites will be able to leverage site and community physical fitness resources. The middle and elementary school sports programs will also provide an opportunity for students to engage in physical activity and participate in a skill-building or competitive team atmosphere.

In efforts to support student mental health, wellness resources and social-emotional learning practices will be implemented. Staff will be trained to embed these practices throughout the expanded day. AUSD and/or Wylie counselors will serve as partners in the well-being of students beyond the school day. Working together through the MTSS process, AUSD counselors will be able to provide ongoing input and support for students during the day and guide any additional support required during Expanded Learning.

Mental Health Awareness, character development and asset development activities will also focus on ongoing support and teaching of appropriate skills. This awareness will target recognizing the signs of mental health issues, identifying when to ask for help, and highlighting students who are advocates for their peers.

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.

Expanded Learning opportunities will be designed for, promoted to and provided to all interested students enrolled in one of the TK-8 campuses in the Alvord Unified School District. Academic and enrichment activities are intended to meet the needs of all learners in an environment free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity or expression or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Expanded Learning Programs will promote diversity and inclusion by allowing students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. The program plans to celebrate students' culture in a variety of ways, including exploring their heritage and culture in clubs, activities, projects, presentations and performances. Furthermore, activities that involve the family will bolster the celebration of students' cultures and backgrounds. The program will expose students to cultures and heritages different from their own to promote diversity while continually self-examining unintentional exclusionary practices. Field trips will be planned for all grade levels to broaden and enrich the students' appreciation of the diverse world in which they live.

Access to the Expanded Learning Programs is essential to meet the needs of students, especially those with disabilities, English language learners, foster and homeless youth, and students who struggle with social skills that could potentially limit their participation. Supports needed for student success will be provided as necessary.

In order to meet the needs of students with disabilities, support staff may be provided based on specific student need and will be trained on how to work with their assigned students. The Expanded Learning Program Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support for students with special needs. The AUSD Expanded Learning program is committed to adhering to all future related guidance regarding Special Education requirements for ELO programs.

Staff will be trained on best practices and strategies to meet the needs of English Learners (EL), such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Program activity plans will incorporate intentional use of EL supports to ensure these students have access to the material and content. Efforts will be made to hire bilingual staff members. Communication with families will be made in both English and Spanish.

Alvord's after-school programs have often been a safe haven for students who experience challenges at home or school. Staff will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful in their interactions with adults and peers. Furthermore, the enrichment components of the program provide students who struggle academically with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they can participate more fully in the program.

A collaborative group of district administration, Expanded Learning staff, instructional specialists and behavior experts will meet as needed to review the needs of students in the program and determine best practices and interventions to meet the needs of students with disabilities or unique needs. Intervention and enrichment curriculum will be developed by Expanded Learning Instructional Coaches to provide as unique a situation as possible for each student.

7—Quality Staff

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

The positions within the Expanded Learning Programs at a site level comprehensively create a supportive, safe, and engaging environment for students. Each position has a detailed list of job duties and responsibilities tied to their experience requirements. Each applicant is hired through the Alvord Unified School District Human Resources department or a district-approved Expanded Learning Department subcontractor. A thorough interview process and background check ensures students engage with highly qualified staff. The recruitment process includes a comprehensive outreach approach consisting of job fairs, flyers, electronic communication, and contact with local businesses and institutions of higher education. Hiring communication is disseminated to potential community partner employee groups and the community.

AUSD ensures that all staff members who directly supervise students meet the qualifications for an instructional aide. Contracted organizations will provide evidence of the same qualifications to the district. The criteria to meet AUSD's minimum requirements for an instructional aide are:

- Complete at least two years of study at an institution of higher education (48 semester units) OR
- Obtain an Associate's Degree or higher from an accredited institution of higher education OR
- Meet a rigorous standard of quality and demonstrate through an academic assessment developed by AUSD, which includes knowledge of and the ability to assist in instructing reading, writing and mathematics.

In addition to staff hired specifically to work in the Expanded Learning Program, current district staff members with areas of expertise will be given the opportunity to share their knowledge and work with students in the program.

Alvord USD will have multiple layers of administration support for the Expanded Learning Program. Program administration will conduct site visits regularly and build intentional relationships with site administration, staff, parents, and students. Program administration will work closely with site leadership to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards.

AUSD's Expanded Learning Program staff will take part in continuous professional development. At the beginning of the school year, all staff will take part in multiple days of professional development. Throughout the year, site leads will attend regular meetings with program administration to introduce new program goals, curriculum training, and resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. Additionally, initial and ongoing training will be provided to support the staff in academic and behavior management, strategies for working with English Learners and students with disabilities, and required mandated reporter and sexual harassment training annually. In addition to AUSD staff, sub-contractors will be utilized to enrich the program and provide services not available within the district.

8—Clear Vision, Mission, and Purpose

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

The vision of the AUSD Expanded Learning Department is to provide a high quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in the Alvord Unified School District. The AUSD Expanded Learning Opportunities Program will ensure the creation of an environment where student leadership and student voice are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential and be provided with enriching programs that support the visual and performing arts, STEM, physical fitness and athletics, health and other subjects of high interest.

The ELOP will engage all educational partners, including students, parents, staff and community by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected annually. The Expanded Learning department conducted an Expanded Learning survey shared with students, parents, and staff for the 2022-2023 school year. Based on the study results, key program focus areas and preferences will be identified and developed. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals. In addition, progress and outcomes related to program goals will be shared with educational partners.

The current Expanded Learning Mission: *To ensure a safe and positive learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational and enrichment activities.*

Current goals of the Expanded Learning Program:

- *Improved academic performance in school*
- *Improved work habits or skills related to school*
- *Improved student behavior*
- *Improved social skills with peers*
- *Increased healthy habits*
- *Increased school attendance*

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.

The AUSD Expanded Learning Program partners with parents, youth, school site staff, government agencies and individuals from private and community-based organizations. The program was developed and is facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. This partnership supports student learning and engagement by providing a safe physical and emotionally nurturing environment that evokes the Expanded Learning 21st Century Skills for all students.

An ELOP taskforce of district and school site educational partners was involved in developing, implementing, and updating the Expanded Learning Opportunities Program plan. Additional district leadership, instructional experts and parent representatives were involved in the development of this plan.

AUSD Expanded Learning will continue to partner with local business and higher education institutions to provide opportunities for both students and staff. Alvord Unified School District has worked closely with the Alvord community through partnerships that support the needs of the entire school community.

AUSD Expanded Learning has maintained awareness of the resources available throughout the community. Our community continues to receive mental health support through McKinley, The Wiley Center, and Care Solace behavioral health programs through this partnership. The data generated from these resources have informed the types of support needed for our students and staff mental health services. We also continue our support of families in need with Alvord Cares, a non-profit organization supporting our Alvord community with food, clothing, and school supplies.

The program will collaborate with all educational partners to strengthen program opportunities, to sustain and expand the offerings of services we are providing for our students in the ELOP/ASES programs and maintain strong collaborative relationships. In addition, progress and outcomes related to program goals will be shared out to educational partners throughout the year.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The AUSD Expanded Learning Program engages in continuous quality improvement by utilizing an effective program improvement process that is carried out at the site and district level. It is ongoing and involves a continuous cycle of assessment, planning, improvement and monitoring. The cycle of improvement revolves around the Quality Standards for Expanded Learning in California.

A variety of measures of success will be monitored throughout the year including school attendance, student achievement data, site visits and observations, and survey data collected from site principals, participating students and parents, instructional school day teachers and program staff. Baseline, exit and ongoing surveys will be administered annually to continuously monitor program effectiveness. Information gathered from the surveys will allow for program improvement that aligns with the ELOP program to best meet the needs of our community partners and state priorities. Data will be used to inform our practices and create annual program goals that will hold us accountable and help us to continually strive for high quality. Based on trends in the data, some areas will be determined to be short-term goals, while others are part of the long-range plan for improvement.

Implementation of the Continuous Quality Improvement (CQI) Plan is critical to the overall success of the Expanded Learning Program at each site. Each site will focus on two or three of the six Points of Service Quality Standards to provide the best program possible at each site. Sites will develop goals and create activities to be implemented to support their goals. Facilitators will share the plan with site staff so they can successfully understand the priorities of the year and address areas identified needing improvement. Administration will collaborate with site facilitators to ensure the plan is implemented with continual support from the Expanded Learning Program office staff. The CQI plan is formally reviewed annually and on an as-needed basis throughout the year based on input from all community partners.

11—Program Management

Describe the plan for program management.

ELOP funding will allow AUSD Expanded Learning to increase service offerings in academics, wellness, and enrichment and give all students and families the flexibility to participate based on their needs and interests. The design will increase access to educational and enrichment services beyond AUSD ASES current offerings. Increasing access to educational and enrichment services provided through Expanded Learning will enhance our department’s mission of providing a safe environment through a variety of opportunities that enrich the lives of children and youth.

The chart below highlights the current positions supporting the Expanded Learning office:

POSITION	RESPONSIBILITIES	STAFF MEMBER
DIRECTOR II - ELOP (2-F/T) <i>(certificated management)</i>	Provide overall guidance, support, operational and supervisory support for ELOP program, serve as district management, approve all program plans and expenditures.	Carmen Phillips David Ferguson
PROGRAM SUPERVISOR (1-F/T) <i>(classified management)</i>	Provide operational and supervisory support for all 18 before and after school programs.	Eduardo Cadengo
SECRETARY I (1-F/T) <i>(classified)</i>	Provide clerical support for the ELOP office.	Shelly Clifton
BILINGUAL CLERK TYPIST II (1-P/T) <i>(classified)</i>	Provide bilingual clerical support for the ELOP office, serve as department translator.	Aracely Vizcaino
SITE FACILITATOR (16-P/T) <i>(classified)</i>	Provide After School program supervision and operational management.	16 Facilitators
STUDY TRIP SUPERVISOR (2-P/T) <i>(classified)</i>	Provide supervision and transportation for program study trips.	Madison Calderon Adrian Vazquez

Additional staff will be needed in order for the Expanded Learning office to expand to the degree necessary to meet the needs of and support all students in the district. The chart below highlights the additional positions that will be needed as our program expands and we fully implement our ELOP:

POSITION	RESPONSIBILITIES	NEEDED BY
PROGRAM MANAGER (1-F/T) <i>(certificated management)</i>	Provide operational and certificated supervisory support for all 18 before and after school programs.	November, 2022
PROGRAM SUPERVISOR (1-F/T) <i>(classified management)</i>	Provide operational and classified supervisory support for all 18 before and after school programs.	November, 2022

INSTRUCTIONAL COACH (2-F/T) <i>(certificated)</i>	Provide instructional coaching, intervention support, classroom/student management and behavior intervention ideas for department staff.	January, 2023
ASSISTANT TO DIRECTOR (2-F/T) <i>(classified)</i>	Provide administrative clerical support to the two Director IIs of the Expanded Learning Opportunities Program.	January, 2023
BILINGUAL CLERK TYPIST II (1-F/T) <i>(classified)</i>	Provide bilingual clerical support for the ELOP office, serve as department translator.	January, 2023
RESOURCE MANAGER (1-P/T) <i>(classified)</i>	Provide assistance with ordering, management, inventory and distribution of materials and resources for all ELOP/ASES-funded programs.	March, 2023
SITE FACILITATOR (2-P/T) <i>(classified)</i>	Provide two additional programs with the opening of Afterschool Programs at Lake Hills and Promenade Elementary Schools.	July, 2023
PROGRAM ASSISTANTS (18-P/T) <i>(classified)</i>	Serve as Program Assistant during program hours to allow for stronger student supervision, additional staffing support and higher levels of customer service.	Current – August, 2023
TEACHER LIAISON STIPEND <i>(18 stipend - certificated)</i>	Serve as a link between the instructional school day and the before/after school program, Expanded Learning office and site administration and staff.	August, 2023

In addition, several departments within the Alvord Unified School District currently support the afterschool programs but will need additional hours or increases in staffing to meet the needs of an expanded program. The list below highlights the areas of additional support that may be needed for program expansion:

- Evening Campus Supervision/Security
- Custodial
- Evening IT Help Desk
- Evening Nurse On-call
- Special Education Assistance
- Bilingual Assistance

An expanded facility and the corresponding furniture is needed to support the office and clerical, training and meeting, and storage space needed to run an expanded program. It is critical that this facility be centrally located within the district to provide the easiest access to all school sites, especially when emergency situations arise. Options for an expanded facility are being evaluated to support the expansion of the program. Facilities will also need to be expanded on each of our sites to provide appropriate spaces for all students, staff and equipment and materials storage. Additional space on campuses may be provided through portable classrooms.

The Directors of the Expanded Learning Opportunities Program (TK-5 and 6-12) work collaboratively to develop and revise all program budgets. Both are responsible for reviewing and

approving all program expenditures within their respective grade level assignment. The directors ensure that responsible staff maintain grant budget expense tracking records to ensure that spending is within the guidelines and within the budget amounts per object code. The administrator over attendance will also ensure that accurate attendance reports are submitted in a timely manner. AUSD will assign a budget analyst to oversee the Expanded Learning department budgets. The budget technician ensures that all fiscal accounting is responsible and sound, and ensures quarterly reports are submitted accurately and timely.

Several educational and community partners serve in collaboration with the Expanded Learning Office to create an optimal experience for our students. Expanded Learning administration and partner leaders meet and communicate on a continual basis throughout the year to coordinate activities, ensure appropriate staffing, review outcomes and identify areas of needed improvement. Email, virtual meetings and in-person meetings are utilized to communicate with one another. Communication with students and their families will be done through appropriate communication channels, including but not limited to website, email, text, phone call and handouts in both English and Spanish.

Three ASES funded program schedules are followed depending on the dismissal time of each school. Schedules will be similar as additional activities are added through ELOP funding. Schedules are subject to change, but a sample of each schedule is included below:

SAMPLE Daily Program Schedule for <u>2:15PM</u> Dismissal Elementary Schools	
Time	Description
8:00 AM - 2:15 PM	Regular School Hours
2:15 PM - 2:35 PM	Expanded Learning program Start Time: Check in, Eat Supper, transition to Fitness
2:35 PM – 3:05 PM	Physical Fitness Activities
3:10 PM - 4:00 PM	Language Arts & Mathematics supports & Intervention/Tutoring/Academics
4:05 PM – 4:55 PM	Enrichment/Crafts/Projects/Clubs and Recreation
5:00 PM – 5:50 PM	Homework Assistance
5:50 PM – 6:00 PM	Expanded Learning program Dismissal

SAMPLE Daily Program Schedule for 3:00PM Dismissal Elementary Schools	
Time	Description
8:45 AM - 3:00 PM	Regular School Hours
3:00 PM - 3:20 PM	Expanded Learning program Start Time: Check in, Eat Supper, transition to program activities
3:25 PM - 4:10 PM	Language Arts & Mathematics supports & Intervention/Tutoring/Academics
4:15 PM – 5:00 PM	Enrichment/Crafts/Projects/Clubs and Recreation
5:05 PM – 5:50 PM	Homework Assistance
5:50 PM – 6:00 PM	Expanded Learning program Dismissal

SAMPLE Daily Program Schedule for 3:00PM Dismissal Middle Schools	
Time	Description
8:15 AM - 3:00 PM	Regular School Hours
3:00 PM - 3:20 PM	Expanded Learning program Start Time: Check in, Eat Supper, transition to program activities
3:25 PM - 4:25 PM	Enrichment/Crafts/Projects/Clubs and Recreation
4:30 PM – 5:30 PM	Language Arts & Mathematics supports & Intervention/Tutoring/Academics; Homework Assistance
5:35 PM – 5:50 PM	Academic Trivia Games
5:50 PM – 6:00 PM	Expanded Learning program Dismissal

SAMPLE Summer/Intersession Non-Instructional Day Schedule	
Time	Description
8:00 AM - 8:30 AM	Expanded Learning program Start Time: Check in, Eat Breakfast, transition to Physical Activity
8:30 AM - 9:30 AM	Fitness/Physical Activities
9:30 AM - 12:30 PM	Targeted Reading, Writing, Mathematics support & intervention; Science/STEM activities; includes 2 breaks
12:30 PM – 1:30 PM	Lunch
1:30 PM – 2:30 PM	Enrichment/Club/Project/Activity #1
2:30 PM – 3:30 PM	Group Activity/Team Building/Collaborative Games
3:30 PM – 3:45 PM	Supper
3:45 PM – 4:45 PM	Enrichment/Club/Project/Activity #2
4:45 PM – 5:00 PM	Clean up; Expanded Learning program Dismissal

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.

In the Alvord Unified School District, a universal Expanded Learning program has been developed by leveraging existing ASES sites at each of our middle schools and twelve of our fourteen elementary sites. Expanded Learning will not be considered a separate program but a continuation and expansion of current after school offerings, as well as summer, intersession and/or holiday break opportunities. Scheduling and rotations will also be uniform at the site level, maintaining the same program name with no discrimination between one funded activity over another. The current policies and procedures for ASES and ELOP will be reviewed and updated to ensure requirements and policies of all grants and funding are satisfied to ensure accessibility and flexibility to students and families.

It is the intent of the Alvord Unified School District to use Expanded Learning Program funding to enhance and expand current program offerings, expanding to all elementary and middle school sites. To ensure seamless program operations, the current site staff structure will be leveraged to support the expansion of programs in collaboration with Expanded Learning and school site administration. A site facilitator will continue to be assigned to each campus to support all programs and services, including overseeing day to day program operations of their assigned program site, support community providers and communicating with parents. They will be supported by Expanded Learning administration, instructional staff and clerical team members. This team will ensure staff to student ratios are followed, attendance is taken and appropriately reported, provide instructional coaching, intervention support, classroom/student management and behavior intervention ideas in collaboration with school site administration and district office support personnel.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The proposed schedule and staffing plan for AUSD's TK and K Expanded Learning program demonstrates the critical focus on early childhood needs and safety precautions. Students will have the opportunity to participate in a unique Early Childhood Education environment while participating in Expanded Learning. A student to staff ratio of 10:1 will be maintained through constant collaboration with our ASES partners and through careful monitoring of each site's enrollment.

TK and K students will be provided with activities that allow them to play and be outside under the supervision of a staff member(s) until they are ready to proceed to designated Early Childhood classroom locations for academic, social-emotional, visual and performing arts, and enrichment activities. This secure environment will be supervised by trained staff in developmentally appropriate activities and needs. Proper movement from large to small motor activities based on the age span of the student will be provided. Staff will be provided with ongoing training in supporting students ages 4-5 as they attend extended day programs. This support will include but not be limited to purposeful play, oral language development, social-emotional development, positive reinforcement strategies, large and small motor activities, nutrition, and additional areas of support. Staff will be trained specifically on how to work with and address the needs of young students.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Although schedules are subject to change, a copy of the planned schedules are below:

SAMPLE Daily Program Schedule for <u>TK/Kindergarten</u>	
Time	Description
8:00 AM - 2:00 PM	Regular School Hours
2:00 PM - 2:35 PM	Expanded Learning program Start Time: Check in, eat supper, story time
2:40 PM – 3:00 PM	Physical Fitness Activities
3:05 PM – 3:30 PM	Quiet Time

3:30 PM - 3:55 PM	Language Arts & Mathematics supports & Intervention/Tutoring/Academics
3:55 PM – 4:20 PM	Music
4:20 PM – 4:45 PM	Centers, Art, STEM
4:45 PM – 5:10 PM	Centers, Art, STEM
5:10 PM – 5:35 PM	Music
5:35 PM – 6:00 PM	Homework Time, Clean up; Program Dismissal

SAMPLE Summer/Intersession Non-Instructional Day Schedule for TK/Kindergarten	
Time	Description
8:00 AM - 8:25 AM	Expanded Learning program Start Time: Check in, Eat Breakfast, transition to Physical Activity
8:25 AM - 8:50 AM	Fitness/Physical Activities
8:25 AM - 9:15 AM	Storytime or Music and Movement
9:15 AM - 9:30 AM	Break
9:30 AM - 9:55 AM	Morning Routine (Calendar, Oral Language, etc.)
9:55 AM - 10:50 AM	English Language Arts (Foundational Skills, Literacy Groups, etc.)
10:50 AM - 11:05 AM	Break
11:05 AM - 11:55 AM	Math and SEL Development
11:55 AM - 12:25 PM	Physical Activity
12:25 PM – 12:50 PM	Lunch
12:50 PM - 1:15 PM	Quiet Time
1:15 PM – 2:05 PM	Centers/Art/STEM
2:05 PM - 2:25 PM	Storytime
2:25 PM - 2:50 PM	Music and Movement
2:50 PM - 3:25 PM	Social Studies/Theme Activity
3:25 PM – 3:45 PM	Supper
3:45 PM – 4:45 PM	Centers/Art/STEM
4:45 PM – 5:00 PM	Clean up; Expanded Learning program Dismissal

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

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

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

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