

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**

Prepared by:

Glendale Unified School District

Child Development and Child Care Department

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GLENDALE UNIFIED SCHOOL DISTRICT

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Expanded Learning Opportunities Program Plan Guide

Name(s) of Expanded Learning Opportunities Program Site(s).

Balboa Elementary School
Cerritos Elementary School
Columbus Elementary School
Benjamin Franklin Elementary School
Dunsmore Elementary School
Glenoaks Elementary School
Horace Mann Elementary School
John C. Fremont Elementary School
John Marshall Elementary School
John Muir Elementary School
La Crescenta Elementary School
Lincoln Elementary School
Mark Keppel Elementary School
Monte Vista Elementary School
Mountain Ave. Elementary School
Richardson D. White Elementary School
Thomas A. Edison Elementary School
Thomas Jefferson Elementary School
Valley View Elementary School
Verdugo Woodlands Elementary School

Purpose

The Expanded Learning Opportunities Program (ELO-P) is committed to enriching the lives of Glendale Unified students. Our goal is to create a space that is physically and emotionally safe for students to grow. Students can:

- Practice academic skills in a non-judgmental environment
- Establish and maintain positive relationships
- Make responsible decisions and try new skills
- Practice physical fitness
- Participate in STEAM enrichment activities
- Develop 21st Century skills

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 interest of pupils through hands-on, engaging learning experiences. It is the intent of the

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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 56120 [e] [1])

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.

Emergency Plans and Procedures

Glendale Unified Child Development and Child Care (CDCC) sites submit annual disaster plans, which include evacuation procedures, maps, students/staff accounting documents, staff roles and responsibilities, and emergency procedures. Plans are aligned to the school day disaster plans and are approved by the Program Supervisor/Grant Manager and school principal.

All schools have emergency bins, which contain supplies to be used in case of disaster such as first aid supplies, blankets, food, and water. Glendale Unified Head Teachers have keys to access emergency bins. In addition to keys to emergency bins, Head Teachers are also assigned master keys from the District Director of Maintenance and Operations, which provide access to the entire campus and allow staff to secure students and the campus in case of a shelter-in-place or other emergency.

Glendale Unified ELO-P sites hold mandatory monthly emergency drills for earthquakes, fires, active shooters, and shelter-in-place situations. Glendale Unified Head Teachers submit written feedback regarding proper execution of procedures during emergency drills. The written report includes the amount of time it took staff and students to arrive at the designated safe zone, the number of staff and students present, information regarding unaccounted for/missing students, and comments regarding any needs or areas of concern identified during the drill.

Student Safety

Glendale Unified ELO-P staff are required to wear name badges during work hours. Glendale

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Unified ELO-P also provides first aid packs and backpacks to carry emergency supplies; the packs are red to ensure that they are easily identifiable.

In addition, staff are required to maintain updated, Child Abuse Reporting, Pesticide Management, and TB clearance, which are kept on file in the district's Human Resources Department and ELO-P central administrative office. Glendale Unified ELO-P offers CPR/First Aid certification courses twice per year for staff at no cost. Head Teachers are required to maintain current certification.

Glendale Unified ELO-P provides schedules to parents of participating students at the beginning of each year that include the names of frontline staff persons in charge of each group, classroom location, and the Head Teacher's name and contact information. Head Teachers maintain updated emergency contact and authorized pick up lists for all program participants. Students may only be released to a parent/guardian or adult over the age of 18 who has been authorized by a parent/guardian. Adults signing out program participants are required to provide a valid form of identification before students are released. On a limited basis a waiver is provided, and must be signed by a parent/guardian, for students who must walk home without the supervision of an adult.

Incidents and injuries are documented via the district's Incident and Injury Report forms, which must be submitted to the Program Supervisor within 24 hours for review and follow up. All reports are then submitted to the appropriate department (Human Resources; Special Education; Student Wellness Services, Student Services, etc.) for review and follow up. Parents are contacted via telephone and receive written notice of a head injury and/or other first aid measures taken when appropriate.

Edison Elementary school is the only site where 50% of the student participants access the program off site. The location for student access is across the street from the school and within walking distance. Students are escorted by staff to the off site location. In inclement weather such as heavy rain students remain on the Edison school site.

In addition to promoting the physical safety of all program participants, Glendale Unified ELO-P supports the social-emotional development of students by having students and staff develop a contract/agreement that governs behaviors and interactions. All classroom agreements are stated in simple and positive language aligning to the Positive Behavior Intervention Support (PBIS) system utilized during the school day, ensuring that behavior expectations are clear at all times when students are on campus. Regardless of what happened during the school day. The student has a fresh start when arriving to the program.

Glendale Unified Child Development and Child Care Programs is dedicated to fostering a safe and respectful environment that encourages responsibility as well as academic and social success. The overarching behavior expectations for the Child Development and Child Care

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Programs are

- Be respectful
- Be responsible
- Be safe

Behavior Expectations are posted and reviewed daily to remind students of their commitments.

Glendale Unified ELO-P utilizes steps of progressive discipline, which provide students with multiple opportunities to self-regulate and restore trust and relationships. The steps of progressive discipline are:

- Behavior expectations reminder. May provide up to 3 reminders. Specifically identify which expectation is not being honored.
- Time to de-escalate and reflect in a quiet space (up to 5 minutes).
- Reflection time with a cool down/reflection activity (up to 15 minutes).
- Change of environment. Move to a buddy group (up to 30 minutes).
- Head Teacher intervention. Parents contacted. Written notification of behavior and behavior plan.

The goal is to provide students with multiple opportunities to turn the day around and have a more positive experience while implementing restorative practices that improve communication.

Glendale Unified ELO-P has trained all staff in PBIS, Restorative Justice, and redirection skills. The program utilizes Every Monday Matters curriculum to provide opportunities for students to participate in weekly activities designed to improve their self-image, communication skills, conflict resolution skills, and positive attitudes. Every Monday Matters lesson emphasizes themes of “I Matter, You Matter, We Matter” and focuses on:

- Positive Self-Image
- Seeing the Best in Everyone- Honoring
- Positively Reinforcing- Praising
- Listening
- The Power of Choice- Facilitating Children to be Personally Responsible
- Resolving Conflict Moving from Judgment to Forgiveness
- Turning Challenges into Learning Opportunities
- Giving and Receiving

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

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day.

To provide activities that promote academic learning. Glendale Unified School District utilizes a Child Development Teacher who writes weekly age appropriate themed standards aligned activity plans with a focus on supporting social emotional learning, literacy, mathematics, STEAM and physical education. Students are surveyed twice a year to determine the areas of interest. Site staff use the activity plans as a springboard to plan additional enrichment specific to the needs of the children at their site.

Enrichment classes, known as “clubs,” vary each session and at each site based on student interests. Teachers meet monthly with students and program staff to review program offerings and plan upcoming clubs based on student survey feedback, scheduled school events, and academic support needs. Each program also creates a Student Council composed of student representatives from grades 2-6. With the support of the Teacher, groups meet to plan student surveys, upcoming events, and club activities.

Describe the planned program activities and how they will:

- a. Provide positive youth development:

Students participate in a homework hour Mondays-Thursdays. During the homework hour, students receive staff support, but they may also engage in peer-to-peer tutoring and interactive study groups. At the elementary sites, upper grade students who finish homework early, are allowed to assist lower grade students with homework in their classrooms. The foundational concept underlying these practices is the fundamental belief that students have truly mastered concepts when they can teach them to someone else.

Programming for English Language Learners: Students are provided with time and opportunities to practice the English language in a non-judgmental environment. Students are encouraged to read and write about topics and ideas that are engaging to them; this provides the opportunity to practice skills in a supportive space.

Elementary students participate in a variety of activities Monday through Thursday. Such as Every Monday Matters, themed activities, Game Day Physical Education and Sparks recreation and CATCH. Students lead their own clubs on Fridays. Clubs such as slime, dance, drawing and soccer, tennis, robotics, coding, video production, cartooning, computer science, graphic design, culinary arts, sports, dance, and visual arts. Clubs are offered on a rotating basis and are designed to broaden students’ horizons and support active and engaged learning.

In addition to academic and enrichment opportunities, elementary students at select schools also have the option to participate in the City of Glendale’s, One Glendale Sports program. Students participate in friendly sports competitions with other Glendale Unified School District

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sites. Elementary sites compete in flag football, volleyball, basketball, and soccer against other elementary school sites. Each sports season lasts approximately 6-8 weeks and includes play-off and championship games. Students learn fundamental skills, how to work as a team, and develop self-discipline and perseverance throughout the year.

Students also have the option to participate in other school site enrichment options through STAR Education and other enrichment partners.

Glendale Unified School District ensures that students are provided with hands-on, project-based learning that will culminate in products or events. All enrichment clubs require activity plans that include the learning objective(s), standards addressed, and culminating product/project. Prior to implementation, the Head Teacher must approve the activity plans for clubs. Glendale Unified School District staff receive yearly training and ongoing support in the implementation of activity plans. Lastly, each Glendale Unified School District site hosts a Family Night to showcase what they have done each session. Student council members serve as the ambassadors to families, district employees, and community members who visit. Showcase provides opportunities for students to exhibit skills they have learned and experiences they have had after school. Performances such as dance, public speaking, drama, and cooking are accompanied by work displays of individual and group projects. Showcases are student-led from beginning to end, which allows students to take ownership of the presentation of their learning.

Glendale Unified School District serves a diverse community broadly divided along socio-economic and geographic lines. Neighborhoods of great wealth contrast with high-density neighborhoods of significant poverty. South Glendale is 25-50% lower in median income and has a large low-income population, including many immigrant families. Approximately 9% of school-age children in the Glendale Unified School District service area attend private schools. About 54% of Glendale Unified School District's total student population qualifies for the federal reduced-price meals program.

Glendale Unified School District program activities are planned based on a number of assessments of school and community needs. Working closely with Glendale Unified School District departments, Glendale Unified School District analyzes attendance, truancy and drop-out rates, test scores, student health indicators, the availability of enrichment activities at each school, the Local Control Accountability Plan, each school's Single Plan for Student Achievement, and parent/student survey feedback.

In the community, Glendale Unified School District consults with the City of Glendale Community Services and Parks Department and other public and private community-based providers of after school programs. We have strived to bring together local community service providers to work together to support area youth and their families. Despite the existence of a number of organizations that provide after school enrichment programs, there are still a significant number

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of children and youth left unserved, especially those who are from low-income families, those who live in underserved neighborhoods, those who are English learners, or those who have a disability.

3—Skill Building

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

- Glendale Unified ELO-P strives to offer educational literacy and enrichment activities that engage students and encourage their love of learning, which contributes to student success.
- Glendale Unified ELO-P students receive support in reading, speaking and listening skills, which are skills necessary to be successful in college, career, and beyond.
- In addition to literacy activities, Glendale Unified ELO-P participants also receive approximately one hour of structured homework time every day. The amount of homework time provided for each grade level is based on students' needs. Staff maintain quiet homework environments where students can receive additional support.
- Glendale Unified ELO-P also provides students with access to Chromebooks for homework components that require the use of computer technology. Staff communicate with school day teachers to provide feedback on homework tasks. Homework logs identify if students had homework, were on task, or needed additional assistance. This allows teachers to plan additional intervention support for students.
- Enrichment activities are aligned to California standards in order to support students learning in a non threatening environment where students can practice the skills needed to gain success during the school day.
- Enrichment activities are planned as disguised learning through project based activities that support 21st century learning skills.
- Homework assistance is important to our immigrant families who are not able to support their children in the English language.

4—Youth Voice and Leadership

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

Staff are encouraged to create Student Councils each semester to provide students with leadership opportunities. Student Councils are composed of students in grades 2- 6. Students are elected by their peers to serve on the council. Students must write and give a speech prior to the elections. Under the supervision of the Head Teacher, teacher or designated Education

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Assistant, the student council is tasked with conducting student surveys to gather input regarding enrichment and club offerings and ideas for the program.

Glendale Unified ELO-P also encourages student voice, choice, and leadership in the creation of classroom behavior expectations or group agreements that govern student behavior. As an element of the Classroom Community, Education Assistants are required to work with students to create classroom behavior expectations aligned with the school day PBIS expectations. As part of the process, students work together, with support and feedback from the Education Assistant, to create a chart of expectations to which all students are expected to adhere. Empowering students to create their own “rules” enables them to take responsibility for their after-school environment and their interactions with peers and program staff.

Younger students are encouraged to become Club Leaders depending on the passions and interests, which range from slime club to soccer club.

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.

Glendale Unified ELO-P adheres to the District Student Wellness Policy (BP 5030, adopted by the Board of Education in 2006 and revised in 2012 and 2014; the complete document can be viewed and downloaded on the Glendale Unified School District Health Programs webpage <http://www.Glendale Unified School District.us/Page/777>).

The policy states, “The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students’ understanding and appreciation of the importance of a healthy lifestyle.”

“The Student Wellness Policy includes specific guidelines for providing healthy food options in school meals and snacks, encouraging healthier eating habits, health and nutritional education, creating and maintaining a safe and supportive environment at all schools, and recommendations for the length and rigor of daily physical activity. Each Glendale Unified School District school and all departments are required to adhere to the Student Wellness Policy.”

Four elementary schools (Cerritos, Thomas Jefferson, Horace Mann, and John Marshall) were

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recipients of the CalFresh grant for a two-year cycle beginning in the 2020-2021 school year. This grant will provide fresh fruits and vegetables for families, parent education, and nutrition education and physical activity in the ELO-P afterschool programs.

The ELO-P program at Glendale Unified School District provides healthy snacks for students on a daily basis. Cooking clubs are a popular student choice wherein students learn about kitchen safety, sanitary food preparation practices, and healthy food choices while preparing dishes to be consumed during the program time.

In addition to providing a safe and supportive environment as described in Section 1 regarding healthy meals and organized physical activity, Glendale Unified ELO-P incorporates developmentally-appropriate activities designed to educate students about how to maintain their own physical, mental, and emotional well-being and the health risks of certain behaviors. Students are provided the opportunity to participate in mindfulness activities at the beginning of each program day to create calm and pleasant environments. Staff also play soothing music during the homework hour and quiet activities to promote emotional and psychological wellness.

Staff have participated in training on Youth Mental Health First Aid and Youth Coping Skills, and Suicide prevention.

Glendale Unified ELO-P, in collaboration with Glendale Unified School District's Nutrition Services Department, provides students in the after-school program with a well-balanced snack each day during the regular school year. All snacks comply with State standards and meet both nutritional guidelines and the District's Student Wellness Policy.

Glendale Unified ELO-P is integral to the district's goal that students participate in at least 30 minutes of vigorous exercise every day. Recreation for Kids (SPARK) curriculum enables the program to offer a variety of movement opportunities to students. In addition, we offer a physical education program (Game Day and CATCH), which teaches students specific skills for various sports such as basketball, football, dance, and soccer. Students of all grade levels and abilities are encouraged to participate.

Programs receive eight 1-hour activity plans on nutrition education and healthy snacking, onsite and online staff training, access to digital curriculum, and funding to purchase supplies for cooking classes.

Glendale Unified ELO-P also collaborates with organizations that specialize in fitness and sports activities such as American Youth Soccer Organization, Little League, Girls on the Run, YMCA, and Glendale Homenetmen Glendale Ararat Chapter Youth Organization, City of Glendale, and One Glendale Sports program.

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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.

Glendale Unified School District creates and maintains an environment that promotes diversity in staffing, participation, and programming. Each ELO-P site provides opportunities to celebrate students' cultural and unique backgrounds. Glendale Unified ELO-P maintains staff diversity that is representative of the students served in the program.

Glendale Unified ELO-P also offers enrichment activities and student sharing to promote cultural awareness, celebrate diversity, and educate students about the cultures and traditions of Glendale residents and in conjunction foreign language academies for Spanish, French, Italian, German, Korean, Japanese and Armenian.

Staff are required to take a training course in equity and diversity annually.

Glendale Unified School District and Glendale Unified ELO-P are committed to making programs and activities equitably accessible to all students. Glendale Unified ELO-P prohibits discrimination on the basis of gender, race, national origin, religion, color, disability, sexual orientation, native language, age, or physical appearance. Promising practices to ensure that all activities are accessible to those with special needs such as physical disabilities, learning disabilities, or limited English proficiency include providing communications in English as well as students' primary languages, maintaining bilingual staff and staff representative of the school's demographics at all sites. Providing inclusion training for all staff including supporting students with autism. Students with disabilities are also encouraged to participate in One Glendale Sports.

Glendale Unified ELO-P works closely with the Special Education Office, school site principals, and classroom teachers to identify students with disabilities who might benefit from participation in the after-school program. Glendale Unified ELO-P works with families who need additional support for their children after school to request support from the Regional Center. The Special Education Office provides training for Glendale Unified ELO-P staff on how to support students with special needs in the after-school environment. Hands-on and collaborative group activities allow students to learn by using their hands and working with their peers.

7—Quality Staff

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

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Program staff is composed of Head Teachers, Child Development permit teachers and Education Assistants.

All students will be assigned a group leader. Students will have the opportunity to participate in activities led by multiple staff members throughout the course of the day. This provides the opportunity for students to engage in meaningful relationships with adults who provide a caring and encouraging environment.

8—Clear Vision, Mission, and Purpose

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

Glendale Unified ELO-P and the Glendale Unified School District share the same vision statement:

Glendale Unified School District (LCAP) Goals

1. **Maximize Student Achievement** –
 - 1.1 Improve academic achievement for all students
 - 1.2 Ensure all students are college or career ready upon graduation
2. **Create a Culture of Learning**
 - 2.1 Support the social, emotional, and physical needs of all students
 - 2.2 Provide services and conditions that support student learning
 - 2.3 Provide teachers with tools and training to implement State academic standards
 - 2.4 Provide students with access to support interventions and instructional technology for learning
3. **Increase Engagement**
 - 3.1 Create a positive environment and opportunities for students to connect with their school and community
 - 3.2 Engage families and community to support student

Glendale Unified ELO-P is operated as **GUSD CARES** (Childcare, Academic support, Recreation and Enrichment before and after School)

The mission of the Child Development and Child Care Department (CDCC) is to provide quality child care to working families. Our multifunded program, called GUSD CARES (Childcare, Academic support, Recreation and Enrichment before and after School), is available on all elementary campuses and aims to serve any GUSD students who wish to participate. Priority is

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given to homeless and foster youth, students who qualify for free or reduced-price meals and English language learners.

GUSD CARES seamlessly combines ASES, ELO-P, General Child Care and Parent Fees in a partnership with the city, county and state to improve student performance in school and to provide a safe environment after school for elementary school students in grades TK through 6. The program consists of three elements:

- An educational and literacy component (one hour per day of homework Monday - Thursday in content areas).
- An educational enrichment component (such as language arts, mathematics, history and social science, visual and performing arts, technology, science and engineering.).
- A physical fitness component, which includes nutrition, fitness and prevention activities.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local education agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Glendale Unified School District’s CDCC program oversees the program as a collaborative approach to providing enrichment and child care through various funding sources in a seamless approach for families.

Community partners such as City of Glendale Community Services and Parks Department, Region 88 American Youth Soccer Organization, District 16 Little League, Glendale and La Canada YMCA, and Homenetmen Armenian General Athletic Union, serve as collaborative partners to best meet the needs of families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement Plan.

Parent surveys will allow Glendale Unified ELO-P to determine if the program meets the needs of the families served. The program will provide a survey to parents and students in the program to assess data and adjust the program plan as needed.

Glendale Unified ELO-P will identify two areas of focus as it relates to the Quality Standards for Expanded Learning in California.

Glendale Unified ELO-P will engage in a continuous quality improvement cycle that includes

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ongoing assessment in the form of stakeholder surveys and site observations, and CQI action plans developed by each site team. Parents and students are surveyed in the fall and spring each year. Attendance and SBAC performance data is made available at the conclusion of the school year and is available for review during the summer months. Information is used to identify one Point-of-Service and one Programmatic Standard from the Quality Standards for Expanded Learning in California to focus on each school year. Head Teachers complete Program Quality Action Plans by setting goals with feedback from Education Assistants. Plans are reviewed monthly with the Program Supervisor to assess movement towards goals. Action plans are updated as needed throughout the school year.

11—Program Management

Describe the plan for program management.

The grant will address the identified needs of each site by dedicating 95% of the funding to direct services for students, as follows:

- Provide additional paid work hours for Head Teachers and Education Assistants to participate in more professional development opportunities provided at the County and District levels.
- Hiring of additional Education Assistants to create smaller student/staff ratios.
- Increased hourly rates for Education Assistants to attract higher-quality staff.
- Provide materials for quality program activities and club experiences.

- **Director** oversees the Program Supervisor and Accounting Technician as Manager.

- **Program Supervisor** is responsible for program development, grant management and compliance, reporting requirements, program budgets, CQI process, Program Plan updates, meetings with program stakeholders, staff supervision, Head Teacher and teacher evaluations, program-wide professional development, weekly meetings with direct supervisor, quarterly meetings with Assistant Director of Classified staff, and monthly meetings with Head Teachers.

- **Head Teacher** supervises, supports, and coaches site staff, conducts daily classroom observations, meets with school site principals biannually, reports to Program Supervisor daily, conducts weekly staff meetings and professional development, manages program site, supports, coaches, supervises, and evaluates Education Assistants, oversees implementation of program components, reviews daily attendance, collaborates with school day staff, communicates with program parents, plans program activities.

- **Education Assistants** supervise groups of approximately 20 students, implement

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program components, communicate with program parents, attend monthly professional development workshops, and attend weekly staff meetings.

- **Accounting Technician** monitors site budgets and tracks expenditures, submits payroll, collects FPM documents, oversees program purchases, and maintains equipment.
- **Typist Clerk** collects and processes payroll with the Accounting Department, collects and reviews weekly program attendance for accuracy.

12—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 toward a single program, the expectation is that the most stringent requirement 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.

Glendale Unified ASES and ELO-P Program combined with the Glendale Unified Subsidized Child Care grant will expand the number of spaces provided at each site for after school programs. The district also offers a seamless fee-based program at some sites where the need for child care exceeds the grant allotment.

Students are able to participate in a seamless quality after school program at any elementary school. Staff training will be based on providing the highest quality of programming regardless of the families ability to pay for a program. This will lead to equitable programming across the district for all students.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to staff member ration 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?

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Glendale Unified has served Transitional Kindergarten and Kindergarten students in child care under a 14 to 1 ratio. The program will hire additional staff to adjust to the 10 to 1 ratio. The schedule for our Transitional kindergarten and kindergarten students will provide opportunities for students to participate in social activities with peers, work on homework, participate in enrichment activities and physical education that develops skills and social competencies. Staff are trained in Child Development and will use that knowledge to plan curriculum that is developmentally appropriate for the age group. Some Transitional Kindergarten students may be served in our State Preschool program.

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 support). Also, submit a sample schedule for a minimum nine-hours summer or intersession day.

Sample schedules:

Before School: 6:30 a.m. to 8:00 a.m. or School Bell

Transitional Kindergarten: School day 8:00 a.m. to 12:00 p.m.

ELO-P 12:00 p.m. to 6:00 p.m.

Kindergarten: School day 8:00 a.m. to 1:00 p.m.

ELO-P 1:00 p.m. to 6:00 p.m.

Elementary school day (primary grades) 8:00 a.m. to 2:00 p.m.

ELO-P 2:00 p.m. to 6:00 p.m.

Elementary school day (upper grades) 8:00 a.m. to 2:30 p.m.

ELO-P 2:30 p.m. to 6:00 p.m.

Summer Session 8:00 a.m. to 5:00 p.m.