EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

ROCKETSHIP
PUBLIC SCHOOLS

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

Local Educational Agency (LEA) Name: <u>Rocketship Redwood City Prep</u>

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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. <u>**Rocketship Redwood City Prep**</u>

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.

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

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the 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.

Rocketship Public Schools as the LEA subcontracts to the Boys & Girls Club of Silicon Valley ("BGCSV"). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

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BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents' list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students' whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- ● Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The BGCSV work closely with school site staff on each site's safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y's and BGCSV's safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. BGCSV staff will also receive training on trauma- informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

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All BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:
1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

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

BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the "4c's: collaboration, communication, critical thinking, and creativity," to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students' development and mastery of hard and soft skills.

4—Youth Voice and Leadership
- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed "leaders" are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

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Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among

different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

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 after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy.](#)

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

● Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the school campus- in accordance with Federal and state nutrition standards;
● Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
● Students have opportunities to be physically active before, during and after school;
● Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
● School staff are encouraged and supported to practice healthy nutrition and

physical activity behaviors in and out of school;
● The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
● Rocketship establishes and maintains an infrastructure for management, oversight,implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:
● The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
● Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
● Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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.

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Global learning is a key program component of the after school, engaging participants in an exploration of their own and others' cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect

this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

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

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the BGCSV.

Staff are recruited by the BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 4 & 5 and BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1944 BGCSV, an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g.,National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

● Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engage and welcome key stakeholders from the school to work in collaboration with BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

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.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site's program is effectively addressing the needs of the students, parents and school day meetings. The BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies, school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement
  ● Describe the program's Continuous Quality Improvement plan.

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The Quality Standards for Expanded Learning serve as our "North Star." We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular "Quick Checks." The CQI plan reinforces the Quality Standards for Expanded Learning through the "Plan, Assess and Improve Process." The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants' academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site

Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

  Please visit the CDE's Guidelines for a Quality Improvement Process Web page at http://www.cde.ca.gov/ls/ba/as/implemetation.asp.

Program improvement is ongoing at the BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an interest in after/ before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory

committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.

2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.

3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:

  - Fiscal accounting and reporting requirements.

  - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).

  - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance Web page at http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting "closes" every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. When parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each

pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code)*;
2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC.*
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/ measurements/evaluations etc.

Rocketship will work in partnership with the BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

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.

ASES and the ELO-P is a comprehensive program with our partners BGC. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

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Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the National Association for the Education of the Young Child. Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day.

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.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

Time	Task
3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal

Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation

Time	Task
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In
1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up

Time	
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts,math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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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 school days, 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.