

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Astronaut Jose M Hernandez Academy

703 E. Swain Rd.
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This Program Plan Guide is required by California Education Code (EC) Section 46120(b)(2).

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

Local Educational Agency (LEA) Name: *Astronaut Jose M Hernandez*

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

Astronaut Jose M Hernandez Academy

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])

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

Instructions

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

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

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

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

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1—Safe and Supportive Environment

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

All Expanded Learning Opportunities (ELO) programs are conducted on school premises, ensuring seamless integration with the school's existing safety and emergency protocols. The meticulous monitoring of students' locations through sign-in and sign-out sheets guarantees accurate tracking of their presence, while staff members are required to wear district-issued name badges at all times for easy identification. The program's commitment to safety is further highlighted by regularly updating student emergency contact information and certifying all staff members in CPR/AED and First Aid.

The ELO programs are designed to provide a safe and supportive environment on school campuses, aligning with the Astronaut Jose M Hernandez Academy Expanded Learning Opportunities Program (ELOP) and the school safety plans. To ensure preparedness for any emergency scenario, staff receive annual Active Shooter Training, and both staff and students regularly participate in fire, earthquake, and lockdown drills. Emergency response backpacks filled with essential survival items, such as non-latex gloves, a first-aid kit, and a flashlight, are readily available, underlining the program's readiness for unforeseen events. Comprehensive staff training covers communication protocols, reporting structures, and the documentation of health, safety incidents, or behavioral issues. This training is also extended to the employees of contractors when supplemental or enrichment services are outsourced, maintaining a uniformly safe environment for all students.

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The ELO program emphasizes the developmental, social-emotional, and physical needs of students through clear policies and procedures, qualified and trained staff, and a safe physical space. The program champions inclusivity and diversity, integrates socialemotional learning (SEL) to enhance students' self-awareness, self-regulation, and social skills, and provides access to mental health support. Nutritious snacks or meals, encouragement of physical activity, and the promotion of healthy habits cater to students' physical well-being. Additionally, the program adopts a trauma-informed care approach, employs positive behavior reinforcement, and fosters open communication lines with students, parents, and caregivers to continuously improve its support.

Staff undergo extensive training in various social-emotional practices, such as Youth Mental Health First Aid, Too Good for Drugs, ProAct, and understanding Adverse Childhood Experiences (ACEs). The San Joaquin County Office of Education (SJCOE), through the California Healthy Kids Resource Center (CHKRC), offers access to a wide range of social-emotional curricula, books, and engagement activities, enriching the program's resources and support for students. Located directly on school grounds, the ELO program not only meets the immediate safety needs of students but also supports their overall well-being and development, negating the need for additional travel and ensuring that safety measures align with the instructional day.

2–Active and Engaged Learning:

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The Astronaut Jose M Hernandez Academy Expanded Learning Program represents a multifaceted approach designed to enrich students' educational experiences, both academically and personally. At its core, the program leverages the principles of Project-Based Learning (PBL) and STEM education to nurture students' critical thinking and problem-solving abilities. Through engaging in hands-on, real-world projects, students develop a deeper understanding of various subjects, enhancing their creativity, collaboration, and communication skills.

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This approach not only aligns with the regular school curriculum but also introduces interdisciplinary thinking as students explore concepts through experiments, coding, art, and engineering.

Simultaneously, the program places a strong emphasis on Social Emotional Learning (SEL), aiming to cultivate self-awareness, emotional regulation, and effective interpersonal skills among students. This component is grounded in the evidence-based findings of the Collaborative for Academic, Social, and Emotional Learning (CASEL), highlighting the significant impact of SEL on students' academic performance and overall emotional well-being.

A cornerstone of the program's success is the comprehensive professional development provided to staff, equipping educators and program facilitators with the necessary skills and knowledge to deliver high-quality instruction and support. Educators and program facilitators are equipped with the necessary skills and knowledge to deliver high-quality instruction and support. Training covers a wide array of topics, including classroom management, STEAM activities, positive behavior interventions, and leadership, ensuring that staff can effectively implement the program's curriculum and foster a positive learning environment.

Physical health and wellness are also integral aspects of the program, with curricula like SPARK and Skillastic being implemented to encourage physical activity and healthy lifestyles among students. These curriculums are designed to engage students in active play, sports, and exercises that promote physical fitness, coordination, teamwork, and overall well-being.

Moreover, the program actively seeks to involve families and the local community in educational activities, recognizing the critical role they play in students' academic achievements. Engagement initiatives are designed to create a supportive network for students, enhancing the educational experience beyond the classroom.

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Through a strategic combination of evidence-based practices, targeted professional development, and community involvement, the Astronaut Jose M Hernandez Academy Expanded Learning Program aspires to provide a comprehensive and enriching educational journey. This journey not only supports academic excellence but also fosters the personal growth and development of students, ensuring they are well-prepared for future challenges and opportunities.

3–Skill Building:

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

The program's educational literacy and enrichment components are designed to align with the curriculum of the regular school day, enhancing it with extension lessons that bolster students' mastery of skills and concepts. It expands learning opportunities beyond the classroom, encouraging students to explore external environments and engage in experiences that connect them with the broader community. These enrichment activities allow students to participate in real-world activities that are both educational and engaging, stemming from ideas contributed by both students and facilitators. Adhering to academic standards, such as the California State Standards and the Next Generation Science Standards, these activities encompass a wide range of concepts including service learning, youth development, life skills, social-emotional learning, health and nutrition, and resilience. They are designed to be age- and grade-appropriate, incorporating subjects like math, language arts, science, and social studies into activities, along with STEAM components to address ethnic and gender disparities in math and science fields, thereby preparing students for future technological advancements.

The program's activities are carefully planned based on the needs of the school, students, and community, catering to the demand for before-school, after-school, and supplemental educational programming. These educational literacy and enrichment activities enable students to interact with and learn from the world around them in significant ways.

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Participation in the program is associated with improved academic performance, a reduction in engagement with at-risk behaviors, and enhanced physical and mental health. Providing a safe and structured environment while their parents are at work, the program offers a space for exploration and creative expression. By participating, students have the opportunity to discover their potential, delve into their interests, and actively engage with their community.

4–Youth Voice and Leadership:

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students’ needs and interests.

The AJMHA ELO programs are designed to empower students by incorporating their feedback, assessments, evaluations, and interactions with the instructional day into the development of training, curricula, and projects tailored to their needs and interests. Our Continuous Quality Improvement (CQI) processes ensure that student feedback, both quantitative and qualitative, plays a crucial role in shaping educational materials. The Expanded Learning Programs Site Lead collaborates closely with school administrators to align assessment results with the instructional day, adhering to strict state and local academic standards. This collaborative effort includes sharing data with classroom teachers to deepen their understanding of enabling more targeted assistance. i ng support,

Our programs focus on creating customized projects based on assessments and evaluations to address learning gaps or provide additional support where needed. These projects are designed to address learning gaps or provide additional support where needed. We are dedicated to introducing innovative training and curricula that capture the interests of students, teachers, and the wider community, including offerings in literacy, *esports, robotics, physical activity, nutrition education, social-emotional learning, environmental literacy, and farm-to-fork initiatives.* Our offerings, including literacy, *esports, robotics, physical activity, nutrition education, social-emotional learning, environmental literacy, and farm-to-fork initiatives,* reflect our commitment to fostering 21st-century learning skills such as communication, collaboration, creativity, and critical thinking.

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To promote inclusivity, we offer younger students a variety of choices within structured activities to encourage autonomy and active participation, while providing older students with opportunities to lead projects that address real-world problems in their communities. We also gather feedback through student surveys to ensure our programs remain responsive and centered around student needs.

This comprehensive approach underscores our commitment to creating an environment where every student can excel, assume leadership roles, and make meaningful contributions to their community.

5—Healthy Choices and Behaviors:

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

Our ELO program fully aligns with the school's wellness plan, adopting a holistic approach to health and wellness that includes a wide range of initiatives aimed at improving student well-being through various activities.

To foster physical health, we engage students in physical activities of varying intensities, from moderate to vigorous, promoting fitness and encouraging joy in movement and exercise. This not only promotes fitness but also encourages students to find joy in movement and exercise. Our program prioritizes nutritional education, teaching students the importance of balanced diets and healthy eating habits, and offers meals and snacks that adhere to California's nutrition standards and are rich in essential nutrients.

Substance abuse prevention and mental health support are critical components of our curriculum, equipping students with the knowledge and tools needed to avoid substance abuse and support their emotional well-being. Additionally, our program includes CPR and first aid training, preparing students to respond confidently to emergencies.

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Bullying prevention and conflict resolution education are integral to creating a secure and supportive learning environment, teaching students effective strategies for dealing with bullying and resolving conflicts. We strive to teach students effective strategies for dealing with bullying and resolving conflicts, ensuring a safe school experience for everyone.

Collaboration with community partners, such as the San Joaquin County Office of Education's Comprehensive Health Department, enhances our program by providing access to advanced resources for staff training and development, along with comprehensive health and wellness materials. This partnership also broadens the scope of health-related opportunities available to our students, connecting them with the wider community.

By adhering to nutritional guidelines and leveraging our partnerships, we aim to create an educational environment that encourages students to lead healthy lives, enhancing their academic performance and supporting their personal development. Our program's focus on the physical, emotional, and social needs of students lays a solid foundation for a healthy lifestyle, promoting their overall success and well-being.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Expanded learning programs prioritize fostering an inclusive environment that celebrates the diverse backgrounds and identities of all students, evident from the outset as staff members undergo continuous training in diversity, sensitivity, and disability awareness. This dedication is apparent from the outset, as all staff members undergo continuous training in diversity, sensitivity, and disability awareness. Through this training, our staff are equipped to create a welcoming atmosphere where students are valued and respected, regardless of race, color, religion, gender, age, income level, physical ability, sexual orientation, or gender identity.

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One primary method we use to promote diversity is our curriculum, which features programs like Reading with Relevance, utilizing diverse, culturally-affirming literature with relevant social justice themes. This curriculum utilizes diverse, culturally-affirming literature with relevant social justice themes to inspire youth to engage with reading, accelerate their academic achievement, and develop essential social and emotional skills.

Moreover, we actively encourage family and community engagement, inviting parents and guardians to participate in cultural events and activities, thereby fostering stronger connections between students, their families, and the broader community. Parents and guardians are invited to participate in cultural events and activities, where they can share their cultural heritage and contribute to the planning and organization of program activities. By involving families and communities in this way, we foster stronger connections between students, their families, and the broader community.

To support students facing participation barriers, such as those with disabilities or language barriers, we collaborate closely with schools to identify students in need of additional support and provide bilingual staff to effectively communicate with English language learners and students from diverse cultural backgrounds. Furthermore, we prioritize enrollment for vulnerable groups such as foster children, homeless youth, English Language Learners, and students eligible for free and reduced-price meals.

Additionally, we prioritize enrollment for vulnerable groups, including foster children, homeless youth, English Language Learners, and students eligible for free and reduced price meals, and actively promote parental involvement to address the individual needs of each student.

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Recognizing the importance of technology, we ensure that students with limited access to home computers or the internet have the necessary resources, such as Chromebooks, to fully participate in our programs. This includes providing Chromebooks for completing assignments, checking grades, and communicating with teachers outside of school hours.

In summary, our expanded learning programs are dedicated to creating an environment where diversity is celebrated, barriers to participation are eliminated, and every student has the opportunity to thrive and succeed. Through ongoing training, culturally enriching activities, family and community engagement, and targeted support services, we strive to provide an inclusive and equitable learning experience for all students.

7–Quality Staff:

Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

To ensure that students engage with high-quality staff, our program implements a thorough recruitment and hiring strategy that prioritizes candidates' experience, knowledge, passion, ability to foster a safe learning environment, commitment to diversity, and skill in engaging students in meaningful, age-appropriate activities. We are committed to hiring and retaining exceptional staff and volunteers dedicated to nurturing a positive learning atmosphere, including providing continuous professional development tailored to staff needs, employing paraeducators to assist students with special requirements, and offering stipends to certified teachers for extra support in intervention, academic assistance, coaching, and enrichment within the Expanded Learning Program.

Our support for staff and volunteers includes clearly defined job titles and descriptions, ongoing training and professional development, access to resources and materials for activity delivery, on-the-job coaching, and essential information on grant requirements, budget management, and operational details.

We ensure competitive compensation for our staff and encourage feedback from participants and other stakeholders on the quality of our staff and volunteers.

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At the staff level, our team is expected to fulfill grant requirements through program delivery, implement district and program curricula along with research-based youth development principles and best practices, lead activities that offer students active, meaningful learning experiences to build mastery and broaden their horizons, and integrate volunteers in meaningful roles that enhance student learning.

Our staff embodies integrity, professionalism, empathy, and competence, serving as positive role models and committed to forming positive connections within our diverse community of students, staff, and parents across various cultural, linguistic, and socioeconomic backgrounds.

At the participant level, participants are involved in selecting staff to ensure a good fit between students and educators, and we foster trusting, positive relationships between participants and staff, which are crucial for a supportive learning environment.

8—Clear Vision, Mission, and Purpose:

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

Identifying Needs in the Stockton Community: situated in the fertile heart of California's Central Valley, is home to over residents within it 62 square miles. Renowned for its significant agricultural contributions, valued at \$5.732 billion in 2018, the region is a vital part of one of the world's most prolific agricultural areas. Despite its economic strengths, Stockton faces challenges, including a high crime rate, which has a crime index twice that of the national average in 2020.

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To precisely address the needs within the educational sector, an analysis was conducted focusing on various indicators, such as Smarter Balanced test scores, the proportion of English Language Learners (ELLs), socioeconomically disadvantaged students, and health-related concerns. The 2021 San Joaquin County Community Health Needs Assessment underscored several critical areas, including mental health, economic stability, and nutritional access, which have a direct bearing on educational achievements and the broader welfare of the community.

Program Goals and Monitoring:

In response to these identified needs, the following program objectives have been established:

- To deliver both core and supplemental expanded learning programs that foster a sense of belonging and introduce positive adult role models.
- To augment homework assistance and tutoring support, thereby encouraging academic success.
- To implement enrichment activities centered around nutrition, substance abuse prevention, and anti-bullying measures to cultivate a safe and engaging expanded learning environment.

Evaluating the success of these goals will be achieved through meticulous data collection, encompassing the program attendance rates, academic progress, and stakeholder feedback.

Engaging Stakeholders:

The comprehensive engagement strategy will involve principals, educators, families, students, program staff, and the wider community in the formation of the program's mission, vision, and goals. This initiative, supported by the San Joaquin County Office of Education and the GRASP IT program, aims to ensure alignment with local needs and to optimize the use of community resources. Engagement efforts will include principal consultations, educational staff surveys, family meetings, student discussions, and community forums, fostering a collaborative and well-rounded program development process.

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This revision presents a structured overview of the strategy to identify community needs, establish and evaluate program goals, and effectively engage stakeholders within the Astronaut Jose M Hernandez Academy, ensuring a clear and purposeful approach.

9—Collaborative Partnerships:

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after-school program plan.

Collaborative Partnerships for the Expanded Learning Program

Collaborative partnerships are vital for the successful planning, implementation, and ongoing enhancement of our expanded learning program. These partnerships consist of a varied group of stakeholders, each contributing their distinct expertise, resources, and support. Below is an outline of the primary partners involved:

Primary Collaborative Partners:

1. **School Administration and Principal:** Their endorsement is crucial as they offer insights into the school's goals and ensure access to facilities and resources.
2. **Instructional Day Teachers and Staff:** They ensure the program aligns with the school's academic objectives by providing insights into the curriculum and identifying areas where students need support.
3. **Families and Parent-Teacher Clubs (PTCs):** Their participation guarantees that the program addresses the needs of families, facilitating program design, outreach, and gathering feedback.
4. **Students:** Active participation through focus groups and surveys allows the program to be tailored to their interests and requirements.

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5. Mental Health and Social Services Providers: These experts address the emotional and social needs of students, enhancing the program with mental health and social-emotional learning components.

Teacher liaisons also play a key role in ensuring effective communication between instructional staff and the expanded learning program. Program staff attend regular school meetings for integration and support.

Prospective Collaborations:

- San Joaquin Public Health: In collaboration with AJMHA staff, this partnership focuses on staying updated with COVID-19 guidelines, health education, and testing information.
- San Joaquin County Behavioral Health: Provides Substance Abuse Prevention training and professional development opportunities.
- Department of Justice: Offers training and development in School Safety and Violence Prevention.

These collaborative efforts ensure the expanded learning program is comprehensive, adaptable, and effectively meets the diverse needs of our students. The strength of these partnerships lies in their collective ability to address various aspects of student well-being and academic success, ensuring a robust support system for all participants.

10–Continuous Quality Improvement:

Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instructional day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

Continuous Quality Improvement (CQI):

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To conduct a thorough self-assessment, the ELO program will gather data on school and program attendance, academic progress, and feedback from students, parents, and teachers through interviews, surveys, and focus groups. The Expanded Learning Programs Director, in collaboration with school administrators and site leads, will oversee this data collection. Measuring student success is essential for evaluating and enhancing the quality of academic enrichment opportunities, ensuring alignment with the instructional day and the program's goals. The ELO program's success metrics include:

- **School Attendance:** Monitoring students' attendance records to understand participation in both the regular school day and the expanded learning program.
- **Student and Parent Satisfaction Surveys:** Conducting surveys to assess satisfaction levels regarding the quality of activities, staff interactions, and overall experience.
- **Academic Improvement:** Tracking students' academic progress through analysis of pre- and post-assessment scores, grades, test scores, and teacher feedback.
- **Feedback from Daytime Teachers:** Gathering insights from daytime teachers on students' progress, behavior, and classroom engagement to identify positive changes.
- **Behavioral and Social-Emotional Metrics:** Tracking indicators of behavioral data and social-emotional development, such as self-esteem, confidence, and interpersonal skills.

The ELO program will engage in a data-driven CQI process, adhering to the Quality Standards for Expanded Learning in California. This process involves identifying needs through various data sources and includes steps such as:

- _____ **Data Collection:** Interviews, surveys, self-assessments, and observations conducted from April to August.
- **Data Review and Action Planning:** Comprehensive assessment of collected data from April to October to formulate an improvement plan.
- **Implementation and Reflection:** Beginning in August, with a summary of results shared and subsequent steps determined through stakeholder meetings.

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Program-wide objectives focus on providing safe, enriching learning environments, increasing student participation, promoting mental health awareness, and developing emotional and social skills. Assessment results will be shared with stakeholders to refine and strengthen the program. Feedback will inform goal setting and program design, ensuring a collaborative approach to continuous improvement.

11–Program Management:

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

The budget for our expanded learning program is carefully designed to fulfill the program's objectives, ensuring comprehensive coverage of all essential operational costs required to sustain high-quality services. The detailed expenditures include:

- **Books and Supplies:** Covers office and program necessities, such as STEM kits, printer cartridges, copying services, books for students and staff, along with other essential supplies and materials, including furniture.
- **Services and Operating Expenditures:** Includes mileage reimbursement for staff meetings, travel expenses, and conference attendance fees.
- **Programming and Curriculum:** Encompasses costs for educational materials, curriculum development, licensing fees, and expenses related to hiring guest speakers and instructors.
- **Technology:** Funds the acquisition of computers, tablets, laptops, software licenses, and provides IT support.
- **Transportation:** Addresses the costs of field trips and daily transportation for students.
- **Meals and Snacks:** Provides nutritious snacks, beverages, and meals for participants.
- **Communication and Outreach:** Allocates funds for marketing materials and efforts to promote the program.
- **Family Engagement:** Building a strong home and school connection through family nights, courses and classes.

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- **Evaluation and Assessment:** Includes tools and materials for program evaluation and tracking student progress.
- **Subcontracts and Agreements:** Covers services provided by schools, professional evaluators, and contractors for academic support.
- **Facilities:** Manages expenses for using, maintaining, and cleaning facilities, including custodial personnel salaries during the expanded learning day, and costs for the upkeep, growth, refurbishment, renovation, or remodeling of portable units.
- **Indirect Costs:** Caters to general overhead expenses not directly linked to program activities, such as utilities and administrative support.
- **Administration:** Funds salaries for administrative personnel, office supplies, and other administrative costs.
- **Personnel:** Covers the salaries of the program director, site leads, support staff, and related training and professional development costs.
- **Enrichment Activities:** Supports expenses for educational field trips, workshops, external programs, and presenter fees.

Leadership and Communication:

The program is led by a Director, who is responsible for overseeing daily operations and supervising site leads and support staff. These team members are crucial for providing academic support, tutoring, and enrichment activities, thereby promoting academic competency and engaging in the development of lessons and activities. They are known for their enthusiasm, leadership, communication skills, and ability to efficiently manage group activities.

Additionally, the Program Director conducts weekly meetings with site leads to communicate updates from the district and the program, discuss continuous quality improvement opportunities, and address any training needs. These meetings allow site leads to raise questions, address site-level issues, and discuss concerns regarding students and support staff.

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Site-level meetings are scheduled based on the specific needs of the program, as well as the requirements of students, the community, and staff. Communication with program stakeholders, including parents and community members, is facilitated through telephone calls and various written methods, such as ParentSquare, email, Procure, and EZ Reports, ensuring comprehensive and inclusive engagement.

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.

The ELO-P funding will be utilized to create a seamless and comprehensive Expanded Learning Program within the Astronaut Jose M Hernandez Academy (AJM) by integrating it with the existing After School Education and Safety (ASES) programs for elementary and middle school students. This integration aims to consolidate these programs into a singular, unified initiative that enhances student participation in expanded learning activities. The program will be expanded to include an additional 30 days of non-instructional programming per year, offering 9 hours of activities each day. These activities will encompass a broad spectrum, including tutoring, academic support, professional development for staff, expanded learning clubs, summer camps, physical education, targeted interventions, and enrichment opportunities in collaboration with community partners.

In aligning with the expectation to adopt the most stringent requirements from each funding stream for program guidance, the ELO-P funding will ensure that the comprehensive program adheres to the highest standards of quality and efficacy. This approach will enhance the program's impact, making it more robust and beneficial for students.

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The AJMHAs participation in the SJCOE GRASP-IT Consortium, which administers ASES programs across San Joaquin County, provides a solid foundation for this integration. The grant currently supports programs at our school—AJMHA. This grant supported infrastructure will be leveraged to expand and enhance the program's reach and effectiveness.

By coordinating efforts between the district and SJCOE GRASP-IT, the initiative will ensure comprehensive training at both AJMHA and SJCOE facilities, promoting a unified and effective implementation of the Expanded Learning Opportunities Program across all ASES program sites within AJMHA. The ultimate goal of this integration is to significantly improve the well-being and academic success of students throughout the district by offering a more cohesive and inclusive expanded learning environment.

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?

Our plan for recruiting and preparing staff to work with transitional kindergarten and kindergarten students is outlined as follows:

1. **Recruitment and Hiring:** We will recruit and hire program staff through EdJoin.org, as well as by posting on job boards at local junior colleges and California state universities. The program aims to hire site assistants and ELP tutors to maintain a 1:10 staff-to-student ratio. All hired staff will comply with the CDE paraprofessional requirements. Furthermore, they will undergo comprehensive on-the-job training and have access to continuous professional development opportunities. This ensures the provision of developmentally appropriate activities and care for students. Additionally, we plan to target recruitment within the district, focusing on current paraeducators with experience working with children.

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2. Professional Development and Support: The program director and site leads will closely collaborate with the staff, providing ongoing support in early childhood development and implementing developmentally appropriate curriculum. Our professional development strategy includes facilitating collaboration between TK/K teachers and program staff to enhance educational outcomes.

3. Staffing and Substitute Plan: We are committed to hiring sufficient staff to uphold a 10:1 student-to-staff ratio and will compile a substitute staff list to ensure continuity in the event of staff absences.

This approach aims to ensure a high-quality, supportive learning environment for transitional kindergarten and kindergarten students.

Sample Program Schedule

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

Transitional Kindergarten (Regular School Day)

- 7:50 AM – 9:00 AM: Instructional Time
- 9:00 AM – 9:30 AM: Recess
- 9:30 AM – 10:45 AM: Instructional Time
- 10:45 AM – 11:30 AM: Lunch/Recess
- 11:30 AM – 2:15 PM: Instructional Time (+15 min recess)
- 2:15 PM – 2:30 PM: Community Circles
- 2:30 PM – 3:00 PM: Homework
- 3:00 PM – 4:00 PM: Free Time
- 4:00 PM – 5:00 PM: Physical Activity
- 5:00 PM – 5:45 PM: Enrichment
- 5:45 PM – 6:00 PM: Free Time & Clean Up

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Kindergarten (Regular School Day)

- 7:30 AM – 7:50 AM: Breakfast
- 7:50 AM – 9:30 AM: Instructional Time
- 9:30 AM – 10:00 AM: Recess
- 10:00 AM – 11:00 AM: Instructional Time
- 11:00 AM – 11:45 AM: Lunch/Recess
- 11:45 AM – 2:15 PM: Instructional Time (+15 min recess)
- 2:15 PM – 2:30 PM: Community Circles
- 2:30 PM – 3:00 PM: Homework
- 3:00 PM – 4:00 PM: Free Time
- 4:00 PM – 5:00 PM: Physical Activity
- 5:00 PM – 5:45 PM: Enrichment
- 5:45 PM – 6:00 PM: Free Time & Clean Up

Transitional Kindergarten & Kindergarten (Intersession/Summer)

- 7:30 AM – 8:00 AM: Breakfast
- 8:00 AM – 9:30 AM: Instructional Time
- 9:30 AM – 10:00 AM: Recess
- 10:00 AM – 11:30 AM: Instructional Time
- 11:30 AM – 12:00 PM: Lunch
- 12:00 PM – 12:30 PM: Community Circles
- 12:30 PM – 1:30 PM: Physical Activity
- 1:30 PM – 2:30 PM: Enrichment
- 2:30 PM – 3:00 PM: Physical Activity
- 3:00 PM – 4:00 PM: Free Time
- 4:00 PM – 5:00 PM: Enrichment
- 5:00 PM – 5:45 PM: Physical Activity
- 5:45 PM – 6:00 PM: Free Time & Clean Up

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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.

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

For at least 30 nonschooldays, 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).

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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.