



UPLAND UNIFIED

SCHOOL DISTRICT

Upland Unified School District
Expanded Learning Opportunities

PROGRAM PLAN

rev. 10/2023

- LEA (Including COE and Direct Funded Charters)
- City
- County Board of Supervisors

Program Administrator	Mario Jacquez, Director of Support Services 909.985.1864 Ext. 18352 Mario_jacquez@upland.k12.ca.us
CBO Program Administrator	Albert Barajas, General Manager - San Bernardino 909.896.5443 Albert.Barajas@thinktogether.org
Champions	Khia Sherry, Champions Area Manager (760) 284-2006 Khia.Sherry@discoverchampions.com
Upland Unified School District Child Care	Jenise Espindola - Support Services Supervisor (909) 985-1864 Ext Jenise_espindola@upland.k12.ca.us

Name(s) of After School Program Site(s)
(These may be listed on an additional page.)

Site Name
Baldy View Elementary
Cabrillo Elementary
Citrus Elementary
Foothill Knolls Academy
Magnolia Elementary
Pepper Tree Elementary
Upland Elementary
Sierra Vista Elementary
Sycamore Elementary
Valencia Elementary
Pioneer Jr. High
Upland Jr. High

Projected Attendance: 750

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Purpose

As required by *EC* Section 46120(b)(2) this program plan will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development. This document shall serve as an overarching plan that aligns with ongoing service agreements between Upland Unified School District and our after school Programs. Expanded Learning Opportunities Funding (ELOP) allows for the expansion of ASES services to extend after school program opportunities to students currently not being served by the ASES grant. In addition ELOP funds allow the district to provide 30 additional 9-hour days of programming to support learning and enrichment for students in the district, with priority services extended to TK-6th grade students. The district must offer and provide access to students and will collaborate with our after school partners to design services funded through Expanded Learning Opportunities Funding (ELOP). In year one, the district is offering and providing access to an additional 750 students across schools in the district. For subsequent years, 100 percent of students will be offered and provided access to expanded services - based on identified needs.

Definitions

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

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

Instructions

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

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

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality

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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 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

The Upland Unified School District (UUSD) and our after school partners work together to implement high-quality, student-centered after school programs that comply with all state and/or federal grant funding requirements. After school programs operate from the end of the school day until 6:00 pm daily, on the campus of each funded school site.

Each student's physical and emotional safety is the number one priority of all program operations. UUSD, in partnership with our after school partners, continuously monitors site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental elements to after school program safety protocols include: **1:20 staff-to-student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings** to ensure that district & school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

Likewise, our after school partners including Champions, UUSD Child Care and Think Together use a PBIS framework to ensure that the expectations are clearly defined for all students and staff. This is a key feature to ensure program safety.

Off Campus Special Events/Field Trips

Specific policies and procedures are in place to ensure the safety of staff and students participating in off campus special events and field trips. In addition to the fundamental program safety elements identified above, Field Trip Approval Forms outlining pertinent event details (e.g., date, time, logistics, site maps, experiential learning outcomes, etc.) must be approved by the school site principal. Parent permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to 4 Agreements modified for field trips/excursions.

The Site Leader and/or event coordinator is required to conduct a preliminary walkthrough of the field trip location, looking for:

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- Bus parking
- Student drop off and pick up
- Any potential safety hazards
- Drinking water access
- Attain copies of the site map

During the off campus special event/field trip, Our partners have a protocol for ensuring students know what to do in the case that they are separated from the group. Staff-to-student ratios are reduced to 10:1 for all excursions. All staff are required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct student headcounts throughout the field trip every 15-20 minutes. Students must be in Line of Sight.

As part of our collaborative partnership, instructional day staff work with program Site Leaders to review **School Site Safety Plans**, and to align protocols & procedures. The Site Leader must obtain a copy of the Safety Plan from the school administrator/liason at the start of the school year. Each Site Leader follows the recommended procedures outlined for their assigned site and implements a monthly program-wide safety drill.

Monthly safety drills alternate between fire, earthquake, active shooter, and lockdown procedures.

Likewise, Site Leaders take responsibility for conducting monthly supply inventories for First Aid Kits supplied to each site. Additional supply orders are made as needed to ensure the maintenance of fully stocked kits. Student accident and injury reporting procedures, as well as employee work-related injury protocols, are detailed in the our after school partners Program Manual which is easily accessible to all team members online.

Employee safety and injury prevention are also a priority for our after school partners. We believe that our clear commitment to staff safety in the workplace contributes to an overall safe and supportive environment for students. To this end, we require participation in safety and health training for all staff, as well as work to ensure compliance with Occupational Safety and Health Administration (OSHA) requirements for work environments.

Moreover, all program employees of our after school partners are considered **Mandated Reporters** and are legally required to report any suspicion of child abuse or neglect to identified law enforcement or child protective services agencies. Our after school partners Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

UUSD in partnership with our after school partners maintains clear expectations that all staff respect student rights. Student participants in the our after school programs have prescribed rights that include, but are not limited to, the following:

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- Students have a right to be treated with respect and dignity
- Students have a right to be treated in a non-discriminatory manner
- Students have a right to express & practice their religious or spiritual beliefs
- Students have a right to review and participate in the design & facilitation of program components
- Students have a right to file a complaint or grievance regarding program services they receive.

To ensure physical and emotional safety for all students, our after school partners are adamant about 100% adherence to comprehensive student **Line of Sight** policies & protocols, which require that all students are in a paid staff member's "line of sight" at all times. This means that staff is consistently and effectively positioning themselves where they are aware of and can visually see all students 100% of the time, through every component of the program. To ensure line of sight, staff members manage their learning/engagement environment by walking around; and should maintain proximity to ensure all students are following program expectations.

During restroom breaks, it is the responsibility of each staff member to implement outlined systems to ensure student safety with respect to their rights to privacy in the restroom.

Moreover, UUSD and our after school partners actively collaborate on a case-by-case basis to ensure adequate access to the after school program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

2—Active and Engaged Learning

UUSD collaborates with our after school partners in the operation of its grant-funded after school programs. Our after school partners deliver an active and engaging program designed to support academic and social milestones from cradle to college. Our after school partners intentionally support student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Research shows that "increased social-emotional (SEL) competencies are linked to greater academic achievement (e.g., improve grades, test scores, graduation rates, and success in college/career). By targeting specific SEL competencies through meaningful SEL interventions, students can expand their SEL capabilities; these capabilities subsequently improve their educational outcomes. Focusing on specific SEL skill development can produce higher academic achievement, especially for higher need students." (Borman, et al, *Impacting 9th grade Educational Outcomes: Results from a Three-Year Randomized Controlled Trial* "[BARR Report"]. 2018)

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School Day Alignment

The program focuses on reinforcing learning in academic content areas, by intentionally aligning with instructional strategies from the school day; as well as aligning with the overall school culture. This allows for a continuity of learning and development into the expanded learning/after school program environment. Our after school partners also implement a host of enrichment activities to provide opportunities for students to explore their interests and discover new capacities.

Alignment of the expanded learning/after school program includes, but is not limited to:

- Overall school culture
- State and national student standards (e.g., CCSS, NGSS)
- Curriculum & professional development
- Instructional techniques and/or strategies
- Technology-based interventions & assessments (where applicable)
- Positive behavior support system/approach: focus on building character, conflict resolution, how behavioral decisions impact future and making positive behavior choices

Program Design

The program intends to provide students with a well-rounded learning experience by incorporating a variety of options and opportunities through the program schedule. Activities and program content are categorized as Learning Supports, Clubs, Camps & Connections, Social Awareness & Engagement, Parent/Family Engagement, Life Skills, Youth Voice & Leadership. Planned program activities involve intentional academic alignments that promote academic persistence and seek to expand the horizons of young people. Youth are given the opportunity to uncover and develop their interests and talents via scaffolded risk-taking, meaningful challenges experiences, and the exhibition and demonstration of learning across subject areas that include but are not limited to: Healthy Living, English Language Arts, Mindfulness, Social Emotional Learning, Science, Technology, Engineering, Mathematics, Visual and Performing Arts, and Youth Development.

Example of Educational Literacy Best Practice: Aligned Academic Supports & Interventions:

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Learning Supports embedded in our after school partners’ program design are intentionally aligned to instructional school day. The aim of this alignment is to provide critical support to student participants toward grade-level proficiency. These strategies and interventions include supporting understanding of academic content and providing opportunities to complete assignments.

Technology-Based Interventions (e.g., additional dosage on district/school-selected programs)	Peer Tutors & Academic Supports	Periodic Academic Progress Assessments (e.g., grade checks, communication with school day staff)
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In addition to daily practice during Learning Supports, students also engage in **Units of Study** that differ in scope, considering the academic, social, and developmental differences across grade spans. For example, in **English Language Arts Units**, Kindergarten, 1st, and 2nd graders focus on phonics and phonemic awareness lessons to build literacy and fluency by developing a strong foundation to support reading by third grade. Phonemic awareness focuses on a letter sound or blend along with a poem, song, or craft activity. These fun and engaging activities help young children become excited about reading.

Third through sixth graders participate in monthly “Close Reading” units of study to practice finding evidence to answer text-dependent questions and identifying main idea & details in a single text or across multiple texts, spanning various content areas. These reinforcements of close reading skills support the Common Core ELA standards and helps to prepare students to perform on the CAASPP standardized assessment.

Mathematics

Students also benefit from **Math Units of Study**. The Common Core State Standards for Mathematics calls for students to “Make sense of problems and persevere in solving them” (Common Core State Standards Initiative, 2019, p. 1). To support an increase in overall math achievement, students are introduced to and practice problem solving, making sense of the problem, and explaining their thinking to the group.

Examples of Educational Enrichment Best Practices: Clubs, Camps, and Connections

Science, Technology, Engineering, and Math (STEM)

Our after school partners provide a variety of experiences and programming to actively engage students in STEM. The Next Generation Science Standards (NGSS Lead States, 2013) focus on the principles of investigation and experimentation, including

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developing meaningful questions and conducting safe investigations. After school program activities in this component area align to the NGSS standards and provide a variety of hands-on collaborative opportunities that encourage discussion. Each activity provides an opportunity for students to participate in real-world scientific inquiries, challenging students to engage in critical thinking and collaboration.

Program sites create **culminating experiences** such as robotics competitions and STEM fairs to showcase students learning and experiences over the year. Student leadership opportunities is incorporated into scheduling and designing the culminating event experience, with the support of the program staff.

Youth Development

Our after school partners “hearts on” approach to youth development is an intention towards **Social and Emotional Learning (SEL)** and the activity **Social Awareness**. This aligns with the program's focus on **Equity, Connection & Well Being**. The program is committed to creating meaningful opportunities for young people participating in our program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management.

Examples of Arts & Enrichment

Program design for arts and enrichment centers on creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for California Public Schools. Each lesson introduces students to key concepts, vocabulary, real-world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.



Skillastics Visual and Performing Arts programs center around physical movement. The Move & Groove program threads social & emotional character traits into dance and creative expression.

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Programs are designed and adapted for use in an Expanded Learning setting. Our after school partners work to take into consideration the way in which modes of learning support or supplement instructional days with strong school day alignment but does not simply duplicate the instructional day.

3—Skill Building

Our after school partners actively partner with UUSD in identifying opportunities to effectively leverage the after school environment to support District LCAP goals and individual school site goals where appropriate. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This intention toward comprehensive alignment with school day instruction exemplifies our after school partners’s organizational commitment to supporting academic achievement and overall student success.

By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

Homework Support Component

In addition to the literacy and mathematics components described above (see [Section 2-Active and Engaged Learning](#)), our after school partners provide dedicated time and a clear structure for **guided homework support** as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of assigned content, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building as well as greater confidence and success in the classroom with their teacher.

While our after school partners are not a homework completion program, staff recognize the importance of creating ample opportunity for completion with guided support during program hours and strive to make that accommodation whenever possible.

The typical program schedule includes 60-minutes of guided homework support for elementary students, and 90-minutes for middle school students. Homework support is facilitated through a matrix of independent practice, and student/peer & Program Leader supports.

[Guided Homework Support Structure](#)

Supports Offered	Description
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Program Leader/Peer Supports by Asking Questions & Checking for Understanding	Rather than telling students what to do, the Program Leader promotes student learning by asking students to read directions, and explain their understanding of the process, Students are guided to identify what challenge(s) they are having with the homework rather than simply telling students what to do.
Managing by Walking Around	Program Leaders maintain supervision of students by making sure they always keep all students in line of sight during homework, and by circulating to ensure students are on-task, focusing, and following directions.
Collaborative Grouping Strategies	A variety of grouping strategies are in place to strengthen student skills in completing homework correctly. Utilized with peer support, groupings by teacher or subject is one such strategy.
Collaborative “Hands On, Minds On” After Homework Activities	Activities are available for students to do when homework is complete that are academic and relevant to the scope and sequence of the school day and/or extensions of enrichment lessons.
Homework Debrief	5 minutes (minimum) will be allotted for debriefing homework. During that time, peer supports engage their groups follow-up questions, after which the Program Leader facilitates a whole group conversation assessing the day’s homework experience and identify improvement goals/strategies for the next day.
System for Communicating w/Parents & Teachers	Strategies are in place to communicate with parents and teachers about the children/youth’s struggle or ease of homework. Communication is often facilitated face-to-face or in writing utilizing the homework communication form.

Skill Building with Enrichment and Our After School Partners

In addition to the literacy and mathematics components described above (see [Section 2-Active and Engaged Learning](#)) enrichment components and staff facilitation strategies allow students to exhibit 21st Century Skills in; Learning: Critical Thinking, Creativity, Collaboration, Communication; Literacy: Information, Media, Technology; and Life: Flexibility, Leadership, Initiative, Productivity, and Social Skills.

While each enrichment has its own set goals and objectives, programs are consistent in the alignment to Learning in Afterschool & Summer (LIAS) Principles : 1. Learning is Active, 2. Learning is Collaborative, 3. Learning is meaningful, 4. Learning supports mastery, and 5. Learning Expands Horizons. Each of these are contributing factors that promote young people’s excitement in learning.

In support of whole child wellness, students build skills in Habits of Mind; Persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about thinking, striving for accuracy, questioning and problem posing, applying past knowledge to new situations, thinking & communicating with clarity and precision, gathering data through all senses, creating, imaging, and innovating, responding with

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wonderment and awe, taking responsible risks, finding humor, thinking interdependently and remaining open to continuous learning.

4—Youth Voice and Leadership

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student feedback.

Sample Student Feedback Collection Strategies

Collection Strategy	Brief Description
Engagement Survey	Youth Development and Arts & Enrichment activities are measured through an annual engagement survey that assess participant behavioral mindset, skill-building, social emotional learning, and overall interest
Program Huddles	Students and staff regularly discuss programmatic offerings and choices, twice per engagement cycle. Student feedback is provided with frontline staff experience to choose future units of study to ensure agency is occurring before, during, and after an 8-10 week period.
Student Feedback	Routine feedback is collected from student stakeholders to ensure that all parties are engaged and satisfied.
Integration w/ Instructional Day	Alignment with the school day is one of the most important and effective best practices that all Site Leaders must implement. The alignment with the school day ensures that the expanded learning/after school program is integrating and reinforcing the academic skills and strategies to support student achievement. The stronger the alignment is, the more effective the expanded learning program is in supporting impact on student achievement which ultimately leads to college and career readiness.

It is the intent of the UUSD after school program operated by our after school partners that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities.

Clubs are offered at school program sites. Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs can end in a culminating event such as a showcase, gallery, or other sharing of the students' work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

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Program Design with Student Leadership: Promoting Student Agency

Students in higher grades can actively exercise their leadership skills throughout the program. The youth program design is geared to support & promote **student agency**, which is the level of control, autonomy, and power a student experiences in an educational setting. Student agency manifests in the choice of a learning environment, subject matter, approach, and pace (EdTech 101, Knewton). Each component of the middle school program in some fashion is structured to provide a safe environment for youth participants to develop and practice agency, choice, and self-expression.

After school programs with older youth are designed to create experiences that are responsive to student interests; encourage them to take risks & expand individual capacities; learn & demonstrate social-emotional competencies; and explore career opportunities & associated pathways embedded within each elective.

5—Healthy Choices and Behaviors

UUSD works closely with school administrators and our after school partners to ensure that District and school wellness plans are shared, and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate. In general, the after school programs work to support the District's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.

Healthy Practices & Program Activities

Example of Health and Nutrition Education



Harvest of the Month: The California Nutrition Network's *Harvest of the Month (HOM)* curriculum provides nutrition education to complement the *CATCH*® physical activity curriculum. Harvest of the Month highlights one California-grown fruit or vegetable per month. Students may learn not only the nutritional value of the produce item, but also the science of how the produce grows and is associated with folklore and history. Lessons may involve reading and discussing a children's book featuring the "harvest of the month," and there is a monthly parent newsletter for students to take home. Students' favorite parts of the curriculum tend to be taste-testing activities and the preparation and tasting of simple recipes.

Our after school partners also offer Units of Study in Healthy Living. ([See section 2 – Active & Engaged Learning/Youth Development](#)).

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Examples of Social Emotional Learning

Our after school partners are aware of the importance of helping young people learn how to cope with and resolve conflict. The program is committed to creating meaningful opportunities for young people participating in programs to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management.

❖ *Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming...*

Healthy Nutritional Practices

UUSD Nutritional Services Division currently works closely with our after school partners to provide healthy and nutritious supper and snacks to students each day hour after school program. Through this collaboration, District personnel coordinate menus for nutritious after school supper and snack distribution to student participants each day. The snack component of the program lasts approximately 15-20 minutes.

Supper served under the NSLP must contain full servings of any three of the following four food components: Fluid milk, meat/meat alternate, 100% fruit/vegetable juice, and grain or bread product. You will see examples below.

- Supper:
 - Main Item: Pizza, Burger, Chicken Sandwich, Cheese Bread, Grilled Cheese etc.
 - Sides: Cut up fruits or vegetables, applesauce
 - Drink: White Milk or Chocolate Milk

UUSD will work with our after school partners to collaborate on an expansion of support with Nutritional Services to include breakfast for students served for contracted ELOP program days.

6—Diversity, Access, and Equity

UUSD and our after school partners value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. UUSD and our after school partners do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

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Our after school program partners' core organizational values include a value for **treating others with dignity & respect** and **embracing diversity**. The program design's focuses on equity, connection, and well-being are in alignment of CDE's expectation for Diversity, Access, and Equity as well as *EC* section 220. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their cultural. unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects, and exploration.

The District thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs. Multiple factors are considered in this assessment including but not limited to; ELL, incomes, parent graduation rates.

Students with disabilities or who otherwise have potential barriers to participate in the program are afforded the opportunity to the fullest extent possible and will ultimately be decided between the individual, their families, the LEA, and the organization. The policy of our after school partners is that we may participate in the Individualized Educational Plan (IEP) process and share information, however, our after school partners do not have the capacity to be included as a part of the IEP plan for any student. Our after school partners adhere to the confidentiality of all student information unless otherwise released in documentation with the district.

Enrollment Strategies

The expanded learning/after school program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the District and our after school partners believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to *EC 8483*, homeless students and students who are in foster care receive priority for enrolling in all expanded learning programs. However, no current participant enrolled in the program shall be disenrolled to allow enrollment of a student with priority enrollment.

Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning/after school program:

1. Enrollment booths are set up during student drop off, student pick up.

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2. The District site administrators and classroom teachers make class presentation opportunities to the program.
3. Messages for the expanded learning/after school program are included in the “all call” messaging system that goes out to all the students enrolled in each school.
4. An enrollment application is included in the school’s registration packet, and enrollment opportunities are promoted on the District and school websites.

Once enrollment forms are received, they are stamped with the date and time of receipt and students are enrolled in the program on a first come, first served basis barring enrollment priority. Moreover, UUSD and our after school partners actively collaborate on a case-by-case basis to ensure adequate access to the after school program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

In order to accommodate the increase in after school program participation there is a need for additional classroom and learning space. This need has been met through the addition of portable classrooms added to four sites.

Engagement Strategies

In addition to enrollment strategies the District and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the District.

7—Quality Staff

As the entity charged with hiring and training staff, our after school partners work with each school administration and the broader community to identify, and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically, and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled and staff in the program unless otherwise designated by grant requirement and additional support staff.

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A Site Leader ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of training offered by our after school partners. Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing homework assistance as well as academic enrichment and physical activities. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of a high school diploma. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections are made by school principals.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must pass a pre-employment test and possess a high school diploma. Program Leaders work directly with students under the direction of the Site Leader and go through a series of training provided by our after school partners.

Staff Recruitment

Our after school partners leverage community and regional networks to generate a sizable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other HR professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified, and well-trained after school practitioners.

Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges & universities
- Social media job postings (e.g., Facebook, Instagram, LinkedIn, Ed Join, etc.)
- Site level/community recruitment & job fairs
- Promotion of career opportunity via our after school partners & District websites

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Employment Screening, Selection & Site Placement

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

All new hires are required to participate in New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

Our after school partners subscribe to the **Quality Technical Assistance Framework** and provide on-going, needs driven professional development and support to all staff to create an effective and high-quality expanded learning/after school program experience. The program creates and provides employees with comprehensive theoretical and application-based **training** to ensure that staff can manage a classroom environment and have the knowledge and skills to implement program components with fidelity. Our after school partners staff also participate in District and school-sponsored trainings to become familiar with and to align to educational initiatives and instructional strategies.

Our after school partners Quality Assurance Coaches and Site Leaders facilitate on-going, in-person development and on-site **coaching** with Program Leaders. They work in collaboration with individual staff and/or small groups to build specific skills/capacity and improve overall work performance.

Matrix of Sample Professional Development Offered to Staff

Staff Position	Compliance/Safety* & Other	Program
Site Leader	<ul style="list-style-type: none"> ● First Aid/CPR Certification ● Mandated Reporter ● Sexual Harassment for Supervisors ● Grant Compliance ● Employee Management ● Data Quality Management ● Site Level Program Assessment/CQI ● Student Incident/Injury Reporting ● Leadership Development/Priority & Time Management ● Relationship Building w/Stakeholders 	<ul style="list-style-type: none"> ● Quality Technical Assistance ● Behavior & Classroom Management ● Homework Implementation & Mgmt. ● Lesson Preparation, Facilitation & Eval. ● Program Curriculum Spotlights ● Social Emotional Learning Strategies ● District/Site-Specific Curricula Planning/Implementing Youth Clubs

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Program Leader	<ul style="list-style-type: none"> ● Student Sign-In/Out Procedures ● Student Incident/Injury Reporting ● Relationship Building w/Stakeholders 	<ul style="list-style-type: none"> ● Behavior & Classroom Management ● Homework Implementation & Mgmt. ● Lesson Preparation, Facilitation & Eval. ● Program Curriculum Spotlights ● Social Emotional Learning Strategies ● District/Site-Specific Curricula ● Planning/Implementing Youth Clubs
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UUSD sub-contracts all expanded learning/after school operations and services to our after school partners. The established partnership ensures the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives, and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the District.

8—Clear Vision, Mission, and Purpose

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

UUSD serves a high percentage of students from low-income neighborhoods. The following information has been used to assess the needs of the community, parents, and schools we serve:

- CAASPP results & other assessment scores
- Number of students performing academically below grade level
- School and community safety data
- Attendance and truancy rates

The District assessed the need for After School Education and Safety (ASES) programs at its various schools based on several criteria, including an analysis of socioeconomic status, academic performance, and community safety data, as well as the current availability of alternative resources for local expanded learning activities. The percentage of students eligible for Free or Reduced-Price Meals (FRPM) was the primary factor in determining which schools should apply for ASES funding, since it is the sole criterion by which the funds are granted.

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The District shares its vision with our after school partners to deliver an expanded learning/after school program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Create environments that support social emotional development.

Continuous Quality Improvement

For continuous program improvement, the District will be implementing the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage district and program staff in long-term planning for professional development and technical support. Alongside the QSAT, our Core Program Assessment (CPA) is used at the beginning of the year to develop a baseline assessment for program quality and again at the end of the year to assess outcomes and results of staff professional development plans. Both tools inform the Continuous Quality Improvement (CQI) Plans that are utilized throughout the year with site level staff. The aim is to continually plan, implement, and assess programming.

The following table outlines the variety of qualitative and quantitative methods that can be used to examine and determine program effectiveness and quality.

Selected Outcome Measures	Results
STEM: On-line survey administration	Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options
Youth Development: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Arts & Enrichment: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Quality Self-Assessment Tool (California Afterschool Network)	Engage stakeholders and improve professional development plans for program staff.
Core Program Assessment (CPA)	Engage staff and improve professional development and program quality plans for staff.

Program Improvement Methods

Data Reflection

Program staff participate in regular data reflection sessions to assess performance and on-going needs of students; and collaborate on strategic adjustments to be made in programming to better support students.

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Coaching

Working closely with District leaders, our after school partners staff provide refresher training and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback

Regular feedback opportunities are created from both internal (school administrators, staff, students) and external (families) stakeholders to assess program implementation and to solicit input & recommendations on how to improve program offerings. Feedback is solicited during regularly scheduled stakeholder meetings as well as the administration of annual stakeholder surveys.

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.***

UUSD and our after school partners collaborate extensively around planning, implementing, and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the after school partners Quality Assurance Coach & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family, and community. More specifically, This pertains to Think Together, Champions, UUSD Child Care and the District Office.

Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), after school partners like Think Together, Champions and UUSD Child Care leadership & program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Leaders
- Monthly meetings and site visits with the District ASES administrator
- Semi-annual District/after school partners collaborative update/planning meetings
- Periodic parent meetings

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- ❖ **List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

Collaborative Partner	Duties/Responsibilities and/or Contributions
Pamela Salgado	Asst. Superintendent, Student Services
Jenise Espindola	Support Services Supervisor
Mario Jacquez	Director Support Services

- ❖ **Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.**

In collaboration with the district, our after school partners can align with additional internal stakeholders (teachers, counselors, and district consultants) to embed additional SEL programs practiced by the school day.

10—Continuous Quality Improvement

UUSD, in partnership with our after school partners, is committed to ensuring that the expanded learning/after school program operates in alignment to the established **Quality Standards for Expanded Learning in California**. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/our after school partners leader where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with our after school partners Core Program Assessment (CPA), and regular stakeholder feedback tools are used to assess the program & inform the CQI progress.

While there is often some overlap of when cycle components occur, the following table outlines the standardized implementation plan for the Continuous Quality Improvement (CQI) process led by our after school partners.

Continuous Quality Improvement (CQI) Implementation Process

CQI Cycle Component	Action Items
ASSESS	<ul style="list-style-type: none"> ● Review spring stakeholder assessment data ● Review previous year's internal Core Program Assessment (CPA) & conduct start-of-year CPA self-assessment ● Review previous CQI plan and implementation progress ● Implement CAN Quality Self-Assessment Tool (QSAT)
PLAN	<ul style="list-style-type: none"> ● Engage in site-level data reflection sessions (DRS) ● Identify program strengths & opportunities for

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	<p>improvement by Quality Standard</p> <ul style="list-style-type: none"> ● Revise/draft CQI plan ● Solicit input from key stakeholders on revised/draft plan ● Finalize plan & share improvement objectives & strategies with all stakeholders
IMPROVE	<ul style="list-style-type: none"> ● Intentional implementation of CQI plan. ● Align CQI objectives/strategies to staff work plans where appropriate ● Conduct regular site/program observations ● Provide on-going training & coaching to program staff ● Incorporate regular CQI updates into standing program/ stakeholder meetings ● Conduct periodic pulse checks to assess program improvements ● Make regular progress updates to the CQI plan.

Program Improvement Methods

Data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher training, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the District/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

11—Program Management

Describe the plan for program management.

UUSD has partnered with our after school partners to conduct an initial needs assessment from parents to identify the priority times of service that would best support families and students to implement capacity building efforts for year one. UUSD will add ELOP program Supervisor to support coherence in Expanded Learning programs with the overall vision and mission of UUSD. This will support with program oversight and ensure that UUSD is meeting the needs of students and families.

UUSD will continue to expand feedback from key partners including principals to inform the areas of enrichment, academic alignment and recommendations to support students' academic outcomes and emotional well-being; as implementation continues to scale towards full implementation.

Our after school partners programs adhere to an “inverted pyramid” structure designed to put children first by building a system that effectively supports direct service to

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students and families. Each site is staffed by 4-7 **Program Leaders**, depending on the number required to maintain a student-to-paid-staff ratio of no more than 20:1. The Program Leaders and additional volunteers are supported by a **Site Leader**, who oversees and manages the overall implementation of program operations at site in collaboration/ consultations with the designated school site administrator.

Every 10-12 Site Leaders are supported by a **Quality Assurance Coach** who provides training and side-by-side coaching. Quality Assurance Coaches interface regularly with school administrators to receive ongoing feedback about the program's progress toward meeting all prescribed goals and objectives.

Quality Assurance Coaches are supported by regional **Directors of Program and Operations (DPO)** and **General Managers** who oversee the delivery of programs and assist with finding solutions to programmatic issues that may arise. DPOs and General Managers meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day.

Regional management staff are supported by our after school partners' Home Office, which provides leadership in the areas of program and operations, human capital, fiscal management, fund development, evaluation, communications, and strategic growth.

Sites are reviewed at least one time each month by the Quality Assurance Coach who utilizes our after school partners Core Program Assessment (CPA) tool and site observation forms. These forms and checklists are reviewed by the Site Leader, Quality Assurance Coach and Regional General Managers and/or Directors. Plans are made to strengthen the program quality and ensure that programs are compliant with the grant, the District/school, and our after school partners program design and implementation requirements. Moreover, UUSD representatives engage in periodic program site visits to support the cycle of continuous improvement and regional program leadership.

To triangulate the information of reports and site visits, conversations are held with key stakeholders including but not limited to school site administration, our after school partners staff, teachers, parents, and students. Surveys are systematically used to gather input and this information guides the conversations toward program improvements.

Bi-annually, the program is formally reevaluated. As new major program initiatives are rolled out and staff are trained on the implementation of new or modified program components, updates to the program plan are made.

Fiscal Accounting and Reporting

Current and future contracted service agreements for ELOP services will be board approved; and aligned with this program plan.

UUSD grant management responsibilities are complemented by our after school partners' existing program administrative systems, procedures, and staff support. Our

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after school partners' finance department is overseen by a Chief Financial Officer who ensures that fiscal accounting is accurate and in keeping with the requirements of the grant. Regular invoicing of expenses to the District occurs. Accurate record keeping is ensured using designated accounting codes that allow expenses to be allocated and tracked by grant, by site, by district, and by region. Additionally, our after school partners' financial records are audited annually by an independent CPA firm.

Attendance Tracking (including sign-in/sign out procedures)

Accurate daily attendance accounting is collected in YouthServices.net (YS), The Student Information System (SIS). As students register to attend the after school program, registration form information is entered into the YS database.

Each evening, attendance is reviewed for accuracy and if there is an inaccuracy it is corrected by the appropriate person (i.e., ensuring correct authorized pick-up person, correct time in and time out times are reflected). Site staff are required to upload weekly attendance reports along with a summary of attendance. This weekly attendance report is uploaded into a confidential internal folder which is verified for accuracy by a Regional Operations Analyst in a weekly Attendance Submission Packet. The accuracy of the data in YS is routinely checked by a Quality Assurance Coach assigned to each site and a Regional Operations Analyst.

Weekly and monthly attendance reports are run and analyzed to ensure data accuracy. Follow-up by our after school partners Data Operations Manager occurs routinely. As each month ends, attendance records are filed by district, by site, by day in a confidential site folder via internal after school partners SharePoint. Monthly attendance reports are shared with the District including the school site principals.

❖ ***Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.***

For safety reasons, it is the District policy that students arrive to program on time, and that instances of a student's late arrival to program be documented by staff. Late arrival (LA) is defined as any time after the normal sign-in period at the beginning of the program and may be either "occasional" or "recurring." Occasional late arrival will be documented on the daily attendance sheet. The staff will indicate the late reason on the LA/ER column on the attendance sheet using the number codes listed below. They will also inform the parent of the reason the student was late to program.

If a student is unable to attend the program for the full day, a Parent may authorize a student to be dismissed early from the program. Early release (ER) is defined as any time prior to the last 10 minutes of the program and may be either "occasional" or

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“recurring.” In cases of occasional early release, the person(s) previously authorized by the parent to pick up the student may also authorize early release if picking the student up early on a given day. Occasional early release will be documented on the daily attendance sheet. The parent or authorized person will document the reason for early release on the LA/ER column on the attendance sheet using the number codes listed below.

A parent who wants a student to arrive late or be released early on a regularly recurring basis – for example, for a weekly tutoring session or religious obligation – must submit a signed Late Arrival/Early Release Form indicating the reason, and the period (hours and range of dates) for which the late arrival/early release will occur. Staff will indicate any recurring late arrival/early release information on the daily attendance sheet, so staff will know when the student will be arriving late or leaving early.

Authorized person(s) is/are required to document the time and reason for late arrival and early release.

Reasons may be any of the following:

- Enrichment activity (attending on-site programs/activities not supervised by our after school partners, or off-site activities such as Club soccer, basketball, etc.)
- Academic support (working with a student's teacher after school, etc.)
- Family emergencies (such as death in the family, catastrophic incidents, etc.).
- Medical appointments
- Child accident/illness
- Transportation
- Release due to early darkness “Dark 30” (Early release for students who walk home, generally occurs November through mid-March; release times will be pre-established by site staff)
- Other reason (in best interest of child)

Where circumstances make it necessary, permission for a student to walk home alone may be granted when requested by the parent/legal guardian. Permission is granted on an individual basis and only if it is consistent with student safety. Permission is granted for a specified period, and never for more than one school year at a time. A student may not sign out to walk home alone before the release period at the end of program unless specific arrangements for a necessary early dismissal on a specified day or days have been made between the parent/legal guardian and the Site Leader.

Students are expected to arrive at the program at the end of each school day. If a student does not check in at the beginning of the program, and we have not received information from the parent stating that the child will be absent or arriving late, the Site Coordinator investigates to ensure the safety of the student.

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When applicable, our after school partners will adhere to guidance from CDE for flexibility based on student's needs.

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.

Grants are awarded through external collaborative partnerships and our after school partners Fund Development department works to identify, apply for, and allocate grant opportunities for sites, districts/charters and partners. These grants align with and enhance our after school partners Program Design and Spotlights. Grants can provide additional funding for training, curriculum, supplies, field trips, experiences, or excursions. Activities and resources provided through grant initiatives help our students experience more opportunities to expand their horizons while making learning more active and meaningful. ELO-P funding is in support of one comprehensive and universal Expanded Learning Program wherein budget management and evaluation outcomes are managed at a regional level.

Any and all related educational developmental services are anchored in locally-driven Expanded Learning programs, including After School Education and Safety Programs (ASES) that partner with schools and communities to provide academic and literacy support, safe, constructive alternatives for youth. Additionally, grant guidance from 21st Century Community Learning Centers (21CCLC) provides opportunities to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy.

Our after school partners as a comprehensive total solutions partner holds the most stringent requirements to provide equitable access to all students in Expanded Learning programs and adheres to all respective grant guidelines.

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]*).

Overview: TK-K students shall be maintained with a staff ratio of 1 instructor to 10 pupils. Curriculum will be set up for 15-20 minute lessons with an environment set up based on the Early Childhood Environmental Rating Scale (ECERs) best practices. Instructor-Child interactions are considered part of the learning environment using the Classroom Assessment Scoring System (CLASS) best practices.

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Sample Schedule: 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

Recruitment will be aligned with Section 7 Quality Staff. Professional Development training and coaching will be specific to early learning and will include:

- Introduction to Observations
- Child Teacher Interactions
- Challenging Behaviors
- Routines and Transitions

How will the lower pupil-to-staff ratio be maintained?

In addition to recruiting strategies (See section 7 – Quality Staff) our after school partners make certain that staff are fully aware of protocols for maintaining required ratios at all times. Regional teams monitor ratios by site walks regularly. Check-ins with staff ensures proper staffing policies are enforced and required ratios are being followed. Schedules are managed to maintain staff ratio and group size requirements by assigning supporting staff or reserving qualified subs.

How will the curriculum and program be developmentally-informed to address this younger age group?

In addition to the critical elements of the classroom environment, curriculum selection and use is supported by our after school partners Early Learning department. Wherein Learning objectives are detailed to include:

- Social Emotional Learning including self-awareness, social interactions, and relationships
- Language and Literacy including listening and speaking, alphabet recognition and Writing
- Mathematics including number sense, classifications and patterns, shapes, measure (compare), problem solving

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