

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT**  
**Regular Board Meeting Agenda**  
**June**

<b>AGENDA SECTION:</b>	<b><u>CONSENT</u></b>
<b>AGENDA ITEM:</b>	<b>CURRICULUM/INSTRUCTION</b>
<b>ATTACHMENTS:</b>	<b>APPROVAL OF THE EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELOP)</b>
<b>FUNDING SOURCE:</b>	<b>NA</b>

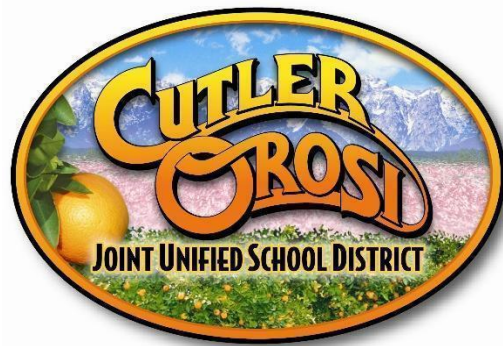
**DISCUSSION:** Attached for approval is the Cutler Orosi Joint Unified School District Expanded Learning Opportunity Program (ELO-P) plan. The Expanded Learning Opportunities Program) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "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.

<b>ITEM SUBMITTED AND APPROVED BY:</b>	<i>Name and title of the administrator who reviewed and approved this item: Jayboy Camaquin, Expanded Learning Opportunities, Program Administrator</i>	
<b>BOARD GOAL:</b>	X	1. <b>Achieve academic excellence and meet the needs of all students in a safe supportive environment.</b>
	X	2. <b>Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.</b>
	X	3. <b>Create efficient and effective systems that are innovative, accountable, and proactive.</b>
<b>RECOMMENDATION:</b>	<b>The Superintendent recommends the Board approve.</b>	
	<b>Board Approved June 8, 2023</b>	

**CUTLER OROSI JOINT UNIFIED  
SCHOOL DISTRICT**

**EXPANDED LEARNING  
OPPORTUNITIES PROGRAM PLAN**

**2023-2024**



Prepared by:

Cutler-Orosi Joint Unified School District

12623 Avenue 416

Orosi, CA 93647

559-528-4763

Board Approved June 8, 2023

## Grant Information

Local Educational Agency (LEA) Name: Cutler-Orosi Joint Unified School District- 54-71860

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## Name of Expanded Learning Opportunities Program (ELO-P) School Sites

1. Cutler Elementary
2. Golden Valley Elementary
3. Palm Elementary
4. El Monte Middle School

## Population

The Expanded Learning Opportunity Program at Cutler-Orosi Joint Unified School District targets students from the following identified populations:

School Site	Enrollment	ELL	% of school	Homeless	% of school	Foster	% of school	FRPM	% of School
Cutler	621	348	54.9%	141	22.7%	11	0.2%	596	96%
Golden Valley	678	307	42.5%	59	0.09%	4	<0.01%	627	92.3%
Palm	542	275	50.6%	75	13.8%	2	<0.01%	507	93.5%
El Monte	937	282	30.1%	191	0.20%	15	0.01%	893	95.1%

*Student counts are based on May 25, 2023*

## Program Elements

### **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.*

**If the program will be located off campus, describe how students will travel safely to and from the program site.**

Cutler Orosi Joint Unified School District's (COJUSD) Expanded Learning Programs (ELO-P) primarily take place on the campuses of Cutler Elementary School, Golden Valley Elementary School, Palm Elementary School, and El Monte Middle School. These four schools host the

ELO-P before and after school on every instructional day, which amounts to approximately 180 days in a school year.

The before-school programs are held for 1.5 to 2 hours before the regular school day begins, while the after-school programs start at the end of the instructional day and operate for a minimum of three hours, extending until at least 6:00 p.m. Additionally, during the summer, the ELO-P offers programs for an additional four weeks, running from 8:00 a.m. to 5:00 p.m.

Transportation for most students is provided by district buses, which are available at the end of the daily expanded learning program. Students who live close enough to the school to walk may do so at the end of the expanded learning period, but only with parental permission. These students follow designated safe routes to school, and the staff has received crossing guard training to ensure their safety when crossing busy streets. Students who are picked up by parents must be signed out daily with a wet signature by a parent-designated person.

If any program activities occur off campus, students are required to bring a signed parent permission slip to participate. COJUSD coordinates transportation to and from all off-campus activities using district buses or ELO-P purchased vans. The off-campus activities maintain a student-to-staff ratio of no more than 10:1 for K and 20:1 in 1st through 6th grade, and the lead staff member conducts regular headcounts to ensure the safe departure and return of students to the campus. In instances where a charter bus is used for off-campus activities, COJUSD's Transportation Department conducts a thorough inspection before students board the bus to ensure compliance with safety standards and proper insurance coverage for safe travel.

Safety is a paramount consideration in COJUSD's Expanded Learning Programs, and they align with each school's comprehensive safety plan. Coordinators of the ELO-P participate in management-level safety training and professional development. They attend district- and school-level administrative team meetings, and director meetings, and serve on the District Safety Committee. The ELO-P leadership team collaborates with the school site's administrative liaison to review and ensure alignment between the instructional day and the Expanded Learning Opportunity Program, including school safety and emergency procedures for accidents, injuries, lockdowns, evacuations, and catastrophic events.

All ELO-P staff members are employees of the school district and wear program badges while working at the program, making them easily identifiable. They participate in various professional development opportunities, including training on Positive Behavior Interventions and Supports (PBIS), First Aid, CPR, sexual harassment awareness (covering both student issues/responses and staff-to-staff interactions), lockdown drills, bullying prevention, visual weapons screening, mandated reporting, online safety, and playground supervision. The safety training is provided by Keenan SafeSchools. Additionally, the ELO-P leadership team and the Recreation and Enrichment Coordinator conduct monthly professional development training for after-school staff, focusing on the district's policies and procedures for student pick-up, student behavior, and incident reporting. Staff members at each school are assigned specific roles

related to campus safety procedures, such as student care, first aid, search and rescue, campus evaluation, utilities, security, student accountability, and student release.

COJUSD ELO-P staff members are trained to implement the district-wide incident documentation process. Depending on the severity of the incident, a staff member or the district nurse completes the incident report form, which is then submitted to the ELO-P leadership team and the district's Safety Officer. The Safety Officer ensures protocol adherence, addresses any unsafe staff practices, verifies that the student receives adequate care, and evaluates staff response to inform any necessary changes to safety policies and procedures. Incident reports are filed with the district, and parents/guardians are notified accordingly.

The ELO-P leadership team reviews and updates the emergency response/notification protocol and phone tree at the beginning of each semester. Each campus is equipped with evacuation maps and crisis management procedures. Practice drills are conducted regularly, including two fire drills and two earthquake drills per year, as well as lockdown drills at least once per semester.

COJUSD's ELO-P program safety policies and procedures are communicated to students, parents, staff, and community partners during the student/parent orientation at the start of each year. Parents or caregivers must complete an enrollment packet before their students can enter the program, which includes emergency contact information. Each school's Site Lead maintains records of each student's emergency contact information. Additionally, every staff member is provided with a safety packet containing all the necessary safety procedures, which they must carry at all times.

COJUSD and the ELO-P utilize the Go Guardian System in their electronic devices. This system sets digital guidelines for students, identifies students who may be silently suffering by monitoring search for warning signs, and alerts school administrators, counselors, and directors of any identified student warning signs for follow-up.

Overall, COJUSD's Expanded Learning Opportunities Programs prioritize the safety and well-being of students, ensuring that they experience a safe and supportive environment both on and off campus.

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

In addition to the previously mentioned measures, the ELO-P program prioritizes creating a safe and supportive environment that caters to the developmental, social-emotional, and physical needs of students. Here are further details:

**Staffing and Security:** The ELO-P maintains a maximum staff-to-student ratio of 20:1, with lower ratios for younger students. All staff members wear badges for easy identification, and the paraprofessional staff wears program shirts. Campus security officers and the School Resource

Officer, a Tulare County Sheriff Deputy, are present during program hours, ensuring an additional layer of safety.

Communication and Information Access: Relevant information regarding program staff and activity/club locations is accessible through a Google spreadsheet, available to all staff members. Printed versions of the program schedule are posted throughout the campus. The Site Lead, Recreation and Enrichment Coordinator, office staff, and teachers have access to the district's "Aeries" database program, which provides emergency contact information for all students. Intercoms and walkie-talkies are used for communication, following the same procedures used during the regular school day.

Positive Behavioral Interventions and Supports (PBIS): The schools have implemented the PBIS framework, an evidence-based approach to establish behavioral supports and a positive social culture for students. PBIS focuses on creating primary (school-wide), secondary (classroom), and tertiary (individual) systems of support, promoting social, emotional, and academic success. ELO-P staff members receive training in the PBIS framework to effectively implement positive behavior management strategies.

Alignment with Instructional Day and Student Support: The Site Coordinator maintains regular communication with instructional day teachers and counselors to align the ELO-P with the school day, ensuring personalized student support and addressing specific student needs effectively.

Community Partnerships and Wrap-around Services: The ELO-P program has established partnerships with community-based organizations to provide comprehensive wrap-around services for students. The Cutler-Orosi Family Education Center, serving the local community, offers a range of services such as case management, parent education, adult education, early childhood education, financial literacy, mental health services, support for homeless families, WIC, emergency food and shelter, and assistance with basic needs. These partnerships ensure that students have access to a variety of support services beyond the academic realm.

Access to Counselors and SEL Support: School site counselors, family advocates, and psychologists are readily available to provide assistance to students in need of social-emotional support. They offer services such as Second Step curriculum classes during after-school hours, focusing on social-emotional learning and providing additional support to students.

By implementing these measures, the ELO-P program aims to create a safe and supportive environment that caters to the holistic development and well-being of students.

## **2 - Active and Engaged Learning**

*Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate the instructional day.*

The program provides opportunities for active and engaged learning through various strategies, including the hiring of interventionists to offer an acceleration program in reading and math. These afterschool acceleration programs, such as the Leveled Literacy Intervention Program, IMSE, and Friday Enrichment, are designed to provide targeted support to students in specific subject areas.

In addition to the intervention programs, the program implements the following strategies to ensure active and engaged learning that supports or supplements the instructional day:

**Student Surveys and Evaluations:** The Site Lead develops and administers student interest surveys to identify potential new enrichment activities. Based on the survey results, the program staff distribute sign-up sheets to students, and activities that receive interest from at least 20 students are designed and implemented. This ensures that the activities offered align with students' interests and preferences. At the end of each activity or session, students are given evaluation forms to provide feedback for program improvement.

**Coordination with Instructional Day Staff:** The Site Lead completes a report on student progress, which is submitted to the school's Learning Director. The Learning Director then meets with instructional day teachers to discuss student needs during their regular peer learning community meetings. The Site Lead also meets with the Learning Director regularly to determine how the expanded learning program can reinforce lessons taught during the instructional day. This coordination ensures alignment between the instructional day and the after-school program, allowing for seamless integration of learning experiences for students. Additionally, instructional day teachers are invited to participate in ELO-P professional development activities, and program staff are invited to attend instructional day professional development, fostering collaboration and shared learning.

**School Site Team Meetings:** Each site's School Site Team meets quarterly to clarify the mission, vision, and goals of the program. During these meetings, the team receives a consultation on the implementation of program activities and sets expected outcomes that align with the needs of the school. This collaborative approach ensures that the program activities are responsive to the specific needs of the students and the school community.

By implementing these strategies, the program ensures that students have access to a range of active and engaged learning opportunities that complement their instructional day without duplicating it. The program continuously seeks input from students, coordinates with instructional day staff, and engages in regular planning and evaluation to meet the needs and interests of the students in a developmentally appropriate manner.

**Describe the planned program activities and how they will:**

- a. Provide positive youth development**



**b. Provide Hands-on, project-based learning that will result in culminating products or events**

The ELO-P program is committed to providing positive youth development by offering a range of activities that promote active engagement, collaboration, meaningful learning, and skill mastery while expanding students' horizons. The program understands the importance of aligning with the Learning in After School and Summer (LIAS) principles, ensuring that students have a well-rounded and enriching experience.

To support academic growth and reinforce lessons from the instructional day, the program offers academic assistance activities led by qualified staff. These activities utilize evidence-based strategies such as inquiry-based learning, cooperative learning, and guided reading. Academic tutorials delivered by paraprofessionals or certificated teachers are designed to reinforce curriculum content and provide additional support in core subjects. Additionally, specific programs like Lexia Learning, Leveled Literacy Intervention reading kits, Institute for Multi-Sensory Education (IMSE), and Rocket Math are utilized to enhance language acquisition and improve math skills, respectively.

After the academic assistance component, students have the opportunity to participate in a variety of enrichment activities that cater to their interests and needs. These activities are carefully selected by the School Site Team and promote active, collaborative, and meaningful learning experiences. Some examples include:

**Big Brothers Big Sisters (BBBS):** High school "Bigs" mentor elementary and middle school "Littles," engaging in activities related to science, math, and sports/recreation. This program fosters social-emotional support and culminates in a regional event and award ceremony.

**Dance and Cheerleading:** Students have regular practices and perform at various programs and community events, developing their skills and teamwork.

**SPARK:** Students participate in physical education activities that promote physical fitness and encourage healthy lifestyle choices.

**Visual Arts:** Students engage in various visual arts activities, allowing them to explore their creativity through drawing, painting, clay modeling, and paper-based crafts.

**Fotokids:** Fourth-grade students learn the basics of photography, providing them with a unique outlet for self-expression.

**Believing in the College Dream:** Students in fourth grade and above learn about colleges and the necessary steps to pursue higher education. Guest speakers and field trips to local colleges enhance their understanding and motivation.

**Sports:** Students have the opportunity to learn traditional and non-traditional sports such as basketball, soccer, volleyball, and tennis, promoting physical fitness and teamwork.

**Girl Scouts:** Middle school students participate in a leadership program that builds character, courage, and confidence.

**Robotics Club:** Elementary school students explore the world of robotics, learning concepts like distance, speed, pulleys, and more. Middle school students work on more advanced projects, including motors, sensors, controllers, and introductory programming. They have the opportunity to showcase their projects at local competitions.

Additionally, the planned program activities in physical education, intramural sports, ballet folklorico, poetry and prose, academic competitions, speech and debate, science Olympiad, and spelling bee are designed to provide positive youth development and hands-on, project-based learning that will result in culminating products or events.

**Physical Education:** Through physical education activities, students will develop physical fitness, motor skills, and teamwork. They will engage in sports and exercises that promote healthy lifestyle choices and encourage regular physical activity. Participation in team sports will foster collaboration, communication, and sportsmanship.

**Intramural Sports:** Intramural sports provide an opportunity for students to participate in organized sports leagues within their school. These activities encourage friendly competition, teamwork, and skill development. Students will have the chance to showcase their abilities in culminating events such as tournaments or championships.

**Ballet Folklorico:** Ballet Folklorico is a traditional dance form that celebrates cultural heritage. Students will learn various dance routines, costumes, and music styles representing different regions or countries. They will work together to perfect their performances, culminating in cultural showcases or performances for the school community.

**Poetry and Prose:** Students will explore the world of poetry and prose, honing their writing skills and creative expression. They will engage in writing workshops, learn different writing techniques, and experiment with various literary forms. Culminating events like poetry slams or readings will provide students with a platform to share their work.

**Academic Competitions:** Students will participate in academic competitions such as math competitions, spelling bees, and science fairs. These events promote academic excellence, critical thinking, problem-solving, and teamwork. Students will have the opportunity to prepare and present their projects or compete against their peers.

**Speech and Debate:** Speech and debate activities enhance students' communication, critical thinking, and public speaking skills. They will learn to articulate their thoughts, construct persuasive arguments, and engage in respectful debates. Students may participate in inter-school or regional debate tournaments where they will present their arguments to an audience.

**Science Olympiad:** Science Olympiad offers students the chance to explore various scientific disciplines through hands-on experiments, research, and problem-solving challenges. They will

work collaboratively in teams to develop scientific skills and knowledge. Culminating events may include science exhibitions or competitions where students showcase their scientific projects.

**Spelling Bee:** Spelling bees provide opportunities for students to improve their spelling, vocabulary, and linguistic skills. They will learn word origins, and definitions, and practice spelling accuracy. Culminating events like school-wide spelling bees or district-level competitions allow students to demonstrate their mastery of language skills.

These planned program activities promote positive youth development by providing opportunities for students to develop physical, cognitive, social, and emotional skills. They encourage active engagement, collaboration, and meaningful learning experiences. The culminating products or events, such as performances, competitions, showcases, or exhibitions, offer students a chance to demonstrate their achievements and build confidence in their abilities. By engaging in hands-on, project-based learning, students gain practical skills and knowledge that they can apply in real-life situations, fostering a sense of accomplishment and empowerment.

Furthermore to these activities, the program incorporates field trips to enhance learning experiences. These field trips provide opportunities for students to apply their knowledge in real-world contexts and broaden their horizons. Furthermore, STEAM camps focusing on science, technology, engineering, arts, and math offer hands-on and project-based learning opportunities, fostering creativity, problem-solving skills, and critical thinking.

Through these diverse activities, the ELO-P program aims to provide positive youth development, allowing students to explore their interests, develop their talents, and acquire valuable skills. By promoting active learning, collaboration, and the creation of culminating products or events, students can showcase their achievements and develop a sense of pride in their work.

### **3 - Skills Building**

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

The program ensures that students have opportunities to experience skill building by incorporating the P21 Framework for 21st Century Learning and the Learning in Afterschool and Summer (LIAS) Project's core learning principles. The activities and clubs offered in the program are designed to develop specific 21st-century knowledge and skills. Here's an overview of the key subjects, themes, and skills addressed in each activity:

**Dance and Cheerleading:**

Global awareness and cultural understanding through the study of different dance styles.  
Health literacy and physical fitness through participation in cheerleading and dance routines.  
Creativity and teamwork by working collaboratively with others from diverse backgrounds.  
Inspiring and motivating others through positive role modeling.

#### Visual Arts and Fotokids:

Creative collaboration by working with others and generating original ideas.  
Innovation and using appropriate tools for media creation.  
Technology proficiency and effectively utilizing media creation tools.  
Goal setting and time management.

#### Believing in the College Dream:

Productivity and accountability in academic pursuits.  
Financial, economic, and business literacy.  
Exploring college and career options to increase college and career readiness.

#### SPARK and Sports Clubs:

Effective communication for various purposes.  
Collaboration and teamwork with diverse groups.  
Leveraging strengths within a team to achieve common goals.  
Acting responsibly for the benefit of the larger community.

#### Robotics Club:

Creativity and innovation in designing and building robotic projects.  
Critical thinking and problem-solving skills.  
Communication and collaboration within the team.  
Information and Communication Technologies (ICT) literacy.  
Flexibility, adaptability, and initiative.  
Productivity, accountability, and goal management.  
Leadership and responsibility.

These activities provide students with opportunities to develop skills such as creativity, critical thinking, communication, collaboration, technology literacy, and leadership. As the program evolves, the Site Lead and Leadership Team will continue to align new enrichment activities with the 21st-century skills framework and the LIAS core learning principles. By incorporating these frameworks, the program ensures that students have meaningful and skill-building experiences throughout their participation.

### **Explain how the planned program activities are based on the school and community needs for a before-school, after-school and/or supplemental programs**

The planned program activities are based on the identified needs of the school and community. Through various avenues of engagement such as Superintendent forums, LCAP input sessions, and community outreach, it has been established that there is a strong demand for before-school, after-school, and supplemental programming.

The needs assessment process revealed several key areas of focus. First and foremost, there is a need for a safe environment before and after school. Parents and community members expressed the importance of providing a structured and secure setting where students can engage in productive activities during these extended hours. This ensures that students are in a supportive environment and helps alleviate concerns regarding their safety and well-being.

Tutorial assistance emerged as another critical area of need. Students require academic support to thrive in their studies, and the program addresses this by offering tutorial assistance as part of its activities. By providing additional guidance and resources, students can receive help with their homework, reinforce lessons learned during the instructional day, and enhance their understanding of core subjects. This support aims to improve academic performance and boost student achievement.

The program also places a strong emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics) enrichment activities. These activities enable students to engage in hands-on learning experiences that foster creativity, critical thinking, problem-solving, and collaboration. By incorporating STEAM components, the program aligns with current educational priorities and prepares students for the demands of the modern workforce, where proficiency in these areas is highly valued.

Furthermore, the program recognizes the importance of college and career readiness. By offering opportunities for students to explore college options, learn about the steps required for admission, and engage with guest speakers from local colleges, the program helps students envision their future educational and career paths. By fostering a college and career-focused mindset, students can better understand the opportunities available to them and take proactive steps toward their long-term goals.

The program's commitment to addressing these identified needs extends beyond the regular school year. Through the summer supplemental program, the after-school program, and the Learning in Afterschool (LIA) initiatives, ongoing support is provided to students. By aligning with the core principles of LIAS, which emphasize active learning, collaboration, meaningful learning, mastery, and expanding horizons, the program aims to reduce the achievement gap and mitigate summer learning loss. This comprehensive approach ensures that students receive consistent support and opportunities for growth throughout the year.

In summary, the planned program activities are designed to meet the specific needs of the school and community. By providing a safe environment, tutorial assistance, STEAM enrichment, and college and career exploration, the program addresses the priorities expressed by stakeholders. Additionally, the program's alignment with the LIAS core principles and its commitment to continuous support contribute to the holistic development and success of the participating students.

#### **4 - Youth Voice and Leadership**

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

The program recognizes the importance of providing opportunities for students to engage in youth voice and leadership. Feedback from students is actively sought at various times throughout the year to ensure that their needs and interests are being met effectively.

The program utilizes different channels to collect feedback from students. Quarterly student input sessions are conducted on-site, providing a platform for students to express their thoughts, opinions, and suggestions directly to the program staff. Additionally, in January, a student and parent input session is held through surveys, allowing both students and their parents to provide valuable feedback on their experiences and the program's effectiveness. At the end of the year, a student and parent survey is administered to gather comprehensive feedback on various aspects of the program.

The collected feedback is carefully reviewed by the ELO-P lead team. The team analyzes the survey results and input session data to gain insights into the students' perspectives and identify areas for improvement or enhancement. The feedback is utilized to inform staff training for the summer program and to develop activities for the upcoming months and school year. By incorporating the students' input into program planning and decision-making, the program ensures that it remains responsive to their needs and interests.

Furthermore, the feedback received also plays a vital role in evaluating the program's overall effectiveness. The input from students, parents, and teachers is considered during December's administration and teacher data chat and input sessions. This data-driven approach enables the program to assess its impact, identify areas that may require adjustments or changes, and make informed decisions about program enhancements.

By actively seeking and valuing student feedback, the program fosters an environment that promotes youth voice and leadership. Students are given the opportunity to have their opinions heard, contribute to the program's development, and shape their own learning experiences. This approach empowers students, cultivates their leadership skills, and encourages them to take ownership of their educational journey within the program.

In summary, the program establishes multiple feedback channels to provide opportunities for students to engage in youth voice and leadership. Through input sessions and surveys conducted at different times of the year, students are encouraged to share their thoughts and suggestions. The feedback received is carefully reviewed, leading to program improvements, staff training, and enhanced activities. By actively involving students in the program's decision-making process, their voices are valued and their leadership skills are nurtured.

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

The program provides various opportunities for students to share their viewpoints, concerns, and interests, allowing them to have a direct impact on program practices, curricula, and policies. One important avenue for student involvement is the Student Leadership Group, which is formed at each participating site. This group consists of two students from each grade level (grade 3 and up) and represents the diversity of the school population. The members of the Student Leadership Group are selected by the Site Lead, considering referrals from instructional day teachers and staff, ELO-P program staff, and self-referrals.

The Student Leadership Group meets bi-weekly in a designated classroom on campus to discuss ongoing and emerging issues related to the program's design and implementation. They actively collect input from the participating student body through various methods. Quarterly surveys are conducted to gauge student preferences and interests regarding program activities. Additionally, evaluation feedback forms are used to assess the existing activities and services. The Student Leadership Group synthesizes the collected input and develops recommendations for new programs and services. These recommendations are then presented to the School Site Team for consideration.

When a high-interest activity or club is identified, ELO-P program staff distribute sign-up sheets to gauge student interest. Activities that receive interest from at least 20 students are further developed and implemented. At the end of each activity or session, students are given the opportunity to provide feedback through evaluation forms, allowing them to contribute to program improvement.

Apart from program practices, students are also involved in shaping program policies. At the beginning of each academic year and after the winter break, a meeting is facilitated by the Site Lead with all students in the program. During these meetings, program rules and norms are created or reviewed and revised collectively. These rules and norms are documented as "community agreements" that align with the instructional day policies. They are reviewed by the site School Site Team to ensure consistency and are signed by each student. This process follows the Positive Behavioral Interventions and Supports (PBIS) framework, which is practiced by all schools in the Cutler Orosi Joint Unified School District. PBIS is an evidence-based approach that promotes a positive school climate, reduces disciplinary incidents, and enhances academic outcomes.

By actively involving students in decision-making processes and policy development, the program fosters a sense of ownership and empowers students to contribute to the program's development. It creates a platform for students to share their viewpoints, concerns, and interests, ultimately shaping the program to better meet their needs and aspirations.

**Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership**

**skills by addressing real-world problems that they identify in their communities (e.g., service learning).**

In the ELO-P programs, students in lower grades have the opportunity to make choices regarding their participation in program activities. They are able to select from a menu of available enrichment activities based on their own interests and goals. The program is designed to be student-driven, and students in lower grades are encouraged to provide input on the program agenda through surveys and evaluations. They also contribute to the development of program rules and norms at the beginning of the year, fostering a sense of ownership and responsibility.

Students in higher grades actively exercise their leadership skills by addressing real-world problems in their communities through service learning. The program incorporates the "Every Monday Matters" curriculum, which engages students in age-appropriate topics and activities centered around self and social responsibility. Each week focuses on a specific theme that encourages students to think of themselves as both followers and leaders. Students are encouraged to be brave and take the lead in meaningful ways for themselves and those around them.

Participation in service learning is a significant component of the program. Students participate in Make A Difference Day, an annual event dedicated to community service. The School Site Team and Student Leadership Group collaborate to identify potential service learning opportunities, and each grade level votes to determine the project they would like to undertake. These projects aim to improve the local community and enhance community perceptions of schools and students. Examples include providing assistance and necessities to individuals without homes, engaging in graffiti removal and school beautification projects, and expressing gratitude to public safety officers through letters.

Additionally, middle school students at the El Monte Middle School ELO-P site participate in the Read to Lead program. This online reading platform combines literacy and leadership development in an immersive virtual workplace. Students are presented with real-life scenarios where they must make decisions and balance various responsibilities. They can assume roles such as a medical director at a family clinic, allowing them to practice leadership and decision-making skills in complex situations. The program provides a no-risk environment for students to gain experience and develop skills in leadership, responsibility, flexibility, productivity, social and cross-cultural skills, and initiative.

By providing opportunities for students to exercise choice, engage in service learning, and develop leadership skills, the program empowers students to become active participants in their own education and in making a positive impact on their communities.

## **5 - Healthy Choices and Behaviors**

*Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.*



In addition to the existing policies and practices described earlier, COJUSD's ELO-P program recognizes the importance of providing opportunities for students to engage in healthy choices and behaviors. As part of these efforts, the program has plans to build a fitness center for students to access where activities promoting health practices and good eating habits can take place. This fitness center will further support the program's goals of promoting physical fitness and healthy lifestyles among students.

By working closely with the district's Wellness Committee, the Recreation and Enrichment Coordinator, and Site Leads, the ELO-P program ensures that its policies and activities align with the district wellness plan. ELO-P staff receive professional development on promoting children's health and well-being, as well as supporting healthy eating habits and physical activity.

The program incorporates nutrition education into the curriculum, displaying health- and nutrition-related posters in dining areas to encourage healthy food choices. Marketing of unhealthy foods and beverages that do not meet wellness standards is prohibited on campus. Student vending machines meet all food and beverage standards set by state and federal regulations and are approved by the district's Food Services Director. COJUSD school campuses are designated as "chips, candy, gum, and sugary drink-free zones," promoting the consumption of nutritious foods.

The Student Leadership Group actively seeks student preferences in planning menus and snacks through surveys and taste tests. This ensures that student input is considered in determining the food offerings, promoting student engagement in healthy eating habits.

Physical activity is emphasized through programs that promote lifelong physical fitness, with a focus on recreational aerobic activities. All students participate in a minimum of one physical fitness activity at least two days per week, providing regular opportunities for physical activity and supporting students' overall health.

The participating schools in COJUSD serve a significant number of students who qualify for Free and Reduced Meals. The program actively participates in federal nutrition programs, such as National School Lunch, Breakfast, Supper, and Summer Feeding, to maximize students' consumption of nutritious foods. All food provided in the ELO-P program is sourced from the district's Food Services Department and meets state and federal standards. The program includes a hot "supper" to better meet the nutritional needs of ELO-P students and reduce the consumption of unhealthy junk food options.

By implementing these initiatives, including the planned fitness center, the ELO-P program ensures that students have opportunities to engage in healthy choices and behaviors. The program promotes nutritious meals and snacks, encourages physical activity, and supports the development of lifelong healthy habits among students.

**Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**

The ELO-P program incorporates healthy nutritional practices and research-based physical activities to promote the overall well-being of its students. Here's how the program achieves this:

**Physical Activities:** The program utilizes the SPARK K-12 curriculum, which offers a wide range of developmentally appropriate physical activities. These activities include cooperative and aerobic games, cultural dances, skill-building exercises, sports activities, jogging games, fitness circuits, and more. The curriculum aligns with California Physical Education Standards and is recognized as an evidence-based program by various government agencies, educational and health researchers, and private foundations.

**Nutrition Education:** The ELO-P implements a research-based nutrition education curriculum to promote healthy eating habits. It includes programs such as "Make Every Sip Count" from the Dairy Council of California, which educates students about the health impacts of sugary drinks and encourages them to choose healthier alternatives. Additionally, the program incorporates the "Choose MyPlate" curriculum from the United States Department of Agriculture (USDA), which teaches students ten strategies for building and maintaining a lifelong healthy eating style.

**Collaborative Partnerships:** The ELO-P program collaborates with several wellness organizations and community-based entities to ensure comprehensive health and wellness services for students and their families. These partnerships include

**Family Healthcare Network (FHCN):** FHCN operates a health and wellness center located between the communities of Cutler and Orosi. The center provides medical services, adult and children's dentistry, and pharmacy services. By working with FHCN, the program ensures access to essential healthcare services.

**Network for a Healthy California (NHC):** NHC, a project of the Tulare County Office of Education, participates in the CONNECT collaborative and supports healthy eating and physical exercise for students across Tulare County, including Cutler-Orosi. NHC programs involve various stakeholders, such as teachers, food service professionals, dietitians, school nurses, parents, administrators, community members, and students, to provide comprehensive health education.

**Family Education Center (FEC):** The district's FEC offers a range of services to Cutler-Orosi families, including mental health support, family advocacy, parent education, legal services, and basic needs assistance. The FEC also provides family health and wellness services, including health and nutritional education, preliminary health and developmental screenings, support for homeless families, and transportation for medical appointments. These services are widely publicized in the community and are accessible to the families of ELO-P students.

By incorporating these healthy nutritional practices, research-based physical activities, and partnering with wellness organizations, the ELO-P program aims to empower students with the knowledge and skills to make positive health choices. The program's collaborative efforts ensure a comprehensive approach to health and wellness for students and their families.

**Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.**

# Dinner

Snack 2022/2023  
Snack Cutler Orosi Unified School District

Mon	Tue	Wed	Thu	Fri
5/1/2023	5/2/2023	5/3/2023	5/4/2023	5/5/2023
Grains Rice Krispies Treat Milk Milk 1% 8oz	Grains Animal Cookie Cracker Fruit Juice Fruit Punch 100%	Grains Graham Chocolate Bear WG IV Milk Milk 1% 8oz	Grains Honey Graham Fruit Juice Apple Juice 100%	Grains Cracker Graham Vanilla Bear Milk Milk 1% 8oz
5/8/2023	5/9/2023	5/10/2023	5/11/2023	5/12/2023
Grains Apple Cinnamon Graham Bear Milk Milk 1% 8oz	Grains Cracker Cheezits WG Fruit Juice Apple Juice 100%	Grains Cracker Graham Vanilla Bear Milk Milk 1% 8oz	Grains Cracker Graham Scooby Cinnamon Stick Fruit Juice Orange Tangerine Juice	Grains Chocolate Graham Tiger Bites Milk Milk 1% 8oz
5/15/2023	5/16/2023	5/17/2023	5/18/2023	5/19/2023
Grains Animal Cookie Cracker Milk Milk 1% 8oz	Main Entree Mozzarella String Cheese Fruit Juice Fruit Punch 100%	Grains Graham Chocolate Bear WG IV Milk Milk 1% 8oz	Grains Cracker Graham Sports Bites Fruit Juice Apple Juice 100%	Grains Rice Krispies Treat Milk Milk 1% 8oz
5/22/2023	5/23/2023	5/24/2023	5/25/2023	5/26/2023
Grains Mini Chocolate Chip Cookie-Whole Grain Milk Milk 1% 8oz	Grains Animal Cookie Cracker Fruit Juice Fruit Punch 100%	Grains Cracker Cheezits WG Milk Milk 1% 8oz	Grains Honey Graham Fruit Juice Apple Juice 100%	Grains Apple Cinnamon Graham Bear Milk Milk 1% 8oz

Snack 2022/2023  
Snack Cutler Orosi Unified School District

Mon	Tue	Wed	Thu	Fri
5/1/2023	5/2/2023	5/3/2023	5/4/2023	5/5/2023
Grains Rice Krispies Treat Milk Milk 1% 8oz	Grains Animal Cookie Cracker Fruit Juice Fruit Punch 100%	Grains Graham Chocolate Bear WG IV Milk Milk 1% 8oz	Grains Honey Graham Fruit Juice Apple Juice 100%	Grains Cracker Graham Vanilla Bear Milk Milk 1% 8oz
5/8/2023	5/9/2023	5/10/2023	5/11/2023	5/12/2023
Grains Apple Cinnamon Graham Bear Milk Milk 1% 8oz	Grains Cracker Cheezits WG Fruit Juice Apple Juice 100%	Grains Cracker Graham Vanilla Bear Milk Milk 1% 8oz	Grains Cracker Graham Scooby Cinnamon Stick Fruit Juice Orange Tangerine Juice	Grains Chocolate Graham Tiger Bites Milk Milk 1% 8oz
5/15/2023	5/16/2023	5/17/2023	5/18/2023	5/19/2023
Grains Animal Cookie Cracker Milk Milk 1% 8oz	Main Entree Mozzarella String Cheese Fruit Juice Fruit Punch 100%	Grains Graham Chocolate Bear WG IV Milk Milk 1% 8oz	Grains Cracker Graham Sports Bites Fruit Juice Apple Juice 100%	Grains Rice Krispies Treat Milk Milk 1% 8oz
5/22/2023	5/23/2023	5/24/2023	5/25/2023	5/26/2023
Grains Mini Chocolate Chip Cookie-Whole Grain Milk Milk 1% 8oz	Grains Animal Cookie Cracker Fruit Juice Fruit Punch 100%	Grains Cracker Cheezits WG Milk Milk 1% 8oz	Grains Honey Graham Fruit Juice Apple Juice 100%	Grains Apple Cinnamon Graham Bear Milk Milk 1% 8oz

\* - denotes combined nutrient totals with either missing or incomplete nutrient data.

NOTICE: The data contained within this report and the NUTRIKIDS® Menu Planning and Nutritional Analysis software should not be used for and does not provide menu planning for a child with a medical condition or food allergy. Ingredients and menu items are subject to change or substitution without notice. Please consult a medical professional for assistance in planning for or treating medical conditions.

## **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.*

The ELO-P program is committed to providing access and opportunities for all students, including those with disabilities. Here's how the program ensures inclusion and supports students with disabilities:

**Inclusive Environment:** The ELO-P establishes policies and practices that promote diversity, equity, and inclusivity. The program values and respects students regardless of their physical abilities and ensures that all students have equal access to program activities and opportunities. The program embraces a culture of acceptance and encourages students to appreciate and understand the unique backgrounds and experiences of their peers.

**Student Input and Leadership:** The ELO-P actively involves students in the design and planning of the program through Student Leadership Groups. These groups are representative of the school community's demographics and provide a platform for students to voice their opinions, ideas, and concerns. Students with disabilities are encouraged to participate in these groups and contribute to shaping the program to meet their needs.

**Cultural Events and Celebrations:** The program recognizes and celebrates the diverse cultures and backgrounds of its students. Cultural events and celebrations are organized throughout the year, allowing students to share and appreciate each other's traditions. This provides an opportunity for students with disabilities to actively participate and contribute to the cultural experiences within the program.

**Diverse Staff Representation:** The program ensures that its staff members reflect the ethnic and socioeconomic diversity of the communities they serve. The paraprofessional staff includes individuals who have graduated from the same schools and represent the diversity of the community. This diverse representation promotes a welcoming and inclusive environment for students with disabilities.

**Staff Training and Professional Development:** The ELO-P provides ongoing professional development for its staff, including training on diversity, sensitivity, and cultural competence. Staff members are equipped with the knowledge and skills to support students from various backgrounds, including those with disabilities. This training fosters an understanding of the unique needs and challenges faced by students with disabilities and enables staff members to provide appropriate support and accommodations.

By fostering an inclusive environment, involving students in decision-making, celebrating diversity, promoting staff diversity, and providing training for staff, the ELO-P program ensures that students with disabilities have access to the same opportunities as their peers. The program

strives to create an environment where all students feel valued, included, and supported in their learning and personal development.

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

The ELO-P program is committed to reaching out and providing support to students with disabilities, English language learners (ELs), and other students who may face barriers to participating in the program. Here's how the program addresses the specific needs of these students:

**Students with Disabilities:**

**Collaboration with Special Services:** The ELO-P partners with the district's Department of Special Services to ensure that students with disabilities receive the necessary support. The program collaborates with case managers and special education teachers to review students' Individualized Education Plans (IEPs) or 504 plans and design appropriate support strategies or modifications for program activities.

**Inclusive Practices:** ELO-P staff members receive ongoing professional development to implement inclusive practices. They are trained to use inclusive language, seek input from students before providing assistance, and provide support tailored to each student's needs. The program ensures that there are no barriers to participation for students with disabilities.

**English Language Learners (ELs):**

**Academic Support:** The ELO-P offers academic support components that complement and extend instructional day activities. It incorporates project-based learning activities that are meaningful and provide authentic language use opportunities for ELs.

**Culturally and Linguistically Responsive Staff:** ELO-P sites make efforts to recruit staff and volunteers who share the cultural and linguistic backgrounds of ELs. Research has shown that this promotes positive impacts on attendance, academic achievement, and persistence. With approximately 75% of staff members being native Spanish speakers, the program can effectively communicate with Spanish-speaking parents and students.

**Outreach to Students with Potential Barriers:**

**Bilingual Outreach:** All program outreach materials and communications are provided in both Spanish and English to ensure effective communication with families who speak Spanish.

**Personalized Recommendations:** The ELO-P coordinator works closely with instructional day Learning Directors and administrators to identify students with potential barriers to participation. Personalized recommendations are made to target students or their parents/caregivers, highlighting the benefits of enrolling in the program.

Specialized Training: The program provides specialized training to staff members to meet the needs of individual students. This includes equipping staff with strategies and knowledge specific to supporting students with disabilities or other potential barriers.

By collaborating with Special Services, implementing inclusive practices, providing academic support, recruiting culturally and linguistically responsive staff, conducting bilingual outreach, making personalized recommendations, and offering specialized training, the ELO-P ensures that students with disabilities, ELs, and students facing potential barriers have equal access and support to fully participate in the program.

## **7 - Quality Staff**

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

The ELO-P program has a planned recruitment and hiring process in place to ensure that staff members are selected based on their experience, knowledge, and interests. Here is a description of the process:

Recruitment Efforts:

Outreach: The Recreation and Enrichment Coordinator will ensure that recruitment efforts include outreach to residents from school communities. Preference will be given to bilingual candidates who express an interest in pursuing a career in education.

College Campuses and Job Fairs: The program will recruit staff by participating in recruitment events at college campuses and local job fairs, where potential candidates can learn about the program and apply for positions.

Collaboration with Community Services: In partnership with Community Services and Employment Training (CSET), the local workforce investment board, will be established to recruit local applicants who may be interested in working for the program.

Job Postings: All job openings will be posted on EDJOIN, a popular online platform for educational job listings, to reach a broader audience.

Staff Qualifications and Preferences:

Paraprofessionals and Credentialed Teachers: The program will primarily staff paraprofessionals and credentialed teachers who meet the qualifications outlined in the Every Student Succeeds Act (ESSA). These staff members will support academic alignment throughout the program.

Priority Consideration: Graduates from the Education Pathway at Orosi High School will be given priority consideration for employment, recognizing the value of nurturing local talent and supporting career pathways for students.

Hiring Process:

Application Submission: Interested candidates will submit an application to the school Principal and the district's Recreation and Enrichment Coordinator or other administration.

Interview: Candidates will participate in an interview conducted by the Recreation and Enrichment Coordinator or other administration and the Site Lead. The interview will assess how the candidate's experience, knowledge, and interests align with the program's needs.

Reference Checks: Reference checks will be conducted to gather information about the candidate's past performance and suitability for the position.

Approval Process: A recommendation for hiring will be made to the school Principal and the School Board. The Principal and School Board will review the recommendation and make the final approval for hiring.

Additional Requirements:

Background Checks: All employees and volunteers will undergo a Department of Justice employee background check to ensure their suitability to work with students.

Health Tests: Candidates will be required to complete a tuberculosis (TB) test to ensure the health and safety of students and staff.

By following this recruitment and hiring process, considering candidates' experience, knowledge, and interests, and conducting necessary background checks and health tests, the ELO-P program aims to attract and select staff members who are well-suited to meet the needs of the program and provide quality support and education to the participating students.

**Describe the type and schedule for the continuous professional development that will be provided to staff.**

The ELO-P program provides continuous professional development opportunities for staff to enhance their skills and knowledge. Here is a description of the type and schedule of the professional development provided:

CalSAC Collaboration eLearning Environment:

Staff Training: The program utilizes the CalSAC Collaboration eLearning Environment for staff training. Staff members complete eight modules per year, earning certificates supported by the National Afterschool Association and Child Care Aware of America. These modules cover various topics relevant to after-school programming.

Ongoing Support: The Recreation and Enrichment Coordinator, Site Lead, and Assistant Site Lead provide on-the-job coaching to support staff with activity development and implementation.

On-boarding and Orientation:

Health and Safety Training: All new ELO-P staff members complete district-required online health and safety modules. This ensures that they are equipped with the necessary knowledge to maintain a safe environment for students.

CalSAC eLearning Modules: New staff members also complete specific CalSAC eLearning modules, including Developmental Trends 101, Building Relationships with Children and Youth, and Integrating Academics and Enrichment.



**Job Shadowing:** New staff members participate in a one-week job shadowing experience with an experienced staff member to gain practical insights into program operations.

**Paraprofessional Staff Training:**

**Health and Safety:** ELO-P paraprofessional staff receive the same health and safety training as regular school-day paraprofessional staff. This training is provided online and completed at the beginning of the school year.

**CPR Certification:** Site Leads, Assistant Site Leads, and other staff members receive CPR certification to ensure preparedness for emergencies.

**Health-Related Needs:** Staff receives annual training on administering epi-pens and addressing other health-related needs that may arise in the program.

**Positive Behavioral Interventions and Supports:** Staff members receive training on behavior management practices aligned with the school day through Positive Behavioral Interventions and Support training.

**Evaluation and Ongoing Feedback:**

**Formal Evaluation:** Site Leads assess each team member using a formal evaluation form, covering areas such as learning goals, classroom management, student engagement, curriculum, safety, and student feedback.

**Program Evaluation:** Classes and activities are evaluated at least once during each six-week rotation period, providing feedback for continuous quality improvement.

**Professional Development Selection:** After evaluating staff, the Site Lead collaborates with the team to select professional development topics, develop a schedule, and identify individuals with expertise in target areas.

**Professional Development Days and Monthly Staff Meetings:**

**Workshops:** Professional development days in August, January, and June are dedicated to workshops covering topics such as Quality Standards for Expanded Learning Programs, Learning in Afterschool and Summer Principles, positive youth development, and the design of enrichment activities.

**Special Trainings/Conferences:** Staff members have the opportunity to attend special training and conferences, including the Site Lead Academy, regional conferences, and the BOOST conference.

**Monthly Staff Meetings:** Monthly staff meetings include short training on various topics, such as aligning expanded learning programs with the instructional day, assessing staff and activities, providing feedback, and cultivating community partnerships.

By providing ongoing professional development opportunities, the program ensures that staff members have the necessary skills and knowledge to deliver high-quality enrichment activities,

maintain a safe environment, and support the holistic development of the participating students.

**Provide a description of the services provided by sub-contractors, if applicable. An organization chart is recommended.**

In the ASES grants implementation within the Cutler-Orosi Joint Unified School District, the LEA (Local Education Agency) holds the responsibility for various aspects, including budgetary requirements, staffing, and overall coordination. The key personnel involved in the implementation are the Recreation and Enrichment Coordinator and the Director of Curriculum and Instruction.

Regarding staffing, the LEA is responsible for hiring, training, and supervising all Recreation and Enrichment Aides, Assistant Leads, and Leads. These staff members play a crucial role in delivering the ASES program and supporting the students.

In partnership with Big Brother Big Sister (BBBS) of Central California, the LEA collaborates to provide mentoring and STEM activities to students. The partnership is formalized through a Memorandum of Understanding (MOU). Here is an overview of BBBS's role as described in the MOU:

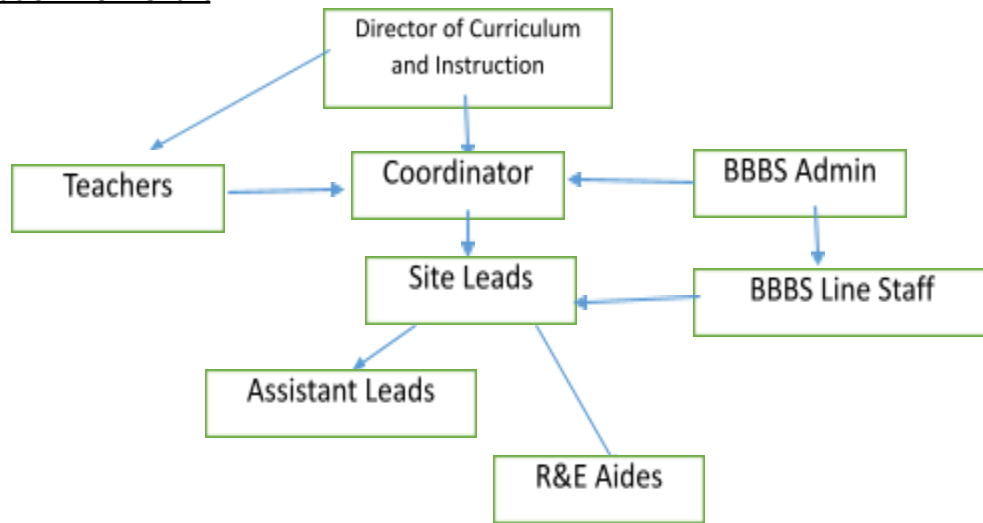
**Recruitment:** BBBS takes charge of recruiting high school mentors, referred to as "Bigs," for the program's participants, known as "Littles." They undertake the screening of applicants and enrollment of mentors. Additionally, BBBS collects the necessary paperwork and permissions from parents and the school.

**Training:** BBBS provides training to high school mentors, equipping them with mentoring skills and STEM curriculum knowledge. This training ensures that the mentors are well-prepared to support and engage with the students effectively.

**Programming:** BBBS assigns a program leader to oversee the on-site program's operations. This program leader serves as a point of contact for BBBS administration and the English Language Development (ELD) Coordinator within the LEA. They are responsible for ensuring the smooth implementation of the program, coordinating activities, and maintaining communication between BBBS and the LEA.

By partnering with BBBS, the LEA enhances the ASES program by incorporating mentoring and STEM activities, providing valuable support and guidance to the participating students. This collaboration broadens the scope of the program and enriches the experiences and opportunities available to the students within the Cutler-Orosi Joint Unified School District

### ASES Organization Flow Chart



## **8 - Clear Vision, Mission, and Purpose**

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

The comprehensive needs assessment conducted by COJUSD and the participating schools involved gathering data from various sources to determine the specific needs of the community. Here is a summary of the information gathered:

Data Sources:

CDE DataQuest: Data from this source provides insights into various educational indicators and performance metrics.

California Healthy Kids Surveys (CHKS): The CHKS data offers information related to students' health, safety, and well-being.

U.S. Census Bureau and American Community Survey: These sources provide demographic information about the community.

School Accountability Report Card (SARC) and Single Plan for Student Achievement (SPSA): The SARC and SPSA documents offer detailed information about each school's performance, goals, and improvement plans.

Student, teacher, and parent surveys: Surveys were conducted to gather feedback and perspectives from different stakeholders.

Superintendent Chats: These annual sessions held at each school site in both English and Spanish allowed for real-time information gathering and discussions.

Key Needs Identified:

Safe After-School Environment: The Healthy Kids Survey and Superintendent Chats revealed that students expressed a need for a safe place to be during after-school hours.

Homework Help: Feedback from parent and student surveys indicated a need for after-school homework assistance.

Mentoring and Support: The Healthy Kids Survey highlighted the importance of having strong mentoring figures during after-school and summer hours.

Academic Support: Data from CDE DataQuest indicated a need for assistance with core academic subjects.

By analyzing and synthesizing the data from these sources, COJUSD and the participating schools were able to identify the specific needs of the community. This information serves as a foundation for designing and implementing the Expanded Learning Opportunities Program (ELO-P) to address the identified needs effectively.

School Site	Total Number of students	FRPM %	ELL %	CAASP ELA%	CAASP Math
Cutler	621	96%	55.9%	34%	26%
Golden Valley	678	92.3%	42.5%	28%	27%
Palm	542	93.5%	50.6%	45%	38%
El Monte	937	95.1%	30.1%	39%	19%

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

Goal 1. Need to improve student academic achievement in core academic area

Program Goal 1: Improve student academic achievement in core academic areas.

Evaluation Process:

Student benchmark assessments in English Language Arts and Math will be conducted to assess students' academic needs and growth. Teacher input will be gathered to determine student success and progress. Progress in specific academic programs like Lexia and Zearn will be tracked to measure academic growth.

Program Goal 2: Provide homework assistance after school.

Evaluation Process:

Daily homework logs will be used to track students' progress and completion of homework assignments. Teacher feedback will be collected to assess the effectiveness of the homework assistance provided. Academic grades will be monitored to determine the impact of the homework intervention.

Program Goal 3: Provide a safe and supportive environment for students to build academic, leadership, and social-emotional skills, and improve their physical health and well-being.

## Evaluation Process:

Surveys will be conducted with parents, students, and daytime staff to gather feedback on the program's impact on creating a safe and supportive environment.

Tracking of social-emotional and behavioral aspects through counseling notes will provide insights into students' wellbeing.

Student attendance will be monitored as increased attendance indicates a sense of belonging and positive relationships with staff.

The evaluation process for each program goal involves a combination of quantitative and qualitative data collection methods. These methods will help assess the effectiveness of the program in achieving its goals and provide valuable feedback for continuous improvement.

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

The program has engaged and will continue to engage stakeholders in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community. Here's how different stakeholders have been or will be involved:

**Principals, Instructional Day Teachers, and Other Instructional Day Staff:** The Recreation and Enrichment Coordinator, along with district management including principals, learning directors, directors, lead teachers, and the superintendent, meet at the end of each school year to discuss the district's mission for the upcoming year. This discussion provides an opportunity to align the ELO-P program with the district's goals and make any necessary updates or revisions.

**Families and Students:** Surveys are conducted to gather feedback from families and students. These surveys allow stakeholders to provide input on the program's mission, vision, goals, and expected outcomes. By incorporating their perspectives, the program ensures that it addresses the needs and aspirations of the community it serves.

**Program Staff:** The ELO-P staff actively participates in monthly meetings and additional training in January, June, and August. These meetings serve as platforms for discussion, collaboration, and professional development. During the August training, the program plan is reviewed, and any updates or modifications are made to align with the program's mission and goals.

**Community Members and Partners:** Regular monthly CONNECT meetings are conducted to update and engage external stakeholders, including community members and partners. These meetings provide an opportunity to present the ELO-P program annually and receive valuable feedback from the CONNECT members. This collaborative engagement helps build partnerships and leverage community resources to support the program's mission and goals.

Through these ongoing interactions and feedback channels, the program ensures that stakeholders are actively involved in shaping the program's direction and aligning it with the needs and priorities of the specific community. By incorporating diverse perspectives and fostering collaboration, the program strives to create a shared vision and goals that reflect the aspirations of all stakeholders.

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

The program's Continuous Quality Improvement (CQI) plan focuses on collaborative partnerships and regular communication with stakeholders to ensure the program's effectiveness and address any necessary improvements. Here is an overview of the program's CQI plan:

**Collaboration with School Administration and Learning Directors:** The ELO-P Recreation and Enrichment Coordinator and ELO-P administration work closely with the administration of all school sites in the grant, as well as the school site Learning Directors. This collaboration allows for input from key educational leaders in shaping the program's mission, vision, goals, and curriculum. Through regular meetings, they discuss recruitment strategies, curriculum implementation, and any necessary adjustments to align with the daytime educational goals.

**Involvement of Curriculum, Instruction, and Professional Development Director:** The program engages the Curriculum, Instruction, and Professional Development Director to provide guidance and support in implementing curriculum and instructional practices. This director plays a crucial role in ensuring that the curriculum aligns with educational standards and best practices. They also provide professional development opportunities for program staff to enhance their skills and effectiveness.

**Partnership Meetings with External Organizations:** The program coordinator actively engages in meetings with external organizations such as Big Brother Big Sister (BBBS), CSET, Girl Scouts, and Orosi High School College and Career Department. These meetings serve as a platform to discuss partnership objectives, program outcomes, and resource needs. It allows for collaboration in addressing the needs of the students and leveraging the expertise and resources of these organizations.

**Annual Presentation during CONNECT Meeting:** At the beginning of each school year, the ELO-P program presents its goals, mission, and vision to the collaborative community partners during the CONNECT meeting. This presentation provides an opportunity to gather feedback,

suggestions, and input from stakeholders. It also helps in establishing new collaborative partnerships based on the program's needs and goals.

By fostering collaboration, seeking input from stakeholders, and regularly reviewing and updating program components, the Continuous Quality Improvement plan ensures that the ELO-P program remains responsive to the needs of the community and maintains high standards of quality in its implementation.

**List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.)**

<b>Collaborative Partner</b>	<b>MOU/In-kind</b>	<b>Services</b>
<b>Big Brother Big Sister</b>	<b>MOU</b>	<b>Provide Social Emotional Support for students, Mentoring program. Provide Mentoring training to high School Mentors</b>
<b>Family Resource Center</b>	<b>In Kind</b>	<b>Provides a holistic approach to student care. Social, emotional, and parent support. Referral Program. Family Lit, ESL, Domestic Violence, and other family support to ELO-P students and family</b>
<b>ERC</b>	<b>MOU</b>	<b>ERC is the outside evaluator for the Program and the attendance tracker provider. Responsible for the reporting and program evaluation for the ASES program.</b>
<b>Growth Point</b>	<b>MOU</b>	<b>GrowthPoint Technologies (GPT) will provide Essential STEAM Skills, Minecraft and Retro GameDevelopment class for English Learners and other interested students at COJUSD K-8. GPT will provide trained instructors, robotic kits, and laptops for students to participate. Each class will engage students through challenging learning activities to think critically and solve complex problems.</b>
<b>Ballet Folklórico Del Lago</b>	<b>MOU</b>	<b>Ballet Folklórico Del Lago is a youth Mexican folkloric program that provides students an opportunity to learn Mexican cultural performing arts. The program will provide an introduction to Mexican folkloric performing arts. Lessons will be</b>

		<b>held on folklórico performing arts including folklórico regional attire, folklórico dance styles, folklórico music as well as introductory folklórico dance instruction.</b>
<b>Leaders and Lures</b>	<b>In Kind</b>	<b>Leaders and Lures strive to give back to families and communities in need by hosting events led by Leaders, and future Leaders, in the community. Leaders and Lures is a 501(c)(3) non-profit organization founded by Dylan Lee who believes one of the best ways to lead is through positive action. Hosting a fundamental baseball and softball camp.</b>
<b>Wonder Valley</b>	<b>MOU</b>	<b>COJUSD student in K- 8 explored and learn biological sciences provided by Wonder Valley Staff and classic outdoor education topics like orienteering. Wonder Valley offers our COJUSD students courses and activities for any grade level, that fit the needs for our intersessional STEAM camps. and is aligned to COJUSD learning experiences that meet the requirements of the California State and Next Generation Science Standards.</b>

Collaborative Partner: Big Brother Big Sister (BBBS)

MOU/In-kind: Memorandum of Understanding (MOU)

Services: BBBS collaborates with the ELO-P program to provide social-emotional support for students. They offer a mentoring program where high school mentors (Bigs) are matched with younger students (Littles) to provide guidance and support. BBBS also provides mentoring training to the high school mentors, ensuring they are equipped with the necessary skills to establish effective mentoring relationships with the students.

Collaborative Partner: Family Resource Center

In-kind: Provides in-kind services

Services: The Family Resource Center contributes to the program by offering a holistic approach to student care. They provide social and emotional support to ELO-P students and their families, addressing various needs such as parent support, referral programs, and resources related to family literacy, English as a Second Language (ESL), and domestic violence support. Their involvement helps create a supportive environment for students and their families within the program.



Collaborative Partner: ERC (External Evaluator and Attendance Tracker Provider)

MOU: Memorandum of Understanding (MOU)

Services: ERC serves as the external evaluator for the ELO-P program. They are responsible for evaluating the program's effectiveness and ensuring compliance with grant requirements. Additionally, ERC provides the attendance tracking system for the ASES program, ensuring accurate attendance records are maintained. Their role is essential in assessing the program's impact and facilitating program reporting and evaluation.

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

In addition to the existing partnerships, the ELO-P program can benefit from collaboration with various organizations and entities. Here are potential collaboration opportunities and efforts to include them:

**Local Businesses and Industries:** Partnering with local businesses and industries can provide valuable resources, mentorship opportunities, and career exploration for ELO-P students. Efforts can be made to establish connections with businesses in the community, invite guest speakers, arrange field trips, and create work-based learning experiences to expose students to different career paths.

**Community Organizations:** Collaborating with community organizations such as youth centers, sports clubs, arts and cultural organizations, and local nonprofits can offer additional enrichment opportunities for ELO-P students. By connecting with these organizations, the program can provide students with a wide range of extracurricular activities, including sports, arts, music, and community service.

**Higher Education Institutions:** Engaging with nearby colleges and universities can be beneficial for ELO-P students, particularly in terms of college and career readiness. Partnerships with higher education institutions can involve college visits, mentorship programs, academic support services, and access to college resources and scholarships. Efforts can be made to establish connections with relevant departments and programs within these institutions.

**Parent and Family Engagement:** Collaborating with parents and families is crucial for the success of the program. The ELO-P can involve parents in decision-making processes, seek their input through surveys or focus groups, and provide workshops and resources to support them in their role as partners in their child's education. Regular communication channels, such as newsletters or parent-teacher meetings, can be established to keep parents informed and involved.

Efforts to include these potential collaborations can be made through proactive outreach, attending community meetings and events, establishing Memorandums of Understanding

(MOUs) or partnership agreements, and leveraging existing connections within the community. The ELO-P program can also explore opportunities for joint funding applications, shared resources, and joint programming initiatives to strengthen the partnerships and maximize their impact on student success.

## **10 - Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement plan.*

The ELO-P program has a comprehensive Continuous Quality Improvement plan in place. Here are the key components:

**Student Success Measures:** The program focuses on several quantitative measures of student success aligned with the district and school goals. These measures include instructional day attendance, standardized test scores (CAASPP) in English-Language Arts and Math, English Language Proficiency Assessment scores (ELO-PAC) for English Learners, redesignation rates of English Learners as Fluent English Proficient, and physical fitness data measured by California Fitnessgram.

**External Evaluator:** The program contracts with Educational Resource Consultants (ERC), an external evaluator with extensive experience in evaluating expanded-learning programs. ERC's evaluation staff includes experts in educational research, statistical analysis, and database management. They work closely with COJUSD administrators, school administrators, and Site Leads to customize the data collection and evaluation plan.

**Data Collection and Evaluation Plan:** ERC collaborates with district personnel and designated IT staff to collect and compile the required data for evaluation. They utilize the After School Manager, a customized software solution designed to meet state and federal reporting requirements and support local evaluation efforts. The data collection plan is tailored to align with both instructional day and after school program goals.

**Annual After School Report Cards:** ERC provides annual After School Report Cards that assess the impact of the program on quantitative student success measures. The report cards include trend analyses using descriptive data, examining the relationship between program attendance level and each school outcome measure. They compare the outcomes for non-, low-, medium-, and high-attenders, and analyze both one-year and longitudinal trends. The detailed, quantitative reports allow for comparison of outcomes between program sites to identify the most effective programs.

**Stakeholder Engagement:** The ELO-P program reviews the After School Report Cards with all stakeholders on a yearly basis. This includes the Principals Round Table at the district-level meeting with the Superintendent, School Site Principals, and relevant directors. The report cards are used to assess goals and outcomes alongside the daytime goals, facilitating discussions and collaboration among stakeholders to identify areas for improvement and make data-driven decisions.

Overall, the Continuous Quality Improvement plan ensures ongoing evaluation, data analysis, and stakeholder engagement to monitor the program's effectiveness, identify areas for improvement, and make informed decisions to enhance student success in alignment with the district's goals.

**Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web Page at(<http://www.cde.ca.gov/ls/ba/as/documents/qualstandexplern.pdf>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.**

The ELO-P program utilizes a data-driven Continuous Quality Improvement (CQI) process based on the Quality Standards for Expanded Learning in California. The process includes several methods and frequency of assessment, timelines, roles of staff and stakeholders, and how the assessment results contribute to program refinement and improvement. Here are the details:

**Guided Site Lead Self-Reflection:** Each semester, Site Leads engage in a guided self-reflection process facilitated by the district liaison. They use ERC's Quality Standards Assessment Rubric, developed by an external evaluator, to rate programs on selected elements of the 12 Quality Standards. The rubric employs a three-point scale (not present, somewhat present, or present) for rating each element. Through guided reflection and discussion, Site Leads reach a consensus on the ratings, and notes are recorded to provide supporting rationale or evidence.

**Activity Observations:** Once per semester, the Recreation and Enrichment Coordinator conducts formal observations of ELO-P activities at each program site. The After School Activity Observation Form, developed by the external evaluator, is used to record observation data. This form guides the observer to rate activities based on elements aligned with the five LIAS Principles: active learning, collaborative learning, meaningful learning, mastery support, and expanding horizons. Each element is rated on a three-point scale (not evident, somewhat evident, or evident/implicit).

**Attendance Monitoring:** Site Leads are responsible for entering and monitoring program attendance data on a daily basis using ERC's After School Manager, an attendance tracking software. Real-time reports generated by the After School Manager provide key attendance metrics such as average daily attendance (ADA) required based on grant funding, actual ADA, ADA needed to meet the target and earn full grant funds, the average number of days and weeks attended per student within the year, average number of days per week attended per student, and the total number of students served.

The timelines and roles in the CQI process are as follows:

Ongoing: The Recreation and Enrichment Coordinator and Site Leads continuously monitor attendance data using the After School Manager to ensure program compliance with attendance targets. Corrective action is recommended for programs not meeting the targets.

August: The Recreation and Enrichment Coordinator and external evaluator present the program evaluation plan, including the CQI process and socio-emotional measures, to Site Leads.

September to November: The Recreation and Enrichment Coordinator collects program quality data through guided self-reflections with Site Leads and activity observations. This data is submitted to ERC.

December: ERC analyzes and summarizes the fall program quality data for the Recreation and Enrichment Coordinator and Site Leads.

January: ERC presents county-level program quality trends to Site Leads, highlighting strengths and areas for improvement.

January to February: The Recreation and Enrichment Coordinator collaborates with Site Leads to develop site-level CQI plans. These plans identify areas for improvement, specific actions, responsible individuals, and completion dates.

March to May: The Recreation and Enrichment Coordinator follows up with Site Leads on the progress of CQI action plans, facilitates a second round of guided self-reflections, and conducts additional activity observations. This data is submitted to ERC.

June: ERC analyzes and summarizes the spring program quality data and presents county-level trends to Site Leads, emphasizing strengths and recommendations for improvement.

September: ERC presents the previous year's evaluation results on student success measures to Site Leads, including site-, district-, and county-level report cards.

The assessment results obtained from guided self-reflections, activity observations, and attendance monitoring contribute to program refinement and improvement in the following ways:

**Program Quality Reports:** The Recreation and Enrichment Coordinator and ERC evaluator develop Program Quality Reports and CQI plans for each program site. These reports rate programs on the 12 Quality Standards, provide narrative feedback on strengths and weaknesses, and identify areas for improvement.

**Refining Program Practices:** The CQI plans in the Program Quality Reports guide Site Leads and staff in implementing action steps to improve program quality. The plans include specific recommendations and timelines to address identified areas for improvement.

**Stakeholder Engagement:** Evaluation findings and recommendations are communicated to Site Leads, school/district administrators, and stakeholders. Monthly meetings are held with Site Leads to discuss evaluation findings and progress on action steps. Quarterly meetings engage school-community stakeholders in data-driven CQI discussions.

**Data-Informed Decision-Making:** The assessment results inform decision-making processes related to program modifications, resource allocation, and professional development opportunities. The data help identify effective practices, areas needing improvement, and strategies to enhance program quality and student outcomes.

By engaging in a data-driven CQI process, the ELO-P program ensures ongoing assessment, planning, and improvement based on the Quality Standards for Expanded Learning in California. The involvement of staff and stakeholders, along with the utilization of various assessment methods, allows for a comprehensive understanding of program quality and targeted efforts to refine and strengthen the program over time.

The annual timeline for the Continuous Quality Improvement (CQI) cycle in the ELO-P program is as follows:

**Ongoing:** The Recreation and Enrichment Coordinator and Site Leads monitor attendance data using the After School Manager to ensure programs meet or exceed attendance targets. Corrective action is recommended if targets are not met.

**August:** The Recreation and Enrichment Coordinator and external evaluator present the program evaluation plan, including the CQI process and socio-emotional measures, to the Site Leads during a meeting.

**September - November:** The Recreation and Enrichment Coordinator collects program quality data by conducting guided self-reflections with Site Leads and performing activity observations. The collected data is submitted to ERC.

**December:** ERC analyzes and summarizes the program quality data from the fall semester for the Recreation and Enrichment Coordinator and Site Leads.

**January:** ERC presents county-level trends in program quality to the Site Leads, emphasizing strengths and recommending areas for improvement based on the analyzed data.

**January - February:** The Recreation and Enrichment Coordinator collaborates with Site Leads to develop site-level CQI plans. These plans identify at least one quality standard for improvement, specify areas within the standard that need improvement, outline tangible action steps, assign responsible individuals, and set completion dates.

**March - May:** The Recreation and Enrichment Coordinator follows up with Site Leads on the progress of CQI action plans. This includes facilitating a second round of guided

self-reflections, conducting additional activity observations, and collecting data. The data is then submitted to ERC.

June: ERC analyzes and summarizes the program quality data from the spring semester and presents county-level trends to the Site Leads, highlighting strengths and recommending areas for improvement.

September: An ERC evaluator presents evaluation results from the previous year related to student success measures, including site-, district-, and county-level report cards.

ERC submits an annual overall After School Program Quality Report to the Recreation and Enrichment Coordinator. This report summarizes the results from guided self-reflections and activity observations, providing site-level ratings to determine the degree of implementation of the Quality Standards. The report includes commendations and recommendations for improvement. It is shared with Site Leads and site-level staff to inform program modifications prior to the next school year.

Through this annual timeline, the program ensures a comprehensive and structured approach to continuous quality improvement, incorporating regular data collection, analysis, feedback, and action planning at both the site and program levels.

In addition to the After School Program Quality Report, ERC will submit an annual Socio-Emotional Learning Study. This study will provide site-, district-, and county-level results from the socio-emotional survey conducted as part of the evaluation process. These findings will be used to inform staff training and development initiatives focused on enhancing socio-emotional skill development within the program.

On an ongoing basis, ERC will communicate site-specific evaluation findings to the Recreation and Enrichment Coordinator, Site Leads, and school/district administrators. These reports will serve as a means of sharing important evaluation data and insights with key stakeholders.

Administrators at the school and district level will utilize the evaluation reports to engage school stakeholders in site-level continuous quality improvement efforts. The findings will inform discussions and decision-making processes related to program enhancements and refinements.

The Recreation and Enrichment Coordinator will regularly discuss evaluation findings and recommendations for improvement during monthly meetings with the Site Leads. These meetings will provide an opportunity to review evaluation reports, CQI plans, and progress made on action steps. The Recreation and Enrichment Coordinator will use this platform to keep the Site Leads informed and engaged in the program's evaluation and improvement processes.

Site Leads will hold monthly meetings with Principals, district administrators, and site-level staff to review evaluation findings, CQI plans, and the progress made on the identified action steps.

These meetings will serve as a forum for discussing the evaluation results in detail, sharing insights, and collectively strategizing ways to improve program quality.

Furthermore, Site Leads will hold quarterly meetings with all school-community stakeholders, including school/district administrators, teachers/staff, parents, students, and representatives from community partners. During these meetings, the Site Leads will present key evaluation findings, fostering a data-driven approach to continuous quality improvement. The stakeholders will be actively engaged in discussions to analyze the data, identify areas for improvement, and collaborate on refining the program based on the evaluation insights.

By involving various stakeholders in data-driven discussions and providing regular updates on evaluation findings, the program ensures a collaborative approach to continuous quality improvement, promoting transparency, accountability, and the active involvement of all parties invested in the success of the ELO-P.

## **11- Program Management**

*Describe the plan for program management.*

The ELO-Ps prioritize engagement with site-level leaders, parents, students, and other stakeholders to collaboratively design and implement the program's vision, mission, and goals for each school. This includes involving stakeholders in the budgeting process to ensure transparency and accountability. The ELO-P's administration ensures that each program site has appropriate insurance coverage to protect staff, administrators, volunteers, students, and parents. Funding requests are specifically related to the ELO-P and are designed to be cost-effective.

The Director of Curriculum, Instruction, and Professional Learning takes on the responsibility of overseeing the implementation and budgets of the Expanded Learning Opportunity Program. This role ensures the alignment of the program with the district's mission and graduation outcomes. The Director also oversees the coordination of training opportunities, monitors subcontracts, ensures budget documentation, and ensures compliance with grant requirements.

The Recreation and Enrichment Coordinator, along with other administrators, serves as a liaison between the COJUSD (Central Oakdale Joint Unified School District) and community partners, as well as instructional day administrators. They are responsible for overseeing the overall work of the ELP, coordinating training, ensuring budget documentation, including line item expenses and revenue sources, and ensuring compliance with grant requirements.

Site Leads and Assistant Site Leads have the responsibility of managing the day-to-day operations of their respective program sites. They coordinate and deliver academic and enrichment services, ensuring smooth implementation and coordination of activities.

Recreation and Enrichment Aides, including credentialed teachers and paraprofessionals, are hired either by the school or through contracted Community-Based Organizations (CBOs). Their role is to facilitate academic and enrichment activities and clubs, providing support and instruction to the students.

Books and supplies, both in physical and digital formats, are made available to support instructional needs and ensure the successful implementation of enrichment activities.

Service Provider Contracts are established between the COJUSD and community-based organizations to administer grants, provide technical assistance, and oversee the implementation of the ELO-P or specific enrichment components. These contracts ensure the effective delivery of services and adherence to program requirements.

By involving a range of stakeholders and utilizing dedicated staff members, the ELO-P aims to create a comprehensive and well-coordinated program that aligns with the district's mission and goals while providing quality academic and enrichment opportunities for students.

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

The program's organizational structure and staff roles in the ELO-Ps are as follows:

Recreation and Enrichment Coordinator/other administration:

Reports to COJUSD's Director of Curriculum, Instruction, and Professional Learning.  
Coordinates departments within COJUSD for grant and fiscal management services.  
Provides professional development for Site Leads. Offers technical assistance through site visits and consultations. Ensures compliance with grant requirements and regulatory guidelines.  
Facilitates program evaluation and coordinates district-level coordination.  
Secures funding through grants and cultivates community partnerships.  
Establishes and oversees communication with parents through various channels.  
Facilitates needs assessments and planning meetings with stakeholders.  
Site Leads:

Report to COJUSD's Recreation and Enrichment Coordinator and their school's Principal.  
Manage daily operations of the ELO-P at their respective sites.  
Ensure program and service delivery, staff training, facilities management, and community relations. Oversee a broad range of programs, including education, special education, social recreation, enrichment activities, and physical education.

Train and coach staff on district and school policies and procedures.  
Create and maintain a safe and positive environment for youth development.  
Coordinate meetings with program staff and stakeholders to plan and review activities.  
Align program activities with the program's mission and instructional day priorities.



#### Assistant Site Lead:

Assists the Site Lead in directing ELO-P activities, including education, special education, social recreation, arts and crafts, and physical education.

Supports the Site Lead in program management and engages with students.

#### School Principals:

Serve as educational leaders for both the instructional day and the extended learning program.

Collaborate closely with Site Leads on program design and implementation.

Ensure alignment of policies and procedures between the instructional day and the ELO-P.

Support Site Leads in marketing the program and encouraging teacher participation.

#### Certificated Teachers:

Serve in the program based on their interest and availability.

Provide academic assistance and support to students.

English Language Development (ELD) teachers provide targeted support to English Learners.

Special education teachers provide targeted support to students with special needs, if necessary.

#### Volunteers:

Report to the Site Lead during program hours.

Assist staff with academic support and enrichment activities.

Include high school students, CBO partner staff, community partners, and parent volunteers.

Volunteers must complete an application, pass a background check, and meet fingerprinting requirements.

#### Communication and Meetings:

COJUSD and partner districts maintain well-defined channels of communication.

COJUSD's ELO-P Leadership Team meets bi-annually to review program implementation, identify areas for improvement, and make decisions for continuous quality improvement.

Site Leads convene quarterly meetings of the School Site Team, which includes various stakeholders such as the Recreation and Enrichment Coordinator, Principal/Assistant Principal, students, parents, and community partner representatives.

Site Leads and the Recreation and Enrichment Coordinator meet quarterly with the school's administrative liaison to ensure alignment between the instructional day and the extended learning program.

Site Leads submit biweekly reports on student progress to the school's Learning Director, who discusses student needs with instructional day teachers during regular peer learning community meetings. Site Leads have regular meetings with the Learning Director and Special Education teachers to reinforce lessons from the regular school day and discuss student IEPs and 504 plans.

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

The periodic review of the Program Plan involves the following process and timeframes:

**End of School Year Meeting:** At the end of the school year, district-level administrators, including the Recreation and Enrichment Coordinator and other relevant stakeholders, meet to review the Program Plan. This meeting serves as an opportunity to assess the effectiveness and outcomes of the program and identify any areas that require adjustments or improvements.

**Updating the Program Plan:** Based on the discussions and feedback from the end-of-year meeting, necessary adjustments and updates are made to the Program Plan. These updates may include modifications to program components, goals, objectives, strategies, or evaluation methods.

**August Training:** The updated Program Plan is presented to ELO-P staff and stakeholders during the August Training session. This training provides an opportunity to communicate the changes made to the Program Plan and ensure that all staff members are aware of the revised program goals, objectives, and strategies.

**Additional Changes:** During the August Training, if there are any further changes or adjustments suggested by staff or stakeholders, they are considered and incorporated into the Program Plan as appropriate. This ensures that all perspectives and input are taken into account to enhance the effectiveness of the program.

Community partners and other external stakeholders are involved in the review process in the following ways:

**End-of-Year Meeting:** External stakeholders, such as representatives from community partners, are invited to participate in the end-of-year meeting where the Program Plan is reviewed. Their perspectives, insights, and feedback regarding the program's impact on the community and potential areas for improvement are considered during the review process.

**August Training:** External stakeholders, including representatives from community partners, are also present during the August Training where the updated Program Plan is presented. They have an opportunity to provide input and suggestions for further enhancements or adjustments based on their experience and collaboration with the program.

By involving community partners and external stakeholders in the review process, the program ensures that it aligns with community needs and leverages the expertise and resources of these stakeholders. This collaborative approach strengthens the program's ability to meet the goals of providing high-quality services and enrichment activities to students.

**Describe the systems in place to address the following program administration requirements:**

The program has systems in place to address the program administration requirements related to fiscal accounting and reporting, as well as obtaining local match for the grant. Here is an overview of these systems:

#### Fiscal Accounting and Reporting Requirements:

**Standardized Account Code Structure (SACS) Financial Systems:** The LEA utilizes SACS financial systems to track expenditures, ensuring adherence to fiscal accounting requirements. This system allows for accurate and transparent tracking of program funds.

**Budget Management:** The Director of Curriculum, Instruction, and Professional Learning, along with the Coordinator and Assistant Business Manager, manages the program budget. They oversee financial planning, allocation of funds, and monitoring of expenditures.

**Fiscal Reporting:** The Assistant Business Manager is responsible for submitting fiscal reports to the California Department of Education (CDE) through the ASSIST system. These reports provide detailed information on the program's financial activities, ensuring compliance with reporting requirements.

#### Obtaining Local Match:

**Recreation and Enrichment Coordinator's Responsibility:** The Recreation and Enrichment Coordinator takes the lead in ensuring the program meets the local match requirement of one-third of the ASES Grant amount.

**Coordination with LEA Administration:** The Recreation and Enrichment Coordinator collaborates with the LEA administration team to determine the total amount of match required. This includes assessing contributions from meals and facilities, which are subtracted from the match calculation.

**Evaluation of Staff Time:** The Recreation and Enrichment Coordinator evaluates the additional assistance provided by staff during after-school hours and includes this in the match amount calculation.

**Engagement of Local Stakeholders:** The Recreation and Enrichment Coordinator engages with local stakeholders to inform them of the in-kind match goal and seeks their support to meet the requirement. Stakeholders have the opportunity to contribute additional in-kind or cash match to fulfill the obligation.

**Review of Match Requirement:** During the third quarter, a review takes place to assess the current and projected match levels compared to the established goal. This evaluation helps determine if any adjustments or additional efforts are necessary to meet the match requirement.

By having these systems in place, the program ensures proper fiscal accountability, accurate reporting, and the fulfillment of local match obligations, contributing to the program's overall financial sustainability and compliance with grant requirements.

### **Attendance tracking, including sign-in and sign-out procedures**

The ELO-P program has established procedures for attendance tracking, including sign-in and sign-out processes. Here is an overview of the attendance procedures:

#### **Student Check-In:**

After the regular school day concludes, students report to the ELO-P program. Each student is checked in by their assigned ELO-P staff member. The staff member responsible for checking in the students returns the check-in list to the Site

#### **Lead.**

The Site Lead verifies any unknown absences by contacting the school site office clerk. Students who attended school but did not attend the ELO-P program without a pre-approved excuse are contacted to ensure their safety.

#### **Student Check-Out:**

For designated walkers, they are signed out by the staff member responsible for walkers at the designated walker time. For designated bus riders, they are signed out by the staff member assigned to bus riders. Parents who pick up their children are required to provide a wet signature, which is recorded by the Lead or Assistant Lead responsible for checking out students.

#### **Attendance Tracking:**

The ELO-P program uses ERC Data Solutions to enter attendance on a daily basis. The Lead or Assistant Lead is responsible for entering all attendance data into the ERC database daily.

A three-tier approach is implemented to ensure the accuracy of attendance records. First, the Lead verifies the sign-in and sign-out sheet against the ERC report on a weekly basis. They check for accurate times, signatures, and appropriate early release codes. Second, the ELO-P Clerk runs monthly reports to verify the sign-in and sign-out sheet against the ERC report. Lastly, at the end of each semester, the Leads once again verify the sign-in and sign-out sheets against the ERC reports. This verification is done before submitting the attendance report to the California Department of Education (CDE) to ensure accuracy. All original attendance documents are securely stored at the district facility to facilitate auditing and record keeping.

By implementing these procedures, the ELO-P program ensures accurate attendance tracking, which is essential for monitoring student participation, meeting reporting requirements, and maintaining the safety and well-being of the students in the program.

### **Early release and late arrival policies and procedures**

The ELO-P program has established policies and procedures regarding early release and late arrival of students. Here is an overview of how these policies are implemented:

#### **Policy Review and Approval:**

The Early Release and Late Arrival policy is reviewed on a yearly basis by the ELO-P Leadership Team. If any updates or changes are needed, the revised policy is submitted to the LEA's School Board for approval.

#### **Communication with Parents:**

Prior to enrollment, the Early Release and Late Arrival policy is provided to parents. Parents are required to sign the enrollment application, indicating that they have received and understand the policy.

#### **Documentation of Early Release and Late Arrival:**

The ELO-P program maintains a sign-in and sign-out sheet for each student on a daily basis. If a student is released early or arrives late, the reason for the early release or late arrival is documented on the sign-in and sign-out sheet. Parents are responsible for providing a documented reason for the early release or late arrival of their child.

By having clear policies and procedures for early release and late arrival, the ELO-P program ensures consistency and accountability in tracking student attendance and addressing any necessary adjustments to the program schedule. These policies also serve to maintain effective communication with parents regarding changes in student attendance and help in maintaining a safe and well-organized program environment.

### **Sustainability**

**Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.**

The sustainability of the ELO-P program relies on partnerships and funding sources. Here are the possible partnerships and funding sources that contribute to the sustainability of the program:

#### **Partnerships:**

**Community-Based Organizations (CBOs):** The ELO-P program collaborates with local CBOs to deliver specific program elements, leveraging their programs and services.

School Site Team: The program engages with school site administration, community partners, parents, students, and stakeholders through regular meetings to review program results, establish priorities, and make collaborative grant applications.

Stakeholders: The program cultivates partnerships with local stakeholders, including parents, community organizations, and businesses, to support and assist in providing additional in-kind or cash match.

#### Funding Sources:

Federal Department of Education Title 1 Funding: The ELO-P program may receive funding from the Title 1 program, which provides financial assistance to schools and districts with high numbers or high percentages of children from low-income families.

Local Control Funding Formula (LCFF): The LCFF provides funding to school districts based on their student population and demographic factors, supporting the overall operation and resources of the program.

Supper/Snack Program: The ELO-P program may receive funding and management support for the facilitation of the Supper/Snack Program, which provides meals to students.

Transportation: The program may receive funding support from the district for transportation services to ensure student access to the program.

The sustainability plan and budget are reviewed and adjusted as needed by the Recreation and Enrichment Coordinator, in collaboration with the Chief Business Officer, the Director of Curriculum, Instruction, and Professional Development, and school site administration. The sustainability plan is revisited at least annually during the CONNECT Meeting, where all stakeholders have the opportunity to review and provide input on the plan.

By nurturing partnerships, leveraging funding sources, and engaging in regular reviews and adjustments of the sustainability plan, the ELO-P program aims to ensure the long-term viability and success of the program in providing expanded learning opportunities for students.

#### **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?**

To recruit and prepare staff to work in the Transitional Kindergarten (TK) and Kindergarten (K) programs, the following schedule and plan will be implemented:

## Recruitment:

**Job Postings:** Open positions for Instructional, Recreation, and/or Preschool Aides/Teachers will be advertised internally and externally, highlighting the specific requirements and qualifications for working with younger children.

**Outreach:** The district will actively reach out to local colleges, universities, and early childhood education programs to attract qualified candidates who have experience or training in working with TK and K students.

**Interview and Selection:** A rigorous interview and selection process will be conducted to assess candidates' qualifications, experience, and their ability to work effectively with younger children.

## Staff Training:

**Orientation:** Newly hired staff members will undergo a comprehensive orientation program that familiarizes them with the district's policies, procedures, and expectations for working in the TK and K programs.

**Developmentally-Informed Training:** Staff members will receive specialized training on working with younger students, including understanding the developmental milestones, age-appropriate instructional strategies, and effective classroom management techniques.

**Professional Development:** Ongoing professional development opportunities will be provided to staff to enhance their knowledge and skills in early childhood education, promoting continuous improvement in their teaching practices.

To maintain the lower pupil-to-staff ratio of no more than 10 to 1, the district will carefully assign and schedule staff members based on the enrollment of TK and K students. Staffing ratios will be regularly monitored and adjusted as needed to ensure compliance with the mandated ratio.

The curriculum for the TK and K programs will be developmentally-informed, taking into account the specific needs and characteristics of younger children. The curriculum will align with early childhood education principles and include:

**Literacy Enrichment:** Activities and strategies that promote language development, phonemic awareness, vocabulary, and emergent reading skills.

**Educational Enrichment:** Age-appropriate activities and experiences that foster cognitive development, problem-solving skills, creativity, and social-emotional growth.

**Complementing SEAL:** The curriculum will align with the district's SEAL (Sobrato Early Academic Language) program, which focuses on English language development and academic achievement.

By recruiting qualified staff, providing specialized training, maintaining appropriate staff-to-student ratios, and implementing a developmentally-informed curriculum, the district aims to create a supportive and enriching learning environment for TK and K students, ensuring their smooth transition into formal education and promoting their holistic development.

## **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.

Sample Transitional Kindergarten & Kindergarten Daily Schedule	
8:00 am – 2:15 pm	School Day
2:15 pm - 4:00 pm	Enrichment
4:00 pm - 4:30 pm	Supper
4:30 pm - 5:00 pm	Physical Education
5:00 pm	Dismissal/Sign Out

Sample Intersessional Daily Schedule	
8:00am – 11:30am	Academic Intervention
11:30am - 12:00 pm	Lunch
12:00pm - 4:00pm	Enrichment
4:00pm -4:30pm	Supper
4:30pm - 5:00pm	Craft & Physical Education
5:00pm	Dismissal/Sign Out