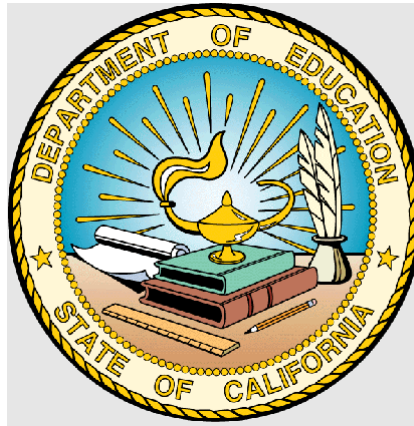


**Expanded Learning Opportunities
Program Plan Guide 2022-2023**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



Santee School District Out-of-School Time Programs Department

9619 Cuyamaca Street
Santee, CA, 92071
619-258-2300



Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Santee School District

Contact Name: Chrishaun Green

Contact Email: Chrishaun.green@santeesd.net

Contact Phone: 619-258-2369

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

1. Cajon Park
2. Carlton Hills
3. Carlton Oaks
4. Chet. F. Harritt
5. Hill Creek
6. PRIDE Academy
7. Pepper Drive
8. Rio Seco
9. Sycamore Canyon

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

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

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The Expanded Learning Opportunities Programs (ELOP) are designed to increase access to educational and enrichment services beyond **PRIDE ASES and Project SAFE's** current offerings. Currently, ASES and 21st CCLC limit the number of students that access the program, based on funding level.

ELOP will allow schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

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.

Santee School District will utilize a system for tracking student enrollment and attendance through EZ ChildTrack and PowerSchool to ensure that eligible students are able to participate in ELO-Programs and full time Project SAFE programs. Procedures will be in place to ensure that students are always accounted for.

Safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district administration is available to support the after-school programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff's Department will be contacted for consultation or support.

All program staff will be clearly recognizable and wear the designated, easily identifiable Out-of-School Time Badges, at all times. All school sites will be fully secured during program hours with established single entry/exit access points. Educational Partners will be required to go through a thorough background check, prior to working with students.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

The safety procedures in place during the school day will be strictly adhered to, always. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers on their campus. Earthquake and lock down drills will be conducted two times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to printed student emergency contacts, and access to EZ ChildTrack and PowerSchool student databases. Santee School District will provide health support (e.g., after hours nurse or LVN) on call during program hours in the event of a health emergency or injury.

The after-school program will use a positive discipline model aligned with the district's research-based Multi-Tiered System of Supports (MTSS). Each school's MTSS model includes interventions including counseling, socio-emotional learning, and support. Each school's MTSS expectations will be integrated into the sites after-school program. This alignment will ensure high

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levels of student social-emotional learning services that supports a safe and nurturing environment.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, Site Leads will have a district site cell phone.

Comprehensive staff training will occur prior to the school year. The Out-of-School Time Programs department will provide: 2-3 professional development days prior to the school year starting, two (2) department wide PD days, and two (1) site level professional development day, which will be held during program closure days. The sites will host monthly meetings, two (2) hours per month, to discuss site specific protocols and revisit safety procedures as needed. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the districts and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and district administrators.

What and how should the program provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students?

MTSS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. To reinforce continuity and alignment, principals will include an after-school staff on their school's MTSS team. To generate a culture where students model exceptional behavior, the staff will develop a behavior matrix with student input. The published matrix will be communicated to students through large/small group assemblies or on an individualized basis. Additionally, our "Areas of Focus and Program Highlights tool," will be used when program administrators walk through program sites to support technical assistance, coaching and feedback.

All staff will be trained in Positive Relationship Building and how to develop positive mentoring relationships with students. Additionally, all program sites will align with MTSS practices:

- Align program-wide expectations with the school day expectations
- Students will be trained and practice MTSS expectations
- Expectations will be reinforced by staff and retaught, if needed
- When expectations are not met interventions will be provided with documentation

To support social emotional learning of students, and in alignment with the core day, staff will be trained and will implement ASSETS series designed specifically for expanded learning programs that teach leaders trauma-informed behavior management tools and purpose-driven systems that sustain quality while creating replicable success in any after school setting(Afterschool Unlimited,

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2022). Additionally, the after-school program will implement and train all staff on the Collaborative for Academic, Social and Emotional Learning (CASEL) three (3) Social Emotional Learning (SEL) Signature Practices:

1. Welcoming/Inclusion Activities,
2. Engaging Strategies, Brain Breaks, and Transitions, and
3. Optimistic Closures.

These signature practices will be embedded throughout the program and are one of many tools for fostering a supportive environment and promoting SEL. They will intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills (CASEL, 2019).

“The SEL 3 Signature Practices will support the ABCs of an effective learning environment (Richard M. Ryan and Edward L. Deci):

- **A—Autonomy:** The need to be in control of oneself and empowered to make decisions. Participants make personal choices about what they say and do in each of the activities.
- **B—Belonging:** The need to be accepted and valued by others. The activities are designed so that every person can be heard and seen without judgment, and to help build relationships with others and with content.
- **C—Competence:** The need to be effective or to accomplish things. The 3 SEL Signature Practices give participants opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the school day, in out-of-school-time experiences, or at work.”

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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.

Educational Literacy

Staff will use techniques aligned with the core-day classroom to assist students. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment cycle offerings (see Quality Standard #4). Digital literacy can include, but is limited to, coding, creating podcasts and website development. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st CCLC learner. All educational partner organizations and programs (e.g., LitART) to be considered will need to participate in a Request for Application (RFA) process based on what each organization or program offers.

With literacy as an ongoing focus, all programs will work in partnership with each site's librarian/librarian media technician to develop a reading program that will promote student literacy, incentivize reading challenges, and increase student scores. Literacy programs to be offered include, but are not limited to reading clubs, literacy circles, read aloud, community reading goals and site reading competitions. These programs will be planned in collaboration with each site's instructional media technician, administrators, and school and community educational partners so that all voices are heard during the planning process. This process will take place months before the literacy component is finalized. Educational Partners, such as the LitArt curriculum will be leveraged to incentivize reading challenges.

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

Educational Enrichment Activities

The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. These surveys and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys and/or focus groups will be administered at the beginning of the ELO program planning to support in identifying the site's educational enrichment focuses for the school year. This will give an opportunity for student voices to drive the selection of these activities. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for

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all students to be able to self-select and participate in this enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available. Some programs can include options such as: Cultural Awareness, Character Development, Community and Civic Engagement, Historical News and Events, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage educational partners, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

What educational literacy and educational enrichment activities, aligned with the regular school day, should be offered to enhance academic performance achievement and positive youth development?

Positive Youth Development Strategies:

Positive Youth Development Strategies utilizing the BUIC model (described below) will be embedded in all academic and enrichment activities. All staff will be trained in these youth development focus areas, strategies. Our staff onboarding will review these strategies and ensure that all are made aware of how to incorporate them within their programs. Staff will identify student leaders who can provide peer to peer mentoring when needed. Peer to peer mentoring and a student support group will be established to give students a sense of belonging.

Successful character development, club programs, and services will promote and enhance the development of Santee School District students by instilling:

B- A Sense of Belonging

- Students know they are welcome and feel that they fit in and are accepted.

U- A Sense of Usefulness

- Students know the satisfaction of doing something of value to others.

I- A Sense of Influence

- Students know their opinions are heard and valued and that they can influence decisions.

C- A Sense of Competence

- Students feel proud and confident when they acquire new skills and know they can do something and do it well.

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3—Skill Building

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

What types of educational literacy and educational enrichment programs and/or activities can be offered that contribute to the improvement of student academic achievement as well as overall student success?

The Out-of-School Time Programs will offer rotations that reinforce literacy. For TK-8th Grade students, staff will lead students through LitART activities each day for a minimum of 30 minutes where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive lessons.

In addition to educational literacy reinforcement, a STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activity will be offered weekly to improve academic achievement and overall student success. Each month will focus on an aspect of STEAM (e.g., Science, Technology, etc.). During this rotation, students will work on STEAM and Art based activities through hands-on science investigations on everything from solar car design to household chemistry. Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

What types of enrichment programs/activities can be offered to develop 21st Century Skills of Communication, Collaboration, Creativity and Critical Thinking?

The program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the “four Cs”) by engaging students in project-based learning activities. Furthermore, these projects can have a STEAM based focus to further enhance using 21st century skills. As elaborated in the section above, groups of students will collaborate with each other to address a topic, challenge, or question. At the end of the project, student groups will share their findings/results/product with their peers in a presentation and discuss which skills they learned and utilized to complete their project.

To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity.

Reinforcement at home of the four Cs (communication, collaboration, critical thinking, and creativity) is essential to ensure students internalize and apply these skills. Each project will include a take home portion that will ask families to provide their input. The “take home” section will be inquiry based and will allow students and family members alike to explore and problem solve together. Additionally, information on 21st Century skills will be shared with parents along with the inquiry-based learning model so they can create an environment at home where these skills and learning model can be practiced and reinforced.

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What types of enrichment programs/activities can be offered to develop skills for students to be College and Career Ready?

Out-of-School Time Programs will provide intentional opportunities for students to develop skills to be college and career ready. To encourage students and their families to think about a college pathway, sites will provide parent information bulletins on how to navigate their child through the education system. With the goal of empowering parents with this knowledge as soon as possible, these informational bulletins will be offered to parents of all grade levels.

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4—Youth Voice and Leadership

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

What opportunities can be 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?

Student input is critical to program design. A diverse student advisory group will be established with students in fourth through eighth grade and will meet monthly at each school site. The advisory group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The advisory group will also participate in leadership development, along with service learning through the WE Schools curriculum, which provides access to issues-based lesson plans and more to help students take action on local and global issues while building skills like resilience, empathy and problem-solving. (WE School, 2022)

Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after school activities.

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

Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations who provide services in the areas that are sought after.

For example:

Cajon Park Elementary Enrichment Cycle #1 – INERT DATES (00-weeks)				
Enrichment Name	Grades	Days	Times	Sign up here
	TK- K			Link
	1-3			Link
	4-8			Link
				Link
				Link

The enrollment and attendance of the enrichment programs will be monitored to determine if the

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program should be offered in the next enrichment cycle.

Service learning will be leveraged to connect students to their community. Each semester the department will have an established service-learning theme and resources will be shared. Staff will work with their student advisory groups to determine which service-learning activities they will host (1-2 activities) on their campus. Students' participation will be logged monthly. All students who participate in service-learning hours will receive a certificate and those who have more than 30 service-learning hours at the end of the school year will receive special recognition. The students will be using the WE School curriculum to learn, engage, and participate in service learning. The WE Schools program is recognized for the impact it has on students' sense of themselves and their connection to the world. The goal is to equip a new generation of young people with the vision, knowledge, skills, self-confidence, and passion to tackle society's most pressing issues locally and globally, from bullying and homelessness to poverty and the environment.

(WE Schools, 2022)

What opportunities can be developed for students to mentor, lead curricula and activities?

Typically, after-school staff are trained in and will go through the "Club Development Process" before introducing new clubs to students. To encourage mentorship and leadership, students of all ages can develop their own club following the "Club Development Process - Student edition:"

1. Assess and determine the club topic/focus
2. Ask an afterschool staff to serve as a facilitator
3. Calendar out the club and plan benchmark events (e.g., frequency of meetings, length of time, location, etc.)
4. Complete a program planning tool
5. Create a flyer and market the club to students to sign up
6. Conduct the club and track attendance
7. Host the showcase, culminating event or project

An example of a student led club is the Green Sustainability Club. The goal of this club is to establish a recycling program on campus and teach other students about the benefits of recycling.

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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.

What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?

The program will align its wellness initiative with the district's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and pro-social behaviors are fostered and practiced. One-third of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning. The summer program will provide breakfast, lunch, and snack for all participants at no-cost. At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

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.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-8th grade students will have the opportunity to participate in a physical fitness club program. All sites will be able to leverage site experts, such as ASSETS Labs. Partnership with Rising Stars Athletics will support with creating sports leagues at OST programs. Students will have the opportunity to sign up for the sports leagues at no-costs. Leagues will provide practices and games to introduce healthy competitive sports. These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks. ***Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.***

Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Milk and Muffin	Yogurt and Graham Crackers	Cheese and Apple Slices	Juice and Granola Bar	Milk and Muffin

What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?

Social Emotional Well Being

In efforts to support the mental health of students, mental health resources and social emotional learning signature practices will be offered daily to ensure the well-being of students is a primary focus to our ELO-programs. Please reference the Social Emotional supports below.

Social Emotional Learning (SEL) Signature Practices

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SEL signature practices will be embedded in all components within the ELO-program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

Mental Health Awareness

Mental Health Campaigns (e.g., Mental Health Awareness Weeks/Months, challenges, self-care, and mindfulness) will continue to be the focus of our ongoing support. These campaigns will target how to recognize the signs of mental health issues, how to identify when to ask for help and will highlight students who are advocates for their peers.

Another component to mental health awareness is to equip the students' parents/guardians with the tools that are needed to recognize mental health concerns/issues. This will build the capacity of parents to recognize mental health behaviors that require additional support and will allow them to request this sooner.

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6—Diversity, Access, and Equity

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

How can the program create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds?

The Out-of-School Time Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture in clubs through activities, projects, presentations, and/or performances. Furthermore, activities that involve the family will bolster the celebration of students' culture and backgrounds.

To promote diversity, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the students' appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month, Women's, History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in these month-long highlights. The program will explore different culture from around the world each month. The curriculum will highlight a day in the life of a child from different countries, along with words and phrases they use, food they eat, and an art activity that will be displayed for families.

How can the program ensure support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program?

Access to Out-of-School Time Programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation.

For students with disabilities, the Out-of-School Time Programs will provide support staff who have training in working with students with special needs. The Out-of-School Time Programs Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support with special needs students. Furthermore, Special Education and Out-of-School Time Programs will collaborate on reasonable accommodations as they relate to student's IEPs and determine a communication and support plan.

To meet the needs of English language learners (ELL), staff will be trained on English language development and best practices to support ELLs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be

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trained on effective strategies to support ELL students and program activity plans will incorporate intentional use of the ELL supports to ensure these students have access to the material and content.

Out-of-School Time Programs have often been a safe-haven for students who experience challenges at home or attending school. Staff trained in Youth Development and Mentoring will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful with their interactions with adults and peers. Furthermore, the enrichment components of the program (e.g., student clubs, enrichment, etc.) provide students who struggle academically with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate more fully in the program.

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7—Quality Staff

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

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

Program administration will conduct regular site visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

The positions within the Out-of-School Time Programs at a site level comprehensively create a supportive, safe, and engaging environment for students. (ex. Out-of-School Time Site Lead, Out-of-School Time Group Leader, Early Childhood Group Leader, and Project SAFE Assistant). Each position has a detailed list of job duties and responsibilities that are tied to their experience requirements. Each applicant is vetted through the Santee School District Human Resources and Out-of-School Time Department. A thorough background and interview process takes place, to ensure students engage with highly qualified staff.

Recruitment process is a comprehensive outreach approach that is comprised of workforce hiring databases, local colleges, and universities in-person job fairs, flyers and electronic communication, local businesses, and word of mouth. Collectively, hiring communication is disseminated to target key stakeholder employment.

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

The Out-of-School Time Programs staff will take part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in a three (3) to four (4) day professional development days.

Throughout the year, Site Leads will attend monthly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. Each site is given two hours a month of site level meetings. OST Regional Leader will work at the site level as coaches to provide support and additional resources on implementation of staff professional development. The Regional Leaders will attend training on effective coaching practices, this will be provided by our curriculum resource teachers.

Online professional development will be provided to all staff throughout the year, as technical support is requested, and/or new information is being introduced.

Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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Playworks	In partnership with teachers, principals, and parents, we build a culture of play that enables kids to feel a real sense of belonging and can contribute on the playground, in the classroom, and into their communities.
ASSET Professional Development - Afterschool Unlimited	We work with the trendsetters, forward-thinkers, and innovators in after school programming. Our partners implement a diverse range of unique program models; from STEM centered after school programs, adventure education, arts and enrichment day camps, and everything in between. We teach leaders trauma-informed behavior management tools and purpose-driven systems that sustain quality while creating replicable success in any after school setting.
LitArt (<i>Interactive Reading Curriculum</i>)	LitART LEARN is an engaging, comprehensive, standards-aligned, evidence-based literacy curriculum that combines award-winning books, effective reading strategies, and creative response activities.
Rising Stars Athletics	Sports program that offers variety of sports for youth.

8—Clear Vision, Mission, and Purpose

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

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

The Out-of-School Time Programs Department supports the Santee School District through quality child-centered preschool and school-age programs that provide a safe environment and a variety of opportunities that enrich the lives of children and youth.

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The Out-of-School Time Programs Department conducted an Educational Partner survey that was shared with students, parents, and staff for the 2021-2022 school year. Based on the results of the survey, key program focus areas were identified. Furthermore, the district's LCAP Goals provided guidance on how to address the needs.

Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

To ensure that all resources are optimized by the district to meet the needs of students, parents, and the community, program goals will align the district's priorities.

- Teaching and Learning
- Stakeholder communication and engagement
- Safety and Wellness

Therefore, to align the program with the district's overarching LCAP priorities, the following program goals were developed incorporating the Quality Standards for Expanded Learning Programs.

1. The program provides an environment where students feel safe at school both physically and emotionally. (QS 1, 6)
2. The program supports student achievement academically, physically, and socially. (QS 1, 2, 3, 5)
3. The program provides opportunities for students to develop 21st Century skills and Leadership skills by engaging in the enrichment development process. (QS 3, 4)
4. The program provides opportunities for students and parent to engage in activities and events with each other and the community. (QS 3,6)

Describe how the program has engaged or will engage educational partners (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 will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected.

Over a period of several months, Program Administration held a series of workshops with all site level leadership. The existing program's mission, vision, goals were shared, alongside the Expanded Learning Quality Standards.

A series of monthly workshops were held by Program Administration and educational partners were asked to participate and share out in several activities that engaged and provided feedback towards the creation of the revamped program's mission, vision, goals and expected outcomes.

The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any currently or additional goals. In addition, progress and outcomes related to program goals will be shared out to educational partners via the Out of School Time Parent Newsletter.

Expanded Learning Opportunities Program Plan Guide

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.

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

A collective effort of departments and school site educational partners were involved in the process to develop, implement, and update the ELOP Out-of-School Time Programs department after-school plan. The Human Resources, Business Services and Education Services were key members in the process alongside, school site personnel, students, and parents.

Each department met each month to assist with the implementation of ELOP in our Out-of-School Time Programs. Collaborative meetings allowed for departments to assist in hiring and recruitment, planning and training of the California Quality Standards, and assistance with creating TK/K programs for before and after school for the 2022-2023 school year.

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

Certificated Teachers- Tutoring

Educational Partners- Based on MOU

ASSET Education- Professional Development

Playworks – Professional Development

LitArt – Professional Development

Curriculum and Development Department– Professional Development

Human Resources – Hiring and recruitment

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

The Out-of-School Time Programs Department continues to seek opportunities to partner with the City of Santee and hopes to partner with local businesses and higher educational institutions to provide college and career readiness for students. Executive Council has strong partnership with the City of Santee that connects OST Administration with local partners regularly and is hopeful that this will yield opportunities to build new partner relationships and strengthen long-standing ones.

Expanded Learning Opportunities Program Plan Guide

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguideance.asp>.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring.

The department will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site.

Through ongoing stakeholder survey, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

The CQI tool will be assessed semiannually by a key educational partner, District Administrators, parents, and Site Leads to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each before and after school program on how well they are implementing the California State Quality Standards for Out-of-School Time Programs. District Administrator will use the CQI model of Asses, Plan, and Improve.

Asses (Data Analysis and Reflection)

1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals

Plan

1. Specify objectives
2. Create a plan to meet objectives

Improve

1. Provide resources and collaboration for staff to meet objectives
2. Provide on-site training and professional development for staff in areas of focus that address the planned objectives

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

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

ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

The design will increase access to educational and enrichment services beyond **PRIDE ASES and Project SAFE's** current offerings. Currently, ASES and 21st CCLC limit the number of students that access the program, based on funding level. By increasing access to educational and enrichment services, it will enhance our department's program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

Funding will promote active and engaged learning opportunities for students who are not currently in ASES and 21st CCLC. Education partnerships will allow for all students to gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students the opportunity to enhance their horizons and expose them to continuous learning opportunities.

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.

Program organizational structure is comprised of the following staff roles:

Expanded Learning Opportunities Program Plan Guide

DIRECTOR OF OUT-OF-SCHOOL TIME PROGRAMS

DEFINITION

Under the general supervision of the Assistant Superintendent of Educational Services, will develop and monitor Out-of-School Time programs for school age students, and will perform related duties as required.

EXAMPLES OF DUTIES:

1. Develops, implements, and monitors all activities in Project SAFE and ASES programs.
2. Supervises all staff in Out-of-School Time programs.
3. Evaluates Project SAFE staff, Regional Leads, and ASES Coordinator.
4. Works with the ASES Coordinator to assure evaluations for ASES staff are completed.
5. Works cooperatively with all existing programs to improve the Out-of-School Time programs in the district.
6. Develops and maintains efficient and effective office procedures.
7. Follows district fiscal policy in collection and disbursement of funds.
8. Continually develops better means of communication among agencies, parents, and school staff.
9. Interprets and carries out district policies and procedures.
10. Provides on-going staff development activities for all Out-of-School Time staff.
11. Develops annual budget and monitor expenditures, under district and grant guidelines.
12. Monitors incoming funds.
13. Works with staff to provide resources and supplies for program activities.

14. Works with staff to provide special activities.
15. Prepares written communications with parents.
16. Performs other duties as might be requested and which are appropriate to the before- and after-school programs.
17. Works with Parent Advisory Councils to improve the Out-of-School Time programs.

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OUT-OF-SCHOOL TIME COORDINATOR

JOB SUMMARY:

Under the general supervision of the Director of Out-of-School Time Programs or designee, the Out-of-School Time Coordinator will support the classified staff, consultants, community partners, etc., necessary for the successful implementation of the out-of-school time programs, such as Project SAFE, the After School Education and Safety (ASES) grant, Youngsters Advancing and Learning Everyday (YALE) Preschool Program, Children and Families Ready 4 School (CFR4S) Programs, etc. as assigned.

EXAMPLES OF DUTIES:

Successful candidates will coordinate, develop and implement out-of-school time programs, including a meaningful academic and enrichment program for preschool, elementary, intermediate and middle school students. This may include expertise in the following areas:

Academic and Enrichment Programming

1. Work with school and program staff to provide programs that are aligned to the District's Strategic Plan and the needs of the individual school community.
2. Work with school and program staff and consultants to provide academic and enrichment activities related to the program's funding terms and conditions, goals, and objectives.
3. Select curriculum, assemblies, and other activities that are age, developmentally and culturally appropriate.

Community Involvement

1. Cultivate, develop and build partnerships and community collaborations to expand Out-of-School Time programs and activities.
2. Develop better means of communication among program educational partners (staff, students, school, parents, community, etc.)
3. Assist with Parent Advisory Councils to improve the out-of-school time programs.
4. Develop opportunities for students to participate in service learning projects that will benefit the community.

Youth Development and Positive Activities Programs

1. Provide Youth Development Training including clubs, peer programs, leadership, and mentoring.

Planning

1. Convene advisory councils at the district, site, and student level for the purpose of planning and evaluating activities and programs.
2. Convene staff and collaborator meetings as needed for program review and improvement.
3. Provide evaluation reports as requested in compliance with grants.
4. Monitor student attendance in the activities that are offered.
5. Work with the program staff to market the programs.
6. Work with the Director to provide staff development opportunities.
7. Monitor programs for compliance with grant funding terms and conditions.
8. Adjust the program plan, as needed, to maximize results.

Other

1. Supervise and evaluates out-of-school time staff as assigned.
2. Interpret and carries out district policies and procedures.
3. Participate in meetings and conferences pertaining to the out-of-school time programs.
4. Work with the Director to monitor incoming funds and expenditures.
5. Work with the Director to operate grant funded programs in compliance with the funding terms and conditions of the grant's budgetary guidelines.
6. Perform the duties of the Director of Out-of-School Time Programs in the Director's absence.
7. Perform other duties as might be requested and which are appropriate to out- of- school time programs.

OUT-OF-SCHOOL TIME REGIONAL LEADER

JOB SUMMARY:

Under direct supervision of Director of Out-of-School Time Programs and the general direction of the school principal and/or Out-of-School Time Coordinator, to assist in the supervision and direction of students. Assist in the guidance of Project SAFE Assistants, Out-of-School Time Group Leaders, and Site Leaders to oversee the general operation of out-of-school programs at assigned sites.

EXAMPLES OF DUTIES:

1. Substitutes as Out-of-School Time Lead and OST Group Leader as necessary
2. Assists, leads, and monitors out-of-school time personnel in planning, organizing, and implementing a variety of creative indoor and outdoor activities through the use and implementation of "Activity Planning Sheets."
3. Maintains records of monetary collections, weekly work schedules and requested materials.
4. Communicates and assists with the implementation of directions from Director and/or Coordinator concerning department and district programs, goals and procedures.
5. Supports the development and implementation of the student discipline plan.
6. Orders and purchases snacks and instructional materials.
7. Attends meetings and in-services at supervisor's request.
8. Collects information pertinent to out-of-school time programs.
9. Prepares written and oral reports as requested.
10. Supports and facilitates the operation of out-of-school time programs within budgetary constraints and grant guidelines.
11. Supports as needed, the Director of Out-of-School Time Programs and Out-of-School Time Programs Coordinator with planning, implementing and coordinating a safety program (disaster plan, fire drill, earthquake) with the school site.
12. Plans and implements events, field trips, and fundraisers.
13. Promotes and maintains a cooperative relationship with school staff and other district personnel.
14. Creates and maintains a positive child-centered climate.
15. Assists in preparation of department handbook(s) around student focused activities, field trips and fundraisers.
16. Meets scheduled timelines.
17. Train and provide work guidance to Out-of-School Time Group Leaders and Project SAFE Assistants and others as assigned.
18. Work with and around hazardous materials.
19. Secure substitute employees for OST (Project Safe, YALE, ASES) resulting from employee absences/vacancies.
20. Other related duties as assigned.

ACCOUNTING ASSISTANT II

DEFINITION

Under direction of the Director of Fiscal Services, perform a variety of responsible clerical accounting duties in assigned areas such as payroll, accounts payable, attendance accounting, employee benefits and student body accounts; prepare, monitor and maintain specialized financial and statistical records and accounts in assigned areas of responsibility.

DISTINGUISHING CHARACTERISTICS

Accounting Assistant II positions are assigned experienced-level clerical accounting duties in areas such as accounts payable, payroll, employee benefits, attendance accounting and student body accounts. Accounting Assistant I is the entry-level classification in the series. Accounting Assistant III incumbents perform lead duties and are responsible for complex accounting areas such as payroll or general ledger and budget.

EXAMPLE OF DUTIES

1. Perform a variety of responsible clerical accounting duties in one or more assigned areas.
2. Gather, assemble, tabulate, and audit financial documents and information.
3. Code, verify and enter financial data into various types of computer systems as appropriate.
4. Monitor, check and maintain assigned statistical and financial records and reports.
5. Review data processing printouts and resolve discrepancies and exceptions.
6. Communicate with District employees and provide specialized information and assistance regarding established policies, procedures and transactions.
7. Receive, review and process financial and statistical documents, screening for accuracy and adherence to legal and procedural requirements.
8. Operate a calculator, copier, typewriter, computer, computer terminal, peripheral equipment and software.
9. Prepare and maintain a variety of records, lists, files and logs related to the assignment.
10. Balance and reconcile assigned accounts, recording adjustments and transactions as appropriate.
11. Compile, compute and verify data for inclusion in a variety of reports required by the District, County and State.
12. Perform related duties as assigned.

SECRETARY II (Department)

DEFINITION

Under direction of an assigned administrator, perform varied and responsible secretarial and administrative support duties for an assigned administrator; organize and coordinate office activities and communications for the director of diverse, District-wide functions and programs.

DISTINGUISHING CHARACTERISTICS

The Secretary II classification is the advanced level class in the series. Incumbents in the Secretary II (Department) classification perform a variety of secretarial and clerical duties to assist the Director of a District-wide, diverse function such as Special Education, Educational Services or Maintenance, Operations and Transportation. Secretary I (Department) positions provide secretarial support to department administered by a coordinator or supervisor.

EXAMPLES OF DUTIES

1. Perform a variety of secretarial and clerical duties to relieve the Director of routine administrative detail.
2. Organize, coordinate and oversee office activities, communications and workflow.
3. Train and provide work direction to clerical personnel as assigned.
4. Take and transcribe dictation or operate dictation equipment as required by the position.
5. Provide specialized information and assistance to callers and visitors regarding policies, procedures, rules and regulations related to the assignment.
6. Prepare routine correspondence independently.
7. Determine the importance and urgency of clerical assignments and telephone calls and establish appropriate priorities.
8. Maintain comprehensive financial records including departmental budgets; record expenditures and maintain current balances in assigned accounts.
9. Compile, organize, tabulate and summarize information and documents for a variety of departmental records and reports.
10. Prepare, format, type, edit and proofread a wide variety of materials including reports, correspondence, bulletins, memoranda and other documents.
11. Establish and maintain interrelated filing systems and records, including materials of a confidential and sensitive nature.
12. Operate a variety of office machines including typewriter, copiers, calculator, microcomputer, peripheral equipment and software.

13. Coordinate the Director's calendar, scheduling appointments, meetings, conferences and travel arrangements as required.
14. Prepare agendas, attend meetings and take minutes.
15. Establish District-wide project timelines as needed.
16. Perform related duties as assigned.

OUT-OF-SCHOOL TIME SITE LEADER

JOB SUMMARY:

Under direct supervision of Director of Out-of-School Time Programs and the general direction of the school principal, ASES Coordinator and/ or the Regional Leader, to assist in the supervision of students and in the general direction of Project SAFE Assistants and Group Leaders, to oversee the day-to-day operation of out-of-school time programs, and to do related work as required.

EXAMPLES OF DUTIES:

1. Supervises facilities and assigned areas to ensure student safety.
2. Encourages proper student behavior and implements the approved student behavior plan.
3. Monitors students' arrival and departure to the out-of-school time program and implements the policies on checking on absent students.
4. Tracks student attendance with appropriate accounting program.
5. Assists, directs, and monitors Group Leaders and Assistants in planning, organizing, and implementing a variety of creative indoor activities, including the homework program.
6. Assists, directs, and monitors Group Leaders and Assistants in planning, organizing, and implementing a variety of outdoor activities.
7. Reports any unusual or improper actions to appropriate personnel.
8. Checks restrooms and other facilities to insure rules of the school are being followed by students using these areas.
9. Halts disturbances and reports actions to appropriate administrators.
10. Detains students pending the arrival of local administrator, law enforcement officer, and/or emergency medical service when necessary.
11. Maintains records of monetary collections, weekly work schedules and requested materials.
12. Monitors preparation and sanitary distribution of nutritious snacks.
13. Communicates and implements to staff directions from supervisor concerning program and district structure, changes and goals.
14. Implements program discipline plan.
15. Provides written and verbal communication to parents.
16. Orders and purchases snacks and instructional materials.
17. Operates out-of-school time program within the stated budget, and within District Strategic Plan.
18. Attends meetings and in-services at supervisor's request.
19. Collects information pertinent to out-of-school time program.
20. Works with the Regional Leader to conduct regularly scheduled staff meetings at individual sites.
21. Enrolls students.
22. Assists Regional Leader in training new personnel and substitutes.
23. Promotes communication and positive public relations.
24. Assists in arranging for events sponsored by out-of-school time program.

25. Administers medication, first aid as needed, and health-related services as needed.
26. Follows, implements, and coordinates a safety plan (disaster plan, fire drill, earthquake) with the school site.
27. Assists in planning and implementing field trips and fundraisers.
28. Promotes and maintains a cooperative relationship with school staff.
29. Creates and maintains a positive child-centered climate.
30. Provides input on staff and parent handbook.
31. Meets scheduled timelines.
32. Provide input to performance evaluations as requested.
33. Work with and around hazardous materials.
34. Other related duties as assigned.

OUT-OF-SCHOOL TIME GROUP LEADER

DEFINITION

Under the direct supervision of Director and/or Out-of-School Time Coordinator; and under the general direction of Regional Leader and Site Leader, work with individual and groups of students, reinforcing academics, in a learning environment; perform clerical duties; provide a variety of enrichment activities in an out-of-school setting in support of the goals and objectives of the programs.

EXAMPLE OF DUTIES:

1. Provides careful and effective supervision of student groups, on and off campus, in accordance with the established policies and procedures.
2. Encourages proper student behavior and maintains students' safety and discipline, through the implementation of the approved behavior plan.
3. Provides a variety of activities in support of the program goals.
4. Organizes and supervises outdoor play, sports, recreation and creative activities for student groups.
5. Maintains records, including attendance, upon request of the Site Leader, Regional Leader, Coordinator or Director.
6. Implements the Homework program, reinforcing instruction in a learning environment.
7. Directs students during scheduled homework program.
8. Prepares and distributes nutritious snacks.
9. Monitors students' arrival to the out-of-school time program and implements the policies on checking on absent students.
10. Monitors students' departure from the out-of-school time program.
11. Reports any unusual or improper actions to appropriate personnel.
12. Checks restrooms and other facilities to insure rules of the school are being followed by students using these areas.
13. Halts disturbances and reports actions to appropriate personnel.
14. Detains students pending the arrival of local administrator, law enforcement officer and/or emergency medical services when necessary.
15. Communicates positively and appropriately with parents regarding their child in relationship to the out-of-school time programs.
16. Maintains a cooperative relationship with school staff and provides information regarding student progress or problems when appropriate.
17. When appropriate, provides a link between the child's classroom teacher and the parents.
18. Implements program plan.
19. Implements student discipline plan.
20. In coordination with the Director and/or Coordinator, may provides general direction of Project SAFE Assistants in the implementation of their duties.
21. Assists in maintaining records of monetary collection.
22. Provides first aid and health-related services as needed.
23. Prepare and maintain inventories of materials.
24. Straighten and organize classroom or learning facility.
25. Accompany students on field trips.

26. Dispenses medication as needed, under the direction of the District Nurse.
27. Attends meetings and in-services at the Director's request.
28. Meets scheduled timelines.
29. Works with and around hazardous materials.
30. Other related duties as may be assigned.

PROJECT SAFE ASSISTANT

DEFINITION

Under direct supervision of supervisor and general direction of Project SAFE Leader, to assist in the supervision of students.

EXAMPLES OF DUTIES

Prepares and distributes nutritious snacks.

Supervises students, encourages proper student behavior and maintains student safety and discipline.

Provides indoor and outdoor play and creative activities by development of activity plans.

Maintains records upon request. Assists students with homework.

Reports any unusual or improper actions to appropriate personnel. Checks restrooms and other facilities to insure rules of the school are being followed by students using these areas.

Halts disturbances and reports actions to appropriate personnel. Detains students pending the arrival of local administrator, law enforcement officer, and/or emergency medical services when necessary. Communicates with parents.

Implements program and discipline plan. Provides first aid and health-related services as needed. Work with and around hazardous materials. Other related duties as may be assigned.

EARLY CHILDHOOD GROUP LEADER I

DEFINITION

Under the direct supervision of Director and/or Out-of-School Time Coordinator; and under the general direction of Regional Leader and Early Childhood Group Leader II, work with individual and groups of children, ensuring an early childhood environment favorable to promoting social, emotional, physical, and cognitive development using developmentally appropriate practices in support of the goals and objectives of the program.

EXAMPLE OF DUTIES

1. Provide careful and effective supervision of individual and groups of children, on and off campus, in accordance with District established policies and procedures.
2. Maintain and oversee a positive, developmentally appropriate, organized, and creative learning environment.
3. Work with individual students and small groups of students.
4. Encourage proper behavior and maintain children's safety and discipline, through the implementation of the approved behavior guidance plan.
5. Provide a positive, developmentally appropriate, organized, and creative learning environment.
6. Work with the Early Childhood Group Leader II or other staff to provide an educational program that meets the needs of the individual child recognizing interests, handicaps, special talents, and the style and pace of learning.
7. Maintain records, including attendance, upon request of the Group Leader II, Regional Leader, Coordinator or Director.
8. Maintain classroom environment in a sanitary, neat and orderly manner.
9. Prepare and distribute nutritious snacks.
10. Assist with snacks and other meals as appropriate including the maintenance of a clean environment for snacks and meals.
11. Attend to the physical needs of the children (i.e., feeding, toileting, resting, etc.).
12. Monitor children's arrival to the program.
13. Monitor students' departure from the program.
14. Report any unusual or improper actions to appropriate personnel.
15. Check restrooms and other facilities to insure rules of the program are being followed by students using these areas.
16. Halt disturbances and report actions to appropriate personnel.
17. Detain students pending the arrival of local administrator, law enforcement officer and/or emergency medical services when necessary.
18. Perform routine clerical tasks as needed or assigned.
19. Communicate positively and appropriately with parents regarding their child in relationship to the early childhood program.
20. Maintain a cooperative relationship with school staff.

SECRETARY I (Department)

DEFINITION

Under the direction of an assigned supervisor, perform a variety of secretarial and clerical duties in support of an assigned program or function; organize and coordinate office activities and communications.

DISTINGUISHING CHARACTERISTICS

Secretary I is the experienced-level classification in the secretarial job family. Incumbents provide secretarial support to the administrator of a specialized program or function. Secretary II-Department is the advanced level class in the series. Incumbents perform secretarial duties for the director of District-wide, multi-function programs.

EXAMPLES OF DUTIES

1. Perform a variety of responsible secretarial and clerical duties in support of an assigned program or function.
2. Prepare, format, type, edit and proofread materials such as reports, correspondence, memoranda, requisitions and bulletins.
3. Compile information from various sources and inclusion in departmental records and reports.
4. Review documents for accuracy, completeness and conformance to established procedures.
5. Assemble, organize, tabulate and record statistical data.
6. Perform receptionist duties, greeting parents, faculty, administrators and the general public.
7. Screen visitors and telephone calls.
8. Respond to inquiries and provide information concerning policies, procedures, standards, rules and regulations related to assigned program or function.
9. Develop and maintain filing systems and records including materials of a confidential nature.
10. Monitor and maintain assigned budgets and accounts and other financial records.
11. Compose correspondence and prepare reports independently or from oral instructions.
12. Operate a variety of office machines including typewriter, copiers, calculator, microcomputer and peripheral equipment.
13. Coordinate calendar for assigned administrator, scheduling appointments, meetings and travel arrangements as required.
14. Order and store office supplies and equipment for assigned program.
15. Perform related duties as assigned.

QUALIFICATIONS GUIDE:

Knowledge of:

1. Modern office practices, procedures, and equipment.
2. Correct English usage, spelling, grammar, and punctuation.
3. Financial and statistical recordkeeping techniques.
4. Oral and written communication skills.
5. Operation of office machines including microcomputer, peripheral equipment and software.
6. Interpersonal skills including tact, courtesy, and patience.
7. Telephone etiquette and receptionist techniques.

Ability to:

1. Perform responsible secretarial duties for the administrator of an assigned program or function.
2. Organize and coordinate office activities and communications.
3. Interpret, apply, and explain rules, regulations, policies, and procedures related to the assignment.
4. Prepare, type, edit and proofread reports, forms and other materials.
5. Compose routine correspondence independently.
6. Communicate effectively both orally and in writing.
7. Operate office machines including computer equipment.
8. Understand and carry out oral and written instructions.
9. Establish and maintain cooperative and effective working relationships with others.
10. Type at a corrected speed of 45 words per minute.
11. Prepare and maintain statistical and financial departmental records and files.

Training and Experience:

Any combination equivalent to graduation from high school and two years of increasingly responsible clerical or secretarial experience.

Working Conditions:

Office environment.

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

Phase 1: Program Administration met with educational partners in San Diego County, inquiring of their educational enrichment programs and services.

Phase 2: An enrichment survey was shared out to staff, parents, and students to gain feedback on enrichment program interest.

Phase 3: Based on the stakeholder interest from staff, parents, and students, program administration was able to identify key educational partners that met the need.

Phase 4: Program Administration worked closely with senior leadership to develop a comprehensive ELOP Funding Budget Plan. In addition, an RFP process took place to ensure equitable opportunity for all educational partners.

Describe the system in place to address the following program administration requirements:

- *Fiscal accounting and reporting requirements.*
- *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
- *Attendance tracking, including sign-in and sign-out procedures.*
- *Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyrelequidance.asp>.*

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.

The ELO-P funds will be used to combine with our ASES program, creating enrichment activities from various educational partners throughout the school year, such as, San Diego Youth Symphony. The educational partners will hold classes on-campus as in 6–9-week rotations. Youth who are both enrolled or not enrolled in ASES will have the opportunity to sign -up for the rotations for enrichment programs offered throughout the school year.

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?

The Transitional Kindergarten and Kindergarten programs will be staffed by our YALE preschool within our school district. Early Childhood Group Lead I's will transition into the Lead position for the TK/K program. Instructional assistants who work with our transitional kindergarten during the school day will continue to provide learning opportunities in our TK/K program as part of a wraparound service. Instructional Assistants will work with Early Childhood Group Lead I's to create and implement planned curriculum and activities. The TK/K program will maintain the pupil-to-staff ratio by a 2:20 ratio.

Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and LitArt curriculum will be provided as education enrichment activities that adapt to early childhood education.

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.

Instructional Day Sample Schedule

TK/Kinder

11:15 – 11:30 TK Check-In
11:30 – 12:00 Circle Time
12:00 – 12:30 Outdoor Activity
12:30 – 12:45 Bathroom Break
12:45 – 1:30 Indoor Activity (Arts & Crafts)
1:30 -1:45 Brain Break & Kinder Transition
1:45 – 2:00 Snack
2:00 – 2:45 PlayWorks
2:45 – 3:00 Bathroom Break
3:00 – 3:45 Enrichment (STEM/VISUAL)
3:45 – 4:00 Bran Break
4:00 – 4:30 LitArt
4:30 – 5:00 Outdoor Activity
5:00 – 5:30 Centers
5:30 – 6:00 Closing

1st – 3rd Grade

1:35 – 1:45 Primary Check-In
1:45 – 2:00 Snack
2:00 – 2:45 PlayWorks
2:45 – 3:00 Bathroom/Water Break
3:00 – 3:30 Brain Power (HW)
3:30 – 4:00 LitArt
4:00 – 5:00 Enrichment (STEM/VISUAL)
5:00 – 5:30 Outdoor Activity
5:30 – 6:00 Closing (Indoor Games/Activity)

4th – 8th Grade

2:01 – 2:05 Check-In
2:05 – 2:45 Brain Power (HW)
2:45 – 3:00 Bathroom Water Break
3:00 – 3:15 Snack
3:15 – 4:00 PlayWorks
4:00 – 5:00 Enrichment
5:00 – 5:30 LitArt
5:30 – 6:00 Closing

Intersession Schedule

Program Schedule/Activities

Times	Group 1 & 2	Groups 3 & 4
6:30am - 8:15am	Check-in and Indoor/Outside Opening Activities	
8:15am – 8:30am	Handwashing Break	
8:30am – 9:15am	Playworks	Indoor Activities
9:15am - 10:00am	Indoor Activities	Playworks
10:00am - 10:15am	Handwashing Break	
10:15am - 11:30am	Art in the Classroom	Art in the Classroom
11:30am - 11:45am	Handwashing Break	
11:45am - 12:15pm	Lunch Time	
12:15pm - 12:30pm	Handwashing Break	
12:30pm - 12:45pm	LitArt	LitArt
12:45pm - 2:00pm	Mad Science	Jr. Theater
2:00pm – 2:15pm	Handwashing Break	
2:15pm – 2:30pm	PM Snack	
2:30pm – 2:45pm	Handwashing Break	
2:45pm – 3:30pm	STEAM	Playworks
3:30pm - 3:45pm	Handwashing Break	
3:45pm - 4:30pm	Playworks	STEAM
4:30pm - 4:45pm	Handwashing Break	
4:45pm - 6:00pm	Indoor Closing Activities	

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an ~~after~~ school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that program serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring, or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.