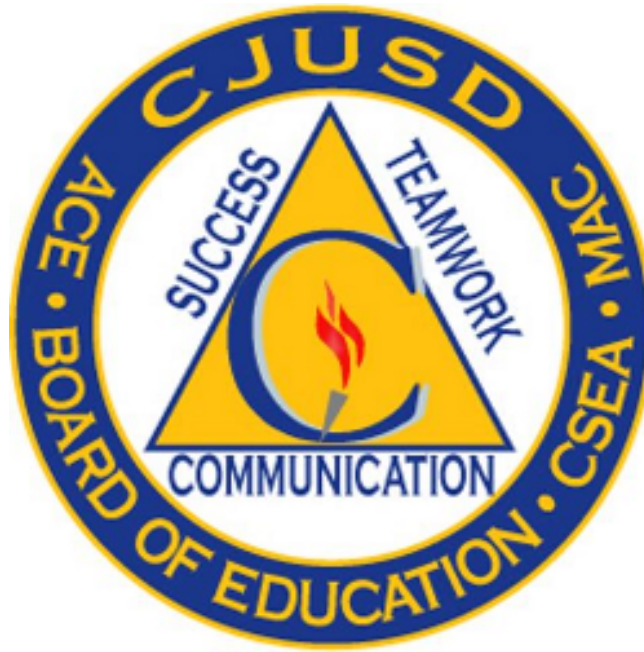


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Program Administrator:

Joda Murphy
Director, School Improvement & Accountability

Colton Joint Unified School District
1212 Valencia Dr.
Colton, CA 92324

Rev. 4/26/22

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Colton Joint Unified School District

Contact Name: Joda Murphy

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Contact Phone: 909-580-6592

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

| | | |
|--------------------------|--------------------------|---------------------------|
| Alice Birney Elementary | Cooley Ranch Elementary | Crestmore Elementary |
| D'Arcy Elementary | Grand Terrace Elementary | Grant Elementary |
| Ruth Grimes Elementary | Jurupa Vista Elementary | Lincoln Elementary |
| Mary B. Lewis Elementary | McKinley Elementary | Reche Canyon Elementary |
| Rogers Elementary | Smith Tech Academy | Sycamore Hills Elementary |
| Terrace View Elementary | Wilson Elementary | Zimmerman Elementary |

Purpose

As required by *EC* Section 46120(b)(2) this program plan will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development. Expanded Learning Opportunities Funding (ELOP) allows for the expansion of ASES services to extend afterschool program opportunities to students currently not being served by the ASES grant. In addition ELOP funds allow the district to provide 30 additional 9-hour days of programming to support learning and enrichment for students in the district, with priority services extended to TK-6th grade students.

Definitions

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

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

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website. The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

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

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

1. Safe and Supportive environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Colton Joint Unified School District partners with Think Together to implement high quality, student-centered after school and intersession programs that comply with all state and/or federal grant funding requirements. After school programs operate from the end of the school day until 6 pm daily, on the campus of each funded school site.

Each student's physical and emotional safety is the number one priority of all program operations. CJUSD, in partnership with Think Together, continuously monitors site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental safety protocols include: 1:10 staff-to-student ratios for TK/K students and 1:20 staff-to-student ratio for grades 1-6 students; comprehensive and ongoing staff safety trainings; daily attendance tracking; mandatory line of sight policies; periodic program-wide safety drills; clear reporting guidelines and procedures; and regular stakeholder meetings to ensure that district and school site personnel, all after school staff, guardians and students share a common understanding pertaining to safety expectations.

Think Together maintains four program agreements, personalized in collaboration with students enrolled at each site, which are: be safe, be responsible, be respectful and have fun. Most site PBIS agreements are aligned with the Think Together motto. Participants regularly remind each other of these agreements before different activities begin.

CSUSD in partnership with Think Together maintains clear expectations that all staff respect student rights. Student participants have prescribed rights which include:

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

Think Together is adamant about 100% adherence to comprehensive student Line of Sight policies and protocols, which require that all students are in a staff member's "line of sight" at all times. Staff are consistently and effectively positioning themselves so they can visually see students all of the time. To ensure line of sight, staff members manage their learning/engagement environment by walking around and maintaining close proximity to ensure all students are following program expectations. During restroom breaks, staff members implement an outlined system to ensure student safety with respect to their rights to privacy in the restroom. Staff is easily recognizable by wearing the Think Together-issued shirts and badges.

Attendance Tracking (including sign in/sign out procedures)

Accurate daily attendance accounting is collected in Youth Services.net (YS), the student administrative software. As students register to attend the afterschool and intersession program, registration forms are entered into the YS database. From this system, daily attendance sheets are prepared. Students

are checked into the program each day by the Program Leaders and signed out by the guardian or other authorized person at the end of each day.

Each evening, the sign out sheet is reviewed for accuracy. Any inaccuracy is highlighted and corrected by the appropriate person. When the information on the sign in sheet is corrected, usually within 24 hours, the information on the sign in sheet is then entered into the YS database. The accuracy of the data in YS is routinely monitored by a Quality Assurance Coach assigned to each site and Regional Operations Analyst. Weekly and monthly reports are run and analyzed to ensure data accuracy. Follow up by the Think Together Operation's Manager occurs routinely. As each month ends, sign-ins sheets are filed by district, by site, by date and secured in the office. Monthly attendance reports are shared with CJUSD staff, including the site principals.

It is the CJUSD policy that students arrive to the program on time and a late arrival to the program be documented by the staff. Late arrival is defined as any time after the normal sign in period at the beginning of the program and may be either "occasional" or "recurring." Occasional late arrival will be documented on the daily attendance sheet. The staff will indicate the late reason for the LA/ER column on the attendance sheet using number codes. They will also inform the guardian of the reason the student was late to the program.

If a student is unable to attend the program for the full day, a guardian may authorize a student to be dismissed early from the program. Early release is defined as any time prior to the last ten minutes of the program and may be either "occasional" or "recurring." In cases of occasional early release, persons previously authorized by the guardian to pick up the student may also authorize early release if picking the student up early on any given day. Occasional early release will be documented on the daily attendance sheet. The guardian or authorized person will document the reason for early release on the LA/ER column on the attendance sheet using number codes.

A guardian who wishes for their child to arrive late or be released early on a regular basis must submit a signed Late Arrival/Early Release form indicating the reason, period (hours and range of dates) for which the late arrival/early release will occur. Staff will also indicate any recurring late arrival/early release information on the daily attendance sheet, so staff will know then the student will be arriving late or leaving early. An authorized person is required to document the time and reason for late arrival and early release.

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

Students are expected to arrive at the program at the end of each school day. If a student does not check in at the beginning of the program, and no information from the guardian stating this was provided, the Site Coordinator will investigate to ensure the safety of the student.

Current emergency contact information is stored in the YS database. Think Together staff also has access to the Q database.

CJUSD and Think Together actively collaborate on a case-by-case basis to ensure adequate access to the after school and intersession programs for students with special needs and for those that require specific physical accommodations as appropriate.

As a part of the collaborative partnership with CJUSD and Think Together, instructional day staff work with the after school program site leaders to review School Site Safety Plans, and to align protocols and procedures. The Site Leader must obtain a copy of the School Safety Plan from school site administration at the start of the school year. Each Site Leader follows the recommended procedures outlined for their assigned site and implements a monthly program-wide safety drill. Monthly safety drills alternate between fire, earthquake, active shooter and lockdown procedures. Site Leaders conduct monthly supply inventories for first aid kits supplied to each site. Student accident and injury reporting procedures, as well as employee work-related injury protocols, are detailed in the Think Together Program Manual which is accessible online to all team members. Employee safety and injury prevention is a priority at Think Together. Staff members participate in monthly safety and health training and are compliant with Occupational Safety and Health Administration (OSHA) requirements for work environments.

All employees are considered Mandated Reporters and are legally required to report any suspicion of child abuse or neglect to identified law enforcement or child protective service agencies. The Think Together Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

Policies and procedures are in place to ensure the safety of staff and students participating in off campus special events and field trips. Field trip approval forms outlining pertinent event details, such as date, time, logistics, site maps, experiential learning outcomes, etc, must be approved by the school site principal. Guardian permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to Think Together's four program agreements. Site leaders and/or event coordinators are required to conduct a preliminary walkthrough of the field trip location looking for bus parking, student drop off and pick up, potential safety hazards, drinking water access and copies of the site map. During off campus special events/field trips, students are required to wear wrist bands with an emergency contact number in case a student gets separated from the group. Staff to student ratios are reduced to 10:1 for all excursions. All staff is required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct head counts every 15 -20 minutes and adhere to the Line of Sight policy.

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.

CJUSD partners with Think Together in the operation of its grant funded after school and intersession program. Think Together's mission is to partner with schools to change the odds for students. Think Together program focuses on reinforcing learning in academic content areas by intentionally aligning with instructional strategies from the school day, as well as aligning with the overall school culture. This allows for the continuity of learning and development into the expanded learning program environment. The program intends to provide students with a well-rounded learning experience by incorporating a variety of options and opportunities through the program schedule. Activities and program content are categorized as Learning Supports, Clubs, Camps and Connections, Social Awareness and Engagement, Parent/Family Engagement, Life Skills, Youth Voice and Leadership. Planned program activities involve intentional academic alignments that promote academic persistence and seek to expand the horizons of young people. Participants are given the opportunity to uncover and develop

their interests and talents via scaffolded risk-taking, challenging experiences and the exhibition and demonstration of learning across subject areas that include but are not limited to Healthy Living, English Language Arts, Mindfulness, Social Emotional Learning, Science, Technology, Engineering, Mathematics, Visual and Performing Arts and Youth Development.

Learning Supports

Learning supports embedded in the program design are intentionally aligned to the instructional school day. The aim of this alignment is to provide critical support to student participants' grade level proficiency. These strategies and interventions include supporting the understanding of academic content and providing opportunities to complete assignments. Technology-based interventions include an additional dosage of school-selected programs such as I-ready and Dibels. AVID strategies such as organization of student materials, collaboration and goal setting are provided through a certified AVID trainer on staff at Think Together. Peer tutors and academic support are utilized to assist student understanding of academic content. Periodic academic progress assessments, such as grade checks, are utilized to communicate with the school day staff.

Educational Literacy

In addition to daily practice during Learning Supports, students also engage in Units of Study that differ in scope, taking into account the academic, social and developmental differences across grade spans. For example, in an English Language Arts unit, kindergarten, first and second grade students focus on phonics and phonemic awareness to build literacy and fluency by developing a strong foundation to support reading by third grade. These fun and engaging activities help students become excited about reading. Third through sixth grade students participate in monthly "Close Reading" units of study to practice finding evidence to answer text-dependent questions and identify main idea and details in a single text or across multiple texts, spanning various content areas. These reinforcements of close reading skills support the Common Core ELA standards and help prepare students on the CAASPP assessment.

Mathematical Literacy

Students also benefit from Math Units of Study. The Common Core State Standards for Mathematics calls for students to "make sense of problems and persevere in solving them." Students practice problem solving, making sense of the problem, and explaining their thinking to the group.

Educational Enrichment Best Practices

Think Together provides a variety of experiences and programming to actively engage students in STEM. The Next Generation Science Standards (NGSS) focus on the principles of investigation and experimentation, including developing meaningful questions and conducting safe investigations. After school and intersession activities align to NGSS standards and provide a variety of hands-on collaborative opportunities that encourage discussion. Each activity provides an opportunity for students to participate in real world scientific inquiries, challenging students to engage in critical thinking and collaboration.

The Think Together STEM and Coding for All initiative expose students to quality coding instruction/activities beginning in early elementary and continuing through high school. The goals of this component is to create coding programs that enhance resiliency, foster computational thinking, and spark interest in STEM activities. Think Together partners with several organizations on coding programs which are available to after school sites. Key programmatic partners include Code.org, STEM to the Future, Girls Who Code, Youth Mobile Exposition, and VidCode.

Think Together STEM and Coding For All Initiative (Example)

| Program Level | Key Focus Areas | Key Skills |
|---|-----------------------------|---|
| Early Learning/Early Elementary (TK - 2) | Observation and description | Pattern recognition Engage manipulatives, introduction to visual block code Personal learning kits |
| Upper Elementary (3 - 6) | Design Process | 21st Century Skills Algorithmic thinking, logic, decomposition, conditionals, nested loops Invention Adventure Problem Identification Device Programming Digital Citizenship |

Sites create culminating experiences such as robotics competitions and STEM fairs to showcase student learning and experiences over the year. Student leadership opportunities are incorporated into scheduling and designing the culminating event experience.

Youth Development

The Think Together “Hearts On” approach to youth development is an intention towards Social Emotional Learning and social awareness activities. This aligns with the Think Together focus on Equity, Connection and Well Being. This program is committed to creating meaningful opportunities for young people to develop the research-based competencies of self-awareness, social awareness, relationship skills, responsible decision making and self-management. To this end, Think Together partners with Sanford Harmony, and MindUp for Life (elementary sites) to support social-emotional learning awareness, growth and student engagement.

Sanford Harmony is an active learning program where children engage in activities and conversations with each other, facilitated by a trained Program Leader. The program “promotes peer relations among students through lessons and activities that encourage communication, collaboration and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood” (Sanford Harmony, 2019, p.1).

Every Monday Matters is a program designed around students engaging in conversation and reflection around the three perspectives of “I matter,” “You matter,” and “We matter.” It aims to help students learn to build and maintain healthy relationships over time, while incorporating the 4 Cs of 21st century learning: critical thinking, communication, collaboration and creativity.

MindUp for Life is a CASEL designated, evidence-based program that systematically promotes students social and emotional competence, provides opportunities for practice, and is based firmly in neuroscience. MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships and act with compassion.

Arts and Enrichment

The program design for arts and enrichment centers around creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for

California Public Schools. Each lesson introduces students to key concepts, vocabulary, real world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

Additionally, the Think Together program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks and the screenings of student produced films. Think Together utilized the Skillastics Visual and Performing Arts programs center around physical movement. The Move and Groove program threads social and emotional character traits into dance and creative expression.

3—Skill Building Describe how the program will provide opportunities for students to experience skill building.

Think Together actively partners with CJUSD to identify opportunities to effectively leverage the after school environment to support our District LCAP goals and individual school sites. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This particular intention toward comprehensive alignment with the school day instruction exemplifies Think Together’s organizational commitment to supporting academic achievement.

In addition to the components described in *Section 2 - Active and Engaged Learning*, Think Together provides dedicated time and a clear structure for guided homework support as a core component of the daily program schedule. The homework component focuses on supporting individual students' understanding of their materials, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building as well as greater confidence and success in the classroom.

The typical program schedule includes 60 minutes of guided homework support for elementary students. Homework support is facilitated through independent practice and student/peer and program leader support.

Guided Homework Support Schedule

| Support Offered | Description |
|---|--|
| Program Leader/Peer Supports by Asking Questions and Checking for Understanding | Program Leaders promote student learning by asking students to read directions and explain their understanding of the process. Students are guided to identify what challenges they are having the the homework rather than telling students what to do. |
| Managing by Walking Around | Program Leaders maintain supervision of students by keeping them in the line of sight at all times during homework time, and by circulating to ensure students are on-task, focused and following directions. |
| Collaborative Grouping Strategies | A variety of grouping strategies are in place to strengthen |

| | |
|--|--|
| | student skills in completing homework correctly, such as by grade level or content area. |
| Collaborative Hands On, Minds On After Homework Activities | Activities are available for students to complete when homework is finished. These activities are aligned with classroom curriculum and/or extensions of enrichment lessons. |
| Homework Debrief | A minimum of five minutes will be allotted for debriefing of homework. During the debriefing time periods, peer supporters engage their groups by asking follow up questions. The Program Leaders then facilitates a group conversation assessing the day's homework experience and identifies improvement strategies for the following day. |
| System for Communicating with Parents and Teachers | Communication with guardians and teachers about the child's struggles or ease of homework is conducted. Communication is often facilitated face to face or in writing utilizing the homework communication form. |

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

Student input and feedback on all aspects of the program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input on program offerings in their unique interests. With the regular collection of student feedback, site and regional staff adapt program planning inclusive of identified clubs, selected curriculum activities and projects as well as the development of associated staff training to meet the expressed needs and interests.

Methods of Student Feedback

| Collection Strategy | Brief Description |
|---------------------|---|
| Engagement Survey | Youth Development and Arts and Enrichment activities are measured through an annual engagement survey that assesses participant behavioral mindset, skill-building, social emotional learning and overall interest. |
| Program Huddles | Students and staff regularly discuss programmatic offerings and choices, twice per engagement cycle. Student feedback is provided with site level staff. Student feedback is provided before, during and after an 8 - 10 week period. |
| Student Stakeholder | Routine feedback is collected from student stakeholders to ensure all parties are engaged and satisfied. |
| Assessments | Formative assessment is completed twice per year in which the Quality Assessment Tool is used alongside the Core Program Assessment tool to evaluate the effectiveness as well as the content engagement with students. The feedback from these assessments informs the training opportunities, curriculum, projects and program plans will meet the needs and interests of the students. |
| Data Reflection | Program staff participate in regular data reflection sessions to assess the |

| | |
|--|--|
| | needs of students in order to adjust program planning. |
| Integration with the Instructional Day | Alignment with the school day is one of the most important and effective practices that all Site Leaders implement. The alignment with the school day ensures that the expanded learning program is integrating and reinforcing the academic skills and strategies to support student achievement. The stronger the alignment, the more effective the expanded learning program is to impact student achievement which ultimately leads to college and career readiness. |

Students must feel they play a meaningful role in program design and implementation through leadership roles and responsibilities. Students receive coaching/training to develop leadership skills, so they can exercise these roles within the program and gain meaningful learning experiences that can be applied to other areas. Examples of opportunities for youth voice and leadership embedded within the program include:

- Youth-led activities (for example, agreements and announcements)
- Youth leadership team (plans program activities and events)
- Relationship-building between students, and between students and staff through activities, conversations and positive interactions
- Opening activities promote relationship building (youth vs youth, youth vs staff, staff vs staff, group vs group). Staff participates by motivating and encouraging students although staff may not participate in the actual physical activities.

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

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.

School administrators and Think Together leads work closely together to ensure that school wellness plans are shared and strategies are developed to align the expanded learning program activities to site wellness plans. The after school and intersession program operated by Think Together works to support the District's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, conflict resolution and social emotional learning.

Healthy Practices and Program Activities

A minimum of 30 minutes of daily physical activity is a requirement for Think Together **CATCH™ Kids Club** program. The **CATCH™ Kids Club** is a physical activity and nutrition education program designed for elementary school aged children in an after school/summer setting. **CATCH™** was developed based on the elements of the Coordinated Approach to Child Health (**CATCH™**) Program, a successful and proven elementary grade health promotion program designed for the early prevention of cardiovascular disease. The physical program has four main objectives:

- Involve students in at least 30 minutes of daily physical activity
- Involve students in moderate to vigorous physical activity during at least 90% of physical activity time
- Provide students with many opportunities to participate and practice skills and
- Provide students with a variety of enjoyable physical activities

CATCH™ is aligned to the California physical education content standards, which activities include:

- Development of motor skills
- Development of knowledge of movement concepts, principles and strategies
- Activities to develop and maintain a level of physical fitness to improve health and performance
- Development of knowledge of physical fitness concepts, principles and strategies and
- Development of knowledge and use of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

Research has demonstrated that **CATCH™** is effective in increasing physical activity for students as well as reducing the rate of overweight and obese participants (**CATCH™**, 2014 - 2019). The program provides fun, developmentally appropriate physical education activities which develop health-related fitness and skills while teaching the importance of physical activity. In addition, the constant physical activity in **CATCH™**'s "all kids active all the time" game format provides an active means of managing student behavior during outdoor activity. Each lesson has a warm up and cool down segment. Additionally, lessons are debriefed to ensure key learning objectives are understood.

Intramural Sports

Think Together provides opportunities for students to participate in intramural sports programs. They partner with several grant funders to provide equipment, training for Program Leaders and transportation for students to have games at various sites. This program encourages sportsmanship and academic achievement, as well as physical development. Through additional funding, sites are able to engage student participants in active practice, intramural league play and tournament games in flag football, volleyball, basketball and soccer. The program also allows for additional training and professional development opportunities for Site Coordinators and identified staff who serve as coaches.

The US Soccer Foundations' Soccer for Success program is one example of Think Together's partnerships that support the implementation of sports programming. Soccer for Success is an after-school program, offered free to participants, that is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders. Think Together implements Soccer for Success curriculum at each elementary site.

The LA84 Foundation supports Think Together to provide a 10 week basketball program for boys and girls in the winter, a 10 week boys and girls soccer program in the spring and a 10 week flag football and girls volleyball program in the fall. The program consists of intramural programs where students compete at the school sites after school. The program culminates with a series of regional tournaments. The best teams from each region play in a final Saturday tournament. The sports program will serve, on average, 110 unduplicated students per school.

Health and Nutrition Education

Harvest of the Month: The California Nutrition Networks' Harvest of the Month (HOM) curriculum provides nutrition education to complement the **CATCH™** physical activity curriculum. Harvest of the Month highlights one California-grown fruit or vegetable per month. Students may learn the nutritional value of the produce item, but also the science behind how the produce grows and the folklore and history of it. Lessons may include reading and discussing a children's book featuring the harvest of the month. A monthly parent newsletter also includes information about the harvest of the month. Students favorite parts of the curriculum tend to be taste-testing activities and the preparation and tasting of simple recipes they create.

Social and Emotional Learning

The Think Together program implements the Sanford Harmony SEL program and Mindup for Life curriculum to develop the SEL competencies of self-awareness, social awareness, relationship skills, responsible decision making and self-management.

Healthy Nutritional Practices

The CJUSD Nutritional Services Division works closely with our Think Together partners to provide healthy and nutritious meals to students each day. Menus are coordinated for this 15 - 20 minute meal time.

Meals served under the NSLP must contain full servings of any three of the following four food components: fluid milk, meat/meat alternate, 100% fruit/vegetable juice and grain or bread product.

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.

CJUSD and Think Together value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive and welcoming environments for all students, staff, volunteers and community stakeholders. CJUSD and Think Together do not and shall not discriminate on the basis of race, color, region, gender, gender expression, age, national origin disability, marital status, sexual orientation, or military status in any of its activities or operations. These activities include but are not limited to, hiring and firing of staff, selection of volunteers and vendors and provision of program services. More information on hiring practices can be found in section 7 - Quality Staff.

The core organizational values include a value for treating others with dignity and respect and embracing diversity. The programs' enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their unique cultural backgrounds, and they voice expression through discussion, presentation and inclusion in the creation of projects. Additionally, some schools also provide specific activities that align with the school day in the recognition and celebration of cultural heritage months, holidays, cultural arts projects and exploration.

After school and intersession programs are available to every elementary student enrolled in the district, *at no cost*. CJUSD and Think Together believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence with Ed Code, homeless students and students in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in the program shall be disenrolled in order to provide enrollment of a student with priority enrollment.

Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning programs:

- Enrollment booths are set up during student drop off, student pick up and during lunch time assemblies.
- District and site administrators and classroom teachers make class presentation opportunities about the program.
- The program incorporates a "Bring a Buddy" strategy where students recruit their friends and peers to join the expanded learning/after school program.
- Messages for the expanded learning program are included in automated messages sent to all students enrolled in each school.
- An enrollment application is included in the school's registration packet and enrollment opportunities are promoted on District and school websites.

Once enrollment forms are received, they are stamped with the date and time of receipt and students are enrolled in the program on a first come, first served basis barring enrollment priority. Moreover, CJUSD and Think Together actively collaborate on a case-by-case basis to ensure adequate access to the after school and intersession programs for students with special needs, in compliance with relevant Education Code.

Engagement Strategies

In addition to enrollment strategies, CJUSD and Think Together collaborate on aligned engagement strategies. The program curriculum implementation includes aligned strategies for supporting English language development and students with special needs. Some of these strategies include utilizing visual supports, activating prior knowledge, strategic grouping, etc. Ongoing consultation occurs between the Think Together and the school site staff to meet each student's individual needs.

7—Quality Staff Describe how the program will provide opportunities for students to engage with quality staff.

Think Together is responsible for hiring and training staff. Think Together works with site administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required language. Staffing includes a full time Site Leader position who manages the program and coordinates the curriculum. Entry-level Program Leaders are staffed at a 1:20 staff to student ratio for students in grades 1-6 and a 1:10 ratio for students in grades TK/K.

A Site Leader ensures that high quality expanded learning program activities are provided for each participant. Site Leaders are college graduates or have at least one year of previous experience as a program leader and are required to attend a series of trainings offered by Think Together. Using standard Think Together program materials, Site Leaders:

- coordinate/support program implementation
- work with teachers, site administrators and other instructional day staff to align program activities
- Supervise, train and coach all program staff
- Engage and involve guardians
- Gather data to assess student safety, itnersts, participation and improved academic performance.

Program leaders facilitate all program activities with student participants through homework assistance and academic and physical activities. They utilize curriculum and materials provided by the Think Together program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of a high school diploma. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selection is made by the site administration.

Program Leaders are part time assignments that must meet CJUSD's minimum requirements for a paraprofessional/instructional aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and participate in a series of trainings provided by Think Together.

Staff Recruitment

Think Together leverages community and regional networks to generate a sizable pool of potential candidates for all positions available in the operation of the expanded learning program. Think Together employs a

regional talent acquisition team as well as other Human Resource professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified and well-trained after school practitioners. Recruitment efforts include but are not limited to:

- Referrals by current employees
- Relationships with local colleges and universities
- Social media job postings
- Site level/community recruitment and job fairs
- Promotion of career opportunity via Think Together and District websites

Employment Screening, Selection and Site Placement

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum qualifications, followed by an in-person job interview. Candidates are assessed based on their experience, interests and specific skills and talents they bring to the expanded learning program. Those seeking Site Leader positions are ultimately selected by the school site Principal after the applicant pools have been screened and reduced to the top two or three candidates. Job offers are made to successful candidates contingent upon US Department of Justice and FBI live scan and TB clearances.

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

Think Together subscribes to the Quality Technical Assistance Framework and provides an ongoing, needs-driven professional development and support to all staff in an effort to create an effective and high quality expanded learning experience. The program creates and provides employees with comprehensive theoretical and application-based training to ensure that staff can manage a classroom environment and have the knowledge and skills to implement program components with fidelity. Think Together staff also participate in CJUSD and school-sponsored training to become familiar with and to align educational initiatives and instructional strategies. All Think Together staff are required to participate in monthly LMS safety training. Organizational training is conducted both in person by the Organization Development Department training team, and virtually through an organization-wide learning management system.

The program uses comprehensive rubrics to assess staff performance and program implementation. Think Together Quality Assurance Coaches and Site Leaders facilitate on-going, in-person development and on-site coaching with Program Leaders. They work in collaboration with individual staff and/or small groups to build specific skills and capacity to improve the overall work performance.

Matrix of sample professional development offered to staff

| Staff Position | Compliance/Safety and Other | Program |
|--------------------|---|--|
| Site Leader | First aid/CPR certification Mandated reporter Sexual Harassment for Supervisors Grant Compliance Employee Management Data Quality Management Site Level Program Assessment/CQI Student Incident/Injury Reporting Leadership Development/Priority & Time | Quality Technical Assistance Behavior and Classroom Management Homework Implementation and Management Lesson Preparation, Facilitation and Evaluation Program Curriculum Spotlights Social Emotional Learning Strategies |

| | | |
|-----------------------|--|--|
| | Management Relationship Building with Stakeholders | District/Site-Specific curriculum Planning/implementing Youth Clubs |
| Program Leader | Student Sign in/Out Procedures Student Incident/Injury Reporting Relationship Building with Stakeholders | Behavior and Classroom Management Homework Implementation and Management Lesson Preparation, Facilitation and Evaluation Program Curriculum Spotlights Social Emotional Learning Strategies District/Site-Specific curriculum Planning/implementing Youth Clubs |

How does the program create opportunities for participants, guardians and site staff to provide feedback on staff and volunteer quality?

8—Clear Vision, Mission, and Purpose Describe the program’s clear vision, mission, and purpose.

CJUSD assessed the need for after school programs at its various schools based on several criteria, including an analysis of socioeconomic status, academic performance and community safety data, as well as the current availability of alternative resources for local expanded learning activities.

CJUSD shares its vision with Think Together to deliver an expanded learning program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, guardians and the school site. The Think Together mission is to partner with schools to change the odds for kids. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

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

Evaluating Program Effectiveness

Content knowledge will be measured through the administration of a post survey in on-line surveys, completed before or after each unit, assessing unit-specific content. Panorama, a validated tool, will measure student SEL beliefs. The positive impact Youth Development and Arts and Enrichment activities will be measured through an annual engagement survey that will assess behavioral mindset, skill-building, social emotional learning and overall interest in learning.

Continuous Quality Improvement

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

utilized throughout the year with site level staff. The aim is to continuously plan, implement and assess programming.

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

| Selected Measure Outcomes | Results |
|---|---|
| Panorama: Validated SEL Tool | Students participating in Think Together will exhibit the belief they can succeed in achieving academic outcomes, and they are able to persevere through setbacks to achieve important long term goals. |
| STEL: on-line survey administration | Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options. |
| Youth Development: on-line survey administration | Students report improved social-emotional learning, college/career interest and engagement in learning |
| Arts and Enrichment: on-line survey administration | Students report improved social-emotional learning, college/career interest and engagement in learning |
| Quality Self-Assessment Tool (California Afterschool Network) | Engage stakeholders and improve professional development plans for program staff |
| Core Program Assessment | Engage and improve professional development and program quality plans for staff |

Program Improvement Models

The staff regularly participates in data reflection sessions to assess performance and on-going needs of students. They collaborate on strategic adjustments to be made in programming to better support students.

Coaching

Working closely with CJUSD leaders, Think Together Quality Assurance Coaches and Site Leaders provide refresher training and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback

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

Initially, collaboration meetings are held with school community members (parent advisory groups, school administrators, resource specialists, school maintenance staff, nutritional service workers, etc). Several meetings are held to gather data on the needs of the community and solicit input from multiple sources.

As a part of the annual needs assessment process for program improvement, the following methods are regularly conducted with various stakeholder groups:

- Surveys - program staff, guardians, administrators, and teachers
- Interviews- administrators at the site level

- Focus groups - students and guardians
- Working groups - administrators at the site and district level, including program staff
- Site visits/walks - school administrators and program staff

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

CJUSD and Think Together collaborate extensively to plan, implement and update the Expanded Learning Opportunity Plan. This partnership extends from the school districts’ and the CBO’s central offices to the funded school sites, with the expectation that mirrored collaboration and partnership is experienced. This includes the expectation of regular communication between the school site principal/designee and the Think Together.

Collaborative partners in this process include the identified district-level administrator/coordinator for ASES programs, other District-level personnel (Nutrition Services for snack planning and distribution), school site administrators, Think Together leadership and program staff, as well as guardians and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with principals and Site Leaders
- Monthly meetings and site visits with the District ASES administrator
- Semi-annual District/Think Together collaborative update/planning meetings
- Periodic parent meetings

10—Continuous Quality Improvement Describe the program’s Continuous Quality Improvement plan.

CJUSD, in partnership with Think Together, is committed to ensuring the expanded learning program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process of assessment, planning, and improvement. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, guardians and other Think Together/district leaders) to participate in the annual process. The California After School Network (CAN) Quality Self-Assessment (CPA), and regular stakeholder feedback tools are used to assess the quality of the program and inform progress.

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

Continuous Quality Improvement (CQI) Implementation Process

| CQI Cycle Component | Timeline | Action Items |
|---------------------|---|--|
| Assess | July - October (ongoing pulse checks and assessments occur throughout the year) | Review spring stakeholder assessment data Review previous year’s internal Core Program Assessment (CPA) and conduct start of year CPA self assessment Review previous CQI plan and implementation progress Implement CAN Quality Self Assessment Tool ((QSAT) |
| Plan | October | Engage in site-level data reflection sessions |

| | | |
|---------|----------------|---|
| | | (DRS) Identify program strengths and opportunities for improvement by Quality Standard Revise/draft CQI plan Solicit input from key stakeholders on revised/draft plan Finalize plan and share improvement objectives and strategies with all stakeholders |
| Improve | October - June | Intentional implementation of CQI plan Align CQI objective/strategies to staff work plans where appropriate Conduct regular site/program observations Provide on-going training and coaching to program staff Incorporate regular CQI updates into standing program/stakeholder meetings Conduct periodic pulse checks to assess program improvements Make regular progress updates to CQI plan |

Program Improvement Methods

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

11—Program Management Describe the plan for program management.

CJUSD serves as the fiscal agent for this grant and provides a portion of this funding to Think Together for program delivery costs. The pass-through funds are allocated to personnel costs to fund the wages and salaries, benefits and taxes of the Site Leaders and Program Leaders. The balance of the funding is allocated to site level operational costs (for example, materials, supplies, equipment, transportation for field trips). A portion of the operating costs and the administrative costs incurred by Think Together are covered through matching sources of funding, grants and private philanthropic contributions from corporations, foundations and individual donors. ELO-P funding will also be used to supplement the after school and intersession activities.

The Think Together program adheres to an “inverted pyramid” structure designed to put children first by building a system that effectively supports direct services to students and families. Each site is staffed by 4 - 7 Program Leaders, depending on the number required to maintain the staff:student ratio. The Program Leaders and additional volunteers are supported by a Site Leader who oversees and manages the overall implementation of program operations at site in collaboration/consultation with the designated school site administrator.

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

Quality Assurance coaches are supported by regional Directors of Program and Operations (DPO) and General Managers who oversee the delivery of programs and assist with finding solutions to programmatic

issues that may arise. DPOs and General Managers meet at least monthly with school administrators to ensure program goals and outcomes are being met and the programs align with the learning objectives of the instructional day.

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

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

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

The program is formally reevaluated biannually. Updates to the program are made as new program initiatives are rolled out and staff are trained on the implementation of new or modified program components.

Fiscal Accounting and Reporting

CJUSD's grant management responsibilities are complemented by Think Together's existing program administrative systems, procedures and staff support. Think Together finance department is overseen by a Chief Financial Officer who ensures that fiscal accounting is accurate in keeping with the requirements of the grant. Regular invoicing of expenses to CJUSD occurs. Accurate record keeping is ensured using designated accounting codes that allow expenses to be allocated and tracked by grant, site district and region. All financial records are audited annually by an independent CPA firm.

General Questions Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P funds will be utilized to further provide programming to students without creating division between the two programs. Students will be able to enroll into the programs without distinction between ELO-P and ASES programs. Guardians will complete the same enrollment form and be considered to be enrolled into the same program. All enrolled students will participate in existing after school programs. Funds will be used to provide additional programming and staffing to supplement the needs of the students at school sites. All programming will use the same guidelines and expectations to ensure a safe and engaging environment.

Think Together as a comprehensive total solutions partner holds the most stringent requirements to provide

equitable access to all students in Expanded Learning programs and adheres to all respective grant guidelines.

Transitional Kindergarten and Kindergarten Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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

Here is a sample proposed schedule:

| Times | | Program Component |
|---------|-------|---------------------------------|
| 8:30 | 12:30 | Traditional School day Schedule |
| 12:30 | 12:45 | Check In/Nutrition |
| 15 mins | | Check In |
| 12:45 | 12:55 | Handwashing/RR/Transition |
| 12:55 | 1:25 | CATCH |
| 30 mins | | Physical Activity |
| 1:25 | 1:35 | Handwashing/RR/Transition |
| 1:35 | 2:35 | Learning Centers - Enrichment |
| 1:35 | 1:55 | Station 1 & Rotation |
| 1:55 | 2:15 | Station 2 & Rotation |
| 2:15 | 2:35 | Station 3 & Rotation |
| 1 Hour | | Learning Centers |
| 2:35 | 2:45 | Handwashing/RR/Transition |
| 2:45 | 3:00 | SEL Check In/Mindful Moment |
| 15 Mins | | MindUp |
| 3:00 | 3:15 | Check In/Snack |
| 15 mins | | Check In |
| 3:15 | 3:25 | Handwashing/RR/Transition |
| 3:25 | 3:55 | CATCH |
| 30 mins | | Physical Activity |
| 3:55 | 4:05 | Handwashing/RR/Transition |
| 4:05 | 4:35 | Learning Supports |
| 30 mins | | HW Support / Acadmic Readiness |
| 4:35 | 4:45 | Handwashing/RR/Transition |
| 4:45 | 5:45 | Learning Centers - Enrichment |
| 4:45 | 5:05 | Station 1 & Rotation |

| | | |
|---------|------|---------------------------|
| 5:05 | 5:25 | Station 2 & Rotation |
| 5:25 | 5:45 | Station 3 & Rotation |
| 1 Hour | | Learning Centers |
| 5:45 | 5:55 | Handwashing/RR/Transition |
| 5:55 | 6:00 | Closing |
| 10 mins | | Student Sign Out |

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

- Introduction to observations
- Child teacher interactions
- Challenging behaviors
- Routines and transitions

The lower pupil: staff ration will be maintained in adherence to requirements. In addition to the recruiting strategies (section 7 - Quality Staff), Think Together makes certain that staff are fully aware of protocols for maintaining required ratios at all times. Regional teams monitor ratios through regular site walks. Check-ins with staff ensure proper staffing policies are enforced and required ratios are being followed. Schedules are managed to maintain staff ratio and group size requirements by assigning support staff or reserving qualified substitute staff.

The curriculum and program will be developmentally-informed to address the younger age group through curriculum selection and use supported by Think Together's Early Learning department. Objectives are detailed to include:

- Social emotional learning includes self-awareness, social interactions and relationships
- Language and literacy include listening and speaking, alphabet recognition and writing
- Mathematics includes number sense, classifications and patterns, shapes, measurement (comparisons), problem solving

Think Together utilizes the Highscope curriculum for the younger students. Highscope's work over the past 50 years has been devoted to early childhood education, professional development, and learning. Curriculum is uniquely designed to provide a rich academic foundation while promoting independence, decision making, cooperation, creativity and problem solving in younger children.


Highscope lessons are relevant to these early learning stages in support of developing routines and identifies eight content areas including approaches to learning, social and emotional learning, mathematics, science and technology, language, literacy, communication, social studies, creative arts and physical and health development. It offers hands-on exploration and will provide guidance on how to establish daily scheduled and well-organized environments.

Think Together also utilizes the Teaching Strategies curriculum to prepare children for success in school and in life with a research-based, whole-child curriculum that features inquiry, exploration, and discovery as the foundation for all learning. As a content-rich, developmentally appropriate curriculum, it delivers academic rigor alongside social emotional learning and cognitive development.

In conjunction with Highscope and Teaching Strategies, Think Together also utilizes MindUp for Life as a CASEL designated, evidence-based program that systematically promotes students' social and emotional competence, provides opportunities for practice, and is based firmly in neuroscience. MindUp teaches the skills and knowledge children need to regularize their stress and emotion, form positive relationships, and act with compassion. Specific to K-2 "My Mindful Brain_ builds a caring environment that helps children foster a safe, kind and focused learning environment that builds student-to-student and student-to-teacher connections.

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.

Here is a sample schedule of a nine hour day:



Regular Weekly Program Schedule

SITE NAME

Week Of: MM/DD-MM/DD/YYYY

| Times | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------|---|---|---|---|---|
| | | | | | | |
| 3:00 | 3:15 | Check-In | Check-In | Check-In | Check-In | Check-In |
| 15 mins | | Check-In | Check-In | Check-In | Check-In | Check-In |
| 3:15 | 3:25 | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition |
| 3:25 | 3:55 | CATCH | CATCH | CATCH | CATCH | CATCH |
| 30 mins | | Physical Activity | Physical Activity | Physical Activity | Physical Activity | Physical Activity |
| 3:55 | 4:05 | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition |
| 4:05 | 5:05 | Homework | Homework | Homework | Homework | Homework |
| 1 hour | | Agreements 15 Mins to Success Study Session | Agreements 15 Mins to Success Study Session | Agreements 15 Mins to Success Study Session | Agreements 15 Mins to Success Study Session | Agreements 15 Mins to Success Study Session |
| 5:05 | 5:15 | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition |
| 5:00 | 5:40 | Enrichment | Enrichment | Enrichment | Enrichment | Enrichment |
| 15 mins | | Spotlight: Lesson: | Spotlight: Lesson: | Spotlight: Lesson: | Spotlight: Lesson: | Spotlight: Lesson: |
| 5:40 | 5:45 | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition | Wash Hands/RR/Transition |
| 5:50 | 6:00 | Transition & Closing | Transition & Closing | Transition & Closing | Transition & Closing | Transition & Closing |
| 10 mins | | Student Sign-out | Student Sign-out | Student Sign-out | Student Sign-out | Student Sign-out |
| Staff Name: PL A | | Grade(s) Served: 1/2 | | | | |
| Group: A | | Location: Rm. A | | | | |

Here is a sample schedule for a summer or intersession day:

| Monday-Thursday | | | | | Friday | | |
|-----------------|--|-------------------|-------------------|-------------------|---------------|--|-------------------|
| Time | Group D: Ms. Alex, Rm C6 | | | | Time | | |
| 8:00-8:15am | Check-in | | | | 8:00-8:15am | Check-in | |
| | Line up in front of the restrooms | | | | | Line up in front of the restrooms | |
| 8:15-8:30am | Opening Activity & Transition to Breakfast | | | | 8:15-8:30am | Opening Activity & Transition to Breakfast | |
| | Announcements and Class VS Class Activity | | | | | Announcements and Class VS Class Activity | |
| 8:30-8:50am | Breakfast | | | | 8:30-8:50am | Breakfast | |
| | Sit at assigned table. Clean up at 8:45am, ensure area is left clean then have class line up. | | | | | Sit at assigned table. Clean up at 8:45am, ensure area is left clean then have class line up. | |
| 8:50-9:05am | RR/Transition to Next Activity | | | | 8:50-9:05am | RR/Transition to Next Activity | |
| | Collect nametags if PA is next | | | | | Collect nametags if PA is next | |
| 9:05-9:45am | VAPA | Physical Activity | VAPA | Physical Activity | 9:05-9:45am | VAPA | Physical Activity |
| | Move and Groove | CATCH/Fulcrum | Teach Rock | CATCH/Fulcrum | | Move and Groove | CATCH/Fulcrum |
| 9:45-10:00am | RR/Transition to Next Activity | | | | 9:45-10:00am | RR/Transition to Next Activity | |
| | Re-distribute nametags/Collect Nametags if PA is next | | | | | Re-distribute nametags/Collect Nametags if PA is next | |
| 10:00-10:45am | Physical Activity | VAPA | Physical Activity | VAPA | 10:00-10:45am | Physical Activity | VAPA |
| | CATCH/Fulcrum | Move and Groove | CATCH/Fulcrum | Teach Rock | | CATCH/Fulcrum | Move and Groove |
| 10:45-11:00am | RR/Transition to Next Activity | | | | 10:45-11:00am | RR/Transition to Next Activity | |
| | Re-distribute nametags | | | | | Re-distribute nametags | |
| 11:00-11:45am | STEM | | | | 11:00-11:45am | STEM | |
| | FOSS K-2 | FOSS K-2 | FOSS 3-5 | FOSS 3-5 | | FOSS K-2 | FOSS 3-5 |
| 11:45-12:00pm | RR/Transition to Lunch | | | | 11:45-12:00pm | RR/Transition to Lunch | |
| | Re-distribute nametags | | | | | Re-distribute nametags | |
| 12:00-12:20pm | Lunch | | | | 12:00-12:20pm | Lunch | |
| | Sit at assigned table. Clean up at 12:10pm, ensure area is left clean then have class line up. | | | | | Sit at assigned table. Clean up at 12:10pm, ensure area is left clean then have class line up. | |
| 12:20-12:30pm | RR/Transition to Next Activity | | | | 12:20-12:30pm | RR/Transition to Next Activity | |
| | | | | | | | |
| 12:30-12:50pm | Mid-day Rally | | | | 12:30-12:50pm | Mid-day Rally | |
| | Class VS Class Activity/Raffles | | | | | Class VS Class Activity/Raffles | |
| 12:50-1:00pm | RR/Transition to Supper | | | | 12:50-1:00pm | RR/Transition to Supper | |
| | | | | | | | |
| 1:00-1:45pm | Enrichment | Physical Activity | Enrichment | Physical Activity | 1:00-1:45pm | Enrichment | Physical Activity |
| | Unit of Study: | CATCH/Fulcrum | Unit of Study: | CATCH/Fulcrum | | Unit of Study: | CATCH/Fulcrum |
| 1:45-2:00pm | RR/Transition to Next Activity | | | | 1:45-2:00pm | RR/Transition to Next Activity | |
| | | | | | | | |
| 2:00-2:45pm | Physical Activity | Enrichment | Physical Activity | Enrichment | 2:00-2:45pm | Physical Activity | Enrichment |
| | CATCH/Fulcrum | Unit of Study: | CATCH/Fulcrum | Unit of Study: | | CATCH/Fulcrum | Unit of Study: |

| | | | | | | | |
|-------------|---|----------|-------------|------------------------|-------------|---|------|
| 2:45-3:00pm | RR/Transition to Next Activity | | | | 2:45-3:00pm | RR/Transition to Next Activity | |
| 3:00-3:15pm | Supper | | | | 3:00-3:15pm | Supper | |
| 3:15-3:30pm | RR/Transition to Next Activity | | | | 3:15-3:30pm | RR/Transition to Next Activity | |
| 3:30-4:30pm | Clubs | | | | 3:30-4:30pm | Clubs | |
| | Arts and Crafts: PL | STEM: PL | Cooking: PL | Soccer for Success: PL | | Arts and Crafts | STEM |
| 4:30-4:40pm | RR/Transition to Next Activity | | | | 4:30-4:40pm | RR/Transition to Next Activity | |
| 4:40-5:00pm | Closing Activity and Sign-outs | | | | 4:40-5:00pm | Closing Activity and Sign-outs | |
| | Announcements and Class VS Class Activity/Raffles | | | | | Announcements and Class VS Class Activity/Raffles | |