

Aspire Public Schools
Expanded Learning Opportunities
Program Plan (ELOP)

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Program plan approved by Aspire's Board of Governors

23-24 to 25-26

**Aspire Public Schools
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**Name of Local Educational Agency and Expanded Learning
Opportunities Program Site(s)**

Local Educational Agency (LEA) Name: Aspire Public Schools

Contact Name: Paul Younger

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Contact Phone: (510) 434-5000

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. Aspire Alexander Twilight College Preparatory Academy
2. Aspire Alexander Twilight Secondary Academy
3. Aspire Antonio Maria Lugo Academy
4. Aspire APEX Academy
5. Aspire Arts & Sciences Academy
6. Aspire Benjamin Holt Middle School
7. Aspire Berkley Maynard Academy
8. Aspire California College Preparatory Academy (Richmond)
9. Aspire Capitol Heights Academy
10. Aspire Centennial College Preparatory Academy
11. Aspire College Academy
12. Aspire East Palo Alto Charter School
13. Aspire Firestone Academy
14. Aspire Gateway Academy
15. Aspire Golden State College Preparatory Academy
16. Aspire Inskip Academy
17. Aspire Junior Collegiate Academy
18. Aspire Langston Hughes Academy
19. Aspire Lionel Wilson College Preparatory Academy
20. Aspire Monarch Academy
21. Aspire Ollin University Preparatory Academy
22. Aspire Pacific Academy
23. Aspire Port City Academy
24. Aspire Richmond Technology Academy
25. Aspire River Oaks Charter School
26. Aspire Rosa Parks Academy
27. Aspire Slauson Academy
28. Aspire Stockton Secondary Academy

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- 29. Aspire Summit Charter Academy
- 30. Aspire Tate Academy
- 31. Aspire Titan Academy
- 32. Aspire Triumph Technology Academy
- 33. Aspire University Charter School
- 34. Aspire Vanguard College Preparatory Academy
- 35. Aspire Vincent Shalvey Academy

Purpose

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

Definitions

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

“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

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is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Aspire Public Schools operates all Expanded Learning (ExL) programs on Aspire school campuses run by Aspire staff. Programs ran by a community based organization (CBO) follow Aspire's policies and attend trainings. As such, students are not transported to or from the program. Safety procedures are codified in our school-level Comprehensive School Safety Plans, which detail the number and type of safety drills to be conducted each month as well as the chain of command for incident response. Two daytime staff and two after school staff are trained in CPR and EpiPen administration. Additionally, all ExL staff carry walkie talkies to communicate with each other and indicate if a child is injured, being picked up early, or changing location for any other reason. All staff have access to first aid kits and receive training on how to safely administer first aid. Staff also receive training on crisis response and mandated reporting to Child Protective Services.

Classroom space and outdoor spaces are clean and safe environments for all children, as evidenced by consistently high scores on the Safe Environment domain of the Program Quality Assessment (PQA). The PQA is used by all of our programs to evaluate program quality.

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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.

In a comprehensive evaluation brief examining the efficacy of Afterschool Programs (ASP) in the 21st Century, the Harvard Family Research Project (HFRP) found that “more multifaceted after school programs are likely to reap the biggest academic gains,” making a case for a combination of academic and enrichment components. The report also outlined several critical factors for ASPs to achieve success: 1) sustained participation 2) high quality, intentional programming linked to specific outcomes 3) highly trained staff who foster positive relationships with youth and 4) strong partnerships with families and community-based organizations.[i] Having clear routines and structure were also highlighted as essential elements of high-quality programs. This research was used to inform the development of the Aspire Expanded Learning Site Visit Rubric for Program Quality, which is a rubric used by the ExL Leadership Team (ExLT) when they conduct quarterly site visits to offer technical support and coaching.

Aspire’s Expanded Learning programs include an explicit focus on social-emotional learning (SEL), using the research-based curriculum: RULER. Expanded Learning also provides daily recreational activities and hands-on enrichment opportunities. The enrichment lessons are planned in units, with daily and weekly objectives that ensure learning is cumulative. Support for lesson planning is provided via coaching from each site-based After School Director (ASD). All units culminate in a project or exhibition so that students can demonstrate their achievements in a meaningful and personally relevant way. A few examples of culminating projects include: a harvest day for gardening club, a theater production for drama club, and an art exhibition for art club.

[i] Little, Priscilla, Christopher Wimer, and Heather B. Weiss. "After school programs in the 21st century: Their potential and what it takes to achieve it." *Issues and opportunities in out-of-school time evaluation* 10.1-12 (2008).

3—Skill Building

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

Explicit skill-building is a well-documented need within our school communities, as evidenced by recent SBAC scores which show many of our students performing below grade level. Rather than teaching new academic content after school, our educators use academic support time to reinforce fact fluency and build confidence in reading and writing with additional time to practice. This is accomplished through academic games and homework support, combined with the use of innovative online learning tools such as iReady, and Kahoot, all selected by credentialed teachers. By using some of the same software, games,

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and tools in use during daytime classroom instruction, teachers and after school educators can share formative assessment data and tailor the tasks to meet students' unique needs.

Students also complete group and individual projects that allow for creative problem solving, teamwork, and inquiry-driven exploration in enrichments or clubs. These clubs cover a variety of topics, such as robotics, debate, cooking, drum circle, sewing, poetry, and dance, to name a few. In true Expanded Learning fashion, many of our students are introduced to these new hobbies, skills, and potential career paths for the first time in the context of their after school program. The clubs are intentionally designed to allow students to explore new passions and uncover hidden talents in a welcoming and low-pressure environment.

4—Youth Voice and Leadership

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

As mentioned above, teachers and after school educators share assessment data through innovative learning tools. They also have regular check-ins to discuss student progress and align on homework assignments. Educators and After School Directors may meet separately with the Education Specialist to ensure they are modifying assignments and supports appropriately for students with special needs. Additionally, the ASDs review school culture and climate data, as well as SEL data and summative student data at the end of the school year in the context of ASD Communities of Practice. Together we analyze the data and collectively work to find actionable steps to modify our programs accordingly.

Student voice is incorporated into program development in a variety of ways. Students of all grade levels are allowed to select their choice of enrichment options every quarter, either by submitting a survey (for older students) or by voting. Where applicable and available, after school educators then receive customized training to provide those enrichments (for example, coding club training). Students provide feedback to staff via annual and interim surveys that cover enrichment quality, students' feelings about the support they receive from staff, and ways to better meet their needs and interests.

Scholars in grades five through nine have multiple opportunities for leadership within the program as well as through external partnerships. Examples of internal leadership include tutoring and reading to younger students, student council, debate club, and girls' empowerment club. External examples include community partnerships where scholars adopt a local nonprofit and coordinate fundraisers for that cause, or community service projects such as setting up a community garden or painting a mural.

5—Healthy Choices and Behaviors

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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 programing.

All of our programs' schedules feature daily physical exercise. Students have 10-20 minutes of daily unstructured play and weekly opportunities to participate in structured physical play, such as sports clubs and games. Additionally, many of the Aspire programs have received training from Playworks to incorporate both indoor and outdoor games into the weekly schedule. Playworks emphasizes inclusion, full participation, and student-led conflict resolution.

In accordance with the California Nutritional Guidelines, students receive a healthy snack and/or supper every day during ELO-P. As we are a charter management organization, snacks are provided either through the local educational agency that authorizes our charter or Revolution Foods. Examples of nutritious snacks include: one 8-ounce portion of low-fat milk and a banana; 100% apple juice in an 8-ounce juice box and cheese crackers; or raisins and graham crackers. An example of a nutritious supper is: cheese tortellini with at least one ounce of cheese and tomato sauce, plus a bag of baby carrots and one 8-ounce serving of low-fat milk.

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.

Equity is a core value at Aspire Public Schools. Across all 36 Aspire schools, 97% of enrolled children are students of color and 27% are English Learners. All educators receive training in culturally responsive teaching and restorative practices that aim to create a welcoming and inclusive environment for all. Some sites offer supplemental designated English Language Development as a component of their ExL program, and all sites have bilingual staff who are able to communicate with families and students in Spanish as needed. Diversity is celebrated in Expanded Learning through world culture studies, Black History month, plus arts and cooking units that delve into specific cultural and ethnic rituals. Furthermore, the vast majority of after school educators are people of color, many of whom come from the communities where our schools are located. As such, open and trusting relationships form easily with educators who are reflective of our students and their families.

All new After School Directors go through an orientation that includes training on supporting students with special needs. Aspire Public Schools' policies clearly articulate that all scholars are eligible to enroll in ELO-P. Schools must ensure equal access to ExL programs and extracurricular activities for all students. This means that a student cannot be excluded from an ExL program if their disability is impacting their participation. In these cases, we consider

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what accommodations are needed for the student. In rare cases our highest need students require support services to access the Expanded Learning program, and this is clearly articulated in their IEP to ensure they receive said accommodations.

7—Quality Staff

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

All after school staff must have 48 units of college or successfully pass the paraprofessional exam, as verified during the hiring process. This requirement matches our minimum educational requirement for instructional assistants. Educators and ASDs are recruited through local university job boards, Jobvite, and Indeed. New hires are required to clear reference checks, a Tuberculosis test, and fingerprinting through the Department of Justice before they may begin work. We prioritize diversity and hire educators who can bring strong academic tutoring support, aptitude for extra-curricular enrichments, passion for working with youth, and an unwavering commitment to social justice.

Below is the annual schedule for After School Director professional development. The After School Directors receive monthly professional development and or coaching support. Regional and Aspire-wide meetings are facilitated by the regional/home office staff and led by a Regional Manager or Director of Expanded Learning. Some examples of topics include: specific instructional strategies such as Number Talks, SEL, and trauma-informed practices, and cultural competency. Site-based directors are trained with a train-the-trainer model with the expectation that they will take the learnings from these sessions back to their respective campuses and train their own staff of educators. ASDs report to the school principal; the principal monitors job performance and is expected to provide additional coaching and support.

Date	Professional Development
August 5 - 9	Regional Institute
September 23	Regional PD
October 10	Regional PD
November 7th	Department PD
January 9	Regional PD
February 8	Regional PD
March 9th	Department PD
April 10	Regional PD
May 12th	Department PD

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8—Clear Vision, Mission, and Purpose

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

The mission of Aspire’s Expanded Learning programs was crafted in alignment with our organizational vision of “College for Certain.” Our programs aim to balance the rigorous instruction that occurs during the school day with fun, hands-on activities that allow scholars to explore new passions. Additionally, we provide academic support to ensure our scholars develop confidence and fluency in the material they learn during the day. Lastly, our organization-wide commitment to social emotional learning is present in after school programming as well. Our mission is as follows:

The purpose/goals of Expanded Learning programs at Aspire Public Schools are:

- To support students’ social-emotional development by providing a safe, positive environment that includes opportunities to build relationships with caring adults and each other.
- To support the academic achievement of all students by providing homework assistance, tutoring and additional practice in core subjects to accelerate student learning.
- To spark interest in new passions, hobbies, and potential career pathways by offering a variety of extracurricular and recreational enrichment activities.

Stakeholder Data

Aspire uses a wide variety of quantitative and qualitative data to assess the needs of the community, students, parents, and staff at each school. We track and monitor student and school success as it aligns to the new state and local indicators reported in the state of California’s accountability system, the CA School Dashboard. We also conduct extensive analysis of student academic and social emotional needs at each school as described below.

Student Outcome Data: Our online Teacher and Administrator Data Portals aggregate the results from multiple assessments including required state assessments (SBAC), nationally used diagnostic assessments (Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and internal assessments.

Analyzing Attendance and Safety Data: Aspire’s PowerSchool student information system and OnCourse discipline tracker are utilized to capture information on daily attendance and behavior incidents respectively; the data are readily available to appropriate school staff. We also use this data for our community needs assessment process.

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To further understand the needs and satisfaction of each school community, Aspire conducts an annual stakeholder survey. This includes extensive questions for students about the effectiveness of the classroom learning environment, school climate, their feelings of personal safety, and social emotional growth. The survey is also administered to parents and staff to gather information about their attitudes and opinions regarding Aspire’s educational program.

After School Program Surveys: After school programs also conduct both annual and interim surveys with students at each school to gather data on student opinions, attitudes, and preferences.

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.

Aspire has had agreements with several CBOs to provide a variety of programs and enrichments during after school hours. Aspire contracted with the Boys and Girls Club of Stanislaus County to provide a complete after school program at Aspire Summit Charter Academy and Aspire University Charter School. Similarly, the nonprofit Edventure More (EDMO) contracted with several Aspire schools in the Bay Area to deliver a complete after school program or supplement enrichment activities, particularly during intersession.

More commonly, our ExL programs enjoy partnerships that enhance offerings in specialized enrichments. For example, the majority of our schools in Los Angeles are partnered with Woodcraft Rangers or Parker Anderson Enrichments. Where students will engage in STEM, fine arts, sports leagues, and more. Several of our East Bay schools receive an enrichment called Building Engineering and Math (BEAM) offered by current students at UC Berkeley.

We have ascertained from our annual stakeholder survey and ongoing conversations with principals that there is great appetite to bring more STEM programs to our Central Valley schools. Survey data from Aspire graduating seniors further substantiates this need-- nearly 1/3 of respondents reported their intention to major in a STEM field, and we know that supporting scholars in this direction at a younger age will help set them up for success. As such, the Expanded Learning Leadership Team is seeking partnerships with organizations who hold expertise in this area.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

At each of our school sites, After School Directors administer student and parent surveys on an interim and annual basis. The surveys address program satisfaction and enrichment offerings. This data is used to make adjustments to our programs. Additionally, attendance is

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monitored by Aspire’s home office using Tableau reports that track real-time Average Daily Attendance, and schools submit monthly attendance reports to the home office. The Director of Expanded Learning provides technical assistance.

Our continuous quality improvement process begins each year in December when After School Directors form site-based assessment teams. These teams consist of an administrator, the ASD, two or more after school educators, and another school community member such as a teacher, counselor, or parent. Each member of the team conducts at least two observations. The observation notes are collected and used to score the Program Quality Assessment (PQA). Once the PQA is scored, scores are submitted to Aspire’s home office for analysis. In February, regional groups come together to review and discuss the data. They then prepare highlights for their principals and hold a “State of the Program” meeting to share those results in March. By May, all ASDs turn in an action plan indicating what steps they will take to improve upon their lower-scoring areas. They also indicate one or two California Expanded Learning standards to focus on for the coming year, in alignment with the improvement areas. A timetable appears below, and includes mention of the main stakeholders involved in the process: the ASD, principal, and assessment team.

What	When	Who
Form assessment teams and schedule observations before winter break	December	ASD
Conduct individual observations (~30 min, 2 per observer). 2-3 hour assessment scoring meeting with the assessment team by the end of January.	January	Assessment Team
ASD enters data into Qualtrics	By end of February	ASD
Review and analyze summary reports from Qualtrics at March PDs (ExL Director will generate reports based on data entered into Qualtrics)	March	All ASDs
Schedule State of the Program meeting with principal.	March	ASDs

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30 min phone call with your coach to prepare.		
Conduct State of the Program meeting with principal	By mid-April	ASD & principal
Share updates and draft Action Plans at April regional PDs	April	ASDs
Action Plan due May 31	May 31	ASD

11—Program Management

Describe the plan for program management.

Program Management and Funding

The entirety of the ELO-P allotment comes to Aspire’s home office, where it is distributed to school sites according to the CDE award amounts. The allotment is administered and managed by Aspire home office staff, namely the Expanded Learning Leadership Team (ExLT) working in partnership with the Finance Team. The bulk of the funds are used to cover personnel expenses for frontline staff serving students directly. Each school site operating an ELO-P-funded program has a site-based After School Director who manages a team of two or more after school educators, depending on the size of the program. Educators each have a class of 20 (10 for tk/k) students in grade level groups, and are expected to provide both academic assistance and enrichments, for which they prepare weekly lessons. All of the site-based directors report to the principal or another site-based administrator. After School Directors meet with principals on a monthly basis. The ExLT provides monthly professional development/coaching to all ASDs, and directors train their respective team of educators on site via weekly meetings and three full-day team sessions.

Fiscal Accounting and Reporting Requirements

Aspire’s Finance Team has financial analysts who are responsible for helping schools to develop their budgets and monitor expenditures. This includes after school program budgets and expenditures. Financial analysts are responsible for ensuring that programs meet ELO-P fiscal accounting requirements, and for submitting required quarterly and annual reports to CDE.

To gather after school program daily attendance data, Aspire uses the online student information system, PowerSchool. Information from this system is then integrated into Aspire’s data warehouse to allow for analysis linking after school participation to school day attendance, CST, and other academic assessment scores, grades, and behavior referrals. Aspire’s Director of Expanded Learning, with support from the home office data assessment

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and technology infrastructure teams, is responsible for compiling and analyzing the data to submit required reports to CDE.

Matching Funds

The required 33% matching funds are provided by Aspire Public Schools. Matching funds include the cost of facilities (including janitorial services and utilities) and significant contributions from Title I and unrestricted general fund dollars. A few schools collect program fees that also serve as matching funds. In addition, though not officially accounted for, schools receive additional in-kind support through the value of subcontractors whose charges for enrichment services often do not cover their true cost of delivery.

Attendance Recording

Attendance is taken daily by after school staff using standard forms that require staff to mark students as present or absent. Aspire has an Early Release Policy (see Attachment 1) that all sites must use. If leaving early, the parent (or student in the case of older students only) must sign the attendance sheet and the staff person marks the appropriate early release code. Many elementary programs also require parent sign out daily for all students. The mandatory monthly attendance report is shown in Attachment 2; it is generated using Tableau software.

Process and Time Frames for Periodic Review of the Program Plan

Program plans are developed every three years and reviewed annually. Draft program plans are updated and refined during the summer as more data and enrollment information becomes available and/or when a major new community partner is identified.

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.

Aspire will develop a comprehensive, universal Expanded Learning Program by integrating all ExL resources, systems, and program requirements. Through recruitment and standardized enrollment of students beyond the ASES targets, ELO-P funds will serve to extend the scope and reach of our expanded learning programs. Additional staff will be hired to meet the needs of all students who want access to the ExL program. The Quality Standards for Expanded Learning will guide

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the development of a single comprehensive program at each site. The ExL Programs will seamlessly align with both ASES and ELO-P requirements. Every ExL program will operate from one schedule, with the staff working on one accord. As a unified program, all pertinent data (ex: attendance, academic progress, enrichments, Oncourse entries, ELL status, state test performance, etc.) will be collected and evaluated to ensure continuous program improvement. The Expanded Learning Leadership Team, in partnership with other regional and site administration, will develop professional development opportunities for all ExL staff aligned with the quality standards and Aspire's equity commitments. Additionally, ELO-P funds will be used to strengthen and establish partnerships throughout the community. That will assist to deepen the exploration of student interests and foster warm, loving connections among students as well as with staff.

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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 ELO program will serve TK/Kinder scholars in addition to other grade bands. The program will operate from the end of the school day to 6 PM Monday – Friday, including intersession days. A variety of developmentally-appropriate enrichment and academic base activities for TK/K scholars to participate in will be offered daily. TK/K staff members must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide working within the CMO. A full-time Site Director will be responsible for working with site admin and regional staff to ensure the implementation of ExL quality standard-aligned, developmentally informed activities, and schedules, are delivered to our TK/K scholars. The Site Director, in partnership with site admin and regional staff, will provide professional development training on-site to build highly skilled staff. Access to on-call ExL substitutes will be available to ensure student-to-staff ratios are sustained. Recruitment of staff will be ongoing through various channels, such as job posting websites, outreach at local colleges and universities, and finally, partnering with community based organizations that serve TK/K populations.

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.


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Firestone/Gateway Club Schedule

Tuesday - Thursday		Friday	
Time	Activity	Time	Activity
AFA 2:45pm AGA 3:15pm	Community Building/HW/WS	AFA 12:45pm AGA 1:15pm	Community Building/HW/WS
3:30pm 4:00pm 30 min	Supper	2:00pm 2:30pm 30min	Supper
4:00pm 5:30pm 1/hr. 30 mins.	Clubs	2:30pm 3:00pm 30min	Active Play
5:30pm 5:55pm 10 mins.	Inter./Tutoring/Math/Reading WS/HW/Exit Ticket	3:00pm 5:00pm 2/hr.	Clubs
5:55pm 6:00pm 5 mins.	Dismissal	5:00pm 5:50pm 50 mins.	Fun Friday
		5:50pm 6:00pm 10 mins.	Dismissal
TK-Kinder	Ms. Herrera/Ms. Villagran Ms. Martinez/Mr. Henry	Woodcraft Rangers Ms. Miriam/STEM	TK-2nd
1st-2nd	Ms. G/Ms. Castillo/Ms. Blanco Ms. Morales/Ms. Lepe/Ms. Soto	Woodcraft Rangers Ms. Liz/ Dance/Cooking	TK-5th
3rd-4th	Mr. Gonzalez/Ms. Paredes Mr. Ramos/Mr. Sanchez	Woodcraft Rangers Ms. Maria/Mariachi	3rd-4th
5th	Ms. Gomez/Ms. Gonzalez Ms. Lopez/Ms. Sanchez	Woodcraft Rangers Mr. Bryan/Sports Ms. Celine/Gaming	3rd-5th

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Firestone/Gateway Monday Schedule		
	Monday	
Time	Activity	Locations
AFA2:45pm AGA 3:15pm	Community Building/HW/WS	Assign Classroom
3:30pm 4:00pm 30min	Supper	Lunch Tables Assign Tables
4:00pm 4:20pm 20min	Active Play Ref. Big Yard Map Assign Section	TK-K Small Yard 1st-3rd Big Yard
4:20pm 5:50pm 1/hr. 30mins.	Intervention/Tutoring/Math/Reading WorkStations/Homework/Exit Ticket	Assign Classroom
5:50pm 6:00pm 10min.	Dismissal	Lunch Tables MPR (due to weather)

Classroom Expectations:

- Establish clear expectations. At the beginning of the day, establish a set of classroom expectations and norms.
- Create an organized place to learn.
- Plan each lesson with your students in mind.
- Find opportunities to advance and improve your practice.
- Communicate clearly and regularly.

Classroom Management:

- Take A Restorative Approach.
- Get To Know Your Students And Have Them Get To Know You.
- Turn Positive Behavior Into A Lesson.
- Replace Negatives With Positives.
- Only Give Consequences To Students When Necessary.
- Create A Calm Space.
- Don't Practice Public Consequences.

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Aspire Firestone Gateway
Junior Rangers Free Winter Day Camp

Grades: K
Dates: 12/19/2022 – 12/23/2022
01/02/2023 – 01/06/2023

Daily Program Schedule

Woodcraft Rangers Site Coordinators : Melissa Castillo
Manager : Sandra Gonzalez
Aspire Site Coordinator : Perla Leon
Aspire After School Program Director : Fatima Luna

Time	Activity	Description
7:30 am – 8:15 am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
8:15 am – 9:15 am	Scholar hour	<ul style="list-style-type: none"> • Math manipulatives • Song and Dance • Reading Circle
9:15 am – 10:15 am	Enrichment # 1	<ul style="list-style-type: none"> • Kinder Bundle Activity • Birch Activities
10:15 am – 10:30 am	Junior Break	Opportunity for junior rangers to drink water, eat snacks brought from home, or participate in a restroom break.
10:30 am – 11:15 am	Tinker Time	Tinker Stations Child initiated, club leader guided stations
11:15 am – 12:00 pm	Lunch + Camp Mingle	Lunch time with friends with a variety of recreational activities available for students.
12:00 pm – 1:00 pm	Enrichment # 2	<ul style="list-style-type: none"> • Kinder Bundle Activity • Birch Activities
1:00 pm – 1:30 pm	Meditation Rest/Nap Time	<ul style="list-style-type: none"> • 5–10-minute meditation • Rest/Nap
1:30 pm	Dismissal	Campers are picked up from camp

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

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EC Section 46120(b)(2):

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

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

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

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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.

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Attachment 1

1) Select a School Port City		Monthly Attendance by Site			
2) Select Month and School Year October 2022	SchoolCommonName Port City	Day of FullDate	AS_InSession Days	AttendanceValue	Sum of AttendanceValue
		10/11/2022	1		112
		10/12/2022	1		113
		10/13/2022	1		111
		10/14/2022	1		106
		10/17/2022	1		108
		10/18/2022	1		110
		10/19/2022	1		113
		10/20/2022	1		111
		10/21/2022	1		107
		10/24/2022	1		106
		10/25/2022	1		108
		10/26/2022	1		113
		10/27/2022	1		108
		10/28/2022	1		110
		10/31/2022	1		110
Average Daily Attendance			15		1,646
	110.3		Total Attendance		

Days with only "D" or "-" Attendance Codes exclusively are considered as not-in-session days for AfterSchool ADA Calculations. These dashboards update around 9am and reflect data entered into Powerschool by 9PM yesterday.

The Hon. Dawn Schmitt 11/8/22
Patt Argy 11/8/22

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Attachment 2

Early Release Policy and Procedures

Aspire Public Schools' after-school programs are committed to operating in accordance with grant requirements and relevant legislation, developing policies and practices that address the local needs of school sites and families, and, most importantly, ensuring a safe school environment for our students.

A student may only be released early from the after-school program before the end of program time for one or more of the following reasons:

Code	Allowed Early Release Reason
C	Child accidents or illnesses that occur during program time
D	Dismissal by staff member per program behavior/discipline policy
F	Family emergencies
M	Medical appointments
P	Attending a parallel enrichment or tutoring program (e.g., sports, performing arts, test prep, alternate tutoring services)
R	Observing a religious or cultural event, custom, or activity
S	Safety/well-being (e.g., lack of daylight especially if the student and/or family walk home or use public transit, time needed to develop self/relationships away from school)
W	Weather conditions especially if the student and/or family walk home or use public transit
T	Transportation available only at prescribed times during week
O	Other conditions as prescribed in writing by the school

The time for every student's departure will be recorded each day. For any students signed out before 6:00 pm, program staff must record which of the above acceptable reasons justifies the student's early release. Approved reasons for early release of the student are to be provided by phone or preferably in writing by the parent or designated guardian unless the program has a signed letter on file in advance authorizing an older brother or sister, specific adult(s), and/or the student him or herself to provide the approved reason for early release.

Further, a parent or designated guardian may submit a signed letter or complete a recurring early release form in advance to authorize a recurring early release for one of the approved reasons and state a specific time of release (e.g., student will leave at 5:00 pm every Wednesday for a parallel

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enrichment or tutoring program). Except in the case of an emergency, requests for early release should be made to the Program Director at least 24 hours in advance.

If your child must be released early because of a recurring appointment, and you would like your child to return to the program after his/her appointment, please contact the Program Director. Your request will be evaluated, and a decision will be made at the sole discretion of the Program Director.

Sign-Out Procedures

Early Release Sign-Out: As stated above, a parent/guardian signature is required for all early releases unless other arrangements have been made in advance, as allowed in the Early Release Policy and Procedures described above. **An authorized staff member must mark the time and release code on the sign-in sheet.**

Regular Dismissal Sign-Out:

As with the regular school day, signing out is not required at the close of the after-school program. If a parent has safety or other concerns and wishes to have their student signed out each day, the parent should contact the Program Director for special arrangements.

Dismissal / Pick-Up Time

The program closes at 6:00 pm. It is imperative that all students leave campus on time by 6:00 pm. Programs may charge late fees and/or call emergency contacts for students who are not picked up by 6:00 pm. State law considers children left at the school site after closing time, without notification, to be abandoned. If this happens, the police may be contacted to take custody of the child.