

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Alpha: Blanca Alvarado

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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. Alpha: Blanca Alvarado

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 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/qualstandcqi.asp>.

Expanded Learning Opportunities

Program Plan Guide

1—Safe and Supportive Environment

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

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

The program will abide by the following safe walk rules:

- Students must walk in a group no larger than 20 students with a BGCSV staff member.
- Students must be within a 20 foot range of the staff member.
- Students must wait to cross any streets until the staff member has ensured all cars are stopped.
- Students are not allowed to use their cell phones during the walk.
- Students are expected to be respectful with their bodies and language during the walk, as would apply during the normal school day.
- Students in Kindergarten - 2nd Grade will stay on campus

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The provider will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:20. At the conclusion of the school day, students will walk to the off-site provider's location.

In the event of a fire, natural disaster, or man-made disaster, staff will evacuate all children using the posted exit routes. The appropriate authorities as well as parents and/or guardians will be contacted. Should parents and/or guardians be unavailable, those listed as a *Secondary* or *Other Emergency Contact* (as provided on the membership application) will be called. A written copy of the Emergency Preparedness Plan is posted at each site. Please see the Director to request a copy.

These drills will be practiced at least one time per semester.

Aligned with the district's school safety plan, the annual Child Safety Organizational Assessment (developed by Margolis Healy, a leading expert in school and campus safety) helps the program by:

- Analyzing the review process of the Emergency Operations Plan
- Identifying safety gaps, challenges and needs
- Showing a comparative analysis of safety practices from all of the sites
- Providing guidelines to help prioritize actions and links to practical improvement tools

Every year, the Director and program staff completes the Child Safety Organizational Assessment. Results of the assessment are then used—with support from program supervisors—to develop performance safety goals and determine additional training, if necessary.

As part of the organization's overall safety plan, all staff participate in regular training that includes but is not limited to basic first aid/CPR and emergency protocol. All new hires are required to complete certification in basic first aid/CPR within 90 days of employment. After which, all staff are required to be recertified in basic first aid/CPR every two years. All staff are required to wear BGCSV staff shirts to be easily identifiable by students, school staff, parents or other stakeholders.

Every year, staff and program supervisors review the emergency protocol and evacuation plan for the program site. Practice drills for both staff and students are conducted biannually. Emergency situation drills include but are not limited to active shooters, bomb threats and weather-related emergencies. Efforts are made to align the biannual emergency and safety drills with those of the school and/or state initiatives such as "The Great California ShakeOut" earthquake drill.

In continuing the efforts to align the safety procedures with the instructional day, staff will participate in the school's annual trainings including but not limited to blood pathogens safety and "run, hide, defend". The program director will coordinate these trainings with the school principal or other district staff, as needed.

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

The program utilizes a proven youth development strategy that nurtures young people's self-identity, while fostering a sense of:

- Belonging – a setting where young people know they "fit" and are accepted;
- Usefulness – the opportunity to do something of value for other people;
- Influence – a chance to be heard and to influence decisions; and
- Competence – the feeling there is something they can do and do well.

Boys & Girls Clubs of Silicon Valley, the "Provider" (Subcontractor) will utilize Formula for Impact strategies. Formula for Impact is a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – exponentially – on the young people of America. Our

Formula begins with the young people in our Clubs. It calls for us to consistently provide the most powerful Club Experience possible. By implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and targeted programs combined with regular and frequent attendance over time, young people are more likely to achieve positive outcomes.

Boys & Girls Clubs of Silicon Valley believes in Five Key Elements for positive youth development that are essential to our mission. Youth must have:

1. **A Safe, Positive Environment.** Program staff, facilities, program offerings and age appropriate settings create stability, consistency and a sense of physical and emotional safety for students. The program provides structure and clearly defines acceptable behaviors.
2. **Fun.** Sites generate fun for students. Students develop a strong sense of belonging through connections they establish with staff and peers. Staff make the facility feel like home, fostering a family atmosphere and creating a sense of ownership for students.
3. **Supportive Relationships.** Students develop meaningful relationships with peers and adults. Staff members actively cultivate such relationships to ensure that every student feels connected to one or more adults and peers. Staff members demonstrate warmth, caring, appreciation, acceptance and proper guidance in their interactions with students.
4. **Opportunities and Expectations.** Students acquire physical, social, technological, artistic and life skills. The program staff encourage students to develop moral character and behave ethically. Staff members establish and reinforce high expectations and help young people do well in school and pursue a postsecondary education.
5. **Recognition.** The program recognizes and affirms young people's self-worth and accomplishments. Staff members encourage students and provide positive reinforcement as they make improvements and experience successes. The program showcases young people's achievements.

Committed to our principles, we incorporate a youth development strategy that recognizes Four Elements that are critical for young people in an effective out-of-school environment:

1. Extended practice time with school-related skills and information
2. An environment that provides continuity between home and school
3. An environment that cultivates innate ability and stimulates independent learning
4. An environment that values and honors academic success

Core Enrichment Areas

Through our Core Enrichment Programs, we engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong

learners we want them to be. To achieve our priority outcomes, we offer project-based, experiential and contextual learning programs that have real-world applications that youth can use throughout their lives.

Programs are provided within the following Core Enrichment Areas that address the 21st century skills our members need to be successful in school, a career and life—Critical Thinking, Creativity, Collaboration, Citizenship and Communication:

- Character and Leadership Development – programs that empower young people to support and influence their Club and community; identify and apply learning to everyday situations and develop values as pertains to civic, community and personal responsibility through group decision-making and collaborative projects.
- Education and Career Development – programs that enable youth to strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines (English-language arts, math, science) enabling youth to set goals, explore careers and prepare them for postsecondary education and/or employment.
- Arts and Cultural Enrichment – programs that develop members' creativity, awareness and appreciation of cultural diversity through the visual, written and performing arts; hands-on exploration of a variety of mediums emphasizing historical context and cultural significance.
- Health and Life Skills – programs that help young people resist alcohol, tobacco, drugs and early sexuality; develop members' self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.
- Sports, Fitness and Social Recreation – programs that help members meet State physical fitness standards and address social-emotional development by building cooperation and team skills through structured activities.

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.

2—Active and Engaged Learning:

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

When determining goals for the educational literacy and educational enrichment elements, Provider will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of Alpha: Blanca Alvarado. APS has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.

At this time, Alpha: Blanca Alvarado is not offering Summer Programming, but will be planning to provide access as it develops its offerings under the Expanded Learning Opportunities Program.

Describe the planned program activities and how they will:

- a. *Provide positive youth development.*
- b. *Provide hands-on, project-based learning that will result in culminating products or events.*

The after school program will include the following Core Enrichment Areas:

Education & Career Development

- The following activities are offered using the Project Learn strategy:
- Power Hour: daily homework assistance and tutoring.
- Kidz Lit & Literacy Lab: literacy programs developing critical thinking, reading and writing skills
- Math Matters: math skills mastery through online tools, small group and individual tutoring.
- Neo Sci: project- and inquiry-based life, earth and physical science program.
- My.Future: integrated, project-based digital skills development improving STEM proficiencies.
- CS First: computer science programs developing foundation skills in coding and problem solving.

- Techbridge Girls: strengthens girls' STEM proficiencies while inspiring them to pursue post-secondary education and/or a career in STEM.
- Digital Arts: project-based programs in digital photography, filmmaking, music and graphic design.
- Robotics: engineering programs culminating in an assembled, functional robot for competition.
- Brain Gain: a summer learning initiative focusing on Language Arts, writing, science and math.
- College Bound: college research; SAT prep; application, scholarship advising and support.
- Junior Achievement/Money Matters: work readiness, financial literacy and entrepreneurship.
- Junior Staff: job-shadowing with emphasis on leadership and professional skills development.

Character & Leadership

- Junior Youth of the Year: celebrates youth and their service to Club, community and family.
- Torch Club: chartered student leadership and service learning group dedicated to citizenship, leadership and fellowship.

The Arts

- Multicultural Arts Education: fine arts programs celebrating the diversity of cultural expression, culminating in local and regional exhibits.
- Digital Arts: arts programming focusing on technology as a tool for arts production, including photography, filmmaking, graphic design and music, all culminating in local and regional exhibits.

Health & Life Skills

- SMART Moves: programs addressing self-efficacy, social-emotional learning and avoidance of risky behaviors.

Sports, Fitness & Social Recreation

- SPARK: a fitness program designed to help students meet physical fitness standards.
- Healthy Habits: a nutrition program addressing smart food choices and meal preparation.
- Leagues: includes flag-football, basketball, soccer, futsal and tennis with baseball and volleyball dependent on schedule.

3—Skill Building

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

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

The Education & Career Development core area consists of programs that strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines enabling students to set goals, explore careers and prepare them for postsecondary education and/or employment.

- Essential skills and knowledge: English, reading and language arts; world languages; arts; mathematics, economics; science; geography; history; government and civics.
- Interdisciplinary themes: global awareness; financial, economic, business and entrepreneurial literacy; and environmental literacy.

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

Planned program activities are based on the school and community needs which are assessed by meetings with the district, stakeholders, and by student, teacher, and parent surveys. Data from the school district, city, county, and census is used to evaluate a need for programs. The program director frequently meets with school staff (i.e. teachers, school principal) to align programs with the school day and greatest student needs.

The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:

- An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
- An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, career-technical education,

and prevention activities. Other learning support opportunities may include service-learning and mentoring.

4—Youth Voice and Leadership

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

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Students have the opportunity to give feedback to the school quarterly through a Culture Survey, along with giving feedback to the program on a semester basis. Any change or shift in academic or culture programs during the instructional day will be communicated to the BGCSV Unit Directors during biweekly meetings with the Principal. Unit Directors and Principals will use these shifts, in tandem with after school program surveys, to prioritize adjustments to the after school program.

First priority for enrollment is given to students who are identified in the district's student information system and/or on BGCSV's application as homeless youth or in foster care at the time of enrollment into the ASES program. Next priority is given to students who have not met state assessment standards in both language arts and math. Next priority is given to students that have met state assessment standards in either language arts and math. The school principal may decide to open enrollment to other students depending on individual cases with mitigating factors, subject to availability.

As pertains to after school enrichment, feedback from informal conversations, 'pulse checks', surveys and recommendations from the leadership group (i.e. Torch Club), students of all ages will have the opportunity to share their viewpoints, concerns and interests impacting the structure and content of the program activities— and ultimately improving quality.

Information gathered through these conversations are then shared at daily staff meetings and—more formally—at Core Area meetings. Occurring monthly, these 120 minute meetings are specific to each Core Area (Education & Career Development, Technology, The Arts, etc.) and provide a deep-dive into program practices, curriculum and—most importantly—student feedback, so as to better meet their needs and interests.

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

Students have the opportunity to give feedback to the school quarterly through a Culture Survey, along with giving feedback to the program on a semester basis.

As pertains to after school enrichment, Torch Club—the elective, charter student leadership and service learning group—serves as:

- a representative-body for students' needs and interests,
- a liaison between students and staff; and
- a liaison to the broader community.

As a self-governing body, Torch participants represent a youth constituency. Meeting weekly in their designated conference room, and facilitated by an adult advisor, this leadership group abides by an agreed agenda that takes into account their mandate as leaders and youth representatives. In addition to planning, coordinating and participating in fun, impactful programs and activities in four focus areas (i.e. academic success, career preparation, community service, health and recreation), their most important role is as culture-builders: discussing the concerns and interests of students; communicating recommendations to their advisor and program leadership; and, lastly, creating an actionable plan to help support quality improvement efforts.

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

The program offers experiential and contextual learning activities that have real-world applications that students, ages 5-12, can use throughout their lives. Using an inquiry-based approach or student-centered learning approach to program design creates a dynamic learning environment wherein students are self-directed, making choices as to what to investigate, analyze and discuss; how to design, prototype and construct; and how to present and demonstrate knowledge of major concepts, vocabulary, strategies and ideas. This approach creates a safe space for students to find answers with the support and guidance of adult staff. In this way, we create classrooms and program spaces of inquiry, where real world problems are discussed and contemplated. Whether it's an engineering a solution to clean water transportation or rendering a portrait of a best friend using oil pastels, the goal is the same: for students to become self-directed, lifelong learners and leaders.

Weekly electives (aka 'clubs') and sports teams are yet another means for students of all ages to make choices as pertains to their program experience.

Based on feedback from youth (e.g. pulse checks, surveys, Torch), the program augments ongoing activities with interest- and youth-determined electives led by staff and/or volunteers. Age-appropriate electives are scheduled weekly for up to 10 weeks, from 45-90 minutes per session. A typical trimester will consist of 4-7 elective classes in rotation. Examples of electives include chess, writing (e.g. poetry, fiction, nonfiction) intermediate robotics, science clubs (e.g. engineering, physics, forensics, astronomy), drama, drumming/percussion, studio art, photography, digital filmmaking, healthy cooking, dance and more.

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.

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

Per the BGCSV Handbook:

“Health and Life Skills – programs that help young people resist alcohol, tobacco, drugs and early sexuality; develop members’ self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.”

All students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before and after school programs, and other structured and unstructured activities.

The wellness programs aim to improve the health and physical fitness of students while offering ways to incorporate healthy choices into their everyday lives. Long-term goals include: improving participants’ self-efficacy, life-long changes in healthy eating habits and physical activity and the possibility of affecting healthcare costs associated with conditions related to chronic obesity and overweight. Immediate goals include: increase flexibility and cardio-respiratory endurance; increase muscle strength and endurance; increase awareness of eating nutritious foods and proper portion sizes.

Program activities that will align with the school’s wellness plan include:

- SPARK: designed to meet State physical fitness guidelines while possibly affecting healthcare costs associated with conditions related to chronic obesity and overweight. Curricula directly addresses coordination and

gross motor skills while using dynamic conditioning as a tool to model community, teamwork and the collective achievement of a shared goal.

- Healthy Habits: helps participants make smart food choices, understand appropriate portion sizes, and how to create balanced meals. The Healthy Habits nutrition curriculum was developed by BGCA in collaboration with the U.S. Department of Health and Human Services. Both in-class activities and discussions, as well as food-preparation instruction, reinforce the life-long benefits of good nutrition and healthy habits.
- Leagues: includes flag-football, basketball, soccer, futsal and tennis with Ultimate Frisbee, street hockey, baseball and volleyball dependent on schedule. All leagues feature both intra-program and inter-program play and tournaments that align with professional sports league seasons.
- SMART (Skills Mastery and Resistance Training) Moves: a nationally recognized life skills and prevention program. SMART programs help students resist alcohol, tobacco, drugs and early sexuality; develop participants' self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.
- Other electives (or Clubs) and events include:
 - Healthy Cook-Off: an annual event featuring the results of the culinary program with teams presenting to a panel of judges their unique appetizer, main course or dessert.
 - Culinary Club: students participate in cooking healthy dishes once per week, using healthy ingredients to create unique meals, which may be later featured in the Healthy Cook-Off.
 - Olympics Week: a weeklong event that is as old as the organization (74 years), Olympics Week replicates the decathlon with all activities promoting physical fitness and teamwork.
 - Worldwide Day of Play: an annual event designed to encourage youth, parents and the community at-large to turn off the television and play, especially outdoors.

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

The evidence-based wellness programs educate participants in positive health habits through diet, daily physical fitness, pro-social activities and resistance skills mastery. Goals for the health and wellness programs will be as follows:

1. Improve the health and physical fitness of students while offering ways to incorporate healthy choices into their everyday lives; and
2. Hone decision-making and critical-thinking skills of youth to avoid and/or resist alcohol, tobacco, other drugs (ATOD), premature sexual activity, and gang involvement.

SPARK

Developed by researchers and educators from San Diego State University and U.C. San Diego, SPARK is a comprehensive fitness program designed to meet State physical fitness guidelines and counter heart disease, which can begin in childhood.

The focus of SPARK is the development of healthy lifestyles, motor skills and movement knowledge, and social and personal skills within an encouraging, non-competitive environment. The program presents physical fitness activities that are unique—offering participants a variety of challenging games that everyone can enjoy and excel at. Games conducted in a fun, inclusive, non-competitive environment provide participants with opportunities to apply the basic movement skills they have learned into all aspects of their life when they are not present in the program.

Healthy Habits

Healthy Habits helps students make smart food choices, understand appropriate portion sizes and how to create fun, balanced meals.

Program objectives include:

- Awareness of eating nutritious foods and proper portion sizes;
- Increase belief in maintenance of good health;
- Increase overall feelings of well-being; and
- Increase likelihood of making healthy and smart food choices.

Program curriculum was developed in collaboration with the U.S. Department of Health and Human Services and features small group activities (e.g., eating for energy, hydration, food labels, recipes) as well as weekly cooking and food-preparation instruction that reinforce the life-long benefits of good nutrition and healthy habits.

SMART (Skills Mastery and Resistance Training) Moves

SMART Moves is based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). A nationally recognized life skills and prevention program, the SMART programs effectively address healthy lifestyles, safety, personal care routine; conflict negotiation, empathy and friendships to encourage the students' capacity to engage in positive, pro-social behaviors that nurture their own well-being, self-perception and identity. The program features small group activities, discussions, role playing, performances and team projects.

SMART Moves includes two gender-appropriate modules: SMART Girls (girls only, ages 14+); and Passport to Manhood (boys only, ages 14+).

The following organizations will provide volunteers, program support and/or professional development for the program: American Heart Association, Coaching Corps, Healthier Kids Foundation, Impact Alabama, Kaiser Permanente, Lucile Packard Children's Hospital at Stanford University Department of Psychiatry & Behavioral Sciences, Planned Parenthood, Second Harvest Food Bank and U.S. Tennis Association.

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

The program will offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. Provider will distribute snacks from APS's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

A sample menu is provided below:

Snack Menu				
January 2022				
Monday	Tuesday	Wednesday	Thursday	Friday
3 WG Chocolate Elf Grahams Pear	4 WG Cheese Puffs Apple	5 WG Churro Crackers Orange	6 WG Mini Blueberry Muffin Apple	7 WG Cinnamon Gripz 100% Fruit Juice
10 Baked Chips 2 Pear	11 WG Churro Crackers Apple	12 WG Rice Krispie Treat Orange	13 WG Multi-Grain Bar Apple	14 WG Honey Grahams 100% Fruit Juice
17	18 WG Cinnamon Baked Chips Apple	19 WG Cheese Puffs Orange	20 WG Mini Lemon Muffin Apple	21 WG Cereal Pouch 100% Fruit Juice
24 WG Graham Crackers Pear	25 WG Sour Cream Baked Chips Apple	26 WG Granola Orange	27 WG Rice Krispie Treat Apple	28 WG Cinnamon Grahams 100% Fruit Juice
31 WG Cheese Puffs Pear				

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.

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

Positive cultural identity is one of the most important developmental assets that the program is intentionally cultivating in students that participate in the program.

Through the people, practices and programs, the cultural enrichment goal—the first of five qualitative goals—is for students to feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race and sexual orientation.

Creating an environment that promotes diversity begins with the people. The program could neither be effective nor sustained without hiring, training and retaining bilingual and bicultural staff. The staff's ability to communicate with youth and parents is essential to not only build trust between staff and students and their families, but the community in general.

The following describes the practices and programs that create an environment that promotes diversity and meets the needs of students and families:

- Life-skills training that considers cultural attitudes and norms; economic, social and community needs and issues; their physical and emotional development; understanding pluralism and multiculturalism;
- Mentoring relationships with staff who share their unique cultural experiences and values; helping youth develop self-confidence, interpersonal skills and positive feelings about their own cultural identity;
- Ongoing professional development ensuring that staff are informed of the community's ethnic, linguistic and culturally diverse needs;
- Programs and activities that celebrate the diversity of the students and the broader community, emphasizing multi-cultural appreciation and the value of a pluralistic society (e.g. Black History Month, Chinese New Year, Christmas/Hanukkah/Kwanza, Cinco de Mayo, Culture Cook-Off, Dia de los Muertos, Dia de Ninos, Los Dichos, Martin Luther King Day of Service, Multicultural Family Week).

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

Provider will work collaboratively with the school principal in using APS's established criteria and process for the enrollment of students. Students will be enrolled in the following order:

- **First priority** for enrollment is given to students who are identified in the district's student information system and/or on the Provider's application as homeless youth or in foster care at the time they apply for enrollment into the ASES Program.
- **STANDARD NOT MET/NEARLY MET** on the CAASPP in **both language arts and math** or equivalent level on district Interim Assessments (e.g., iReady, IABs).
- **STANDARD MET/EXCEEDED** on the CAASPP in **either language arts and math** or equivalent level on district Interim Assessments (e.g., iReady, IABs).
- The school principal may decide to open enrollment to other students depending on individual cases with mitigating factors.

Central to the mission is to improve the lives of at-risk youth, providing low- or no-cost services to students and families that frequently encounter barriers (e.g. cost, language, accessibility) with other out-of-school providers. Across all of the program locations, we are embedded in the most under-resourced and gang-impacted communities across Santa Clara County. These communities are typically economically depressed, high crime neighborhoods with an absence of adult role models or mentors.

The program is an all abilities and inclusive program: students that require special accommodation (e.g. I.E.P., a diagnosed behavioral condition, developmental delay, disability, etc.) are welcomed. The partnership with the school district will allow close coordination to provide accommodations when needed. For example, if a student's IEP states that the student requires an aide during the regular school day, then we will work with the District's IEP team to provide an aide after school through IDEA funds or other partnerships. In addition, the program seeks to address the academic and developmental needs of at-risk youth, especially low-income, English learners, foster and/or homeless students and families.

All informational program materials clearly indicate the program will be an all abilities and inclusive program, and will provide academic support and enrichment activities especially for students with disabilities or other barriers.

The participation in numerous safety-net coalitions gives us unfettered access to government agencies and other community-based organizations that work

exclusively with populations that are most at-risk. With participation, it allows us to connect and promote the program in identifying those students and families that are most in need of services.

Conversely, this same network of specialized providers functions as a resource for us to turn to when it comes to referring students and families to their services and supporting the professional development of program staff by agencies such as Special Kids Crusade.

The following methods will be used to ensure accessibility for those students with disabilities or other barriers such as language or household income:

- Referrals to the program by the school will prioritize students whom are low-income, English learners, foster-home placed, transitionally housed or homeless; academically at-risk and/or other students with disabilities.
- Educational support and homework assistance with particular attention to English language and reading skills; helping students understand the importance of education and developing personal goals; information about higher education opportunities.
- Ongoing professional development ensures that staff have the capacity to support the needs of at-risk students and those with behavioral conditions, developmental delays or disabilities.

7—Quality Staff

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

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

Job descriptions for each role in the program are maintained with minimum qualifications clearly identified. Per Alpha's policy, minimum requirements for any role must match that of an Academic Interventionist role at Alpha which meets or exceeds the state standard for an instructional aide. Alpha's Director of Talent will review job descriptions for each role to ensure that they meet Alpha requirements.

Provider will adhere to the job descriptions and conduct hiring and training of such staff and work collaboratively with the site principal to align the goals and needs of the school.

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

Recruiting staff begins with defining the values, characteristics, experience, knowledge and interests that we believe are best suited for those that work with at-risk youth. Reviewed and revised annually, job descriptions clearly articulate minimum qualifications, roles and responsibilities and, lastly, core competencies.

Beyond core competencies — critical thinking, teamwork, communication, etc. — the profile of a desirable staff is as follows:

- A natural affinity to serve as a learning facilitator, helping to connect young people's—in particular at-risk and youth of color—lived experience to program curricula;
- Have completed undergraduate or are currently pursuing an advanced degree (e.g., education, community health, social/human services, etc.);
- Culturally competent: bilingual (i.e., Spanish) and bicultural (i.e., understand cultural attitudes and norms; economic, social and community issues of the community in which students come from).

Internally, positions will be emailed to all staff and physically posted in common staff areas. Externally, positions will be posted on the website and social media; BGCA's intranet careers page and other related search engines. In-person recruitment events will be scheduled at local universities and colleges in advance of summer and school year.

Based on the employment packet (i.e., cover letter and resume), candidates are screened by HR for minimum qualifications (e.g., education, experience working with youth, computer literate, etc.). Qualified candidates are forwarded to the program director for in-person interview.

Specific questions guide the interview and helps determine if the candidate shares the values, revealing the substance of their character; can clarify the details of their resume and the strength of existing core competencies as pertains to the applicable job description. If the candidate is a good fit, references are contacted. All candidates must clear DoJ Livescans, FBI and the National Sex Offender Registry.

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

The program invests in the professional growth of its staff, developing their capacity to deliver impactful programming. It is the objective to deliver intentional, meaningful growth experiences that result in common language and, both, individual and collective understanding as pertains to the field of work: youth development.

All staff will participate in a series of regular in-person trainings led by staff and/or professionals working in relevant fields to ensure a 1. Safe and supportive environment; 2. Developmental/social-emotional/physical needs; and 3.

Curriculum/instruction. The training schedule will consist of the following components:

- Fall Training: a week-long conference that takes place every August prior to the school year.
- Spring Training: a three-day conference that takes place every June prior to summer.
- Monthly training: 90-120 minute trainings that focus on instructional practices and curriculum.

Below is a list of compulsory trainings:

1. Safety:

- a. Staff are required to complete certification in basic first aid/CPR and mandated reporting within 90 days of employment. After which, all staff are required to be recertified in basic first aid/CPR and mandated reporting every two years.
- b. Staff complete basic safety training (Protecting Our Kids) annually. This two-hour training includes the following topics: 1. Five Safety Principles (e.g personal boundaries, security, hazards, emergency situations, membership orientations); 2. A review of the organizational Code of Conduct; and 3. Internet safety.

2. Developmental/SEL/Physical

- a. Staff must complete a half-day training in positive and inclusive behavioral interventions, deepening their capacity to implement a multi-tiered approach to social, emotional and behavior support. When appropriate, the school invites staff to participate in hosted Positive Behavior Interventions and Supports (PBIS) trainings to align the school day.
- b. Staff participate in a two-hour training in positive adult/youth communication which develops/deepens knowledge of social-emotional development (and of those youth with special needs) and growth mindset for improved adult/youth communication.
- c. Staff participate in a two-hour training in mindfulness which develops knowledge of practices to alleviate a variety of conditions such as stress and anxiety, resulting in improved coping skills, academic performance and quality of life for the youth.
- d. Staff participate in a two-hour training developing/deepening knowledge of how the programs and youth development strategy align with The Search Institute's 40 Developmental Assets.

3. Curriculum & Instruction

- a. Staff participate in a series of twelve ninety-minute to two-hour workshops that develop small group and one-to-one tutoring skills. These trainings cover culture, common core, learning theory, how to collaborate with instructional day staff and how to develop individual learning plans.

- b. Staff participate in a series of three two-hour workshops in pedagogical practice. Viewing learning through an out-of-school lens, this training develops/deepens knowledge of inquiry-based and project-based learning and instructional practices.
- c. Staff participate in monthly trainings in core content areas (e.g., math, literacy, science, technology, arts, sports/fitness, etc.) to develop/deepen knowledge of current trends in instructional practices and program curriculum. These core content area meetings are aligned with the school's core standards to align activities to reinforce classroom learning.
- d. The Program and Education & Career Development Specialists participate in bi-monthly Community of Practice as part of the Region 5 STEAM Ecosystem. These trainings unite regional cross sector expanded learning partners to develop and implement engaging STEAM learning opportunities for TK-12th grade students.

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

Roles and Responsibilities

Title	Role as Related to After School	Responsibilities
Boys and Girls Club Unit Director for BA	After School Director	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate to create and achieve goals with Principals and Unit Directors <input type="checkbox"/> Support agreed-upon school day structures <input type="checkbox"/> Problem solve around student culture (systems, structures, behaviors, etc) <input type="checkbox"/> Offer opportunities to develop partnerships between school site teachers and BGCSV specialists <input type="checkbox"/> Keep records in line with ASES reporting and share with DSS <input type="checkbox"/> Intensively working school sites starting first day of school
School Operations Manager	School Site Facilities Coordinator	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that any spaces needed are added to school facilities calendar <input type="checkbox"/> Communicate to appropriate stakeholders to ensure spaces are reserved <input type="checkbox"/> Ensure spaces are open and available when needed or keys are available <input type="checkbox"/> Collaborate with Unit Directors to get key documents to families

		<input type="checkbox"/> Support BGCSV staff with tech or facilities requests
Teachers	After School Partner	<input type="checkbox"/> Follow classroom agreement <input type="checkbox"/> Form partnership with Specialists <input type="checkbox"/> Support after school events
Boys and Girls Club Specialists	After School Teacher	<input type="checkbox"/> Follow classroom agreement <input type="checkbox"/> Managed by Unit Directors

8—Clear Vision, Mission, and Purpose

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

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

For sites partially funded by California Department of Education's After School Education and Safety (ASES) Program, the school is responsible for referring students to our program in the following order.

First priority for enrollment is given to students who are identified in the district's student information system and/or on BGCSV's application as homeless youth or in foster care at the time of enrollment into the ASES program. Next priority is given to students who have not met state assessment standards in both language arts and math. Next priority is given to students that have met state assessment standards in either language arts and math. The school principal may decide to open enrollment to other students depending on individual cases with mitigating factors, subject to availability.

Alpha Public Schools uses SBAC to determine proficiency on state standards and identifies homeless or foster care status through our registration and enrollment forms.

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

1. Our attendance data for after school showed that students were not meeting our 100 ADA goal. To combat this issue, we have worked with the school team to have crossover events, as well as being present at all school events in order to raise enrollment. We are measuring the effectiveness of this goal by

continually revisiting our enrollment numbers and ADA to see whether we are growing that number.

2. Our sign-in/out sheets showed that students were leaving before the end of program and were not getting adequate homework support time due to this. To combat this issue, we moved the "Power Hour" homework support time to the beginning of program. We are measuring the effectiveness of this initiative through measuring homework completion during the school day.
3. Our sign-in/out sheets showed that we need to improve accountability for accurate sign-in/sign-out. To combat this issue, we have created a central office area to filter all sign in and sign out, and ensure that families need to check in to that location. We are measuring the effectiveness of this initiative through audits of the sign-out sheets for signatures.

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

Any change or shift in academic or culture programs during the instructional day will be communicated to the BGCSV Unit Directors during biweekly meetings with the Principal. Unit Directors and Principals will use these shifts, in tandem with after school program surveys, to prioritize adjustments to the after school program. These priorities are then presented for collaboration to the SSC (School Site Council) for further feedback.

As pertains to the after school enrichment program, elements are as follows:

- School and district personnel:
 - Review of objective data: State assessment scores, State physical fitness scores, School Accountability Report Cards (SARCs), school attendance records, program after school attendance records, student, parent and teacher surveys.
 - Meetings and interviews: Annual, quarterly and monthly planning meetings between program staff, school leadership and teachers to review data, discuss and design the program to best meet the needs of students and their families.
- Students and families:
 - Surveys: Solicit anonymous feedback from students and families through surveys to assess program quality and help design or augment the program to best meet the needs of students and families.
 - Meetings and interviews: Solicit feedback from students and families through informal conversations and formal feedback sessions.
 - In addition, an open-door policy ensures that any student or parent/guardian has the opportunity to share observations,

concerns, accomplishments and progress with program staff or executive leadership.

- Program staff:
 - Review of objective data: State assessment scores, State physical fitness scores, School Accountability Report Cards (SARCs), school attendance records, program after school attendance records, student, parent and teacher surveys.
 - Self-assessments: Solicit feedback from program staff through self-assessment instruments to assess program quality and help design or augment the program to best meet the needs of students and families.
 - Meetings and interviews: Solicit feedback from program staff through informal conversations and formal feedback sessions (e.g. self-assessment debriefs, Core Area meetings, data retreats, etc.) to assess cultural climate and strategies as relates to progress towards meeting the youth development outcomes. Review mission, vision, goals and outcomes to assess if they are still meaningful and viable.
- Community members and other partners:
 - Meetings and interviews: Solicit feedback from school advisory groups (e.g. teacher, parent), law enforcement, local government and other partners through formal meetings (quarterly, monthly or as needed) to discuss community needs and potential opportunities to meet the needs of students, families and the community.

Established Mission, Vision and Goals

The mission is to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring adults. The vision is to provide a world-class program experience that assures all the youth possess the 21st century skills they need to be successful in school, a career and life—Critical Thinking, Creativity, Collaboration, Communication and Citizenship—so they become self-directed, lifelong learners and leaders.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

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

- The Director of Program Services and Chief Operating Officer of BGCSV are responsible for sending an initial draft of an MOU & Program Plan in addition to coordinating training for BGCSV Unit Directors, who in turn coordinate training for BGCSV Specialists.
 - As described earlier in Section 8A, this initial draft should capture input that staff receives during biweekly meetings: "Any change or shift in academic or culture programs during the instructional day will be communicated to the BGCSV Unit Directors during biweekly meetings with the Principal. Unit Directors and Principals will use these shifts, in tandem with after school program surveys, to prioritize adjustments to the after school program. These priorities are then presented for collaboration to the SSC (School Site Council) for further feedback."
- Director of Student Supports, Chief Operating Officer, Chief Schools Office, and Director of Finance and Site Principal and SOM are responsible for approving the MOU in addition to solidifying finances and facilities for program to occur. In addition, this team at APS is responsible for finalizing the Program Plan.
- School Site Council Members are responsible for supporting in program priorities and problem solving throughout each school year.

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

- City of San Jose: Through a Joint Use Agreement between the City of San Jose and Boys & Girls Club, the After School Program is housed in a modern facility with a game room, a dance room, a gym, a computer lab, and classrooms.
- Resource Area for Teaching (RAFT): RAFT serves as an organizational mentor to the program Director and staff, offering formal coaching and ongoing professional development, as well as serving as a thought partner in the development, design, and refinement of STEAM programming and lesson planning.
- Playing At Learning (PAL): PAL serves as an organizational mentor to the program Director and staff, offering formal coaching and ongoing professional development, as well as serving as a thought partner in the development, design, and refinement of robotics programming and lesson planning. PAL serves as the Northern California regional manager of the First Tech Challenge (a head-to-head robotics challenge in an alliance format), in which students in the program will compete.

- Region 5 Expanded Learning Partnerships: Region 5 staff provides the program with free to low-cost technical assistance services that are customized to meet our programs' unique needs.
- The Tech Interactive: The Tech Interactive's Tech Academies program is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering and math). Through this partnership, we are part of a network of model STEM programs that will nurture the next generation of Silicon Valley innovators. Cross-curricular professional development helps educators bring engineering design into their classrooms and afterschool programs in ways that support Common Core and Next Generation Science Standards.

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

We would like to include more instructional staff (i.e. teachers) in revising the after school program. To do this, we will extend surveys to them to gather their input on program satisfaction as well as extend invites to attend SSC meetings to collaborate on potential solutions.

Provider continually identifies potential partnerships that can benefit the programs. They have partnerships with the City, Police Department, and other community based organizations that can enhance the after school programs. The efforts to include these partners include regularly scheduled meetings, task forces, and ongoing volunteerism.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

Students have the opportunity to give feedback to the school quarterly through a Culture Survey, along with giving feedback to the after school program on a semester basis. Families have the opportunity to give feedback to the school quarterly through family surveys, along with giving feedback to the after school program on a semester basis. We will be extending the after school satisfaction survey to teachers as well. In addition to surveys, we will use homework completion rates, SBAC scores, and ADA for after school to assess the program. These measures are measures we use to assess the instructional day as well.

As pertains to the after school enrichment program, academic success, good character and citizenship, and healthy lifestyles are the program's priority outcomes. Measures of student success that align with the instructional day and the outcomes of the program are as follows:

IMPACT ON ACADEMICS

- Attendance: 85% of students will end the year with an attendance record 90% or better.
- Academic Performance: 80% of students will perform satisfactorily or better (performance based on teacher evaluation or 2.0+ GPA for applicable grades).
- Learning and Applying New Concepts: 70% of students will report that they improved their ability to learn new things.
- Future Academic Plan: 80% of students will report that they plan to graduate from high school and attend college or a technical program.
- Expectations of Academic Success: a) 80% of students will report that academic success is important to their future; and b) 80% will report that program staff care about their learning and academic performance.

IMPACT ON CHARACTER, CITIZENSHIP, LEADERSHIP & OTHER DEVELOPMENTAL ASSETS

- Staff-Member Connectedness: 70% will report positive relationships with program staff.
- Member-Member Connectedness: 70% will report positive relationships with other members.

- Self-Concept: 70% report that the program improved a positive understanding of who they are and their abilities.
- Critical Thinking: 70% will report that the program improved or sustained their ability to make informed and important choices.
- Communication: 70% will report that the program improved or sustained their interpersonal communication skills.
- Collaboration: 70% will report that the program improved their ability to work collaboratively with their peers (68%/24%).
- Creativity: 70% will report that the program improved their divergent and lateral thinking skills and their desire to express themselves creatively.
- Citizenship: 70% will report that the program helped them find ways to help their community.
- Youth Voice: 70% will report that program staff created a safe and encouraging environment in which to express their ideas, interests and opinions.

IMPACT ON HEALTHY LIFESTYLES

- Healthful Choices: 70% will report that the program improved their ability to make healthful lifestyle choices that nurture their personal well-being.
- Physical Safety: 80% will report feeling physically safe in the program
- Emotional Safety: 80% will report feeling emotionally safe in the program.
- Self-Efficacy: 70% will report having learned more about themselves, their strengths and capabilities.
- Resiliency: 70% will report having learned to face challenges and set-backs.
- Staying Active: 70% will report that they are physically active 60 minutes or more per day.

Other data will be collected to measure change in knowledge, skills and/or attitude and will be as follows:

- Reading/Writing Enrichment: 70% will report that the program improved their interest and self-confidence in reading, textual analysis and writing.
- Math Enrichment: 70% will report that the program improved their interest and self-confidence in math.
- Science Enrichment: 70% will report that the program improved their interest and self-confidence in science.
- Technology Enrichment: 70% will report that the program improved their understanding of computers their interest and self-confidence in technology.
- Arts Enrichment: 70% will report that the program improved their interest and self-confidence in art.
- Sports & Fitness: 70% will report that the program improved their interest and self-confidence in physical fitness and sports.

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

We will use the CAN-QSA at the beginning- and end-of-year to assess program quality and prioritize changes. Stakeholders will include School Site Council members, key Alpha Network staff (i.e. Chief Schools Officer, Director of Student Supports, or Chief Operating Officer), Principal, School Operations Managers, teacher volunteers, BGCSV Specialist volunteers, and BGCSV program directors (i.e. Unit Directors or Director of Program Services). We will use the CAN-QSA to rank the different components of the Quality Standards for Expanded Learning in CA, prioritize next steps for the school year, and reconvene at the end of the school year to assess progress towards those goals.

Timeline:

- Beginning of year: targeted for September-October
- End-of-year: targeted for April-May

Roles:

- Engagement Leads: AJH Principal and SOM
- APS Support: COO, Director of Finance
- Program Support: BGC Program Directors

11—Program Management

Describe the plan for program management.

Roles and Responsibilities		
Title	Role as Related to After School	Responsibilities
<p>Chief Schools Officer</p> <p>Cynthia Martinez Nava cnava@alphapublicschools.org</p>	MOU and Board Reporter	<ul style="list-style-type: none"> <input type="checkbox"/> Reporting key information to the board <input type="checkbox"/> Ensuring the MOU is in place <input type="checkbox"/> Accountable for program effectiveness
<p>Senior Director of Finance</p> <p>Brandon Paige bpaige@alphapublicschools.org</p>	ASES Reporter	<ul style="list-style-type: none"> <input type="checkbox"/> ASES reporting
<p>Chief Operating Officer</p> <p>Chris Kang ckang@alphapublicschools.org</p> <p>Regional Operations Associate</p> <p>Joceline Plantillas jplantillas@alphapublicschools.org</p>	Network POCs	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate partnership with BGCSV to ensure we meet our shared goals <input type="checkbox"/> Fill in gaps <input type="checkbox"/> Reporting <input type="checkbox"/> Meet with BGCSV COO and Program Director, as needed
<p>Site Principal</p> <p>Rosie Carlson rcarlson@alphapublicschools.org</p>	School Site Liaison	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate to create and achieve goals with DSS and Unit Directors <input type="checkbox"/> Support after school events <input type="checkbox"/> Problem solve around student culture (systems, structures, behaviors, etc) <input type="checkbox"/> Offer opportunities to develop partnerships between teachers and BGCSV specialists <input type="checkbox"/> Informing staff of after school updates/information
<p>Boys and Girls Club Unit Director</p> <p>Yaneli Reyes yaneli.reyes@bgclub.org</p>	After School Leader	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate to create and achieve goals with DSS and Unit Directors <input type="checkbox"/> Support agreed-upon school day structures <input type="checkbox"/> Problem solve around student culture (systems, structures, behaviors, etc)

		<input type="checkbox"/> Offer opportunities to develop partnerships between school site teachers and BGCSV specialists <input type="checkbox"/> Keep records in line with ASES reporting and share with DSS <input type="checkbox"/> Intensively working school sites starting August 10th
School Operations Manager Cecilia Mendoza cmendoza@alphapublicschools.org	School Site Facilities Coordinator	<input type="checkbox"/> Ensure that any spaces needed are added to school facilities calendar <input type="checkbox"/> Communicate to appropriate stakeholders to ensure spaces are reserved <input type="checkbox"/> Ensure spaces are open and available when needed or keys are available <input type="checkbox"/> Collaborate with Unit Directors to get key documents to families <input type="checkbox"/> Support BGCSV staff with tech or facilities requests
Teachers	After School Partner	<input type="checkbox"/> Follow classroom agreement <input type="checkbox"/> Form partnership with Specialists <input type="checkbox"/> Support after school events
Boys and Girls Club Specialists	After School Teacher	<input type="checkbox"/> Follow classroom agreement <input type="checkbox"/> Managed by Unit Directors

MEETINGS

Frequency	Meeting Topic	Staff
July	School Leader Professional Development	All Leadership at APS/Unit Directors
July	New Teacher Professional Development	All New Teachers at APS/All BGCSV Specialists
August	BGCSV Professional Development	All BGCSV Specialists
Monthly	Student culture and tactical items	Principal/Unit Director
Monthly	Goals and tactical items	Unit Director/DSS
Semester (July & February)	Alpha Public School Retreat Day	Unit Directors/All APS Staff

STRUCTURES

Frequency		Staff
Ongoing*	Leveled Responses to Behavior *	All Leadership at APS/Unit Directors*
Ongoing	APS Grievance Process	Director of Student Supports and Principals
Ongoing	BGCSV Family/Student Complaint Process*	BGCSV Program Manager and Unit Director
Ongoing	Communication and Feedback Process	Director of Student Supports, Principal, SOM,, BGCSV Unit Directors, and BGCSV Program Manager
Weekly	School Site Newsletter	All Site Staff/All BGCSV Staff
Monthly	BGCSV Update	All APS/BFCSV Staff

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

The Director of Student Supports, Chief Operating Officer, Chief Schools Office, and Director of Finance and AJH Principal and SOM are responsible for reviewing the ASES program plan. School Site Council Members will be notified of material changes in program priorities.

This plan will be reviewed annually to align on expectations, and engages in revisions on a triennial basis, aligned to the school's ASES Cycle.

Describe the system in place to address the following program administration requirement: Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Per BGCSV handbook:

“Our program is designed to maximize participation and ensure that members attend every day after school for the full length of the program. If your child attends an ASES-funded program, there are strict guidelines as to early release (see below). If there are more than three (3) unexcused early release days or absences, BGCSV reserves the right to drop your child from the program. Please see the Club Director to complete the required Early Release Form.

A child may be released prior to the end of the program on the following conditions only:

- Participation in a parallel program on the school campus
- Family emergency
- Family needs
- Illness or Medical Appointments
- Weather Conditions
- Safe transportation home (e.g. walking home, only ride available to student, etc.)
- Medical Emergency
- Other family circumstances considered on a case by case basis and agreed upon by the administration"

When one or more of the above requirements is met, parents or guardians of students leaving the program early must complete an early release form.

Describe the system in place to address the following program administration requirement: Attendance tracking, including sign-in and sign-out procedures.

- Provider will take daily attendance and check the school's Daily Attendance Report (provided by the school office manager). Provider will call parents/families of any student who was present during the regular school day but absent from the ASES Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.
- Provider will check the school site's Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the ASES Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- Provider will maintain an average daily attendance of 85% of the maximum total (e.g., 85 of 100 students).
- Provider will be responsible for training its staff on behavior management and will work collaboratively with the school's staff and principal to align the behavior expectations. Provider will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families.
- Provider will implement a specific process regarding consequences such as being dropped from the ASES Program for students who are consistently absent or not following guidelines. Any such actions will need to be communicated to the school.

Describe the system in place to address the following program administration requirements: Fiscal accounting and reporting requirements.

- Provider will work collaboratively with APS to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well

as evaluation of the effectiveness of ASES programs. Due dates to APS are as follows:

- 10 business days before January 31 (and 10 business days before July 31 for the **semi-annual attendance reports**;
 - 10 business days before October 31, 10 business days before January 31, 10 business days before April 30, and 10 business days before July 31 for the **quarterly expenditure reports**;
 - 40 business days (approximately 8 weeks) before October 15, for the **annual evaluation reports**
- Provider will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
 - Provider will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and APS (e.g., audits). Provider will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
 - Provider will keep all financial and attendance records for five years and will provide access upon request. Provider will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to APS according to the specified time line above.
 - Provider will complete and return daily the snack production records to Child Nutrition Services.
 - APS will work collaboratively with Provider to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of ASES programs.
 - APS will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Describe how the program funding will relate to the program vision, mission, and goals for site.

- In accordance with the fiscal requirements stated above, APS will submit an annual budget outlining the proposed uses of ASES funding on an annual basis. This budget will be developed by APS Finance staff, in collaboration with the AJH Principal and BGCSV Program staff.
- This budget will be integrated into the school's annual budget, which is crafted in the development of the school's LCAP (Local Control Accountability Plan). The LCAP states the school's overall Priorities and Goals, along with the Actions and Resources committed to.

Describe the system in place to address the following program administration requirements: Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).

Program costs to the subcontractor are 125% of the grant amount. Additional in-kind funding will be generated through the facilities match (if applicable) or via restriction of amounts the general fund.

12–Sustainability:

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

Alpha does not currently have additional funding sources identified. However the organization has a history of successful fundraising.

In addition to the current partners and funders, Provider will continue to identify and cultivate broad-based financial support through a combination of corporate, foundation, federal, state and local government grants and contracts; individual donations; endowment funds and special events.

Though both the CEO and COO play significant roles as fundraisers, all fundraising efforts are led by the resource development team:

- Chief Development Officer (CDO): responsible for the development, implementation and evaluation of all philanthropic efforts (e.g. major gifts, annual giving, grants, events, marketing). Oversees the Resource Development Committee and sub-committees (e.g. Marketing, Special Events) and represents the organization at advisory group meetings.
- Grants and Contracts Manager: responsible for the development and management of all grants, contracts and reports.
- Marketing Manager: responsible for the development, implementation and management of all media and public relations strategies. Participates in the Marketing Sub-committee.
- Special Events Coordinator: responsible for the development, implementation and management of all special events. Participates in the Special Events Sub-committee.
- Program Director: as pertains to fundraising, the director is responsible for outreach and public relations. Meets monthly with school principal and quarterly with the school's advisory groups to share—among other standing agenda items—the program's sustainability plan and strategies in which the school and its stakeholders can support those efforts.

As entrepreneurs, executives, business owners, civic and community leaders, the resource development team benefits from the expertise, knowledge and relationships of the board members—in particular, their service on the various committees, sub-committees and advisory groups, as follows:

Resource Development: works with the team to develop the annual fundraising plan and supports its implementation by engaging donors, foundations and other funding sources to support the budget (and the work of the Finance Committee) to ensure the program's financial sustainability and growth.

- Marketing: works with the team to develop the annual marketing plan and support its implementation through ongoing direction on objectives, positioning and messaging.
- Special Events: works with the team to develop the annual events plan and supports implementation of the large annual fundraising events (e.g. golf tournament, gala).
- Advisory Group: overseen by a board member, the group works with the team to develop small donor cultivation and stewardship events and other outreach activities that increase fundraising capacity and brand visibility in specific communities.

As a living document, the sustainability plan doesn't sit on a shelf. From the board and its committees to the resource development team and program staff, we actively engage with it—revisiting its goals, its strategies to ensure that all of us are reminded of an important role we play: that of fundraisers.

The Resource Development Committee and sub-committees meet every other month. Standing agenda items include a review of fundraising performance against annual goals. However, every six months, the committees clear their normal bi-monthly meeting agenda and focus on the sustainability plan—analyzing and making revisions to their piece of the plan. Changes are consolidated by the CDO for inclusion in the revised plan.

Beyond the committees, every quarter, staff revisit both the strategic plan and the sustainability plan during regularly scheduled administrative and directors' meetings. Updates as pertains to the sustainability plan are then shared by the program director with the school principal (during their monthly meetings) or school's advisory groups (during quarterly meetings) as an important means to include the school and its stakeholders in supporting fundraising efforts.

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.

The school has operated an ASES Program, and the intent is for ELO-P funding to build upon that to expand Opportunities and Access. During 2022-23, the funding will be used to staff up the Expanded Learning team to continue building vision and capacity for the development of the program.

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-P program will support Traditional Kindergarten, in alignment with Alpha's Prekindergarten Program Plan. The pupil-to-staff member ration will be maintained with adequate staffing, supported by additional responsibilities executed by core day Transitional Kindergarten staff.

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.

See ASES Program Plan for this sample schedule.

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

EC Section 46120(b)(2):

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

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple 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):

[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 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.