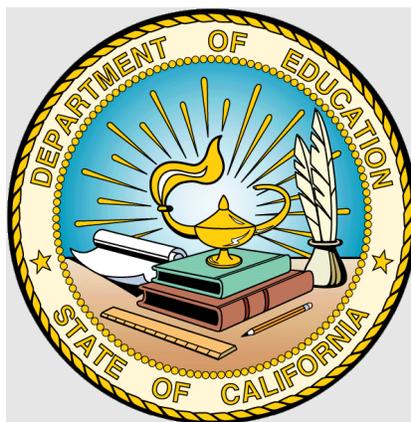


**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Local Educational Agency (LEA) Name: _____

Contact Name: _____

Contact Email: _____

Contact Phone: _____

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. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Purpose

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

Definitions

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

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

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

Instructions

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

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

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards 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>.

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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.

Expanded Learning programs for both campuses are primarily offered on the school sites. Occasionally, there will be off-site trips and camps or related experiences offered to students. In these cases, transportation is provided to all students to and from the school site. For example, in July Meadow students are traveling to River Camp, about 30 minutes from the school, and will board a bus to and from camp so all students are able to attend. Any related experiences or field trips will always provide safe transportation for all families.

Aspen is always concerned with the safety of all students. Both campuses employ full time and part time School Resource Officers who work alongside the staff teams to train the staff as well as act as consistent security for the campus and students. The after-school program has the same safety training and drills that day school has in order to ensure all staff are prepared for emergencies.

"Be Safe" is one of the four expectations of Aspen Public Schools, so students and staff are regularly reminding and sharing these expectations with all involved in the program. We strive to create a supportive environment for all families in accordance with our four main goals for our program as defined in our ASES plan as well. (Goal 1: Provide a safe and healthy environment for ASES students, staff and parents.)

The connections built through the after-school program hours will give students that are enrolled at Aspen a place to learn, strengthen their support systems, and be part of a culture that values joy and belonging. They engage in fun, learning activities and have a safe place to grow, ask questions, and interact with their peers as well as caring adults. As an extension of the day school, the program continues the learning process and values of Aspen Public Schools (described under #8).

Staff are also introduced to and offered training in Social Emotional Learning and are regularly encouraged to build healthy relationships with students as they model kind, responsible behavior. They are regularly assessed and reminded to always assess the needs of all students, especially when responding to those who demonstrate difficult behaviors. Aspen Public Schools is relentless about putting children first, and continually updating practices and programs to provide an effective learning environment as well as a culture of joy and belonging.

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

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As shared in our ASES program plan, active and engaged learning is one of our primary four goals for our program. Goal #3 states we strive to improve engagement in overall learning opportunities, with a focus on leadership development.

In order to avoid duplication with day school, regular connections and meetings are scheduled among staff teams. Currently, each Site Leader and/or the Expanded Learning Coordinator meets twice a month with the “Site Directors” or school Principals and Vice-Principals. These regular meetings ensure that we discuss program goals, staffing and student concerns, professional development, and programming decisions. As the campus is shared, there is constant collaboration and communication regarding facilities as well. The Site Directors of Meadow and Valley also give regular input into what types of activities they hope to see emphasized during after school programming. For example, as the 2023 year closed, both Site Directors expressed the hopes that STEAM activities would be a focus in the upcoming academic year, as teachers do not have as much time in the classroom to implement these types of learning experiences.

Another way Aspen has encouraged collaboration is to give Aspen staff teachers and instructional aides first priority in working during our winter and summer programs in 2022-2023. While we are assessing this model for the future, it has created opportunities for increased communication and team building.

Surveys have also been conducted with both parents and students to gather feedback on their hopes and preferences for the program. These surveys have asked families and students to not just rate the program and services, but to share what they hope will be offered as new or expanded opportunities. These surveys are shared with both day and after school leadership teams. Currently, we have chosen to emphasize the following program areas:

Literacy Focus and Intervention

Test scores at Aspen Public Schools have indicated a need for student intervention to help them reach grade level. In response to this and other ongoing needs for additional support, the school summer programs have intentionally assigned and trained staff to work with students who are most in need of additional reading support. They read and focused on comprehension in small groups in the June and July summer sessions, and in the fall will begin a strategic partnership with Literacy Mentors from Every Neighborhood Partnerships.

Summit & iReady, Navigator Math/iReady Math, and more: Summit Learning and iReady are two of many learning platforms used at Aspen Public Schools that are available for students. Students will have access to the chromebooks during some of the Expanded Learning hours based on specific schedules.

Navigator and iReady Math are programs/curriculum for grades K-6. It helps students build a deep conceptual understanding of math through rigorous learning and creative problem solving. Students have access to these programs and more on chromebooks for additional practice at times during Expanded Learning programs.

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Special Clubs: As we continue to assess needs and interests, there may be groups formed based on special interests, foreign languages and culture, outdoor education, student leadership, and more. These clubs may most regularly meet during the after school hours, but at times may also take place during non-school days depending on scheduling, staffing and student interest.

Athletics and Outdoor Education Students have the opportunity to participate in various sports such as volleyball, cross country, cheer, and more. Sports were the highest areas of interest based on our survey of parents and students in November of 2022, so the program team has intentionally scheduled sessions for athletics as much as possible.

In summer of 2023, each student had at least an hour of recreation/sports time outside. Another session was a partnership with Adventure Education Solutions. This team ran daily sessions focused on caring for the planet and science. (“Project Wet” and “Project Wild” curriculum.) These sessions are held both indoors and outdoors and encourage active engagement in understanding the planet and how to best care for it.

Students will engage in opportunities such as River Camp with the San Joaquin River Parkway. Our aim is to create experiences where the students interact with nature, and learn through immersion about science, environmental stewardship, and environmental justice. In 2023, almost 50 students from Meadow took a bus daily from their school site to River Camp and we are exploring an ongoing partnership with this San Joaquin River Parkway. Providing transportation for this experience was a strategic use of funding so that all students could have access to participating.

STEM: Aspen is focusing on elements of Science, Technology, Engineering, and Math to supplement the school day. Aspen is currently reviewing multiple ways to emphasize these topics. The program leadership team is currently exploring partnerships with local and global groups that provide projects and curriculum in these areas.

Visual and Performing Arts: All types of art have already been integrated into the summer, winter and non-school day programs. Art teachers have been recruited to teach art workshops and during Summer 2023, the students created a giant mural over a two-week program period. Students will daily have opportunities to draw, paint, make crafts, and more.

Theater, dance and music are also being explored for Expanded Learning. During the 2022-2023 school year, students had a drama class after school, and Hip Hop dance classes will start September of 2023.

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3—Skill Building

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

Skill building is an essential part of learning. Our staff is actively engaged in setting weekly learning goals as part of their lesson plans that connect directly to our program goals and mission. Each staff member who leads students is invited to focus on building specific skill sets that directly relate to monthly themes. Themes and goals are chosen as the leadership team surveys test scores, student and parent interest, and continually evaluates how to best compliment day school in improving student outcomes.

Another way Aspen builds skills of students is by integrating Social Emotional Learning into each day. Tutors plan at least a five minute activity once a day that focuses on building students' sense of identity, self-worth, and overall well-being. Staff are provided resources and training in this area and are regularly reminded to integrate this into each day they spend with students.

Students build skills through our special clubs as well. For example, last year we launched a Student Leadership team, and this year we hope to build on the skills of our own staff by adding additional clubs such as Minecraft, world cultures, dance and much more. As part of our professional development this year, we are inviting teachers and aides to propose the clubs or workshops they would like to lead, in efforts to build on the creativity of our team and leverage it to develop those same crucial skills and life experiences in our students.

4—Youth Voice and Leadership

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

Expanded Learning programs. There are multiple ways we are planning to focus on this in 2023 and subsequent years.

Aspen believes that youth voice is crucial to success in all areas of our day time and Expanded Learning programs. There are multiple ways we are planning to focus on this in 2023 and subsequent years.

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Surveys and Focus Groups

Students will be given a survey twice a year and may also be invited to short, age appropriate focus groups when staff and capacity allows (ten minute group ‘interviews’). This will likely occur every August and May each year, and information about these surveys are included in our enrollment packets for families. Because authentic youth voices are crucial and we want to avoid all forms of tokenism, we also will look for students themselves to help guide future assessments as appropriate. For example, in May of 2023, students at Aspen Meadow reviewed the student survey and gave valuable feedback before it was sent out to the school.

The team is intentional about connecting the surveys to tangible results. For example, in November 2022, soccer was the most requested sport by students at Meadow, and parents were most interested in bringing sports to the after school program. In the spring, both schools contracted with a local vendor to host a 7 week soccer club.

Student Leadership

Aspen Public Schools was a Leader in Me School for many years and is currently assessing next steps to integrate leadership into all areas of the school in this post-covid context. During fall of 2023, Meadow will be redesigning student leadership, Valley plans to launch a new student leadership for the day school, and the after school program will be recruiting staff to have an after school chapter at each campus. They learn many skills including how to take initiative, plan ahead, set and track goals, work creatively and collaboratively on projects, prioritize their time, manage their emotions, be considerate of others, value diversity, and work to make our community a better place where all families have opportunity to thrive. During the spring, the Meadow campus launched our first after school chapter and students started forming community! The team of twelve students, from second to sixth grade, were given leadership training weekly and worked on a project together that they selected as a team. They provided over thirty care packages for students at our schools who are not secure in housing. They were encouraged to lead not just their peers but also their families and city in practices and habits that bring transformation to their lives and the community. Students on the team are invited to give their feedback as often as possible about the after school program and leadership team. Even without dedicated clubs, Aspen is committed to integrate leadership in creative ways throughout the entire program.

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5—Healthy Choices and Behaviors

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

Our meals and snacks are provided by our food vendor, Revolution Foods. Nutrition is an important part of our enrichment. We educate our students on healthy eating, obesity, and the amount of sugar and unhealthy foods they may take in during the day. Rev Food's follows National Guidelines and their approach is to make great tasting, healthy food that is kid-inspired, chef crafted. Revolution Foods partners with charter schools and after school organizations to create customized meal solutions that meet their individual needs.

Athletics will continue to be a focus of the Expanded Learning and after school program. We will invest significant portions of the budget to sports programs, a dance team, coaches, supplies, and games. Both schools have hosted soccer clubs, and we are looking for partners in the area of dance, martial arts, and baseball for the 2023-2024 school year. All summer sessions include up to an hour of the day designated for sports and rec, and the Physical Education teacher provided instruction for the students at Aspen Meadow in June each day.

As Aspen becomes a Community School, we are in the early stages of discussing plans for renovating the property across the street from the Meadow campus that was once a community garden. This discussion has begun with the Community Schools Coordinator, Site Director, parent volunteers, partners and the Advisory Council. Aspen plans to work with Fresno Metro Ministry, a local organization already equipped to teach a nutrition class for the after school program that engages students in gardening, agriculture and learning about lifelong healthy habits. Community business leaders have already indicated an interest to help in this process as soon as the Aspen community and neighborhood leaders are identified. As plans develop, the vision for this project will be shared with families and neighbors, and if there is clear willingness by the community to move forward and invest in this project, there will someday be a large, well kept space for many families to grow their own food right across the street from the school.

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.

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Students with Disabilities

Aspen's regular day and after school programs are supportive and welcoming to culturally diverse students. As previously mentioned, the program is open to all students at both campuses, even though this is not currently required of both sites. Aspen is proud that diversity in our school populations continues to expand across the two campuses. As of December 2022, 10% of the students at Valley have disabilities and 12% at Meadow have disabilities. Individual students with a wide range of cultures and learning differences have been encouraged to be leaders in ways that bring them joy, while at the same time, teaching empathy for individuals. Students with special needs or significant learning differences, such as those with learning disabilities, are included in all activities and extra support is planned and given whenever possible. Aspen's intervention team includes necessary strategies in individualized plans at the student's regular IEP or 504 meetings. The staff creates a list of students with these needs and collaborates with the special education team and Site Director on plans and strategies. When needed, additional staff is hired for students who need additional support.

Aspen believes every student is a leader, including those with disabilities. Students with disabilities thrive socially and emotionally, in part, due to intentional collaboration between day school and after school and other programs that enrich learning. Through year round professional development and training, Aspen staff and Teaching Fellows program planning actively and purposefully develops activities that celebrate diversity, access, inclusion and equity. Staff has access to professional development in strategies and teaching to improve language acquisition and to work with students at all levels of learning. Our team also screens students who have education plans or related special needs, and is proactive in looking at support plans for these students in collaboration with our intervention and special education team. Our partners, the Teaching Fellows, are also committed to providing programs that are inclusive and accessible to all students, including English Learners that may need extra help with academic instruction.

English Learners, Housing Insecurity and Foster Youth

Well over 15% of Aspen's population are Spanish speaking. This is the only language other than English currently exceeding this percentage. Aspen translates all documents into Spanish and provides translation services as needed. Aspen intentionally hires staff who speak Spanish, always aiming to hire a diverse staff team that reflects the neighborhood and community that we serve.

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The most recent data from the 2022-2023 for unduplicated students is 79.01% for Valley Prep Academy and 80.55% for Aspen Meadow. Aspen is committed to providing access to all students in order to best serve families, and prioritizes those who are most vulnerable. We are proud to employ a full time Family Resource Coordinator and a part time program aide, who work exclusively with students who are housing insecure and/or foster youth. The Expanded Learning Coordinator schedules meetings at least quarterly with this team in order to ensure that we prioritize these students and reach them effectively, basing our strategies on their needs as much as possible. The Resource Coordinator also regularly shares lists with the Expanded Learning Coordinator as new families are added. Since 2013, Aspen has also partnered with the Rescue Mission, serving housing insecure families in Fresno since 1949. Rescue the Children, the department focused on women and children, has provided daily transportation to as many housing insecure students as our schools can receive. This partnership has been a priority for many years, and we prioritize these students in the Expanded Learning programs as well.

Diversity and Inclusion

Aspen celebrates cultures in many creative ways. For example, in 2023, students in the after school program worked on country presentations, and made a variety of foods representing the many cultures represented in our community. Aspen has a full time staff member dedicated to this area to champion cultural diversity, education and understanding, and she facilitates a team of teachers focused on the arts to continually integrate this focus schoolwide. She is a resource to the after school program and provides connections to community leaders. The Expanded Learning team is currently looking for staff who want to facilitate culture clubs during after school hours.

The Intervention Team has partnered with Aspen at our past two professional development series and is available throughout the year for collaboration. This team delivers services to students to support academics, social emotional learning and health needs. These services are a method for systematically providing interventions that are proportional to the students' needs. This system is known as multi-tier systems of support (MTSS). Interventions are organized in a tiered continuum that increases in intensity, uses data for decision making and interventions are supported by scientifically-based research. The Intervention Team consists of staff who develop plans and problem solve for individual students. The team can include School Counselor, Education Specialist, Speech and Language Pathologist, School Nurse, School Psychologist, Administrators, Program Manager and parents. The Intervention team is in regular communication with the Expanded Learning Team. For example, in January 2023, an Intervention Specialist trained the after-school program staff on creating and delivering effective lesson plans for all students, and the School Psychologist provided a training called "Inspiring Children to Choose Positive". We are also seeking a trainer who focuses on Diversity, Equity and Inclusion and will continue to bring in experts to ensure all families are included at every level.

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Due to conversations among the Academic Director, Site Directors, Intervention team, and Expanded Learning, Aspen has started providing strategic reading support to students during the summer and plans to bring in additional support this fall. Aspen is exploring a partnership with Every Neighborhood Partnership, an organization who has already worked with our Community Schools process, to provide literacy mentors for students during Expanded learning and after-school hours.

Aspen is currently working to schedule trainings surrounding Diversity, Equity and Inclusion with existing partners, which will not be a stand alone endeavor but will continue to guide the process by which our schools are equitable and inclusive of all. This is a collaborative effort across the whole school, integrated into our Community Schools approach.

7—Quality Staff

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

Aspen has partnered with Teaching Fellows for many years and is now transitioning to an in-house leadership team. This was an intentional decision made so that Aspen can have year round, dedicated staff who are employed directly by Aspen and are an ongoing part of our mission.

In the past year, the Aspen team has created roles in house for the following positions.

Expanded Learning Coordinator: Oversees, plans, and organizes the year round Expanded Learning program and staff for Aspen Meadow and Aspen Valley.

Site Leads: Responsible for the daily operations of the after school program at one school site

Program Aides (Attendance): Responsible for supporting the site lead, monitor and submit attendance, and ensure safety and compliance for all students as they sign in and out each day.

Program Aide (Floater): Responsible for supporting the site lead and all tutors in the classroom and on campus as needed. This includes subbing, supporting challenging classrooms and working with students who need intervention related support.

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8—Clear Vision, Mission, and Purpose

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

Aspen Mission Statement

Aspen’s mission is to transform the community by developing exceptional leaders. Aspen Public Schools unlocks the potential of future Fresno leaders by setting high expectations for all and creating a culture that celebrates each individual’s strengths and background.

Empowering Leaders

In 2014, Aspen was approached by Rescue the Children (RTC), an arm of the Fresno Rescue Mission that provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or women with children. RTC also operates a 12-18 month residential program for women and women with children that provides education and job training to women overcoming crisis circumstances. RTC staff asked if they could send all of the students in their program to Aspen and has done so since 2014. RTC’s neighborhood elementary school, Addams Elementary, is one of the lowest performing schools in California and very large, and has a particularly high suspension rate for an elementary school, with reported incidents of violence and other issues. We believe that every child – and every adult -- has potential to be a leader. We have laid the foundation using a globally-acclaimed, standards-aligned school culture program, Franklin Covey, Seven Habits of Highly Effective People, The Leader in Me, which emphasizes imperative 21st century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more. In order to ensure that our students’ significant needs are met, our organizational philosophy is to invest in the people who will invest in our students. We value our after school partners and their contributions to meet our goals for our programs.

Strategic Planning, Needs Assessments and Partnerships

With the new hire of a Community Schools Coordinator in 2022, as well as the end of Aspen’s 5 year strategic plan, Aspen is finishing an in-depth needs assessment and strategic planning process that will guide us for the next 5 years. This process has engaged families, board members, community leaders, neighbors, staff, students and other stakeholders. A key component of this includes the expansion of and engagement of formalization of new community partners that focus efforts after school and during breaks that serve the entire family. Existing partnerships may be formalized or re-engaged (especially as COVID-19 has impacted many of these). New partnerships are growing so we are more effective in our mission.

The following are the goals identified in our “ASES Program Plan” for 2023-2025. As Expanded Learning and ASES come together for one comprehensive program, these goals are for all of Expanded Learning.

The following are the Expanded Learning goals, aligned with our ASES Program Plan” for 2023-2025.

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GOAL 1:

Provide a safe and healthy environment for ASES students, staff and parents.

Execution Plan:

- Program Lead and the Safety Resource Officer (SRO) collaborate daily
- Staff are trained by the SRO's and have regular drills
- Staff execute Aspen's high student expectations of good character and anti-bullying policies, and are trained in identifying and preventing exploitation
- Students emotional needs are considered by implementing social-economic learning
- Sports, healthy snacks, and mental health are integrated into daily programmatic activities

Assessment and Outcomes

- Incidents are documented and turned into the Expanded Learning director and addressed accordingly. Aspen administration, teachers, and parents are contacted when behavioral incidents occur. Expanded Learning should see a decrease in incidents as the team grows and has long term staff building relationships with families and the community
- Gaps are identified and addressed in a collaborative, proactive way
- Annual Community Schools and LCAP surveys, focus groups, and community gatherings indicate that families are thriving, feel safe and that they belong at Aspen

Goal 2: Improve academic achievement of participating students

Execution Plan:

- High quality after school support, including intervention for reading and math
- Collaboration with Instructional coaches, teachers, intervention team and administration to integrate and align with core curriculum
- Intentional ongoing communication with families and student services
- Daily enrichment activities that focus on STEAM, Social Emotional Learning, athletics, and other focus areas that may improve students overall learning

Assessments and Outcomes

- Site Data Analyst will assist in assessment of Academic performance and achievement as measured by regular FUSD benchmark tests of participating students. Data is shared with staff to inform planning
- Tutors and program aides prepare daily and monthly enrichment lesson plans that align with state standards; including but not limited to English/language arts, math, visual and performing arts, and science.
- Staff engages in SMART goals and integrates them into each of these four goals, monitoring progress and connecting their goals to academic achievement in measurable ways

GOAL 3: Improve engagement in overall learning opportunities, with a focus on leadership development

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Execution Plan:

- Expanded Learning Coordinator facilitates ongoing leadership training for staff, also focusing on student engagement, creating and delivering effective lesson plans, engaging with students who need extra support, and more.
- Staff learns and acts on the our mantra: “Make Learning Fun!”
- Students will build key relationships and learn from leaders on the staff team and in the community through partnerships
- Student voice is amplified and students are trained as leaders through Student Leadership clubs, focus groups, surveys and community schools advisory council

Assessments and Outcomes:

- Integrate questions into community meetings, orientations, surveys and focus groups surrounding leadership development
- As leaders (staff and students) are trained and empowered, surveys and discussions mirror continual improvement
- Enrollment in the program increases annually as engagement and leadership development is an ongoing focus and kids want to be on campus for programs and activities

GOAL 4: Together with day school, stakeholders and partners, create a culture of joy and belonging for all Aspen students and their families.

Execution Plan:

- Creating culture happens as students, staff and families share fun, meaningful experiences together. (Example: this year’s summer program is River Camp, an all day adventure outdoors in at the San Jauquin River).
- Funding will be directed based on preferences indicated by the families we serve, and new, engaging activities will be brought to after school such as field trips, outdoor education, and special gatherings that include the whole family on appropriate occasions
- Culture is part of every aspect of the program and starts with the administrative leadership. Leadership models, teaches and empowers all staff to create a culture of joy and belonging.

Assessments and Outcomes:

- Increased attendance in the extra activities offered by Expanded Learning
- Increased attendance in ASES, non-school day programs and and Aspen Public Schools
- Improved test scores
- Fewer behavioral issues
- More laughter and positive behaviors
- Increased participation in special interest groups, sports, and leadership opportunities
- Staff interest in supporting the holiday break programs and special interest groups after school increases, and creative ideas launch
- Stories from students will increase relating to what they love about the ASES program.
- Less staff turnover

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Teaching Fellows has been a long term partner, supporting the programs with recruiting and hiring ‘tutors’ who are the teachers in the classrooms with students year around. Based out of California State University, Fresno, Teaching Fellows began as an honors program for future teachers. The program recruits high school seniors, graduates, and others who plan to teach, and provides an enriched cohort experience as many of them work to complete degrees and credentials. Program participants are placed part-time as teaching assistants or “tutors”.

Teaching Fellows, officially established in 2006, has a well established recruitment and hiring process, and Aspen has been briefed on this process and is kept informed. Teaching Fellows recruits through jobs fairs, job postings on various platforms, and different forms of media. Talents are discussed during each interview. The Teaching Fellows Site Liaison conducts interviews for site leads and tutors, and is in constant communication with the Expanded Learning Coordinator and Site Leads at Aspen. The Expanded Learning Coordinator has regular meetings with the Liaison, and has set up ‘meet and greets’ with each new employee that might be placed at Aspen. This allows time for our team to assess each staff person, get to know them, and make sure they are a good fit for the culture, mission, and goals at Aspen.

Leveraging Talent

Talent, skills, and interests of the staff are strategically being leveraged on an ongoing level as well. This is highlighted regularly at staff meetings and training. The team is encouraged to bring their ideas and creativity to the program. The team is consistently invited to share focus areas they may wish to be part of above and beyond the regular schedule and lesson planning. For example, one tutor is currently in discussion with ASES leadership about forming a music / singing group during the after school hours, because she has experience teaching children and loves to play and teach music. One tutor is considering helping run a new leadership chapter. Another has reached out to a Professor at Fresno State University to bring him in to do a Physics workshop with the kids, as he does this as a volunteer in the community for elementary students. These are just a few examples and they are being held up and discussed in front of all staff to encourage everyone to creatively plan, reach out to their own connections, and be proactive in this way.

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Aspen is also actively involved in regional leadership cohorts, community gatherings and conferences to identify talent and quality staff who might partner as contractors for our programs. Vendors, like our staff, are invited to Aspen when they provide excellent references and work samples. This year, we are proud to launch a Hip Hop Dance team and Karate class, taught by experts in the community who both have thirty plus years of experience in their field. Students will catch their vision and have opportunity to learn from the best.

Professional Development

The Aspen Public Schools staff has taken the lead in crafting a comprehensive professional development plan for the Expanded Learning Team. The team has their own training and team building year round, and also participates in some of the all staff training provided to teachers. Staff development happens at the beginning of each semester in July/August and January, and throughout the year as needed and identified by leadership. The Expanded Learning team will also strategically use the allotted three days we are allowed to pause the program for Professional Development. These dates are tentatively set for October 6th, December 15th, and May 31st.

Teaching Fellows provides their own training to all new hires, and requires three hours of training one Saturday each month should Aspen not request these hours be used for different training.

Topics for Professional Development may include:

- Reviewing and unpacking the program plan, vision, mission, and quality standards
- Alignment with the day school and effective communication
- Creating engaging lesson plans
- “Inspiring Children to Choose Positive” (working with challenging behaviors)
- Threat Assessments and self harm prevention
- Trauma informed approaches
- Safety training, including prevention of online exploitation and human trafficking
- Curriculum specific training, reading and math intervention, and STEAM
- Classroom management
- Working with children in high risk neighborhoods in an after school setting
- Diversity, Equity and Inclusion
- Age appropriate approaches and teaching methods for TK and Kindergarten students

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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

Aspen’s three schools are all in the planning phase of becoming Community Schools. Collaboration is central to this process. Aspen has hired a full time Community Schools Coordinator who is actively building out partnerships in the community to best serve students and families. The Coordinator maintains lists, resources, and directories and is building out strategic partnerships based on needs assessments and the guidance of the Community Schools Advisory Council.

Expanded Learning builds upon a well-established collaboration between parents, students, school, and community partners. Aspen administration and teachers, and current after school service providers have assessed the resources, needs, and strengths of students in grades T-K to 6.

School Site Council/Parent Meetings

These are composed of district, school, and parent representatives have been held on site throughout the planning process to ascertain need and design the program. Several collaborative planning meetings between the school site administrators, teachers, and our other collaborative partners have been held to design academic support and enrichment opportunities and to ensure agreement and full participation in the program.

Community Partnerships : The following are a few partners central to our work.

Teaching Fellows: Supports the programs with recruiting and hiring personnel. See number 7 (Quality Staff) for more information.

Faith Based Communities (Fresno First Baptist, the Well, Encounter)

Fresno First Baptist originally owned the building the Meadow campus currently occupies, and they now rent from Aspen Public Schools. Facilities are currently shared and the church has opened up portions of their space for training for tutors and a staff lounge for all staff. Regular meetings are held with the leadership team at Fresno First Baptist to partner to meet the needs of the community and to engage the community’s strengths and assets. First Baptist has taken initiative to serve the families and staff at Aspen in recent years, including hosting special events to thank the Aspen staff, collecting gifts for children identified as having high needs, and more.

Other faith communities that have partnered with Aspen in similar ways include the Well Community Church, Encounter Church and more.

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Education Resource Consultants

This team supports the gathering of data (including attendance) and evaluation process for ASES. They may continue to work with the Aspen team on Community Schools as well.

Every Neighborhood Partnership

ENP partnered with the Community Schools Coordinator/Expanded Learning Coordinator to facilitate a Needs and Assets Assessment in May 2023. They will continue to provide consultation and support as this process is not yet complete. They are also partnering with us to provide Literacy Mentors for the 2023-2024 school year. At least three mentors will be working daily in both after school programs to provide small group reading support for students who need it most.

Assistance League

Provides in-kind gifts, clothing, and more to under-resourced families at Aspen in partnership with the Family Resource and Community Schools Coordinator.

City Center / Fresno Rescue Mission

Aspen will share an office space at the City Center, a hub of resources for families who need support in various ways. Partnerships here include organizations such as the Fresno Rescue Mission/Rescue the Children, Breaking the Chains, City Without Orphans and many more.

Central Valley Justice Coalition

The Justice Coalition's mission is to prevent human trafficking and exploitation in the church and community. The Coalition will be training Expanded Learning staff in 2023 on how to recognize signs of exploitation and how to intervene effectively to prevent it. They will also provide workshops for students.

Additional Partners (roles in process of being defined)

Center for Community Transformation (training and consulting for community school staff and related educational goals)

Fresno Metro Ministry (partnering to provide classes for parents and students, food distribution, and nutritional classes connected to a community garden)

San Joaquin River Parkway (educating the public on the need to steward the River)

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan

Describe the program's Continuous Quality Improvement plan

Each year ASES/Expanded Learning reviews the twelve quality standard areas and selects two areas of focus for the upcoming year. This process is intended to be shared by the Expanded Learning leadership team with input from the Community Schools Coordinator, Site Directors and Administration.

For the 2023-2024 school year, Expanded Learning is focusing on improving in the areas of Quality Staff and Collaborative Partnerships. These areas will be worked into Smart goals for the Expanded Learning Staff team, and will be reviewed quarterly. Annually, the together the team will decide if new focus areas are needed based on reaching measurable goals, or if an extended time of focus in the same area is more appropriate.

Quality Staff

The focus will center on:

- Retaining staff and build our internal team, which leads to building relationships with students and families, which will increasing the overall program's effectiveness

- Building out an excellent professional development plan and schedule to increase the skill set and overall investment into leaders, which impacts each student and family

- Empowering our team to lead in creative, innovative ways that create a culture of learning, joy and belonging

- Continuing to develop accurate and helpful job descriptions and a staffing model that fits the needs of the Expanded Learning requirements

- Integrating family and student voice into the leadership and staffing plan, including potentially launching an internship program with our high school that connects to our Expanded Learning staffing plan and hiring process

Collaborative Partnerships

The focus will center on:

- Formalizing existing partnerships (written form) as needed

- Developing new community partnerships based on results of the community schools assessment and the strategic plan (to be shared in fall of 2023)

- Continuing to engage staff, students, families and community members in decision making, and partnering directly with families who own businesses or have specific areas of expertise

- Leveraging partnerships for sustainability so Aspen and partners all thrive and build the community together, whether or not there is a monetary contract in place

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11—Program Management

Describe the plan for program management.

Expanded Learning team includes collaboration from:

Executive Director of Aspen Public Schools (Shelly Lether)

- One of the founders of Aspen Public Schools

Chief of Operations (Matt Flores)

- Previous Site Lead for ASES at Aspen Meadow and Valley

- Will oversee the Expanded Learning Coordinator and entire team starting fall of 2023

Community Schools Coordinator (Jessica Pittman)

- Oversight, development and design of ELOP and ASES from October 2022- fall 2023

- Oversight of Community Schools at Aspen's three campuses

Expanded Learning Coordinator (Robert Theus, start date August 7, 2023)

- Develops and implements the Expanded Learning program at Aspen and Valley, including oversight of all staff, partners and vendors

Additional Aspen team members:

- Terry Martin, Business Manager

- Jim Weber, Charter Impact (CPA)

- Your Xiong, Human Resources

Program management is the primary responsibility of the Expanded Learning Coordinator, a recent position created to develop and sustain excellent Expanded Learning activities. Aspen is assessing other staff positions that may be needed to successfully implement thirty non-school day programs for nine hours each.

Considerations include:

- Expanded current part time roles (such as Site Leads and School Resource Officers) to be full time positions, to allow for planning and execution of non-school day programs

- Partnering with Teaching Fellows or another similar organization to provide limited staffing support for nine hour programs

- A part time Human Resource specialist dedicated primarily to the Expanded - Learning team and assisting with recruiting, hiring, evaluations, etc

- Partnerships with a local staffing agency

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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.

Expanded Learning ASES will operate as one comprehensive program at Aspen Public Schools. The Expanded Learning program funding will create more opportunities, services and access for all children. It will enable the program to add all students to the program quickly with more funding available for quality staff.

Aspen has directed the ASES funding towards paying for Teaching Fellows staff, and Expanded Learning towards the remaining program expenses. Expenses may include these and more:

- Curriculum and/or support
- Literacy mentors
- Supplies for after-school and non-school day programs
- Partnerships with vendors to facilitate clubs (Dance, Martial Arts, Soccer, Baseball, etc)
- Internal staff support to facilitate clubs (Student Leadership, Minecraft, and more)
- Coaches/program aides for sports/physical education
- Staff Development
- Computers/tech support
- Field trips and transportation
- Camps and similar outdoor education experiences
- Extended hours for School Resource Officers, Nurse/Health Aides, Math or Reading Intervention Specialists, and more

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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?

Aspen Meadow has been running after school programs alongside a transitional kindergarten program for several years. The schedule has been effective at integrating students at this age. Aspen Valley began their program this year with the same plan.

Our plan for the schedule involves credentialed teachers facilitating lunch, a break, and additional learning from 11:30 am to 1:30 pm each day for all TK students enrolled in Expanded Learning. At 1:30 pm, the Expanded Learning staff team takes over with their lesson plans for the rest of the day. This enables all students who are enrolled to have additional time with credentialed teachers and has enabled the Expanded Learning team to have more hiring options.

Aspen will integrate a Professional Development plan that focuses on this age group. This is in the planning phase. This training will be provided to all after school program staff. In the 2023-2024 school year we are considering these elements:

Instructional coaches will deliver training to after school program staff to help them gain insight and tools into teaching children in TK and Kindergarten

School counselors, psychologists and the Intervention team will provide training on how to effectively work with students who are adjusting to classrooms, or may need extra support

Student Services will support with ideas and tools and will help model best practices for students who need extra breaks and support

Staff members will be researching curriculum that is age appropriate and provides modifications for curriculum and/or targets the early learning age group

Aspen has worked to hire internally and in partnership with Teaching Fellows and Every Neighborhood Partnership to have more than enough staff for the ratios required. Aspen has implemented a comprehensive staffing plan and approach to ensure that there are enough people to provide a quality program. The Community Schools Coordinator/Executive Director partnered with HR over the summer of 2023 to recruit and hire 6 to 10 new employees to ensure that as the program grows, especially with children ages 4 to 5 years old, the staff is in place, trained and well prepared.

Staff is regularly consulting with instructional coaches, teachers and principals to learn tools and strategies for developing age - appropriate curriculum and activities. This, along with formal training from professionals and curriculum partners, is proving to engage students and the programs have continued to grow and thrive for this age group.

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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.

Day School Sample Schedule:

8:00a

Instructional Day begins (TK - 6th grade)

11:30a - 1:30p

Instructional Day ends (TK), students enrolled in Expanded Learning remain in classrooms with teachers for a break and learning activities

1:30p

Expanded Learning (TK) begins

2:00p-3:00p

Expanded Learning staff prep

2:50p

Instructional Day ends (Kindergarten)

3:00-3:15p

Instructional Day ends (1st - 6th grade)

3:00p - 3:30p

Expanded Learning: attendance, snack

3:30p-3:45p

Physical education/outside break/Social Emotional Learning activities

4:45p-4:30p

Academics

30 30p

Enric ment

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5:30p-6p

Extended enrichment time, physical education/outside activities or learning game, clean up

6:00p

Program close

Summer Program Sample Schedule:

7:30a

Staff prep

8:30a

Program opens: breakfast and team building, expectations and announcements

9:00a - 10:00a

Session 1: Recreation/Sports

10:00-11:00a

Homeroom, Snack (Social Emotional Learning and theme activities)

11:00a-12:00p

Session 2: Art

12:00-12:45p

Lunch/recess

12:45p-1:45p

Session 3: Creative Writing/Theater

1:45-2:45p

Session 4: STEM

2:45p-3:45p

Session 5: Homeroom, snack, Social Emotional Learning, physical activity

4:30p-5:30p

Session 6: Dance/Music

5:30p-6p

Staff reports and prep

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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.

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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

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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.