

Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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SOUTHERN KERN UNIFIED SCHOOL DISTRICT

2601 Rosamond Blvd.
Rosamond, CA. 93560



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

Board Approved May 17, 2023

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

Local Educational Agency (LEA) Name: Southern Kern USD
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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. Rosamond Elementary School - TK - Grade 5
2. Westpark Elementary School - TK - Grade 5
3. Tropico Middle School - Grade 6
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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Southern Kern Unified School District (SKUSD) offers students opportunities to participate in expanded learning in enrichment, intervention, field trips, nutrition and other developmentally appropriate activities at various sites. Expanded Learning Opportunities will be provided on-site at three schools offering TK – sixth grade: Rosamond Elementary, Westpark Elementary, and Tropico Middle School.

Math and Reading Academies are offered after school for one hour two days per week at both elementary schools. Rosamond Elementary School offers Reading and Math Academy on Tuesdays and Thursdays after school. Westpark Elementary offers their academies on Mondays and Tuesdays. Ready Math and Ready Reading is the curriculum used for both intervention and enrichment at the elementary sites.

Tropico Middle School holds their academies on Tuesday and Thursdays. The curriculum they use for both intervention and enrichment is Standards Plus.

All three sites have the ASES after school program. Transportation for all students who attend the Academies and the ASES program is provided by the district.

Each of these three sites implements Positive Behavior Intervention and Support an evidenced-based three-tiered framework to improve and integrate equity efforts into school-wide positive behavioral interventions. The focus of PBIS at each site will be to develop effective classroom environments with predictable routines and expectations in all Expanded Learning Opportunities creating predictable routines, procedures and expectations. Expectations of all students are posted on all campuses and thoroughly reviewed with students. Adult supervision by site Admin, teachers, para educators, custodial staff, cafeteria staff, ASES program leaders, Mental Health personnel, and campus security officers provide a safe and nurturing climate where students are praised for their selective actions and behavior. The ultimate goal of being a PBIS School is to create a learning environment where students feel nurtured, respected, and can learn, grow and achieve their full potential.

Another system in place at all three sites is Hope Squad. Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. Through the implementation of the Hope Squad, the program promotes a culture that creates a safe school environment, promotes connectedness, supports anti-bullying, encourages mental wellness, reduces mental health stigmas, and prevents substance misuse. At the elementary sites, students meet in an after-school club and at the middle school, students take the Hope Squad elective. These students may continue their work in Hope Squad in High School in the Hope Squad CTE Pathway.

Safety measures at each site include regularly scheduled emergency drills such as fire, earthquake and intruder on campus. Staff at all three sites were trained by ALICE, an active-shooter training. Students and staff practice various scenarios monthly to prepare in case of an active shooter or intruder on campus. The Raptor check-in system for visitors on campus is utilized as another protective measure to ensure student and staff safety. Southern Kern COVID protocols are aligned with the California Department of Public Health. District nurses are on each site to administer student medications and provide COVID testing as needed.

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2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Supplemental learning materials from Ready Math and Reading along with Standards Plus are used to support learning in Language Arts and Math in our Extended Learning Opportunities. Neither of these curriculums are used during the regular school day. Ready Reading and Math are used for extended learning opportunity in our Math and Reading Academies after school and Standards Plus is used in both summer school sessions. Various educational and fun activities are also part of the planned extended learning opportunity that students will receive. (Please see Planned Program Schedules)

Ready Math supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.

Ready Math encourages:

- a deeper understanding of Math concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge while directly addressing the major focus of the grade
- Ready Math also addresses English Learners by providing additional features such as English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English Proficiency and concept development activities that allow students of varying mathematical and English language abilities to build on familiar concepts.

Ready Reading's supportive content if used with fidelity will make the Common Core Standards reachable for all students. Close Reading Strategies can be practiced using its complex and authentic texts. The focus of Ready Reading is a format centered on Reading, Thinking, Talking and Writing.

DreamBox Math, Reading, Squiggle for K – 8.

ASES – After School Education and Safety

Afterschool Tutorials

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3—Skill Building

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

Students who attend the Expanded Learning Opportunity Program are continuously engaged in learning in both the After-School Reading and Math Academies and also the ASES Program. The funds from the ASES and ELOP (Expanded Learning Opportunity Program) will be used to increase the number of students serviced in both programs in grades TK – 6 while at the same time providing enrichment activities to complement the regular school -year. These programs along with Summer School are especially focused on skill building. Students are supported through small group instruction or by the presence of a 1:1 tutor. Due to the lack of tutors in the district, tutoring is provided by site teachers and para-educators. Students have access to Chromebooks and can log into CLEVER to access the following programs:

- ALEKS (McGraw Hill) – Math Practice for grades 3 – 5
<https://www.aleks.com/>
- Dreambox – Math Practice for grades K – 6
<https://www.dreambox.com/>
- Reading Plus (Dreambox) Reading Practice for grades 3 – 8
<https://readingplus.com/>
- IXL – Math and ELS practice for grades K – 6
<https://www.ixl.com>
- Lightning Squad – Reading Practice for grades K – 5
<https://lightningsquad>
<https://www.successforall.org/>
- OverDrive (Sora) – Digital Library for grades 3 – 6
<https://soraapp.com/>
- Squiggle Park – Phonics and reading practice for grades TK – 2
<https://squigglepark.com/>
- Typing Club – Keyboarding, grades 3 – 6
<https://www.typingclub.com/>
- Iready Personalized Learning, Reading & Math – K – 5
<https://i-ready.com>

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4—Youth Voice and Leadership

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

SKUSD wants to expand upon our implementation of both the Hope Squad Curriculum and the Character Strong Program to support youth's leadership and voice through appropriate skill building opportunities. Youth input and contributions are encouraged daily in activity planning, implementation and evaluation. Staff will provide opportunities for reflection and for our youth to showcase their work. It is believed that our students will be more likely to engage in our expanded learning opportunities when their ideas and contributions are included.

Hope Squad reduces youth suicide through education, training, and peer intervention. Through the implementation of Hope Squad, the program promotes a culture that creates a safe school environment, promotes connectedness, supports anti bullying, encourages mental wellness, reduces mental health stigmas, and prevents substance misuse.

The Character Strong Program will be implemented along with Hope Squad. This program includes Social Emotional Learning and the development of character in one. This program focuses on the Whole Child with vertically aligned lessons that teach Social Emotional Learning and Character, side-by-side and include the following competencies:

- SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, and Humility.

Student surveys will be conducted twice a year to get an overview of student interests in addition to the two programs mentioned above, to provide a venue for voice and leadership regarding appropriate use of funds from various funding sources. The results of these input surveys conducted with all students from each of the school sites will provide a pathway to programs of interest based on survey results.

Input will also consider what type of family events and community service projects students would like to see offered followed by leadership opportunities to help design and conduct these sessions. Students are more involved in meaningful opportunities when they get to plan, implement, and evaluate activities. Through the ELO-P, Southern Kern will provide our students with opportunities to participate in student competitions, performances, speech and language competitions, mental health well-being, school attendance, and providing support for those in need.

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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.

Southern Kern Unified School District provides nutritious meals and snacks for our After-School Programs in order to help our students have a better learning experience, to make sure they have a meal and to ensure that they are meeting the required components. We provide a snack after school and provide a Dinner meal each day for every student. It is important for each student to have something to eat in order to finish off his or her learning for the day. When a child has had food to eat, it is fuel for their learning. We make sure that fresh fruit and vegetables are offered and served to all our students at dinner to ensure that they have had some nutritious food before going home. We encourage students to try new foods and we try to menu items they really enjoy eating. We would like to continue to offer nutritious meals to our students as much as possible.

Dinner and Snack options

We are currently offering a two-week rotating menu for dinner. Items include Chicken nuggets with a dinner roll, Spaghetti and meatballs with a dinner roll, Chicken Quesadilla with refried beans, Pizza, and American Sun. These are the main entrée offerings for dinner on the first week, we also offer carrots, corn, celery, and broccoli as vegetable sides on those days. Fruit is also offered as part of the meal.

For the second week we have Cheeseburgers, Cheese Quesadillas, Meatball subs, and Crispy Chicken. Sides include Fries, Refried Beans, Side Salad, Celery, and Peas. Same as the previous week fruit is also offered.

For our snack options we offer a one-week cycle and which includes Cereal bar with milk, Muffin with juice, Cupped fruit with pretzels, Cheez-its with juice, and Yogurt with graham crackers.

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6—Diversity, Access, and Equity

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

Student enrollment in our district's ASES After School Program, After School Academy Classes, and Summer School Program are done with an emphasis on enrolling our unduplicated students to ensure that all student groups are provided with this opportunity. Our special education students are able to enroll in both programs and are provided with the same modifications and accommodations that they are afforded during the regular school day. Class sizes in these programs are kept to a small group, no more than 20 in the ASES After School Program per class and 15-20 in the After-School Academy classes. During the ASES After School Program students are provided with enrichment lessons, projects, and activities that are culturally and linguistically diverse. Our After-School Academy provides intervention opportunities that meet each student's diverse needs in both math and English language arts.

Our special education students are able to enroll in our ASES After School Program, After School Academy Programs, and Summer School Program/Extended School Year. While attending any of our Extended Learning Programs, our students with special needs are provided with the same modifications and accommodations that they are afforded during the regular school day/year. The district provides all needed support for students to be successful in our Extended Learning Programs; including additional staffing, supplies/materials, appropriate curriculum to meet their needs, support providers (Speech, OT, Mental Health, etc.), and anything additionally necessary to meet their individual needs.

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7—Quality Staff

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

The Southern Kern Unified School District hires and retains quality teaching and support staff. A diverse and highly qualified district school-based and mental-health staff positively impact students. The goal of Southern Kern is “Embracing the Whole Child,” which aligns with the district’s Vision Statement. The district is committed to providing professional development to all staff in our Expanded Learning Opportunity Programs including Administrators, ASES Instructors and Coordinator, Teachers, Campus Supervisors, Paraprofessionals and other staff needed to effectively run the program. The district is dedicated to maintaining quality staff through relevant professional development, relationship building, and on-going meetings as necessary. To maintain a highly qualified staff, SKUSD advertises with billboards, on videos, holds job-fairs and lists openings on the district website. All prospective instructional aides, activity leaders and teachers

REQUIREMENTS FOR ALL CLASSIFIED EMPLOYEES

Verification of High School Diploma or GED.

Fingerprint clearance through the Department of Justice and FBI

ASES Instructors/AVID/Paraeducators

Every Student Succeeds Act Compliance

AA or AS degree from an institution of higher learning or the equivalent or
48 semester units or

Pass a District administered assessment

Campus Safety Officer

Pass a District administered assessment

TEACHERS

Fingerprint clearance through the Department of Justice

All teachers are required to hold the appropriate credential for the subject(s)/grade(s) they are teaching

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8—Clear Vision, Mission, and Purpose

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

Southern Kern Unified School District and its educational partners strive to provide quality programs for students with a goal of continuous improvement to close achievement gaps.

The Vision and Mission Statement of SKUSD addresses the Whole Child. All programs including our Extended Learning Opportunities are created and aligned with this in mind. The Mission of the District states: To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community. The District’s Vision is centered on the Whole Child: We seek to teach and assist in the development of the WHOLE CHILD. We strive to create a Safe learning environment that combines Student Learning Outcomes with Creativity, Critical Thinking, Communication, Collaboration, Character, and Citizenship so that students will flourish in and out of school.

The program vision follows the district vision which was crafted by the Board of Trustees and is our educational focus in all programs throughout the district. The Expanded Learning Opportunity Program has a specific purpose as it relates to the district mission and vision – addressing the Whole Child and to provide our diverse student population with the best educational experience in a safe learning environment.

Purposeful implementation of this plan includes working with community partners, which is also the goal in our California Community School Partnership Program Grant, which we were awarded. The goal is for our students to have equitable access to quality after-school programming, academic support, college awareness, opportunities to build relationships and cooperative learning, creativity, communication critical thinking, character and citizenship.

After-school activities and robust summer school/Saturday school programs are intended to provide a safe and welcoming environment. High-quality extended learning and social-emotional development are criteria of intended program success.

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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.

The following are an initial list of collaborative partnerships currently in place for program implementation:

- Southern Kern Unified School District – School personnel and departments including transportation, Child Nutrition, Parent & Family Community Center,
- ASES Program at Rosamond Elementary School, Westpark Elementary School and Tropico Middle School – hiring and training of teachers and site leads
- Kern County Superintendent of Schools – Camp Keep, professional development Kern Integrated Data System,
- Antelope Valley Community College
- Hope Squad
- Capturing Kids Hearts – CKH
- Dr. Doug Fisher – Teacher Clarity
- Dr. Kate Kinsela – ELD
- Solution Tree – Professional Learning Communities
- Dr. Becky Wetzel – Multi Tiered Systems of Support
- UDL – KCSOS
- PBIS – KCSOS
- Ken O'Connor – Grading Committee
- AVID
- Cadet Corp

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Southern Kern Unified School District and its educational partners strive to provide quality programs for students with a goal of continuous improvement to close achievement gaps.

The initial focus of our Extended Learning Programs are based on the district's 5 LCAP Goals, the LEA's Core Values and the Mission and Vision Statement.

- **Goal 1:** All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention and data analysis in order to support full access to the California Content Standards.
- **Goal 2:** Create a safe and welcoming learning environment where students attend and are connected to their schools.
- **Goal 3:** Maintain a climate where families and community are provided a safe and healthy environment and are welcomed, informed, involved and confident in the school and district.
- **Goal 4:** Students will be taught by highly qualified, well trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success in college and career.
- **Goal 5:** The school sites will provide consistent Next Generation Science Standards instruction and learning practices resulting in student engagement and comprehension of the NGSS.

Southern Kern Unified School District is currently in Comprehensive Support & Improvement with KCSOS focusing on UDL – Universal Design for Learning and PBIS – Positive Behavior Intervention Supports.

Universal Access time is provided daily at both Elementary's using DreamBox Reading, Math and Squiggle.

11—Program Management

Describe the plan for program management.

All Expanded Learning Opportunity Programs allow for expansion of programs that will provide students in Southern Kern Unified School District multiple opportunities to master student learning outcomes such as Creativity, Critical Thinking, Communication, Collaboration, Character and Citizenship. These align to the Vision Statement of SKUSD. This plan will be the foundation for three years of implementation upon which after annually reviewing the plan , a new plan will be written with any modifications as required.

The Assistant Superintendent of Educational Services will oversee and create the program design, ensure program integration with aligned job duties, oversee all funds related to afterschool, intersession/Saturday School and Summer Sessions. This cabinet position reports directly to the Superintendent. The Asst. Superintendent will ensure that all attendance reports are submitted as required for ELOP ensuring 30 days of additional programming as well as implementation of ELOP activities daily during scheduled instructional calendar days.

A Site Administrator and the ASES Coordinator will continue to support professional development and maintain implementation integrated with ELOP funding. They will work closely with the Asst. Superintendent to make sure that necessary resources, recruits educational partners, builds relationships with the day staff, ensures required paperwork is completed in a timely manner, and attends and/or facilitates regularly schedule meeting to ensure collaboration among all educational partners. The ASES Coordinator will submit attendance reports for ASES and the site Admin will submit attendance reports for the Afterschool Reading and Math Academies.

Site Coordinators set the tone for the program, create calendars for events/programs/daily schedules in collaboration with the Site Admin. They will walk the program daily to ensure proper student supervision, reviews all lesson plans and provides purposeful feedback. They input student attendance, sign students in/out, submit additional payroll sheets, assists with daily operations, and provides assistance to support the efficiency of the program.

ASES Instructors create and follow weekly lesson plans, monitors and assists students in extension, practice and study activities, ensures safe learning and play7 activities, assists with shaping appropriate social behaviors, and utilizes positive reinforcement strategies to assist students with behavior management.

The Chief Business Officer (CBO) will monitor funding and reporting guidelines in conjunction with the Asst. Superintendent of Educational Services. The CBO will submit all fiscal reports as required.

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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.

Southern Kern Unified currently operates ASES programs at 3 School Sites: Tropic Middle School, Westpark Elementary School, and Rosamond Elementary School. The ASES Program hours are from school dismissal to 6:00 PM every day school is in session. The ASES program is provided for our TK-8 grade students during the regular school year.

Our ELO Program will work in conjunction with our ASES programs at all 3 school sites. The ELO-P funds will be used to provide After School Academy classes at the 3 school sites two days a week from school dismissal for 1 hour. Student that enroll in the After-School Academy sessions will be provided with enrichment and/or intervention taught by teachers. Students enrolled in the ASES program will be able to also participate in the After-School Academy enrichment and intervention sessions. The After-School Academy sessions will provide an opportunity for students whose families do not wish for their students to be in the ASES program until 6:00 PM to participate in extended learning allowing more of our students the opportunity for. The ELO-P funds will also allow for the 3 school sites to have summer school programs that are not provided through ASES currently.

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?

Southern Kern Unified School District (SKUSD) currently has one full day Transitional Kindergarten (TK) class at both of our elementary schools. The vision of the district is to gradually increase the number of full day TK classes to 4 and add 4 full day Prekindergarten classes by 2025 – 2026. By the 2025-2026 school year, the SKUSD TK and PreK classes will be held at one Early Education Site that will be a part of Rosamond Elementary School. The Early Education Site will have its own office, cafeteria, and playground; as well as its own entry and exit. SKUSD submitted an application for new construction/modernization funding, which was received by OPSC on April 25, 2022.

SKUSD will follow the CDE UTK implementation timeline for the determination of student eligibility dates and student to adult ratios. CDE UTK implementation timeline is as follows:

| Year | Eligibility | Ratio |
|-----------|---|---------------|
| 2021-2022 | Turn 5 between September 2 and December 2 | Not Specified |
| 2022-2023 | Turn 5 between September 2 and February 2 | 12:1 |
| 2023-2024 | Turn 5 between September 2 and April 2 | 10:1* |
| 2024-2025 | Turn 5 between September 2 and June 3 | 10:1* |
| 2025-2026 | Turn 4 by September 1 | 10:1* |

* Subject to future legislative appropriation by 2025-2026 two of the TK classes will be

Dual Language Immersion Program classes in which students learn in English 50% of their day and in Spanish the remaining 50% of the day. The two Dual Language Immersion (DLI) Program student cohorts would then be moved up together to make up one Dual Language Immersion Kindergarten class along with a new TK Dual Language Immersion class the following school year. Each year thereafter the Dual Immersion Program would progress to the next grade level with the original cohort of students. This progression would follow each DLI cohort of students into middle school. The ultimate goal is to have a Dual Immersion Program TK-8.

SKUSD will also work on establishing an infrastructure/system within our elementary schools that support a PK3rd grade continuum. School leadership and PK-3rd grade teachers will be provided with professional development opportunities to enhance their knowledge of child development and instructional practices that support young learners.

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Collaboration time will be provided to allow for principals, teachers, and staff to align PK-3rd grade to develop and implement a comprehensive, high-quality early learning program. During collaboration, staff will work to align curriculum and instructional practices across the Pre-K–3rd grade continuum to ensure that they are comprehensive and differentiated for students along the developmental continuum. The focus will be on providing our early learning students with learning opportunities that are actively engaging, curiosity and play prevalent, and all domains of learning are prioritized.

Students that are enrolled in SKUSD TK or PreK classes will be able to opt into our ASES After School Program. The ASES After School Program runs from the end of the regular school day until 6:00PM. TK and Pre-K students will also have an opportunity to participate in our after-school Reading Academy and Math Academy at their school sites. Reading Academy and Math Academy provide additional instruction and support for students that are in need. The Academies held 2 days a week for an hour each day.

School site administration, TK/PreK teachers, and the ASES After School Program Coordinator will work together to ensure that TK and PreK students' parents are informed of the opportunity to opt into the ASES After School Program. TK and PreK parents will be provided annually with an ASES Program Registration Application when they enroll their students into school at the district's Educational Services Office. During the school year the ASES Program Coordinator and ASES Instructor will coordinate with the TK/PreK teacher throughout the school year.

TK and Pre-K students will also have an opportunity to participate in our after-school Reading Academy and Math Academy at their school sites. Reading Academy and Math Academy provide additional instruction and support for students that are in need. The Academies held 2 days a week for an hour. School site administration and teachers will work with parents to ensure that students that are in need of Reading Academy or Math Academy are informed and able to enroll.

The following individuals will be responsible for the key functions listed for them:
Associate Superintendent, Human Resources: Teacher and staff recruitment and hiring, Connections with higher learning institutions for recruitment purposes, and other functions as needed
Assistant Superintendent, Educational Services: Academic and educational services (curriculum and instruction), early childhood partnerships, ELO-P, professional learning, assessments, and other functions as needed.
Chief Business Officer: Budget, expenditures
School Principals: Site relevant academic and educational services (curriculum and instruction), ELO-P, assessments, and other functions as needed.
Director of Special Programs: English learner, multilingual programs, KIDS (Kern Integrated Data Systems), and others functions as needed.
Director of Special Education: Special Education
Director of Technology and Assessments: Data Collection
Director of Maintenance: Facilities

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The SKUSD Assistant Superintendent of Educational Services who is part of the district cabinet will meet with the elementary school administrators that oversee the UPK programs at least once a month to discuss the UPK program at their school site. The Assistant Superintendent will then take strengths, outcomes, concerns, and/or areas of need to the district cabinet meeting in order make decisions necessary for the betterment of the UPK program. The district cabinet meetings are held weekly to keep all members abreast of district programs.

The district's LCAP Committee will be determining areas in the LCAP in which our PK/TK students can be added to the students benefiting from the actions in place.

The district and LCAP Committee may also need to determine additional actions that focus on providing professional development, coaching, and other actions that would be of benefit to the implementation of our UPK plan.

SKUSD currently has a Preschool Special Education Class at Rosamond Elementary School and is possibly opening an additional class at Westpark Elementary for the 2022-2023 school year. The students within the Preschool SDC classes will have the ability to mainstream into the TK and PreK classes allowing them more of an opportunity to interact with their general education peers academically and socially. The IEP team including the student's parent(s), school administration, special education teacher, TK/PreK general education teacher, and any other necessary member will determine the appropriate placement and services for students with disabilities. The district will provide necessary equipment, furniture, and learning devices/curriculum as established in each student's IEP.

The LEA will provide the proper staffing to meet the needs of the students opting into our ASES After School Program and into our After-School Reading and Math Academies. We will provide professional development and coaching for the staff working with our Early Education learners. We will also be providing time for our ASES After School Program staff to observe in our TK classrooms to observe the techniques and learning styles most beneficial to our early education students.

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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.

K-2 Sample Schedule

| | | | | |
|--|---|---|--|---|
| <ul style="list-style-type: none"> ● 1:50 - 1:55 Take Roll ● 2:00 - 2:20 Snack ● 2:20 - 2:30 bathroom break ● 2:30 - 3:40 HW - Beginning writing skills pg. 12 (Trace and color) - Beginning phonics: final consonant "b" sound pg. 150 - Beginning phonics pg. 149 ● 3:40 - 4:00 Clean up /bathroom break ● 4:00 - 4:25 Dinner ● 4:30 - 6:00 PE - Coloring sheets - Gear Table - Pix Brix - Blocks | <ul style="list-style-type: none"> ● 1:50 - 1:55 Take roll ● 2:00 - 2:20 snack ● 2:20 - 2:30 bathroom break ● 2:30 - 3:40 HW - For students that are finished: - Reading Readiness pg. 80 - Number concepts "9" Ws pg. 285 - Beginning phonics "m" sound pg. 155 - Read with students ● 3:40 - 4:00 Clean up / bathroom break ● 4:00 - 4:25 Dinner ● 4:30 - 6:00 Centers - Learning Matts: match, trace, and write numbers write words - UNO - Magnets - Jenga | <ul style="list-style-type: none"> ● 1:50 - 1:55 Take roll ● 2:00 - 2:20 snack ● 2:20 - 2:30 bathroom break ● 2:30 - 3:40 HW - For students that are finished - Beginning phonics "f" sound final consonant Ws pg. 151 - Words that rhyme pg. 176 - Number concepts pg. 281 - Read with students ● 3:40 - 4:00 Clean up / bathroom break ● 4:00 - 4:25 Dinner ● 4:30 - 6:00 - Learning Matts: match, trace, and write numbers - Blocks - Coloring sheets | <ul style="list-style-type: none"> ● 1:50 - 1:55 Take roll ● 2:00 - 2:20 snack ● 2:20 - 2:30 bathroom break ● 2:30 - 3:40 HW - For students that are finished: - Beginning phonics Wkst pg. 143 - Words That Rhyme pg. 172 - Number concepts WS pg. 282 ● 3:40 - 4:00 Clean up / bathroom break ● 4:00 - 4:25 Dinner ● 4:30 - 6:00 PE - Uno - Pix Brix - Brain Flakes - Magnets | <ul style="list-style-type: none"> ● 1:50 - 1:55 Take roll ● 2:00 - 2:20 snack ● 2:20 - 2:30 bathroom break ● 2:30 - 3:40 - Learning mats: match trace and write alphabet ● 3:40 - 4:00 Clean up / bathroom break ● 4:00 - 4:25 Dinner ● 4:30 - 6:00 PE Centers - Kids' choice |
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3rd-5th Sample Schedule

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| 1:50 Dismissal take roll 2:00-2:20 Snack 2:20-2:35 Bathroom break 2:35-3:45 Homework Spelling 3 times each Grammar page Math read 30 mins 3:45-4:00 Recess/ Bathroom break 4:00-4:20 Dinner 4:20--5:15 Centers/see below 5:15-6:00 Simon Says | 1:50 Dismissal take roll 2:00-2:20 Snack 2:20-2:35 Bathroom break 2:35-3:45 Homework Spelling Grammar page Math Pages read 30 mins 3:45-4:00 Recess 4:00-4:20 Dinner 4:20-4:45 P.E Basketball 4:45-5:15 centers/see below 5:15-6:00 Family feud | 1:50 Dismissal/take roll 2:00-2:20 Snack 2:20-2:35 Bathroom break 2:35-3:45 Homework Math Grammar page Spelling Pretest Read 30 mins 3:45-4:00 Recess 4:00-4:20 Dinner 4:20-4:45 P.E Soccer 4:45-5:30 Centers/see below 5:30-6:00 Around the world math facts | 1:50 Dismissal take roll 2:00-2:20 Snack 2:20-2:35 Bathroom break 2:35-3:45 Homework Spelling Grammar page Math page read 30 mins 3:45-4:00 Recess/ Bathroom break 4:00-4:20 Dinner 4:20-5:15 Art Spring flowers 3d 5:15-6:00 Spell mix up with spelling words | 12:50 Dismissal take roll 12:50-1:30 Centers/see below 1:30-2:00 P.E Nation ball 2:00-2:20 Snack 2:20-4:00 Movie Peter Rabbit/centers/Art table painting eggs. 4:00-4:20 Dinner 4:20-4:45 Recess 4:45-5:30 Booklet/kids chose. 5:30-6:00 Blur/ clean up to go home. |
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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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

(D) Section 8483.4, except that 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 non-school days, 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 school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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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.