

Expanded Learning Opportunities Program Plan Guide

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

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Antioch Unified School District

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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. Belshaw Elementary
2. Black Diamond Middle School
3. Carmen Dragon Elementary
4. Diablo Vista Elementary
5. Fremont Elementary
6. Jack London Elementary
7. John Muir Elementary
8. Kimball Elementary
9. Lone Tree Elementary
10. Marsh Elementary
11. Mission Elementary
12. Mno Grant Elementary
13. Orchard Park School
14. Sutter Elementary
15. Turner Elementary
16. Park Middle School
17. Dallas Ranch Middle School
18. Antioch Middle School
19. Antioch High School

Governing Board Approval Date:

Review/Revision Date: January 29, 2025

Review/Revision Date: September 23, 2026

Expanded Learning Opportunity Program

Plan Components

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Antioch Unified School District (AUSD) in partnership with Bay Area Community Resources (BACR) our After School Program (ASP) provider, has developed and implemented clear structures and systems for staff, students, and parents regarding sign-in and sign-out procedures. All stakeholders are oriented on these procedures during staff onboarding, initial parent orientations, and for students, during the first two weeks of the program. All participants must sign in and sign out of the program each day. Students will gather with ASP staff in a designated place at the start of each program day. There is a designated area for student release when the program ends to ensure student safety.

A Family Handbook is provided for parents/guardians at their orientation. It outlines attendance requirements and the early release policy. Parents must communicate with ASP staff if their child will not attend the program or is requesting an early pick-up. A cross-check occurs whenever a student is present for the school day but absent for the after-school program. Staff review the student absence listings and verify regular day attendance with the school office staff. Within the first 15 minutes of the program's start time, ASP staff call parents of absent students who attended the regular school day but did not attend the after-school program and when no parent notice was given for the absence.

ASP staff incorporates the school's site safety plan to support safety protocol, a chain of command, evacuation procedures, and other relevant measures. Drills for fire, earthquake, and lockdown are conducted monthly. ASP classrooms include emergency postings, supplies, and backpacks that are easily accessible in the event of an evacuation. All ASP staff carry a program-wide roster that includes students authorized pickup person, contact numbers, and a list of allergies or medications.

ASP staff receive training in CPR, first aid, and emergency procedures. Staff complete training in Mandated Reporting, Playground Active Supervision, Classroom Safety, and Student to Student Disruptive Behaviors.

All ASP staff members utilize hand-held, 2-way radios to communicate during program hours on the school campus. In the event of an emergency, minor or major, staff will alert the Program Coordinator or Program Lead Assistant immediately. The Program Coordinator will assess the situation, determine necessary actions, and notify the principal, parents, program manager, and/or local authorities, when appropriate.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The after-school program incorporates daily mindfulness activities to support the development of student wellness. Program participants engage in daily community-building activities to develop positive peer relationships. Program participants engage in daily self-reflection to support the development of self-awareness.

2—Active and Engaged Learning

Explain 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.

The program incorporates youth development practices promoting a sense of connectedness, belonging, and building students' assets, including goal setting to promote decision-making. Students are given options for enrichment based on their interests. Students have an opportunity to engage with hands-on minds-on, project-based learning that results in long-term projects and/or events.

The academic program component includes a STEAM focus and other activities, such as arts, cooking and nutrition, and community service, supporting positive youth development. Students participate in outdoor games where they develop their leadership, conflict resolution, and mediation skills, and practice collaborative thinking. Students have daily physical activities and a nutritious snack. All activities are led by staff trained extensively in youth development principles and practices as well as safety procedures to ensure students are safe physically and emotionally.

Academic enrichment activities are highly engaging, challenging, project-based, and interactive. Enrichment activities are selected in collaboration with each school and based on students' interests to promote regular attendance and active engagement. Activities provide students opportunities for experiential learning, academic skill-building, self-expression, development of interpersonal and leadership skills, and self-confidence. The goal of enrichment activities is to strengthen students' connections to their school, to caring and supportive adult staff, and to promote students' fitness and health.

Attendance Recovery (AR): EC Section 46210(d)(3)(B) provides that ELO-P funds may be used to support Attendance Recovery (AR) when:

- ELO-P and AR are offered concurrently.
- AR is operated by the LEA and not by a third-party vendor.
- Both programs are offered at the same school site.

School sites with after-school programs funded through ELO-P resources will offer Attendance Recovery (AR) opportunities during the regular school year.

AR will be provided concurrently with the ELO-P program. The AR program will be operated by the school district and implemented by certificated teachers employed by the district. Participation in AR will be voluntary and nonpunitive. AR will be offered as an opportunity to increase access to learning and make up lost instructional time. Instruction and assigned activities will align with the grade-level standards for each student. Student-to-teacher ratios will be consistent with ELO-P requirements.

3—Skill Building

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

The ASP academic component is designed to support and complement school-day academic goals. The ASP provides ELA academic assistance through homework assistance, and lessons targeting reading comprehension, word fluency, and critical thinking. Through homework support, academic skill-building activities and enrichment opportunities, staff promote the academic engagement and skill confidence of all students.

After-School Intervention (academic support) will be provided concurrently with the After-School Program. The After-School Intervention program will provide small-group and individualized academic support delivered by certificated teaching staff. Participation is based on classroom diagnostic assessments and is implemented through engaging, enrichment-based instructional practices.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Staff conduct student, parent, and teacher surveys yearly. Based on the outcome data, the program is modified. AUSD in collaboration with ASP staff actively engages in a continuous quality improvement process. The School Leadership, Coordinator, and Manager meet regularly to plan, assess, and talk about any areas for improvement.

The ASP provides participants with ongoing opportunities and space to share their viewpoints, concerns, and interests through leadership clubs, peer mentoring, community meetings, and agreements and co-planning with youth input. Middle school youth collaborate in the creation of program-wide newsletters sharing program information with the school.

Youth voice and choice are integrated throughout all AUSD ASP programs. Youth in the lower grades are provided with multiple opportunities to make positive choices for themselves throughout the program day. For example, lower-grade youth will be given opportunities to help plan enrichment activities. Older youth will exercise their voice by mentoring younger youth and co-facilitate activities with support from the program staff.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Youth participate in planned, intentional activities that focus on making positive healthy choices, teamwork, regular exercise, and wellness. Structured physical activities promote healthy, daily activities which include sports, ice breakers, team building activities, and other exercises that allow students to warm up, work out, and cool down.

The after-school program incorporates daily mindfulness activities to support the development of student wellness. Program participants engage in daily community-building activities to develop positive peer relationships. Program participants engage in daily self-reflection to support the development of self-awareness.

The program schedule also has a time slot for both a healthy snack and supper. Meals and snacks meet California Nutritional Guidelines.

After-School Athletics program at the elementary level will be provided concurrently with the After-School Program. Elementary athletics will be designed using a sports camp model and facilitated by certificated staff and high school student volunteers.

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. Include how the ELO-P will provide access for students with disabilities.

The ASP activity calendars and lesson plans include activities to promote cross-curricular connections throughout the program. Through planned enrichment activities students are provided opportunities to explore diverse histories, cultural awareness, food, music, games, and art.

The ASP supports and participates in cultural events sponsored by the school. Events are promoted amongst families to encourage community building and cultural expression. In addition, the staff hosts an annual program to showcase youth's work, promote diversity and build community.

ASP staff regularly collaborate with families and school staff to better meet the

needs of the youth. The ASP staff works alongside school day teaching staff to identify youth ELA needs and strategies that support school day learning. AUSD ASPs provide multiple opportunities for youth to build upon their ELA skills through research projects and peer-to-peer presentations.

The ASP staff are diverse. Leadership actively recruits staff primarily in the communities served so that the staff reflects participants' cultural and linguistic diversity.

Activities are culturally diverse, and through activities such as dance and art, students learn about other cultures and have several artistic means to express themselves.

AUSD and ASP staff are committed to serving all students and give priority to serving students who are struggling in school and most in need of academic and enrichment support. Our ASPs are guided by best practices in youth development and use a strength-based approach to building youth assets. In the ASP, we try to connect students to their areas of strength, be it in areas of academics or enrichment, such as art, dance, sports, and leadership. Often, challenging students find a "foothold" in the after-school program that allows them to also gain a stronger foothold in the regular school day program.

Program Coordinators work closely with the school's Student Support Teams and in particular, the school counselor, and/or other lead teachers who assess student needs and ensure that each student's after-school curriculum is aligned with and addresses the student's regular school day needs. The ASP staff also works with the district or school's special education department to ensure equitable access for students with special needs. Further, the program staff works with teachers to address the academic and enrichment needs of English Language Learners.

7—Quality Staff

Staff Engagement

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

ASP staff must meet the requirements for an Instructional Aide prior to employment with BACR. Most of the ASP staff are college graduates or currently attending college. In addition, all staff must have college-level proficiency in English and Mathematics. If a prospective staff member does not possess a minimum of 48 college units, candidates must pass an instructional aide exam.

ASP leadership conducts the central recruitment, outreach, hiring, and onboarding process for all the after-school programs. This is accomplished by attending recruitment fairs and posting on additional social media networks. ASP leadership regularly participates in the local school district and college career fairs. High standards are maintained for recruiting and retaining staff. Program Managers must have strong backgrounds in youth development

theory and practice, program management, coaching, training, crisis management, and the delivery of academic curricula.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Program Coordinators have the following qualifications: leadership capacity and ability to inspire others, familiarity with youth development theory and practice, ability to develop strong relationships and work closely with diverse individuals and organizations, effective time management, coordination, communication, problem-solving skills, positive work ethic, ability to train and support co-workers and volunteers, and knowledge of a variety of games, sports, arts, and other child-related activities.

ASP Program Instructors who lead programming must have a knowledge base of core elementary/ middle school subjects, experience working with children of various demographics and diverse backgrounds, strong communication and writing skills, facilitation skills, and classroom behavior management. They must be able to clearly explain instructions, communicate professionally with parents and school staff, and be comfortable teaching a lesson. All staff meet the CDE requirements.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

All ASP staff participate in a professional development program with three goals:

1. Ensure all staff have the knowledge and skills to do a high-quality job.
2. Foster the continuous professional and personal growth that leads to job satisfaction and retention at the agency.
3. Ensure staff feels valued and supported through close-knit, positive, and collaborative teams.

ASP Coordinators are trained in an initial week-long summer institute, monthly, and a series of quarterly training and cohort opportunities. At the summer institute, Program Coordinators receive extensive training focused on the ASP coaching model, strength-based institute, training the trainers, missions/values, youth development, supervision, various student behavior and need scenarios, and policies and procedures.

Program Instructors also participate in the summer institute and receive monthly site-level training and are offered numerous quarterly training opportunities. Topics include relationship building, youth program quality assessment, lesson planning, PBIS, social emotional learning, facilitative leadership, program policies, program quality, crisis management, homework

assistance, learning styles/strategies, behavior management, working with English Learners, cultural competency, working with people with disabilities and diverse needs, school site safety, and emergency procedures.

Further support and administrative guidance will be provided by school principals and vice-principals. Administrative staff will hold valid administrative credentials. Their work schedule will begin during the regular school day and continue throughout the ASP program day. Staff will work with students, families, and ASP staff to develop, implement, and monitor all activities.

8—Clear Vision, Mission, and Purpose

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

The ASP is designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic, and social-emotional challenges, and other life circumstances—helping youth overcome obstacles and become high achieving learners, and by doing so, helping to reduce the achievement gap and increasing student school day attendance. The ASP promotes the successful and holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. High-need students receive priority for admission to the program. As a result of this, AUSD has experienced an increase in the ASP annual plan outcomes that specifically track and measure: increased school attendance, increased feelings of safety, increased youth development assets and behavioral assets, and increased school bonding. The ASP's focus on engaging and equipping young people with the skills in these developmental assets supports student success in school, graduation from high school, and transition to productive members of communities.

ASP leadership and AUSD school administrators meet regularly to collaborate and share information to plan and access program goals in relationship to school day goals. The ASP's full-time Program Coordinator's key role is to engage with school-day staff from leadership to paraprofessional positions in sharing information, resources, and support plans on specified students in the program. The ASP Coordinator works with families daily, as a listener, advocate, and/or resource.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

AUSD collaborates with BACR to plan, implement, and update the ASP. BACR's Program Director, Program Manager, and Coordinators have all been with BACR for numerous years. The AUSD Leadership Team, Program Staff, current students, parents, and teachers also have input in this collaborative process.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Collaboration and partnerships include:

- AUSD - School site leadership - program planning and family outreach.
- Bay Area Community Resources- After School program planning, staffing & administration, family outreach.
- Contra Costa County Food Bank - provides food for the families in ASP.

BACR has many collaborative partners and is currently seeking potential partners in the Antioch area. AUSD ASPs are currently partnering with The Lawrence Hall of Science. BACR After School Department has partnered with BACR Youth Workforce Development Department placing older youth as youth interns in our elementary school after-school programs in Antioch. High School Youth Interns participate in training, and site meetings, and acquire job skills that support their ability to become BACR Instructors in the future. In addition, BACR in Antioch has partnered with Antioch High School to conduct classroom presentations to recruit graduating seniors that aspire to a career in education. We place the recent graduates in our summer and/or regular school year programs. This practice has supported staffing sustainability.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

AUSD and BACR engage in an ongoing process of evaluation and continuous quality improvement of the ASP. The previous year's survey results are utilized to plan and develop strategies to implement program improvements for each site individually. Data is shared with school-day staff to collaborate and make continuous program improvements. BACR programs are held to high standards to engage in routine observations and utilize the BACR coaching model,

stakeholder input, and implementation of improvements. Below is a calendar of the major CQI activities that are carried out throughout the year and which stakeholders participate in each of them:

CQI Action Item	When	Who
Data Review	August	AUSD Leadership Team, ASP Manager, and ASP Coordinator
Self-Assessment using the Quality Standards and PQA page 44	October	ASP Coordinator, ASP Staff, and School Day staff
Quality Improvement Action Plans	November and February	Manager and Coordinator
Formal Site Visit using the Quality Standards and PQA page 44	January	Manager/Director
Program Planning Tool Process	March	Coordinator, Manager, AUSD Leadership Team
Surveys	April	Parents, Students, AUSD School staff

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Appendix 1 contains the Family Handbook provided to all families by BACR. The handbook describes program procedures, program design, content, and expectations including enrollment and attendance procedures, program expectations for student behavior.

After school programs are designed and staffed to be safe, accessible, and effective for students and families who are struggling due to poverty, academic, and social-emotional challenges, and other life circumstances. Helping them overcome obstacles and become high achieving learners and by doing so, helping to reduce the achievement gap and increase school attendance.

After School Program Staff consists of a Program Director, Manager, Program Coordinator, and staff for each grade level. The Program Director is responsible for all aspects of after-school programming and is the primary point of contact. The Program Director supervises and supports the Program Manager, who in turn supervises the Site Coordinators and guides staff professional development, with a span of control that ensures high-quality supervision.

The program Manager carries out the following: provide on-site coaching, observations, feedback, staff development plans, and resources for the students. The Program Manager ensures proper alignment between the after-school program and the school day programming. Program Managers work closely with principals to recruit, hire, orient, and supervise after-school Coordinators.

Program Coordinators are responsible for day-to-day management and supervision of the after-school program. Coordinators are on-site 35 hours a week and are the primary point of contact for the school's after-school program. Program Instructors report to the Program Coordinator. The Program Manager and Program Coordinators meet monthly as a large group to share district information, initiatives, and the agency's goals.

Program Instructors are supervised by the Program Coordinator and receive regular constructive observation feedback. Program Coordinators meet regularly with their site staff to plan, discuss, evaluate program quality, and problem solves as a team.

School district staffing includes the school principal and vice-principal. The vice-principal will collaborate with ASP staff and give guidance to the program. Their role will be to develop, implement, and monitor the ASP program in partnership with the ASP staff.

BACR's accounting department assigns a Project Accountant and Contracts Manager to manage after-school grant funds. BACR Project Accountants use MIP fund accounting software to monitor revenues and expenditures by funding source.

The AUSD administrator responsible for the Expanded Learning Program collaborates with staff from AUSD's Fiscal Services department to align resources to fund the program and establish the annual budget.

The AUSD administrator responsible for the Expanded Learning Program also collaborates with program partners, such as BACR, the Contra Costa and Solano County Food Bank, AUSD's Nutrition Services, and AUSD's Facilities department, to ensure that the program will meet the required local match.

AUSD contracts with Educational Resource Consultants (ERC) to document program daily attendance and to contribute to the program evaluation. The ERC After School Program Manager software generates the forms and reports required to track and report attendance.

The program plan is a living document for the ASP team. Various components of the plan are revisited throughout the year in quarterly leadership meetings with AUSD leadership.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Appendix B contains the budget for AUSD Expanded Learning Program including all budget resources applicable to the Expanded Learning Opportunity Program.

Facilities: As the ELO-P program has expanded, increased facility use has created additional maintenance and access needs. ELO-P funds are budgeted to support custodial and grounds staff costs, facility upkeep, and repairs. Year-round use of facilities has increased wear and tear on buildings, equipment, and materials, requiring ongoing maintenance, replacement, and facility improvements proportional to ELOP program use.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Described throughout this plan, there are many policies and procedures explained to insure the proper implementation and adherence to program requirements. In both the Youth Voice and Leadership section and Continuous Quality Improvement section, engagement is foundational to the Expanded Learning program. Student voice drives what experiences students want to have as part of the afterschool programs. As such, resources are directed toward students' expressed needs and feedback from education partners. As the program participation has grown at each school, the Expanded Learning offerings have increased to provide access and opportunities to all students and families interested in the Expanded Learning Opportunity Program.

¹ (California Public Contract Code (CPC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☒ Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

AUSD's Expanded Learning Program is supported using ELO-P, ASES, and ASSETS/21 Century Community Learning Center funds. As a result, AUSD has increased after school and intersession services to all sites, TK-12th Grade, with in-person regular school day programs in accordance with program and grant criteria and EC 46120. AUSD contracts with BACR to provide all after school and intersession programs aligned to our approved Expanded Learning Opportunities Program Plan.

Each school site's ASP program begins at dismissal of the regular school day and ends at 6:00PM providing nine hours daily of learning opportunity. 30 days of intersession outside of the regular school calendar is provided for TK-8th Grades, 8:00AM-5:00PM.

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. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The ASP will serve transitional kindergarten and kindergarten students at a 10:1 ratio of students to staff. Highly qualified instructors with experience in early childhood education that reflect the diversity within the Antioch community will be recruited for positions. ASP staff will receive training in Expanded Learning specific to the California Preschool Learning Foundations which are developmentally and culturally relevant. The overarching focus of this training is to support the academic success and social-emotional learning of this younger age group.

The TK learning environment will be reflective of the TK curriculum being used in the school day, focused on the students' development and CA Preschool Learning Foundations.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

ELO-P information is available to all school communities in any needed language through a variety of communication formats: hard copy, district website, district social media, as well as community partner website and social media. Families are provided the opportunities to enroll in the ELO-P/After school programs at any time during the school year. Enrollment is emphasized at the time of initial enrollment into the school district and annually at the beginning of the school year during registration and information confirmation.

Access to ELO-P begins with the completion of the ELO-P enrollment packet provided by our community partner, BACR. An interest form is included in both the district enrollment and annual registration materials. The interest form requires parents/guardians to designate interest in program participation or disinterest. If interested, completion of the After School Program enrollment form is requested. The online application is accessed using a web link and QR code provided on all program information flyers and advertisements. Hard copy of the enrollment packet is available in the school office. Parent/Guardian signatures are acquired through physical signature on hard copy forms or an e-signature on online forms.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field Trips: During the non-school-day Summer Intersession, field trips may be used to enrich and support the ELO-P program by providing students with engaging on-site and off-site experiences, related to program units. Field trips will be age- and grade-appropriate and will align with the standards and procedures used by the school district during the regular school year, including prior authorization and approval, parent/guardian permission, educational purpose, adherence to required adult-to-student ratios, and the use of approved modes of transportation when necessary. Field trips will be provided at no cost to students participating in the ELO-P intersession program.

Field trips may include:

- Zoo/Aquarium
- Museum/Historical Sites/Science Exhibitions
- Performing Arts
- College/University
- Industry/Business

Prior authorization requests, parent permission slips, and transportation request forms are aligned with district documents and approved by the District Risk Management Department.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Not Applicable

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

The sample schedule for TK students includes circle time, literature, movement, enrichment, nutrition, and physical activities.

11:30-12:00	Lunch
12:00-1:00	Rest/Quiet Time
1:00-1:30	Circle
1:30-2:30	Outdoor Play
2:30-3:00	Snack
3:00-4:00	Enrichment Stations
4:00-4:30	Story Time
4:30-5:30	Work Time
5:30-6:00	Reflection Circle

The sample schedule for school-age student groups includes circle time, literature, movement, enrichment, nutrition, and physical activities.

Regular Day Dismissal	Check in and Supper
3:00-3:45	Team Building/Community Circle
3:45-4:30	Homework Time & Support
4:30-5:30	Academic Enrichment
5:30-6:00	Snack, Reflections, Announcements

The sample schedule for middle school students includes circle time, literature, movement, enrichment, nutrition, and physical activities.

Regular Day Dismissal	Check in, Transition, and Supper
3:15-4:00	Homework Support
4:00-4:45	Team Building
4:45-5:30	Enrichment/Clubs
5:30-6:00	Snack, Reflections/Mindfulness Activities

The sample schedule for High School students includes circle time, literature, movement, enrichment, nutrition, and physical activities.

Regular Day Dismissal	Check in and Supper
3:30-5:00	Clubs
5:00-6:00	Homework, Study Time

Appendix 1: BACR Family Handbook.

Family Handbook is provided in English and Spanish. Each site adds site specific program information to page 4 before distribution.

Family Handbook

Dear Parents, Guardians, and Caregivers,

Thank you so much for choosing our After School Program to provide your student with the best possible experience during out-of-school hours. Bay Area Community Resources (BACR) was founded in 1976, and our mission is to work in the heart of our communities to foster generational change. We do this through direct services, volunteerism, and partnerships here in the San Francisco Bay Area. The BACR philosophy about Expanded Learning Programs (ExLP) extends far beyond keeping children safe, although it is our number one priority. We believe in providing a nurturing and enjoyable environment and in integrating the principles and practices of youth development into all ExLP activities. We believe it is our responsibility to understand and meet the needs of schools, students, and parents.

This handbook is a resource for you and your family to help you understand how we work with young people across the Bay Area. Please read it thoroughly and ask any questions you may have regarding our policies and procedures. We are here to support you in developing your child's sense of self and confidence. We appreciate your support and look forward to a great year as your partner.

In community spirit,

Jonas Mok

Chief Executive Officer (CEO)

Bay Area Community Resources

Bay Area Community Resources Expanded Learning Programs Overview

Mission:

BACR Expanded Learning Programs promote the successful, holistic development of Bay Area youth by providing opportunities for them to acquire new skills, engage in creative learning, share their talents, and make a positive impact on their communities. We collaborate with fellow community-based organizations and schools to provide high-quality after-school experiences for youth throughout the Bay Area.

Values:

- Youth are valuable members of our communities, and we support them in realizing their power.
- Our actions must be conscious decisions designed to respect our ancestors, improve the present, and sustain future generations.
- We strive for justice and equity in education so that youth have meaningful opportunities to learn, grow, and succeed.
- We leverage our community's best to deliver a rich array of meaningful opportunities for young people through a collaborative programming model.
- We enjoy having FUN and take every chance to celebrate our work.

Quality Standards for Expanded Learning Programs - California Department of Education:

- Safe and supportive environment
- Active and Engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

In addition, all program staff have cleared a background check, have a current negative TB test on file, and have completed at least 48 college units/Instructional Aid certification. They have also participated in training on our quality standards and Common Core education theory.

PROGRAM ELIGIBILITY AND ENROLLMENT PROCESS

Program Eligibility: The Expanded Learning Program (ASP) is provided by Bay Area Community Resources (www.bacr.org) in collaboration with the Antioch Unified School District To be considered eligible for enrollment you/your child must meet the following criteria:

Enrollment Process: We are steadfast in our dedication to support our students to access high quality expanded learning programming, especially for those who can not afford it due to a scarcity of resources.

In partnership with our respective school leadership, we commit to the following enrollment priorities, in order, for the school year.

- CDE's Unduplicated Pupil Percentage (UPP) mandate. UPP is defined by the California Department of Education as students who are eligible for free or reduced-price meals (FRPM), English learners (EL), and/or who are foster youth, and unhoused. This is a designation provided by the CA Department of Education and not by your after school provider.
- Returning students who were enrolled in 26-27
- Siblings of returning students
- Previously waitlisted students in 26-27
- Class grouping and daily enrollment balance

Our enrollment priorities are intended to ensure equitable access, a safe and nurturing learning community, and high-quality programming. Each program site may differ in enrollment numbers due to varying factors, including but not limited to: staffing capacity, classroom space, principal priorities, school size, additional necessary funding secured, etc.

We thank you for your continued support and patience as we work together to create a sustainable model for expanding learning programs in the community.

Keeping this in mind, filling out this application DOES NOT guarantee your student a spot in the Expanded Learning Program. You will receive an email notification of your child's status. If your child is not initially accepted he, she or they, will be placed on the waiting list and you will be notified of this.

Before enrollment is completed and your child begins participation, these steps need to be completed:

1. Registration Info must be completed in full, either online (preferred) or by paper application (available at the main office).

Priority for Program Slots

Since the demand for programs often exceeds the funding capacity, priority enrollment goes to students who are identified by the program as:

- Youth experiencing homelessness

- Youth in foster care
- Low-income youth
- English language learners
- Students already enrolled in the program
- Siblings of students attending the program
- Youth who attend the full-day program, 5 days a week.
- Students are also identified through a school-site-specific process based on, but not limited to, academic need, truancy, and socio-emotional needs.

All students who are not accepted into the program, due to priority requirements or staffing and space limitations, will be placed on a waitlist. We will call waitlisted families as space becomes available, following the above enrollment criteria. Families who withdraw students and later wish to re-enroll must complete a new application and will most likely be placed on a waitlist.

PROGRAM OFFERINGS

SNACK AND/OR SUPPER

Per grant guidelines, district policy, and/or BACR policy, students will be provided a healthy snack and/or supper daily. Students may decline the daily snack when it is offered, but they may not be able to receive it later. Please let us know immediately if your student has any food allergies or cannot eat certain foods for cultural reasons, and please also note this on their health forms. Adults are not allowed to eat or take food designated for students, and food must not leave the designated snack and/or supper area. Students are not permitted to eat/drink soda, candy, or junk food during the program. If you plan to send an additional snack with your student, please choose a healthy one.

ACADEMIC SKILL PRACTICE

Each program day includes academic skill practice for all participants. This period is 30-60 minutes and may occur at any time during the program. Please refer to the program schedule to see what academic assistance looks like at your school. During this time, staff are not always available to assist students individually, so we encourage parents to check and support completion at home. We ask all students to bring a book or a supplemental academic activity. If a student does not have homework in a particular class or a supplemental activity of their own, staff have additional resources to help students with core academic areas. Students are expected to bring ALL homework, books, and materials to their academic session, where applicable.

ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in enrichment activities. Activities may include visual arts and crafts, cooking, theater, music, filmmaking, team-building, social-emotional activities, leadership development, and other enrichment workshops aligned with interests, available resources, and student needs.

ACADEMIC ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in academic-based activities such as STEAM (Science, Technology, Engineering, Art, Math), creative writing, middle school/high school prep, learning a new language, journalism, world exploration, college and career exploration, etc. These classes incorporate academic learning principles within highly engaging, meaningful, project-based activities. Students develop a love of learning and academic rigor.

SPORTS AND PHYSICAL ACTIVITIES

All programs provide structured physical activities, including organized sports, outdoor team-building activities, and structured recess-style activities. If your student has limited mobility or other health concerns, please inform the site coordinator immediately.

ATTENDANCE

BACR makes every effort to ensure the safety of your child/children. If your student is present during the school day but absent after school, Parents and Caregivers should make every effort to contact the Expanded Learning Program to inform them of the absence. BACR makes every effort to contact you when your child(ren) is absent. Attendance records are input on a weekly/daily basis.

It is your responsibility and our expectation to NOTIFY THE SITE COORDINATOR AHEAD OF TIME OR IMMEDIATELY UPON EARLY PICK UP. In addition, it is critical that you emphasize to your student that they must check into the program and are not allowed to go off campus for any reason (e.g., a friend's house nearby or a corner store).

If your student is absent from the day school, they cannot attend our program. When school is closed, the program is closed as well.

STUDENT SIGN IN PROCEDURES

Students are to report IMMEDIATELY to the program meeting spot to sign in with their instructor. Teachers are encouraged to inform the EXL/ASP staff when they need students to stay in class longer. The teacher is responsible for returning the student to the program (Elementary students must be escorted back to the program).

Students in TK, kindergarten, and first grade will be signed in by their instructor; students in second grade and up will sign themselves in (please note that different districts may have different requirements). Students may not sign other students under any circumstances.

STUDENT SIGN-OUT PROCEDURES

Sign out is available any time before 6:00 pm daily (some programs may vary). You must sign your child out on the designated sign-out sheet, indicate the time you picked up the child, and provide an early release code, if applicable (see below). Only authorized persons, listed on the registration sheet, may sign a student out; a phone call is not acceptable. We will request identification until we verify the designated person(s). You must notify the Program Coordinator in person or by phone before pick-up time if someone other than the authorized adults listed on the application will pick up your child. Please don't take your student without notifying their instructor and signing them out.

Safety is our priority. Court order violation and/or being under the influence of alcohol or any controlled substance is suspected, the following may occur:

1. We will contact an alternate authorized person to pick up the student

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2. If that option is not chosen, as mandated reporters, Child Protective Services and SFPD will be notified

EARLY RELEASE POLICY

We understand that families may need to pick their children up before the end of programming. However, our ELOP and ASES grants require us to use an early-release code for all students picked up before the end of the program. Codes are listed on the sign-out sheets. Please enter the code that best suits your needs.

LATE PICK UP POLICY

All students must be picked up by the end of the scheduled program, Monday through Friday (some program times may vary). The BACR Expanded Learning staff will attempt to reach the people listed on the emergency contact sheet after the scheduled program ends. If we cannot reach anyone on the contact list, ongoing late pick-ups may result in removal from the program. Please keep in mind that our staff also have families and commutes. The BACR ExLP staff understand emergencies occur. If a family knows it will be late due to an emergency, it must contact the ExLP Coordinator before the scheduled end of the program. The BACR ExLP staff are required by law to report to Child Protective Services or Law Enforcement.

PARTICIPATION AND BEHAVIOR EXPECTATIONS

We expect all participants to actively engage in the program. The goal of the program is to help students achieve academic and social success, create lifelong learners, and develop youth into strong critical thinkers. Students are expected to exhibit positive behavior towards their fellow students, EXL/ASP staff, and regular school staff at all times. All BACR programs align with the school day's Behavior Expectations and policies.

BACR's specific guidelines are:

- Be Safe!
- Be Responsible!
- Be Respectful!
- Be Prepared!
- Be the Best You Can Be!

All ASP/EXL staff and service providers will engage students who exhibit behaviors that disrupt or interfere with a safe learning environment using a restorative approach.

To support students, it is important to maintain consistent communication with parents and guardians. This includes phone calls to parents/guardians for support, school-day support, and behavior contracts.

As a last resort: removal from the EXL/ASP if the aforementioned steps do not result in a change in behavior and/or actions.

In severe cases, the procedures listed above could be supplanted by removal of a student, after an investigation in

collaboration with the school day. These instances can include:

- Physical or sexual assault
- Possession of drugs, drug paraphernalia
- Weapons, or other illicit items
- Behaviors that may endanger the safety of participants and staff
- The expressed written request of a school official

CELL PHONES, ELECTRONICS, AND TOYS FROM HOME

Cell phones are not permitted during the Expanded Learning Program hours. During instruction, phones should be put away unless they are part of the program goals. Programs include free and transition time for youth to use their phones. Loss or damage can easily occur. If you need to call your student, please use the contact information on the cover of this handbook.

For Elementary Programs: Toys and electronics from home are not permitted during program hours. BACR is not responsible for any loss, damage, or stolen items.

DRIVING STUDENTS AND SUPERVISING STUDENTS DURING NON-WORK HOURS

Driving Students

There may be times when parents or guardians need support getting students home after the program ends. ExLP staff and volunteers are not allowed to drive students home. During program explorations, staff may be authorized to drive students after completing the required approval process under BACR internal policies. Supervising students during non-work hours

You may choose to hire after-school staff to provide “babysitting” services outside of after-school hours. If you choose to do this, please note that while they are working for you, they are not a BACR employee or representative.

FIELD TRIP POLICY

If we plan a field trip for your student, we will require permission slips. All participants must have a signed field trip permission slip from a parent or guardian. You must sign the slip if you would like your student to attend and complete the chaperone section, if you would like to be a chaperone. If you do not allow your student to attend, there will be a supplemental on-campus program with designated ExLP staff.

RELEASE OF SCHOOL DATA

We are committed to your students' academic improvement. By enrolling your student in our program, you authorize us to access your student's academic information. This information is kept confidential and will only be used to help you in supporting your student academically.

Family Educational Records Privacy Act ("FERPA")

ExCEL After School Programs complies at all times with the requirements of the Family Educational Records Privacy Act ("FERPA") and relevant state law regarding the confidentiality and handling of student records, including but not limited to California Education Code sections 49073 and subsequent. ExCEL After School Programs shall only access and use confidential student information for the performance of duties on behalf of SFUSD under this Agreement, prior written parent consent, or other provision of federal and state law permitting access to confidential student information. ExCEL After School Programs shall not use confidential student data for any purpose other than providing services to the District pursuant to this Agreement.

ExCEL After School Programs shall not re-disclose confidential student information to any third party without the prior written consent of the District, and any such re-disclosure shall be consistent with state and federal law.

PHOTO AND VIDEO RELEASE

During your child's participation in the Expanded Learning Program, they may be photographed or videotaped; these photographs and videos may be used for promotional purposes. If you do not wish for your child's image to be used, please sign the Photo/Video Release form included in the registration packet.

BACR RELEASE OF LIABILITY

I, the undersigned, understand the nature of the Expanded Learning Program and that my child's participation is voluntary. I acknowledge that Bay Area Community Resources (BACR) assumes no responsibility or liability for injuries or illnesses that may occur during program participation.

I agree to indemnify, hold harmless, and release Bay Area Community Resources (BACR), the XXX Unified School District, and their officers, directors, employees, agents, and volunteers from any and all liability, claims, or losses arising from or related to my child's participation in the Expanded Learning Program, including claims for injury, illness, death, loss, or damage.

I understand that participation in program activities involves inherent risks, including the risk of injury or illness (such as communicable diseases, including MRSA, influenza, and COVID-19). While safety rules, equipment, and supervision are in place to reduce these risks, I acknowledge that serious injury, illness, permanent disability, or death may still occur.

With full knowledge of these risks, I voluntarily assume all risks of injury, illness, damage, or loss to person or property that may occur while my child is participating in, attending, preparing for, or traveling to and from the Expanded Learning Program.

VOLUNTEERS

We welcome community volunteers aged 18 and older and are pleased to bring them on board once they have successfully completed a background check and provided a negative TB test. If you are interested in volunteering, please contact the Site Coordinator and or Program Manager

Please note: Exceptions may apply to PTA members or to single-school events under 6 hours.

High school and middle school students, as well as other minors, are also welcome to volunteer; however, they must review our Youth Volunteer requirements for specific information.

MANDATED REPORTERS

All ExLP staff are considered mandated reporters. By law, if we suspect child abuse or negligence, we must report it to child protective services. We will also contact the student's parent/guardian and/or school administration if necessary and appropriate. All ExLP staff receive training on what constitutes child abuse and how to report it. We ARE NOT in charge of the investigation, nor do we decide its findings. Retaliation against ExLP staff for filing a report will be immediately reported to child protective services and law enforcement.

ADULT CODE OF CONDUCT

Adults on campus are expected to abide by the following codes of conduct when on campus (including parking lots) at all times. If you or your authorized pickup person (s) do not follow these codes, your student may be removed from the program. This code includes, but is not limited to, the following:

- Be considerate, respectful, and non-disruptive of classrooms, hallways, study areas, libraries, and cafeterias.
- Abide by the authority of after-school staff, campus teachers, administrators, and classified employees.
- Understand and accept that the following are not tolerated on any school district campus:
 - Destruction of private, school, and district property, i.e., no littering, no graffiti, no stealing, no extortion, etc.
 - Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
 - Committing an obscene act or engaging in profanity or vulgarity.
 - Alcohol, tobacco, and other drugs.
 - Weapons or other dangerous items.
 - Fighting, as well as encouraging or instigating a disruption or fight; spreading hurtful rumors or falsehoods that result in a student conflict; leaving class or campus to watch a disruption; or refusing to respond to requests to leave the scene of a conflict.
 - Taking student discipline into your own hands by causing harm to other students and or their families.
 - Asking staff questions regarding other students (not your own child). This can lead to confrontations with other students' families and negatively affect all the youth in the program.
 - Threatening and/or causing physical harm to your student in front of school staff, other youth, and/or families.
 - Disrespectful language and tone, including yelling.
 - Bribing or blackmailing staff regarding special student privileges.
 - When filing a complaint about another student, please keep the names confidential to the coordinator, teacher, program manager, and principal only. This includes all email communications.

MEDICATION

It is the responsibility of the parent/guardian to inform ExLP staff of any medical needs and/or conditions. When your child(ren) takes a daily medication, they must follow the district's medication policy.

The general policy is that any student who takes daily medication or can self-medicate needs a written consent from the parent and a copy of the physician's instructions on file. Daily medications should be listed on the Student Health Form in the program application.

If your child requires the use of a fast-action inhaler for asthma, or carries an epinephrine pen (or EpiPen) for anaphylactic shock, requires insulin for diabetes, or has any other ongoing medical need, please notify the Program Coordinator immediately! In the event that your child(ren) needs assistance with their medication from ASP/EXL staff, Staff must follow the district's policy on administering all medications and first aid services to students. These staff members MUST be trained by the school district once a need is identified.

ILLNESS / INJURY AND PHYSICAL EMERGENCY POLICY

Illness

All contagious and serious illnesses must be cleared by a physician's note to return to the Expanded Learning Program. Examples include but aren't limited to: pink eye, scabies, bacterial diarrhea, pneumonia, ringworm, thrush, lice, chicken pox, or measles. Students with diarrhea or vomiting must be kept home from the Expanded Learning Program for 24 hours after the last incident. Students with a fever may not attend the program until they have been fever-free for 24 hours without medication. If a student reports feeling unwell, becomes ill, or has a personal hygiene issue, you will be notified immediately for pickup.

Injury

All students at one time or another fall, bump into each other, or get hurt. We will help students wash cuts using gloves, water, and soap. We will then provide the student with a Band-Aid and/or gauze. If a student sustains a bump or bruise, we will provide ice to reduce swelling.

Physical Emergency

If a student is injured and requires more than basic first aid during the Expanded Learning Program, staff will call an ambulance; the cost of the ambulance will be borne by the child(ren)'s family, not BACR. They will then call a parent/guardian or an adult on the emergency list to brief them on the situation and request permission for the ambulance to transport the student to the hospital. In life-or-death situations, coordinators will follow the paramedics' advice and allow them to take the student.

All injuries that result in a mark, bruise, or blood will be followed up with a written incident report.

INCLUSIVE PROGRAMMING

Federal and state laws and regulations support the rights of children and youth experiencing disabilities and other special needs to be included in public and private programs. These apply to BACR's out-of-school program.

Our goal is to provide inclusive programming and follow two concepts that capture the spirit of these laws and regulations:

1. Seeing each person as an individual.
2. Making reasonable, respectful, and individualized accommodations when they are needed.

We consider all potential factors to determine reasonable accommodation consistent with federal and state laws, district policy, and procedures. The decision to enroll/not enroll a child will be made on an individual basis after the child's needs have been assessed using information from parents and district professionals who are knowledgeable about the specific disability.

In consultation with the district and parents, BACR will assess whether the Expanded Learning Program can provide the necessary assistance without jeopardizing the safety of students, other participants, and staff. BACR shall strive to make all reasonable accommodations as required by law. Any modification that would result in a "fundamental alteration" (a change in the essential nature of the entity's programs or services, including staffing and cost of alteration) would not be considered a reasonable accommodation.

We will work with the school administration or the resource teacher and obtain parental consent to obtain a copy of a student's Individualized Education Plan (IEP) or 504 plan.

BACR will not be financially responsible for any accommodations needed regarding special equipment, classroom aides, or special materials for special needs youth.

POTTY TRAINING & BATHROOM ACCIDENT POLICY FOR FAMILIES

BACR Expanded Learning Potty Training & Bathroom Accident Policy for Families

All children must be fully potty-trained and able to use the bathroom independently to participate in BACR Expanded Learning programs.

Independent means a child can:

- Communicate the need to use the bathroom
- Use the toilet without assistance
- Change clothes independently after an accident

Ongoing toileting issues that significantly affect participation may result in a temporary pause in enrollment until the child can consistently use the bathroom independently.

If a student's toileting or custodial needs exceed available program supports and reasonable district accommodations have been exhausted, participation will be re-evaluated. Any temporary pause will follow district procedures, be made with school site administrators, be documented, include family communication, and outline next steps and

Guidelines

Required Clothing:

All TK/K families must provide one full, labeled change of clothes (shirt, pants, underwear, socks) to be kept in the afterschool office.

Use of Clothing:

In the event of a wet accident, staff will provide the child with spare clothes to change into independently.

Parent Notification:

Families will be informed of all accidents and may choose to pick up their child.

Bowel Movement Accidents:

Guardians will be contacted immediately. A guardian or emergency contact must come to change the child or pick them up for the day.

Staff Role:

Staff do not assist with toileting or changing clothes to protect student privacy and staff boundaries unless this duty is officially assigned and proper training has been completed.

Clothing Replacement:

Spare clothes must be replaced within 24 hours (or by Monday if used on Friday). Students may not fully participate until replacement clothing is provided. Families needing assistance should contact the Expanded Learning Program Manager.

Communication Protocol

Wet Accidents:

Staff will contact primary guardian(s) if the child changes independently. If no answer, a voicemail will be left. Additional contacts will be called only if needed.

Bowel Movement Accidents:

Primary guardians will be contacted immediately. If unreachable, all emergency contacts will be called until someone is available.

Families must keep emergency contact information current to ensure prompt response.

To help our youngest learners succeed, we encourage practicing independent bathroom and changing skills at home. Simple clothing choices — such as elastic waistbands, pull-on shoes, and avoiding tricky buttons, snaps, or laces — make independent changes easier and faster for children. If your child may need extra support changing clothes, please let the program staff know. Families are encouraged to make a plan that preserves the child's dignity and privacy while ensuring timely support.

BULLYING

All districts have a process for supporting students who exhibit bullying behavior. Our instructors investigate reports of bullying behavior when students report being bullied. Staff will include their Program Coordinators in any potential situations they become aware of.

GRIEVANCES/COMPLAINTS

We believe the best and most rewarding programs result from a direct relationship between after-school staff and parents/guardians. We encourage you to bring your concerns to the Site Coordinator or any other member of the

management team whom you feel can help you; we, in turn, promise to listen to your concerns with

f you believe that your concern should be addressed by someone else, you can reach out to the program director at any time. Please refer to the contact sheet on the cover page of this document for their information. BACR takes all grievances and concerns seriously and is committed to providing an appropriate response. respect and do our best to address your concerns.

EMERGENCIES

In the event of a major disaster, such as an earthquake or fire, we have emergency plans and procedures developed in collaboration with your district and school. A brief outline of the plan is posted in each room. The entire plan is available for review at the school office upon request.

In many cases, students will be evacuated from the building until they are deemed safe for occupancy. In the event students are evacuated from the buildings to another location, notices will be posted advising parents of the students' whereabouts.

If time permits, parents/guardians will be called to pick up their students. If parents/guardians cannot be reached, the individuals listed on the student's application will be contacted to come to the student's location.

In the event of a school lockdown or lockout, no adults will be allowed on campus, and students will not be allowed to leave until we receive clearance from the local police. In the event of a lockdown or lockout, we will follow all school procedures and notify parents accordingly.

MORE INFORMATION REGARDING BACR SAFETY PROCEDURES AND POLICIES

More information regarding the policies and procedures is available upon request:

- Bathroom and Water Break dismissal
- Closed campuses/gate policy - refer to School Safety Plan
- Lockdown Procedures - refer to School Safety Plan
- Sign-in and out procedures, Expanded Learning Program Instructor Safety Expectation

For more information about Bay Area Community Resources, please go to www.bacr.org

ACKNOWLEDGEMENT OF FAMILY HANDBOOK AND EXPECTATIONS

Please sign off on this page and return to the Program Coordinator, indicating that you have received, read, and understand the Expanded Learning Program (ExLP) policy and procedures. By signing this document, you are acknowledging:

_____ I will support the Expanded Learning Program with behavioral interventions, if needed, to work with our students and the program to help them make better, more positive decisions.

_____ I will follow the adult code of conduct expectations.

_____ I understand BACR's release of liability.

_____ I understand all other policies and procedures laid out in this handbook.

Print First and Last Parent/Guardian Name: _____

Parent/Guardian Signature

(Please note that you will be signing on behalf of all parents/guardians): _____

Date: _____

Student Names:

1. _____

2. _____

3. _____

4. _____

III. ADDENDUM - BATHROOM POLICY

Bathroom Policy

1. Students must ask permission to use the bathroom.
2. Students may not be denied access to bathroom breaks.
3. All K-5 instructors will take their class to the bathroom during a designated time(s) as a group. This time must be built within a site's program schedule and will be determined at each location.
 - A. Program Schedules must reflect K-5 bathroom breaks.
 - B. If multiple bathrooms are available, the program will separate bathrooms by K-2 and 3-5
4. Outside of designated bathroom time(s), when appropriate and possible, staff are to contact another staff member to watch their class to escort students to the restroom, in an Escort system. In most cases, staffing constraints prevent an escort system.

A student buddy system should be implemented when additional staff is not available to escort students outside designated bathroom times. In a buddy system, we instruct the pair that one buddy stays outside while the other uses the restroom.

 - A. Escort System: A staff person escorts the youth to the bathroom. This can be the staff person who directly supervises the youth, or another staff person who is called in specifically to walk a youth(s) to the bathroom. The staff member serving as an escort will remain outside the bathrooms and monitor the time and the surrounding area.
 - B. K-5 grade students may use the bathroom (if absolutely necessary) using the Buddy System.
 - C. Buddy system: a partner will escort the person who needs to use the bathroom. This Buddy will wait outside the bathroom and ensure the person using it is safe and on time. One pair per classroom may go to the bathroom at a time. Buddies will receive a Hall Pass.
 - D. Staff shall check in within 5 minutes if the pair has not come back, or is still in the bathroom, utilizing any of the following techniques:
 1. Staff shall write the students' names and the time they left for the bathroom on the whiteboard or chalkboard. Program instructors must maintain situational awareness.
 2. Staff shall use bathroom logs: Each instructor will have a Bathroom log. Students will sign out of the classroom with the time they left, their name, and their buddy's name. Upon returning, students will sign in with the time of their return.
 3. Popsicle Stick Method - Make a Popsicle Stick for each student by writing each name or the student's number on a popsicle stick. Use a cup or mug to hold the Popsicle Sticks for the entire class.
 4. When a student needs to use the restroom, they will grab their popsicle stick from the cup and hand it to program instructors. The program instructors will give the youth a hall pass, and the youth will place their popsicle sticks on the table to indicate they are in the bathroom. Staff shall note the time that the youth left the room.
5. Staff shall notify the Site Coordinator by walkie-talkie if students have not returned within 5 minutes.
6. When possible, it is BACR's policy that programs have access to bathrooms adjacent to the yard.
7. The same above policies will apply to programs serving 6 - 8 graders, with the exception that 6 - 8 youth may go to the bathroom alone. *One youth per classroom at a time.*
8. Youth in 9 - 12 grade must check in with their instructor before using the bathroom while in structured activities. *One youth per classroom at a time.* BACR encourages 9-12 grade youth to go to the bathroom during passing periods.

BAY AREA COMMUNITY RESOURCES EXPANDED LEARNING BATHROOM ADDENDUM ACKNOWLEDGEMENT

I have received, read, and understand the expectations outlined in the Bathroom Policy Addendum.

_____	_____	_____
Print Name	Signature	Date

Appendix B: Program Budget

Resource	Major Object	Description	Expenditure Description	Budget
ELOP - 2600	1XXX	Certificated Salaries	9.5FTE Vice Principals. Hrly Intersession, AR, Intervention	2,470,319.00
	2XXX	Classified Salaries	Summer Programs support	80,000.00
	3XXX	Employee Benefits	Health & Welfare	552,725.00
	4XXX	Materials & Supplies	Equipment	436,229.00
	5XXX	Contracts & Services	BACR Contract Nutrition, Transportation Grounds & Maintenance	10,341,369.00
	6XXX	Indirect Cost		690,000.00
2600 Total				14,576,818.00

Resource	Major Object	Description	Expenditure Description	Budget
ASES - 6010	1XXX	Certificated Salaries	Teacher Hourly	0.0
	2XXX	Classified Salaries		0.0
	3XXX	Employee Benefits		0.0
	4XXX	Materials & Supplies	Equipment	0.0
	5XXX	Contracts and services	BACR Contract	2,863,501.00
	6XXX	Indirect Cost		70,000.00
6010 Total				2,933,501.00

Resource	Major Object	Description	Expenditure Description	Budget
ASSETS - 4124	1XXX	Certificated Salaries	Teacher Hourly	22,816.00
	2XXX	Classified Salaries		0.0
	3XXX	Employee Benefits	Health & Welfare	6,816.00
	4XXX	Materials & Supplies	Equipment	0.0
	5XXX	Contracts and services	BACR Contract	134,163.00
	6XXX	Indirect Cost		0.0
4124 Total				162,979.00

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
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.

Third Party Notifications
EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.

- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

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”:

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

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three-year timeline.