

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN
2023-2024**



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

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

**Local Educational Agency (LEA) Name:
SBE Baypoint Preparatory Academy-San Diego
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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. SBE Baypoint Preparatory Academy-San Diego (BPA-SD)

Purpose

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

Definitions

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

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

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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/qualstandcqj.asp>.

1—Safe and Supportive Environment

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

BPA-SD will take several steps to ensure the physical and emotional safety of all students and staff members (teachers, academic coaches, administrators, and support staff). BPA-SD will be committed to preventing acts of aggression on campus by building a safe learning environment. The staff members will dedicate themselves to the implementation of Social Emotional Learning (SEL) that will provide a framework for social interactions between students with the support and cooperation of all educational partners (students, parents/guardians, staff, and community members).

The site will be supervised at all times and all visitors/students coming and exiting the site will sign in/out with the supervising staff. All BPA-SD staff members will carry a two-way radio to ensure immediate/redundant communication. The staff members will work together to maintain a sanitary and safe facility. They will receive multiple training sessions on the health and safety of all students. Professional development (PD) will include training on CPR, first aid, blood-borne pathogens, safety procedures, mandated reporting, sexual harassment, and Governing Board policies. The staff will have access to printed student emergency contacts and access to the School Pathways database.

The ELO-Program will follow all BPA-SD's policies. The BPA-SD Student/Parent Handbook outlines school guidelines and procedures, appropriate behavior and dress, while prohibiting alcohol, drugs, tobacco, and weapons on campus. This handbook also provides an internet code of conduct that all students sign and must follow. The school's Emergency Preparedness Handbook outlines procedures to be followed in the event of an emergency on or near campus. The disaster plan gives detailed information for situations such as fire, natural disasters, toxic spills, violent activity, bomb threats, or suspicious packages. During monthly emergency drills, administrators review and practice protocols that are put into place for an actual emergency. In the event of an emergency, the Parent Square system (PS: email/text) is utilized to provide parents with timely information on the status of their child's safety.

Communication with parent(s)/guardian(s) and student(s) will occur via emails, phone calls, and meetings. General communication between the school and community members will be conducted via PS, fliers, posters, and newsletters.

Student and parent/guardian surveys will be utilized throughout the academic year to assist BPA-SD staff members in improving communication and the program. BPA-SD staff members will strive to connect with each student on a personal level, getting to know who they are beyond their academic needs in order to serve the whole student. Mutual respect will be shared among students, parents/guardians, and staff members, thus allowing all individuals to feel comfortable with sharing their perspectives as valuable members of the BPA-SD community.

All information shared between instructional staff (teachers and academic coaches) and students will be held in confidence unless required by mandated reporting guidelines. With the implementation of SEL, students will be able to redirect themselves to avoid disruptive behavior and engage with their peers cooperatively. Students will develop trusting relationships with peers and staff members and that bond will assure further identification of support consistent with need.

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.

BPA-SD academic program utilizes a Blended Learning, station-rotation model to educate its students. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with educational technology and resources. Time is spent working independently, collaboratively, and in daily small group instruction.

BPA-SD educational programs and its educational model allow instructional staff to be involved in a targeted investigation of each student's immediate and long-term needs, and address these needs accordingly, leaving no margin for inequity among students' subgroups, including at-risk students (low-income students, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in Kindergarten in the 2020–21 school year).

The 2021-22 school-wide surveys communicated satisfaction with BPA-SD's instructional programs and staff members' support. BPA-SD educational partners agreed that supplemental instructions and support strategies in the area of foundational skills in all subjects are crucial to addressing the learning loss as well as the social-emotional well-being of all students.

The Parent Advisory Committee (PAC) and Educational Partners Committee: School Site Council, Wellness Committee, English Learner Advisory Committee, and District English Learner Advisory Committee (ESWED) meet to work collaboratively with school staff members to review, develop and recommend new strategies in support of students' academic goals and social-emotional well-being/development. It is a joint effort of educational partners to build and shape working relationships among the BPA-SD community to ensure that all students succeed.

Consequently, in support of the current academic practices, BPA-SD leadership will offer the ELO-Program; the After-School Foundational Program (AFP), and a 30-day Summer Foundational Program (SFP). With targeted guidance from teachers and academic coaches, the programs will provide individualized and small group tutorials/tutoring (English Language Arts (ELA) and Mathematics (MAT)) in a high-quality learning environment outside of the classroom combined/infused with STEAM (Science, Technology, Art, Engineering, and Math) and physical activities (part of the school-wide Wellness Program).

This approach will support and strengthen the students' knowledge/skill-set by closing the "achievement gap" among student subgroups and addressing/lessening the learning loss. The foundational instruction will be taught with a holistic approach to building students' comprehension by reaching deeper layers of understanding and processing information. This approach will develop transferable learning foundational skills that will enhance students' academic success and ability to excel in all their homeroom classes/subjects.

BPA-SD leadership and instructional staff will continually examine assessment data to drive and improve the supplemental instruction in alignment with the Common Core State Standards (CCSS). The Blended Learning model and station rotations were developed to ensure individualized learning paths and outcomes. With instructional staff team collaboration, the Blended Learning model will be bridged and provide support to the AFP and SFP for data sharing and an ongoing adaptation and support to the individualized student learning plan.

In support of the ELO Program and to ensure the delivery of impactful, targeted, and small group foundational skills instruction, BPA-SD instructional staff will undergo extensive PD delivered by field experts and veteran teachers. The PD will focus on methods, skill-sets, and hands-on experience while sharing best practices among colleagues. The academic coaches will manage the AFP tutorials/tutoring. They will come with experience working with individual students and small groups to reinforce instruction and/or skills within the individualized plan with an emphasis on supporting the needs of at-risk students.

The academic coaches will participate in applicable and subject-specific staff development. They will follow the teachers' instructions and assist in preparing supplemental instructions based on the teacher's directions and explanation of students' academic needs. Additionally, they will assist all students with a Multi-Tiered System of Support and assessment administration. The academic coaches will track all student attendance, work completion, and will chart student progress.

Furthermore, the academic coaches will utilize and adopt various individual learning styles while effectively engaging across BPA-SD's diverse student populations. They will understand the basic concepts of child development and demonstrate genuine sincerity and interest in the lives of all students, including at-risk students. All of the above will lay the groundwork for developing a supplemental instruction framework for executing the ELOP Plan. Although the programs will be organized differently, the SFP will operate similarly to the AFP. During the summer session, the lead teacher(s) will work with academic coaches as a team to execute the 30-day program.

BPA-SD staff members remain committed to fostering all student growth academically, socially, and emotionally to prevent significant learning loss. The social-emotional development of BPA-SD students has a direct association with student academic progress and learning loss. To prevent mental and academic regression, BPA-SD will support and monitor students while providing school community connectedness and research-based SEL TK-8th grades curriculum.

PD will be provided to all teachers and academic coaches by mental health professionals with experience in the SEL curriculum to guide instructional staff on scientific practices for adaptive strategies for positive and lasting changes in the social-emotional state of a student. During supplemental tutoring, the academic coaches will monitor student behavior and its effects on students' academic performance (motivation and level of engagement). During the transmission of data from the regular academic program to the AFP program, teachers and academic coaches will share documents, and monitor students for signs of emotional changes and stress. As part of the Plan, both the SEL curriculum and PD will be used by instructional staff to improve all students including at-risk students' social-emotional skills and to support them in their academics and daily/long-term life activities.

BPA-SD instructional staff will periodically determine the effectiveness of instructional decisions based on assessed and analyzed data from formative and summative assessments. Instructional staff will use benchmarks to collaborate and determine the effectiveness of instructional practices. Data will be evaluated and compared with the students' set goals and outcomes. This process will allow the BPA-SD instructional staff to look at student performance and growth over time.

List of materials and actions to support the supplemental instructions and strategies:

- Learning tools (ex: sensory manipulatives) to enhance collaborative, interactive learning
- I-Ready (ELA and MAT)
- I-Ready assessments
- STEAM learning tools
- Chromebook devices
- PD on best practices for foundational skills instruction and using data (methods, strategies, techniques, etc.), SEL curriculum, EL strategies, Multi-Tiered System of Support: Tier I: Universal Interventions: small group instruction, Tier II: Targeted Interventions, Tier III: Intensive Interventions, etc.
- English to Spanish translation support

BPA-SD leadership will monitor the implementation of the ELOP Plan by looking at measurable outcomes of all students including at-risk students as well as increase educational partners' knowledge and opportunities to engage in further decision making. This ELOP Plan will help all BPA-SD students to succeed, build self-confidence, and become deeply engaged and invested in their learning.

3—Skill Building

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

At BPA-SD each student has the opportunity to reach their individual educational goals with the assistance of the teacher, academic coach, and the school community. In view of this, the AFP and SFP will provide opportunities for student development and engagement. With targeted guidance from instructional staff, the programs will provide individualized and small group tutoring in a high-quality learning environment fused with STEAM and physical activities. Social development will be reinforced through the use of trust-building and self-reliance activities. Both programs will enhance students' skills of communication, collaboration, creativity, and critical thinking.

Instructional staff will provide foundational ELA and MAT tutoring integrated with STEAM subjects to further support students' interests and ability to apply and internalize these skills. Students will be given guided instruction with examples provided in order to work independently on a skill-set by the end of each instruction. All students will be engaging in hands-on activities supported by educational technology.

4—Youth Voice and Leadership

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

BPA-SD students will have the opportunity to propose and select enrichment activities in both programs. These activities will be aligned to the feedback provided by students within each grade level span.

At the start of the planning process, the use of surveys from educational partners combined with academic data was essential as they provided a systematic and organized way to consolidate information. The surveys identified how to best support the students with instructions and support strategies in all subjects. The results communicated satisfaction with BPA-SD's instructional programs and staff members' support. The educational partners conveyed the need for strategies to support social-emotional well-being as well as foundational skills, particularly in ELA and MAT. Additionally, their priorities included support for extracurricular activities, school events, and student conflict resolution. Consequently, the AFP and SFP will provide instruction, strategies, and enrichment activities based on the educational partners' feedback.

Throughout the academic year, students will have the opportunity to participate in the election of student(s) representatives on the BPA-SD Educational Partners Committee/ESWED and play an active role in the review, planning, and development process of academic and extracurricular programs including AFP and SFP.

BPA-SD staff will provide leadership and volunteering opportunities where students will be encouraged to offer their time to help the school achieve its school-wide goals.

Moreover, students will be encouraged to propose, structure, and promote their own organization based on their interests with the support of the instructional staff guiding them through the process:

- define the organization
- meetings time, location, frequency, etc.
- promoting the organization to other students
- host events
- promote positive changes/advocacy, etc.

5—Healthy Choices and Behaviors (BPA-SD: Diversity, Access, and Equity)

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.

To close the performance gap among student groups and to effectively address the learning loss, BPA-SD is committed to the optimal development of every student, and that includes offering healthy and nutritious meals and a safe space for physical activities for all students. All meals and beverages will be offered through the Universal Meals Program and will meet or exceed nutrition requirements established by local, state, and Federal statutes and regulations.

Good nutrition and physical activity during/throughout the AFP and SFP will be strongly correlated with positive student outcomes (higher grades and standardized test scores, lower absenteeism rates, and better performance on cognitive tasks). Under the guidance of the BPA-SD Wellness Committee and Wellness Policy, the leadership will ensure that both programs' environment and opportunities will promote healthy eating, self-care, self-regulation, prosocial behaviors, and physical activity behaviors (endurance, muscle strength, teamwork, etc.).

The aim of the AFP and SFP will be to teach students how to make healthy choices for themselves. BPA-SD is in the planning stages of using tools and resources to create a school garden and gardening opportunities using organic materials and methods for students to have hands-on experience growing their own fruits and vegetables. Students will gain skills that will serve them throughout their lives and encourage them to consume healthy and nutritious foods.

The social-emotional curriculum will be used to help students navigate feelings and difficult situations through a variety of useful strategies and problem-solving solutions. Each grade level will have lessons/activities targeted specifically towards experiences a student in that grade level might encounter. Visual aids, videos, and photos will be used to engage students and help them visualize scenarios. Additionally, staff members will monitor student behavior to ensure that all students including at-risk students are treated with respect and are valued for their differences

Therefore, one of the critical components when addressing learning loss and providing the necessary support for the mental-socioemotional well-being of all students was securing BPA-SD's outdoor play structure and supporting structures to promote physical enrichment activities.

Outdoor space is an extension of BPA-SD classrooms. It provides a continuation of learning/developing social skills, proper social interactions, and collaborative play. BPA-SD's playground with its chatterbox, unity rocker, slides, viewfinder, and rock climbing, allow students to get the exercise they need, forge strong connections with one another, and develop cognitive abilities and gross motor skills.

Moreover, the playground environment allows BPA-SD students to learn how to share, negotiate, resolve conflicts and develop self-advocacy skills. It promotes unstructured free outdoor play that decreases instances of bullying. It offers all students including at-risk students an emotional boost and can help students feel less tense, stressed, angry or depressed. Their play evokes empathy that is instrumental in discovering the full potential in everyone and fosters tolerance and acceptance of differences. It is where students find commonality.

The BPA-SD playground plays a vital role in promoting diversity, equity, and inclusion. Part of addressing the learning loss is to provide the opportunity for making connections between the classroom environment and the outdoor environment. When students play they don't perceive income inequality, academic ability levels, ethnicity, race, or disability. The playground is an equitable and accessible structure that BPA-SD can offer to its students.

In these uncertain and restrictive times, BPA-SD outdoor space gives all students a sense of normalcy. It is a relief from the worries and pressures of the pandemic on our students and their families.

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.

BPA-SD staff members value the learning environment and work towards providing a safe, engaging, supportive, and positive learning experience for the diverse student population. BPA-SD staff members have a depth of experience and training, making them highly skillful in working with students who are culturally and linguistically diverse. In order to promote diversity, both programs will introduce and expose all students to cultures different from their own and enrich the students' appreciation of the diverse world in which they live.

Both programs will celebrate students' diversity and culture in many ways. Students will have the opportunity and be encouraged to explore their heritage and culture in organizations, through instruction, activities, and school events/performances (research and in-class presentations, multicultural day/month, etc.). On-site, evening family events will further promote the celebration of students' cultures and backgrounds.

ASP and SFP will provide opportunities for all students including students with Special Education (SE) and English Learners (EL) to experience diversity, access, and equity. These students have barriers that could potentially limit their participation, therefore, SE and EL students will receive personalized and academic support (per IEP and ELD standards). The instructional team (Educational Specialist, General Education teacher, ELD coordinator, academic coach) will set the pace with an environment that honors each individual's differences and is conducive to learning (focus on reaching benchmarks). BPA-SD serves EL students with disabilities and has a system in place to support them and identify and distinguish language needs from special education needs.

7—Quality Staff

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

The staff members designated for operating the AFP and SFP will work together to assure coordination between the regular academic program and AFP/SFP. All staff assignments are based on credentialing, educational background, expertise in subject areas, and criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All records and various verification of authorizations, compliance, and expiration dates are maintained and monitored by the BPA-SD administration.

Having highly qualified and effective instructional staff is the foundation of the organization. Students' academic success is directly associated with instructional staff quality. All TK-8 teachers and academic coaches have undergone extensive curriculum training in ELA, Writing, MAT, Social Studies, STEAM, and Social-Emotional Learning. The academic coach assigned to an elementary/middle school teacher performs an integral part of the TK-8 blended learning program. Through collaboration time, student data is shared, analyzed, and discussed, and individual and group strategies are developed to improve areas of need. The planning time is supported with the most recent/best practices within the profession. Measurable goals are developed and action steps including pacing guides are implemented.

Teachers and academic coaches receive extensive training prior to the start of the school year and additional training throughout the academic year to support the implementation of the rigorous CCSS curriculum by acquiring knowledge about the content and strategies for teaching, monitoring students' understanding, and providing feedback. Feedback from instructional staff regarding PD and the effectiveness of the training further provides the BPA-SD leadership with valuable insights to best assist instructional staff to cater to the BPA-SD student diverse population. BPA-SD utilizes both informal and formal evaluation processes biannually in order to ensure that all staff members are continuously working to support the school's purpose and achievement of the schoolwide learner outcomes.

8—Clear Vision, Mission, and Purpose

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

The mission, vision, and purpose of the ELOP will correspond and be consistent with the mission of BPA-SD and its academic program, policies, and schoolwide-learner outcomes. Both AFP and SFP tutoring, STEAM, and physical activities are conducive to the social-emotional well-being of all students. ELOP was developed as a direct result and influence of the BPA-SD school-wide programs and needs:

“Our mission at BPA-SD is to educate TK-8 students through a rigorous college-prep curriculum in a flexible, student-centered learning environment. Our goal is to actively partner with students, parents, and the community to support student’s academic success and personal growth.”

Schoolwide-Learner Outcomes:

Academic Achievers who:

Take personal responsibility in the life-long learning process

Demonstrate organizational and time management skills

Endeavor to develop their full academic potential according to their individual ability

Effective Communicators who:

Exhibit proficiency in communication through listening, speaking, reading, writing, and the arts

Comprehend and interpret messages respectfully

Research, document and convey information reflectively, critically and clearly

Critical Thinkers who:

Demonstrate logical and effective decision-making skills

Analyze, evaluate and synthesize information

Apply problem-solving strategies to real-life situations

Formulate personal views

Technology Users who:

Develop necessary skills to function in a constantly changing technological society

Utilize technology as a tool for learning

Career-focused students who:

Achieve their postsecondary goals

Both AFP and SFP tutoring, enriched with STEAM, and physical activities are conducive to the social-emotional well-being of students and were developed in the support of BPA-SD school-wide programs and the need for foundational interventions; voiced by the educational partners.

To help identify students’ areas of need, all educational partners were given an opportunity to engage in discussions to help identify support strategies for all BPA-SD students, including at-risk students. They conveyed that social-emotional well-being, opportunities for school-wide engagement, the need for targeted academic support in the area of foundational skills as well as innovative and engaging curriculum are vital to the students’ success.

All educational partners are committed to making contributions, with the support of BPA-SD leadership. All students, including at risk-students, will strive to achieve the necessary academic growth in meeting and exceeding the CCSS. As a result of educational partners' input together with the work of the BPA-SD leadership, they identified guided themes and the following areas for continuous improvement:

Goal I Contributions

BPA-SD will provide a safe and positive learning environment for all students through shared expectations, support, and accountability by all educational partners (students, parents/guardians, staff, community members) to ensure utmost school-wide engagement.

Goal II Support

BPA-SD will build a school culture of excellence to foster student growth academically, and socially using adopted curriculum and proven methodologies.

Goal III Results

At the completion of each school year, 80% of continuously enrolled students will demonstrate progress toward mastery of standards in English Language Arts (ELA) and Mathematics (MAT) as demonstrated by local assessments and/or CAASPP results.

These targeted goals will provide a destination for the educational partnership among BPA-SD families and staff. The school's intent is to build a scaffolding of personality and achievement in each student through a rigorous college-prep program and community/educational partnership. BPA-SD will continue to strive toward excellence and build on its academic and community successes.

Therefore, to align the AFP and SFP with BPA-SD's LCAP goals and actions, the following goals were developed under the guidance of the Quality Standards for ELOP.

I. The program provides a safe, engaging, and skill-building environment where healthy choices and behavior are promoted.

II. The program supports youth voice and leadership in diverse and collaborative partnerships with full access and equity to all academic programs and services.

BPA-SD leadership will monitor ELOP's progress toward its goals and work with educational partners to review and modify current or additional goals at the BPA-SD Educational Partners Committee/ESWED meetings.

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.

Not applicable.

(For the 2023--24 academic year, BPA-SD will secure the ELOP program operations using internal resources.)

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Under the guidance of the “A Crosswalk Between: The Quality Standards for Expanded Learning and Program Quality Assessment Tools,” BPA-SD will ensure the quality standards will be met and ongoing (improvement and accountability). BPA-SD leadership will remain focused on maintaining the quality of delivery in both programs by undergoing assessment, planning, and improvement processes to guide future revisions.

They will work closely with staff members through a collaborative model to ensure there is a shared responsibility for student learning.

During weekly lead teachers' meetings with the instructional staff, there will be an ongoing conversation about student achievement and performance, as well as a platform to identify issues in tutoring practices that need modification.

BPA-SD leadership and instructional staff will assess programs and expectations and adjust all the supporting activities in AFP and SFP to better meet the needs of all students including at-risk students. To make certain that BPA-SD’s primary goals of increased academic achievement with the support of ELOP for all students are met, all data obtained from assessments will be disaggregated/categorized throughout the year. The data will be reviewed to clearly identify the academic performance of all students including at-risk students. School wide achievement data and growth measures will be shared with the parents/guardians, ESWED, and the Governing Board at the conclusion of the school year. Instructional staff will collaborate with leadership to ensure that student needs are met with challenging, coherent, and relevant tutoring sessions.

Holistically, all activities combined will promote all students' social and emotional development. Through an ongoing educational partners survey, leadership will determine program goals, achievement and opportunities for academic growth and improvement. BPA-SD will use assessment results to make changes in the ELOP, PD activities, and resource allocations. BPA-SD will use assessment results to provide targeted PD for staff members to better meet the needs of all students.

11—Program Management

Describe the plan for program management.

BPA-SD Governing Board and budget committee meet regularly on both a formal and informal basis to discuss the long-range plan for the direction of the school program. Areas taken into consideration are student demographics, student academic progress, staffing needs, marketing/advertising, and facility updates and improvements, with consideration for increasing the budget reserves without compromising the mission and vision of the school and its programs.

The designated ELOP Coordinator (instructional staff) will be responsible for executing the ELOP Plan for both AFP and SFP, and for recording student attendance as well as maintaining frequent communication with parents/guardians. The AFP will be administered by the academic coaches in close collaboration with homeroom teachers; students attending the program, and the site administrator. The SFP will be administered by two of the homeroom teachers and academic coaches from the current school year who would volunteer to work for a summer stipend.

Both programs will be assisted by Lead teachers from lower and upper elementary grade levels, the PE/Music/Counseling teacher, the EL coordinator, the Educational Specialist, and the Wellness Coordinator in planning and evaluating, to deliver a high-quality program. Using the school's own staff in the SFP will be of substantial benefit since students will know their instructors.

BPA-SD leadership will consider offering the SFP to new students/new enrollees to gain familiarity with the college-preparatory foundational curriculum, etc., prior to their respected grade level entry; before the start of the new academic year.

Continuity, between the summer and the academic year program, will allow all students including at-risk students to advance/make significant progress in meeting their academic goals/benchmarks.

Moreover, for both programs, at the end of each month, the ELOP Coordinator will compute the attendance percentage and compare it to the target goal and communicate the data with Creative Back Office (CBO).

BPA-SD retains CBO services, who oversee policies and procedures adhering to generally accepted accounting principles and procedures. CBO manages accounts payable, budgets, provides cash-flow analysis, monitors year-to-date financials, reconciles all bank accounts as well as continues to implement the policies and procedures set forth by the Governing Board.

On an ongoing basis, the Governing Board, the budget committee, and the school's leadership review the enrollment and revenues. If needed, adjustments are made to the budget in areas that have the least impact on student learning.

On-site records will be provided to the firm for accountability and auditing purposes, as well as individual interviews to determine the effectiveness of internal controls. Management is responsible for the preparation and fair presentation of BPA-SD's financial statements in accordance with accounting principles generally accepted in the United States of America.

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.

Not Applicable.

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?

BPA-SD TK-K students will participate in learning and instruction in a variety of ways including: whole group direct instruction, small group instruction, and independent learning tasks. A key component of the TK program will be to foster teacher-student-parent relationships where: student learning goals are established, communication is fluid, and a strong community supports the student in becoming a lifelong learner.

Station Rotation Overview:

Begins with a quick mini lesson to introduce vocabulary, review previous skills, activate prior knowledge, then students move to stations.

Stations:

Teacher - direct instruction, targeted questions, activities based on ability levels

Independent - working on previously learned skills/standards

Collaborative - working with peers to reinforce skills

Technology - I-Ready (adaptive based on students skill level)

Curriculum Used:

English Language Arts: Houghton Mifflin Journeys

I-Ready (online - supplemental)

Math:

Houghton Mifflin Go Math

I-Ready (online - supplemental)

Science:

Mystery Science

Social Studies: Teachers create units/projects based on standards

Social-Emotional Learning: Second Step

Art: Meet the Masters (1 artist per month)

Benchmark Assessments (Beginning, Mid, End of Year): I-Ready; ESGI (used in TK-K only)

BPA-SD TK-K students will be taught by a highly-qualified teacher with a Multiple Subject Credential with (1) minimum of 24 units in early childhood education or child development or both; (2) professional experience in a classroom setting with preschool-aged children. Moreover, the student-to-staff member ratio will be no more than 10 to 1 and it will be maintained in both programs. BPA-SD instructional staff will be rotated where needed to maintain the proper ratio.

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.

After-School Foundational Program Daily Schedule

Location: 520 East Carmel Street
San Marcos, CA 92078

Staff: Academic Coaches (directed working with all grade level teachers)

Time: 3:15 pm - 5:30 pm

3:15 - 4:45 pm - ELO-P receives students on-site - Afternoon snack

4:45 - 5:20 pm Expanded Curriculum Activities

5:20 - 5:30 pm Clean-up

5:30 pm Parent pick up/sign out

Summer Foundational Program Daily Schedule

Location: 520 East Carmel Street
San Marcos, CA 92078

Staff: Teachers, Academic Coaches

Time: 8:30 am - 5:30 pm

8:30 - 9:00 am Morning Snack

9:00 -10:00 am Math Foundational Activities

10:00-10:15 am Break

10:15-11:15 am STEAM/Outdoor

11:15-11:30 am Break

11:30-12:30 pm ELA Foundational Activities

12:30-1:45 pm Lunch

1:45-2:45 pm Passion Projects

2:45-3:00 pm Break

3:00-4:00 pm STEAM/Outdoor

4:00-4:15 pm Break

4:15-5:15 pm ELA/Math Foundational Activities

5:15-5:30 pm Clean Up

5:30 pm Parent pick up/sign out