

LAKE TAHOE UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) PLAN

Prepared by:
Executive Director of Boys and Girls Club in Collaboration with the
Elementary Director of LTUSD

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Expanded Learning Opportunities Program (ELO-P) Sites

1. Lake Tahoe Environmental Science School
2. Bijou Elementary School
3. The Boys and Girls Club of Lake Tahoe on the AI Tahoe Campus

This Expanded Learning Opportunity Program (ELOP) Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

Target Population	Percentage of School Population
Socioeconomically Disadvantaged	45.1%
English Learners	22.2%
Hispanic/Latino	45.1%
African American	0.4%
Asian/Pacific Islander	1.4%
Foster Youth	0.3%
Homeless	2.8%

The mission of the Lake Tahoe Unified School District (LTUSD) is to cultivate a collaborative, nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility, and emotional and physical wellness.

Lake Tahoe Unified School District has developed and reviewed this plan in collaboration with educators, The Boys & Girls Club of Lake Tahoe, parents and students. Our goal is for all children to have equitable access to a positive and engaging expanded learning environment that meets the needs of students and parents and provides daily opportunities for academic, social and emotional advancement. Priority and enrollment in the Expanded Learning Opportunity Program will be given to students with the highest needs which includes our homeless, foster youth, low-income and working families.

LTUSD aims to continuously improve the outcomes for all of its students by focusing on

increasing student achievement by 5%, quality instruction through supported and targeted professional development and increased engagement with families, students and stakeholders to build proactive school communities. The ELOP will support the LCAP goals by promoting academic, physical and emotional well-being in the after school programs, further engagement with other local non-profit and educational organizations, and targeting participation in ELOP on low income, foster and homeless youth. Economically disadvantaged, foster and homeless youth and English Language learners will be a large focus of our ELOP program.

1. Safe and Supportive Environment

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

Our highest priority is for our expanded learning program is providing a safe and nurturing environment in which youth feel free to be themselves and develop their academic interests free from discrimination or bias.

LTUSD has partnered with the Boys and Girls Club of Lake Tahoe on the delivery of the ASES grant for over fifteen years and already has in place the necessary shared values, communication systems and logistical procedures necessary to support a safe and high quality program.

A safe and supportive environment begins with well-trained staff in both safety protocols as well as best practices in youth development. The Expanded Learning Opportunity Program (ELOP) staff have all received training in trauma informed care through Catalyst Community and also hold a current Red Cross CPR and First Aid certification. The Boys and Girls Club Director and the two Unit Directors are also qualified domestic abuse advocates and our school site Unit Director is a 'Nurtured Heart' instructor.

In addition, the ELOP staff will also be using the following tools to promote social and emotional growth and resiliency:

- Positive Club Climate Resource Guides
- Botvin SEL Curriculum (grades 4th and up)
- My Future
- Triple Play
- Smart Girls/Smart Boys
- Torch Club (grades 4th and up)

In addition, the LTUSD Counseling Team will be providing annual training for ELOP staff and individualized support for students on an as needed basis.

The Boys and Girls Club of Lake Tahoe (BGCLT) has a code of conduct that all ELOP participants and parents must sign. The code ensures appropriate behavior during the expanded learning program and the safety of the individual and their classmates.

BGCLT also has existing referral arrangements with local therapeutic services for any child

that is the victim or witness of domestic abuse or who are struggling with appropriate peer interactions.

All parents and caregivers are provided with an orientation when they join the program where they can meet staff, learn about the activities their child will be participating in, agree to the Code of Conduct and complete a health form for their child which includes questions regarding mental health, allergies and any changes in the child's domestic situation.

Families and caregivers all communicate differently. So we use a variety of methods to ensure everyone gets the information they need. This includes newsletters, emails, social media posts, phone calls, and/or communication apps such as BAND.

All documents are available in both English and Spanish and bilingual staff are available at all ELOP sites.

Two of the ELOP sites will be school based: Lake Tahoe Environmental Science Magnet School and Bijou Community School. At both schools the ELOP will be hosted in the MPR and other classrooms as necessary. At both sites a percentage of ELOP staff will also work at the school – ensuring smooth communication from the school day to the extended day and helping to provide a continuum of care and strategy for any student who is struggling.

For Tahoe Valley Elementary School, Sierra House School, Elevated Online Learning Academy, and South Tahoe Middle School, the ELOP will be offered at the Boys and Girls Club building on the Al Tahoe Alternative Learning School Campus.

The Club building is brand new construction with enhanced safety features, including a secure lobby with bullet resistant glass, security cameras in all areas, individual bathrooms, and limited access points.

Students are transported to the off-site ELOP on LTUSD buses, with the exception of South Tahoe Middle School students who walk to the adjacent Al Tahoe Campus, and the Elevated Students who are already on campus or will be transported by parents. Students walking to the ELOP are accompanied by ELOP staff and students are monitored to ensure that they are appropriately using the sidewalk with a staff positioned front and back of the line for safety.

As the ELOP program is operated on school sites (including the program hosted at the Boys and Girls Club building), the drills, alarms and safety procedures are the same as those operated in the school day. A fire drill is performed once a month and drills for earthquake, shelter-in-place, lockdown, bomb threat, duck and cover are held periodically throughout the year. Due to the location of our programs, we also drill for wild animals (bear, coyote etc) and dangerous weather conditions. Following the major wildfire incidents in 2021, LTUSD has worked with our local, county and state emergency services to develop a fully comprehensive wildfire procedure and shortly will be hosting our second mass casualty incident training day. The District meets regularly with the Boys and Girls Club and other agencies at the Al Tahoe Campus to review safety procedures and staff are trained on a bi-annual basis in ALL drills.

For the ELOP, parents, guardians or approved persons must present themselves to the Club front desks before a student is released from the program. ID must be shown until the staff is confident that they recognize the parent/guardian. If a person comes to collect a child who is not on the child's approved pick-up list, the child is not released until verbal contact can be made with a parent or guardian and permission is given. Should a person come to the program who is not permitted to see or interact with a child then staff will ask them to leave or contact the Police. Copies of court papers regarding custody and access are requested to be kept on file for the ELOP.

Students are signed in and out of the ELOP using the Member Tracking Service, which holds a database of all enrolled students, parent details, emergency contacts, special dietary, allergy or emotional needs. Each student is provided with a membership ID number and can be used to track their time and participation in ELOP. At any given time, staff can check how many students are at the program and also print off an attendance list and emergency contacts. Paper copies are also kept at each site in case of a power outage.

A folder with photos of students with allergies is kept in the AI Tahoe kitchen (where snacks and meals are prepared and served) and with the snack folder at Bijou and LTESMS. Nuts of any kind are not permitted in the ELOP and students with allergies can complete a physician form which enables staff to provide them with an alternative snack or meal component as necessary.

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.

LTUSD and BGCLT are dedicated to the implementation of researched-based educational programs and best practices for the ELOP. Our partnership with the Boys and Girls Club affords us access to their nationally recognized, researched and tested programs. Boys and Girls Club of America (BGCA) consistently updates programs to ensure that they are meeting Federal guidelines and that they reflect the needs of youth in the school system.

The five pillars of the BGCA curriculum focus on academic attainment, STEM, art, recreation and character and leadership. We will select a range of programs each year that focus on distinct age groups, population needs (English Learner, special needs, below grade level etc) and skill developments and implement them across each of the three program blocks.

Strong emphasis will be placed on experiential learning, hands-on activities, the use of open-ended questions, group work and team projects, and active play for SEL development. As the Bijou site is a Two-Way Bilingual Immersion School in Spanish and English, ELOP staff at that site will be bilingual and will deliver programs in both English and Spanish in accordance with the grade level (100% Spanish in lower grades up to 50/50 Spanish and English for higher

grades).

The following are key components of our program design:

- Experiential, project-based and inquiry-based learning
- Engaging and relevant content
- English/Spanish language or literacy development for all students
- Social Emotional Learning
- Youth development learning (i.e. soft skills, communication, conflict resolution, public speaking, teamwork, etc.)

The program will provide an array of physical activities, games and sports; art activities, problem solving games, STEM activities, and student-centered activities designed to engage and nurture student interest and curiosity. The expanded learning staff is supported by coaching and professional development provided by the District's Education Services staff and BGCA via Spillet University.

We will survey students during the year to find out which enhancement programs they find most useful and enjoyable, and will work with the school day staff to ensure that ELOP activities complement the school day and grade level.

During the vacations, the ELOP will partner with other educational organizations for the delivery of specialty camps. In our first summer, these will include an entomology camp, film camp, circus camp, art camps and STEM camps. The program will also implement the BGCA 'Summer Brain Gain' curriculum to address summer learning loss and will run weekly field trips to recreational and educational venues.

3. Skill Building

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

Each ELOP day will combine homework assistance and completion, active play/recreation and enhancement programs.

All ELOP sites provide time for daily structured homework support and completion. Students work individually or with partners or in groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the ELOP Program Leaders.

The enhancement programs will fall under the categories of art, STEM, health and wellness (SEL), leadership and good citizenship, career development and enterprise. Students will be provided choice in their daily activities, and those choices will include a range of activities used to address various learning styles. In particular, the ELOP will include a number of activities that encourage learning through fun. For example, BINGO to teach the lower grades their numbers, rocket cannons to teach trajectory, velocity and force, and story time to develop language development.

Students attending ELOP at the Boys and Girls Club building will take advantage of the dedicated art and STEM rooms. Art and STEM are the two focuses of BGCLT and students will engage in a variety of projects over the course of the year.

The ELOP administration will also work closely with LTUSD to monitor CAASPP and other internal measurements to see where the greatest skill gaps exist and to implement programs which address those learning needs.

4. Youth Voice and Leadership

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

The Expanded Learning Program follows a continuous quality improvement process to inform its programs, activities and training. BGCLT runs an annual anonymous survey of participants which includes questions on safety, staff engagement, programs and lifestyle habits. Those survey results are reviewed and compared to national standards to determine where improvements need to be made for the coming year. Staff are also surveyed and their feedback on programs is sought at the monthly all-staff meetings.

Unit Directors utilize daily check-ins with youth to determine what is going well and what is not. In addition, the most direct way that students in the ELOP can exercise their voice is to vote with their feet. Either through participation in the ELOP or in their choice over specific activities of daily programs. Attendance in activities is monitored and adjustments made to ensure that staff and programs are meeting the quality standards that are adhered to.

In addition, each site has a Youth Advisory Committee run by the Unit Director where programs, schedules and any issues are discussed and a plan of action is developed for improvement. The Committee meets monthly and participants volunteer or are chosen by their peers or staff. Committee members are second grade and up.

Older students, 6th grade and above, are encouraged to take a leadership role in the ELOP. Students who enjoy and show an aptitude for working with younger students are encouraged to become Junior Volunteers once they turn 14 years. Junior Volunteers who complete fifty hours of volunteering in the program are then eligible to apply to be Junior Staff during the summer program. This is a paid position supporting the program staff and provides many students with their first work experience. The formal application process, interview and accountability provides career readiness and useful employment skills for the future.

5. Healthy Choices and Behaviors

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

73.9% of 5th grade students in El Dorado County are at a healthy weight according to the CA Department of Education. Compared to other geographical areas this is an excellent score, however, over a quarter of the student population are at an unhealthy weight. Further data from the County suggested that rates of childhood obesity are increasing in South Lake Tahoe and therefore the after-school program plan for the coming year will include a minimum of 30 minutes of exercise for each age group, each day. Exercise will be in the form of an optional physical activity or sport, a recess of at least 30 minutes, or active play without the use of chairs.

Due to rising cost of living in our region, food scarcity is also increasing and the snack provided during the ELOP is an important part of the students' daily nutritional intake. Our partners in the ELOP, the Boys and Girls Club of Lake Tahoe, are a USDA approved Summer Foods and CACFP site. The grant they hold provides for both snacks, and hot meals.

All snacks and meals are provided free of charge. The snack and meal menus rotate throughout the year and on a three-week basis in the summer. All food served complies with current USDA and California child nutrition guidelines and include a combination of grain, protein, fruit/vegetable and dairy. Strict guidelines are provided on the quantity of each component and must include a minimum quantity for calcium and fiber.

Examples of snacks served in the after-school program are: wholegrain bagel with cream cheese (grain and dairy), orange slices and crackers (fruit and grain), non-fat chocolate milk with a whole grain muffin. Examples of meals provided are: chicken teriyaki bowl with brown rice, fruit, vegetables and a carton of milk; whole grain fish-bites, broccoli, pears and milk and whole grain pasta 'baked ziti' with vegetable confetti, meat sauce and 100% juice. 1% Milk has to be served with every meal. Efforts are made to ensure that all grains are whole grain and that sugar is kept to a minimum. Any juice served is 100% and not from concentrate.

Education on healthy lifestyle and choices is implemented via the Boys and Girls Club of America Triple Play curriculum that focuses on mind, body and soul; providing nutritional education, physical activity and social and emotional growth. The ELOP also partners with the local UC Nutritional Outreach/4H program who provide nutrition lessons for all age groups. Most recently they ran a 'Snack Club' teaching 4th grade and above the preparation of healthy snacks. Those participants then hosted an educational evening for students in the lower grades to try and learn about healthy eating.

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.

Our commitment to creating a diverse and welcoming after-school program is a key strength of the District. Our partners in the after-school program, the Boys and Girls Club of Lake Tahoe, is a secular organization open to everyone and with a strong commitment to serving

our lowest income community members. To meet our equity goals, the ELOP focuses on culture, ensuring access, and removing barriers.

The Club's commitment to instilling a diverse and equitable culture is exemplified in the Club mantra that is repeated at every site on a daily basis:

Accountable for my actions
Welcoming to all
Everyone is valued
Safe and supportive
Open and honest
Make smart choices
Excited for fun
We are AWESOME!

Staff and students are required to learn the chant and staff use it in program development. Students are held accountable to the values in the chant and if exhibiting poor behavior will be asked to explain their actions in the context of being AWESOME. The chant serves as a great reminder of the program's values but it also creates community, raises self-esteem and provides guidance for the direction of the program and curriculum development.

All ELOP sites are fully ADA compliant and the program has accommodated students with physical and learning needs. The District provides transportation in an ADA bus to any students who require it.

The majority of ELOP staff are bilingual and at each site there is a Spanish speaker available for translation. All documents are available in English and Spanish and the enrollment process ensures that all applicants are screened prior to acceptance to ensure that priority is given to low income families, foster and homeless youth. Efforts are also made to ensure a wide variety of races, genders and incomes in the program as we believe that personal interactions and friendships are key to reducing prejudice and biases.

8. Clear Vision, Mission, and Purpose

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

The following extended learning program goals were developed from our needs assessment:

- Provide 9 hours of school day plus after-school each day to cater for the needs of working families
- Base the ELOP in sites that ensure that all students can have access to the program and eradicate any barriers associated with transportation
- Focus placement in the ELOP to foster youth, homeless and other socioeconomically impacted students
- Provide high quality educational experiences that enhance, but are separate from the school day
- Provide Social Emotional Learning (SEL) programs that focus on developing the

- academic, social, emotional and physical needs of students
- Engage students in healthy choices, wellness and physical fitness activities
- Address food scarcity and nutrition in the delivery of a daily after school snack/meal

The ELOP needs assessment was collected via a parent survey into interest in an after school program, input from stakeholders including BGCLT, School Principals, School Counselors and the District LCAP.

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.

Partnering with the Boys and Girls Club of Lake Tahoe was the first step in our collaborative partnerships for implementation of the ELOP. As the existing local provider of after-school and vacation programs, and with an extensive network of their own collaborative partners, BGCLT was the natural partner for ELOP.

LTUSD holds a memorandum of understanding with the Club to provide program staff, daily oversight and supportive services for the ELOP at all three sites.

Organization	Contact	Responsibility/contribution
BGCLT	Jude Wood, Executive Director	Budgeting, MOUs, grant management
BGCLT	Ashley Hall, Club Director	Staff hiring, impact, training and development, safety and CQI
BGCLT	Program Director	Program design, development and implementation
LTUSD	Andrea Salazar, COO	Fiscal accountability
LTUSD	Dr Alan Reeder, Liaison	Plan development, curricular support, MOUs

External collaborators and partners include:

Live Violence Free – deliver presentations and classes on social and emotional topics such as trafficking, appropriate relationships and safe touch to the ELOP. Through a partnership with the Boys and Girls Club they also provide therapeutic support to students in the ELOP.

UC Nutritional Outreach program/4H – providing harvest of the month and other nutrition education programs during the school day and nutrition education such as ‘snack club’ for ELOP.

Tahoe Arts Project – deliver performances by professional artists to the ELOP and run camps and theater activities during the vacation programs.

Tahoe Institute of Natural Sciences – deliver science based programs during the ELOP.

Tahoe Rim Trail Association – deliver recreational and environmental programs during the ELOP.

10. Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The assessment tool chosen for the after-school program is the CA After School Program Quality Self-Assessment Tool (CAN-QSA). The CAN-QSA tool was chosen as it is the most in-line with assessment tools used by the Boys and Girls Club (National Youth Outcomes Initiative and BGCA Community Needs Assessment).

The tool is sent to all stakeholders at the end of the academic school year and they will be asked to score each point from 1-4. Stakeholders will include School Principals, program staff and administrators.

Results will be sent to the Program Director who will then collate the results from each stakeholder and convene a meeting of District staff, program employees and collaborative partners prior to the start of the next school year to review the results and determine the priority areas for improvement.

Once the priorities are formed, objectives will be identified to address each priority and tasks and activities assigned that will meet the objective. A staff member will be assigned to each task/activity and a timeline given for implementation.

The CQI tasks and activities will be added to the staff member's personal professional development plan as goals to be achieved for the coming year. The CQI will also be used as the base by which the Program Director sets the agenda and topics for continuous professional staff development for the coming year. One all staff meeting per year will address the CQI results, plans for improvement, activities/tasks and staff assignments. This will be combined with analysis of the results of the National Youth Outcomes Initiative survey administered by the Boys and Girls Club that illicit student feedback and staff will discuss overlaps and differences in the results. Use of the NYOI will ensure that students are included as a stakeholder group.

11. Program Management

Describe the plan for program management.

As the fiscal agent, a District liaison has responsibility for the ongoing planning, implementation, evaluation and updating of the program. The Boys and Girls Club as a subcontractor has major planning, implementation and updating responsibilities as they deliver aligned academic enrichment and youth development programs during the after-school and vacation program.

The ELOP will be advertised to parents through informational emails sent to all families in the District, data collection surveys to parents, school based informational sessions including back to school nights and incoming orientations, BGCLT e-blasts to all parents and use of LTUSD and BGCLT social media. Enrollment in the program will be managed by BGCLT.

Funding for the after-school program will focus on appropriate staffing to meet the attendance goals for the ELOP, high quality programming and safety, along with supplies, curriculum and equipment that facilitate active and engaged programming.

The Boys and Girls Club Club Director, Program Director and Unit Directors will oversee the day to day implementation of the program, including staff supervision, program development, CQI, staff training and operational procedures.

Each Site Coordinator is responsible for the running of the program at their site, including safety, program implementation, staff supervision and parent engagement.

Program staff are responsible for student safety, homework support, delivering enhancement programs, reporting student progress to the Unit Director and Site Coordinators. Each program staff works with a specific grade for homework and rotates through grades for the enhancement programs.

Front Desk staff are responsible for the signing in and out of students to the after-school program, exchange of messages and information to parents and the safe monitoring of students as they arrive and depart the program.

Site Coordinators, Program Staff and the Front Desk staff meet in person on a daily basis. The Unit Director attends each site in person on a daily basis or a minimum of three times a week. The Unit Director meets with the Site Coordinators on a daily basis and with the whole administrative team once a week.

The District liaison and administrators meet periodically with the ELOP staff to ensure that the plan is being followed and to address any needs or concerns.

**LTUSD Expanded Learning Opportunities
Program Plan (ELOP)**

Meeting type	Attending organizations	Frequency
Formal meetings	BGCLT leadership and LTUSD Administration	Quarterly
Informal phone calls	BGCLT staff and LTUSD Administrator	Monthly
Formal meeting	LTUSD Superintendent and LTUSD Administrator	Monthly

The ELOP plan will be reviewed annually. After reviewing the plan, both LTUSD and BGCLT meet and discuss operational strategies and program improvements. Modifications and suggestions are considered. However, should an issue arise at a specific site or program the representatives of LTUSD and BGCLT meet immediately to adapt the program plan and ensure the continuation of quality programming.

ELOP expenditures will be reviewed monthly by BGCLT and LTUSD.

Each ELOP site utilizes the Membership Tracking Services (MTS), supplied and administered by the Boys and Girls Club. Each student is given a personal identification number that is linked to their record in MTS. Upon arrival at each after-school site, each student checks in using their personal identification number (paper backup is also taken by the Front Desk staff) and their time and activity within the ELOP is tracked. When leaving, the student signs out using their personal identification number and MTS records the time of the departure and which authorized person they leave with. The Front Desk staff at each site is responsible for checking, printing and verifying the daily attendance records for both checking students in and out, and completes a daily report including the resolution of any attendance record discrepancies.

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.

To create one comprehensive and universal Expanded Learning Program, LTUSD in partnership with the Boys & Girls Clubs of Lake Tahoe (BGCLT) proposes to use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both ASES and the ELOP. One standard set of requirements and quality standards for continuous program improvement will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, thus ensuring that data developed and measurements of performance will provide an authentic outcome.

All staff, both in ASES and ELOP, will receive the same training, support and evaluation to ensure quality control and standardization across programs so that youth receiving programs and activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian requirements across all programs, is equally important as staff training and program implementation.

ASES and ELOP will run simultaneously at the Bijou Elementary and Boys and Girls Club site. Only the ELOP will run at LTESMS as it is not an ASES funded site.

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?

BGCLT currently administers an after-school program for LTUSD students in TK. The After School TK program runs from the end of the school day to 6:30 PM Monday – Friday and offers a variety of developmentally-appropriate recreational and language-rich activities for students to participate in. This program will be rolled into the ELOP.

TK and Kinder staff members must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide working within the school district. In addition, all staff will be required to have experience in early childhood development and have been First Aid and CPR certified.

A TK Lead will be hired at each site to manage kinder program staff to ensure the implementation of developmentally informed curricula, scheduling, and Expanded Learning quality standards for our TK-K students. The TK Lead will provide ongoing professional development training on-site to build highly skilled staff in an emotionally and physically safe environment.

Program Directors and Unit Directors will be kept out of ratio for safety measures and will be placed as backup substitutes to maintain ratios on an as-needed basis.

Recruitment of staff will be ongoing. Recruitment strategies will include:

1. Placement of the job description with Indeed and on the LTUSD staff site
2. Posting and recruitment on social media sites.

The salary for the Program Leaders and TK Lead have been set at a locally competitive rate to encourage application and retention of talented and skilled staff.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other

fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

Our TK students will start the ELOP earlier than students in the K-6th grades due to their shorter school day. Therefore the TK students will be a stand alone group for the purposes of ELOP scheduling.

All our TK classrooms follow a daily after school schedule. At each site, our Unit Director and Site Coordinators create a schedule that works for their room and age group. See sample below:

TK 2021/2022 Program Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:30	Art	Blue Room-Storytime	Art	STEM	Finish Art Projects
2:30-3:00	Circle Time	Learning Stations	Circle Time	Learning Stations	Fun Friday
3:30-4:30	Recess/Freetime	Recess/Freetime	Recess/Freetime	Recess/Freetime	Recess/Freetime
4:30	Snack	Snack	Snack	Snack	Snack
4:45-5:30	Character & Leadership	Social Rec./Games Room	Health & Wellness	Sports/Group Games	Fun Friday
5:30-6:15	Freetime/Creative Learning	Freetime/Creative Learning	Freetime/Creative Learning	Freetime/Creative Learning	Fun Friday
6:15-6:30	Clean Up & Go Home	Clean Up & Go Home	Clean Up & Go Home	Clean Up & Go Home	Clean Up & Go Home

The summer schedule (for all age groups) is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00-10:00	Recreation/ Active Play	Recreation/ Active Play	Recreation/ Active Play	Recreation/ Active Play	Recreation/ Active Play
10:00-11:00	Summer Brain Gain	Team Games	Healthy Lifestyles	Art	STEM
11:00-12:00	Art	Summer Brain Gain	Team Games	STEM	Healthy Lifestyles
12:00 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	STEM	Art	Summer Brain Gain	Healthy Lifestyles	Water Activity
2:00-3:00	Healthy Lifestyles	STEM	Art	Summer Brain Gain	Art
3:00-4:00	Team Games	Healthy Lifestyles	STEM	Team Games	Summer Brain Gain
4:00-5:30	Snack and Outdoor Play	Snack and Outdoor Play	Snack and Outdoor Play	Snack and Outdoor Play	Snack and Outdoor Play

One day each week includes an optional field trip, but that will vary depending on the activity and age group. The schedule is also subject to change based on weather.

Each week of summer is themed and programs and activities match the week's themes. Example weeks for the 2022 summer are Natural Wonders, Out of This World, Everyday Heroes, Beat the Heat. Art, STEM, team building games and active play activities for the week will complement and teach subject matter based on the theme.