



Bostonia Global

Expanded Learning Opportunities

Program Plan Guide

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1. Safe and Supportive Environment

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

All Bostonia Global ELO offerings are intentionally designed to provide settings in which all students may thrive. Environments will be based in maintaining positive developmental relationships, filled with safety and belonging. Students will be provided academic, enrichment, and recreational opportunities before and/or after school, as well as during intersessions. Staff providing these opportunities will be provided training in whole child development to support student wellbeing in all programs. Bostonia Global will maximize offerings to as many students as possible based on space availability throughout the school year.

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.

Students participating in ELOs will receive personalized learning and support based on their individualized needs.

Academically, staff will review current diagnostic data in both ELA and math. Priority standards for these areas will be taught to assess student mastery. Individual students may also receive remediation or acceleration within these standards based on the demonstration of their current skills and available diagnostic data. Individualized lessons in ELA and Mathematics are provided to staff in order to support each student's academic growth. Certificated staff will have access to student data for daily small group support.

Additionally, summer school has, and will continue to focus on strengthening our student's strengths, interests, and values within a culturally supportive environment. The goal of summer school is to improve student agency by "knowing each child's story" and incorporating lessons that support their unique strengths, interests, and experiences. Students participating in the summer program take part in a six-week literacy program built around high interest, adaptive articles integrating personalized career development learning experiences, and social-emotional learning opportunities. Student Lexile scores will be tracked for progress during the six-week program.

3. Skill Building

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

Students will be offered rich learning experiences to develop skills, habits, and mindsets with integrated support systems. Professional development around these concepts and whole child design will be offered to all Bostonia Global staff providing extending learning opportunities.

Examples of skills, habits and mindsets students will develop and strengthen during ELO programs include:

- Mathematics
- Reading/Language Arts
- Academic/Organizational/Study Skills
- Science
- Coding
- Robotics
- Public Speaking
- Career Readiness
- Financial Empowerment
- Social Emotional Learning

4. Youth Voice and Leadership

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

ELO site programs may offer leadership opportunities for students beyond the instructional day. Leadership groups, including TED-Ed clubs may be established on any campus. This additional time allows students:

- opportunities for staff to value and encourage student voice
- to assist in planning, designing, and evaluating school based student programs and activities
- to serve as leaders and mentors to each other
- to learn leadership skills, ex. goal setting and planning
- to showcase student work

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.

Bostonia Global students will have the opportunity to choose from enrichment, recreation, and academic offerings outside of the school day based on their strengths and interests. All offerings will be designed to support whole child development. Each ELO offering will provide a safe place for students to know that they are valued, belong, and can make meaningful contributions to any community. Daily snacks and meals will be provided for all ELO programs.

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.

All Cajon Valley students will be eligible for Bostonia Global extended learning opportunities. Enrollment of specific student groups will be prioritized (TK-6, low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level). Bostonia Global will enroll students based on both student group prioritization and a review of the most recent Bostonia English Language Arts and Math diagnostic data.

Based on this data, staff will identify priority standards in ELA and math. In addition, staff will have access to student IEPs and 504 plans. Based on this information, staff will determine personalized support. Student needs will also be met through counseling support, access to weekly meals, and student access to personal devices on and off-campus.

7. Quality Staff

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

Our ELO offerings will be spearheaded by Bostonia Global staff with credentials and specializations in the programs they are supporting. Teaching and learning is supported with staff professional development offered to all Bostonia Global staff providing extending learning opportunities. Professional learning is based on the skills emphasized in the various programs, as well as an opportunity for staff to better understand how to support habit building and whole child design.

8. Clear Vision, Mission, and Purpose

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

All of our ELO programs will continue the focus on CVUSD's vision of **"Happy Kids, Engaged in Healthy Relationships, on a Path to Gainful Employment"**. The mission of our ELO programs is to provide opportunities for all students to thrive. Students will develop and strengthen their skills, habits and mindsets, in ways that support healthy relationships with peers, staff and their own family. The purpose of our programs is to provide academic and social support, by focusing on enrichment that supplements and supports what students engage in during their instructional day. The vision of the program will be created in collaboration with students, staff, parents, and community members with a focus on students thriving. All educational partners will be represented in a ELO planning meeting to understand what thriving means for Bostonia Global students, how we provide this support within our ELO program, and what actions need to take place to ensure this experience for every student school wide.

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.

Bostonia Global has a history of collaborating with non-LEA entities to administer and implement our ELO programs. Currently, Bostonia Global is working with a variety of partners to administer and implement programs during the school year, as well as during our summer program. These partnerships support extension and enrichment in athletics, dance, drama and theater production, science, robotics, coding, and engineering among others. Professional development and all ELO environments will be grounded in the research of whole child design and individual student growth.

10. Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Bostonia Global is continually reviewing and evaluating the success of all our ELO programs. Students are progress monitored to ensure that measurable gains are being made. Instruction and learning is based on diagnostic, summative and formative data. Students, staff and family input is used to design these programs, and surveys and data collection are part of our ongoing focus on improving program quality.

11. Program Management

Describe the plan for program management.

Two Bostonia Global ELO Program Coordinators will oversee the school wide program. Services will be determined by site input, including parents, students, and staff. Site opportunities will be offered based on this feedback and enrollment priority will be given to TK-6 students on campus, represented in the unduplicated pupil population (UPP). Each site will determine goals and metrics for providing a quality sited based ELO program that enhances overall student wellbeing. The program plan will be monitored and adjustments will be made based on goals reached and feedback from educational partners.

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.

Bostonia Global will create a single, comprehensive program for all before, afterschool, and intersession offerings. The requirements of all programs, such as our existing afterschool programs, (ASES) will be followed as we coordinate student offerings. Enrichment, recreation, and academics will be offered to expand our current Extended Day Program opportunities. The guidance of all funding sources will be followed within program integrations.

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?

The Bostonia Global ELO program will include offerings for both TK and Kindergarten students. Ratios of 10:1 will be maintained in these programs by enlisting both certificated and classified staff members. ELO Program coordinators will continue to review staff to student ratios to ensure compliance. Specific training will be provided to staff serving TK and K ELO programs to

ensure an understanding of the unique developmental needs of early learners. Curriculum and program activities will be aligned with the developmental and social emotional needs of TK and Kindergarten learners. Recommendations for activities, curriculum, and pedagogy will be provided by the Programs Early Childhood Leadership Team.

Sample Program Schedule

6:30 am-8:45 am - Homework Time, Quiet Activities, Yoga, Reading, Ted Ed & Coloring

8:45 am-9:00 am - Breakfast

9:00 am - School Starts

****All grades dismissal times vary****

The first 15 minutes of start of program: Snack time

After snack time they have free time on the playground until rotations start at 3:15 pm.

Enrichment/Academic Rotations: Every hour students rotate to different activities and also are being pulled for specific Academic Interventions. The following activities can occur during the rotations:

Arts and Crafts, Homework Time, Dance, Sports, Stretching, Coding, Robotics, Ted ED, Writing, Reading, Storytelling, Theater, SEL, Cooking, and Music.

3:15 pm - 4:15 pm - [One of the activities mentioned above]

4:15 pm - 5:15 pm - [One of the activities mentioned above]

5:15 pm - 6:00 pm - Clean up or Playground

Adherence to Additional Legal Requirements

Bostonia Global's ELOP will meet the following additional legal requirements for the ELO-P

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to

participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.