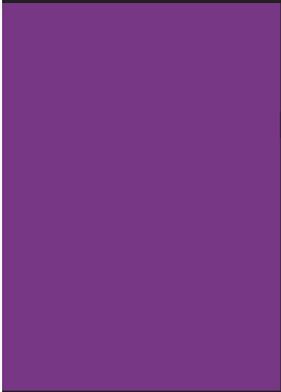


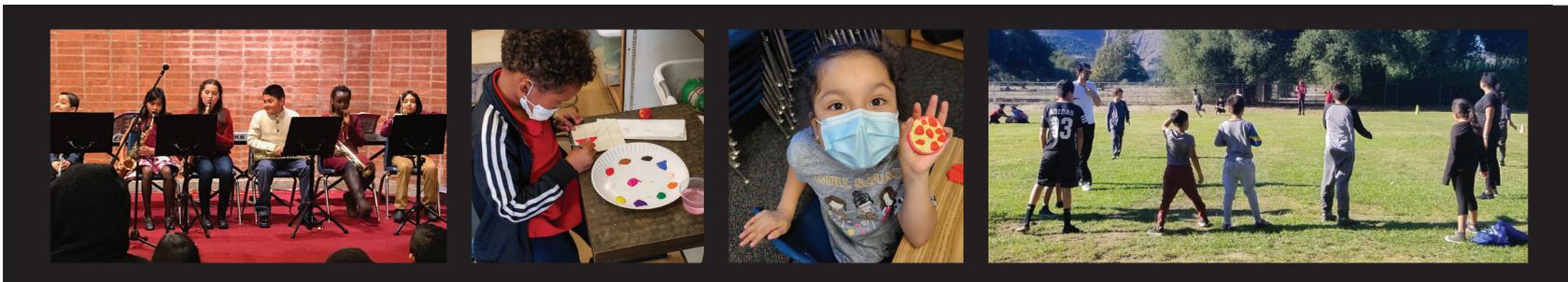


San Diego Expanded Learning Consortium



JANUARY 2020–JUNE 2021 REPORT

San Diego Expanded Learning Consortium



The San Diego Expanded Learning Consortium was formed in 1999 through a partnership between the San Diego County Office of Education (SDCOE) and the Children's Initiative. Interested and eligible school districts were brought together to be a part of the first regional Expanded Learning Consortium. Intentional outreach to several key, community stakeholders in the County was initiated to ensure success including the San Diego County Board of Supervisors, San Diego County School Boards Association, 9th District PTA, Region 18 Superintendents Council, San Diego Health and Human Services Agency, the Probation Department and the City of San Diego. The size and scope of the San Diego Expanded Learning Consortium has significant impact on policy and program development at the local, state and national levels.

SDCOE serves as both the grantee and fiscal agent, with the exception of San Diego Unified School District (SDUSD), and the Children's Initiative serving as the Consortium Lead. Consortium partners have been encouraged to share resources and best practices, eliminate duplication of efforts and work purposely in support of expanded learning programs in San Diego County.

The foundation and operation of the San Diego Expanded Learning Consortium was invaluable in addressing the unique needs brought on by the COVID-19 pandemic. The Consortium provided leadership, guidance, assistance and resources during the pandemic to more than 200 SDCOE grantee Local Education Agencies (LEA) and 115 SDUSD grantee elementary and middle school After School Education and Safety (ASES) and 21st Century Community Learning Center (CCLC) programs as they diligently focused on serving students, families and the community. ASES and 21st CCLC staff were well positioned to address the needs of students and families as schools transitioned to distance and hybrid learning.

The San Diego Expanded Learning Consortium is a distinct model for the development, management and sustainability of expanded learning programs and for building cross-system partnerships. All through the COVID-19 pandemic, the priority of the Children's Initiative and the SDCOE has been to support staff in offering high-quality, student centered programming for students and families during these unprecedented times.

Our Mission

- Provide youth with safe and enriching learning environments before and after school
- Provide outcome-driven academic assistance
- Create youth development and enrichment programming that fosters student resiliency and improves neighborhood safety

Funding History

With quality programs and dedicated advocacy, the San Diego Expanded Learning Consortium has successfully secured federal and state funding for local districts for more than 21 years.

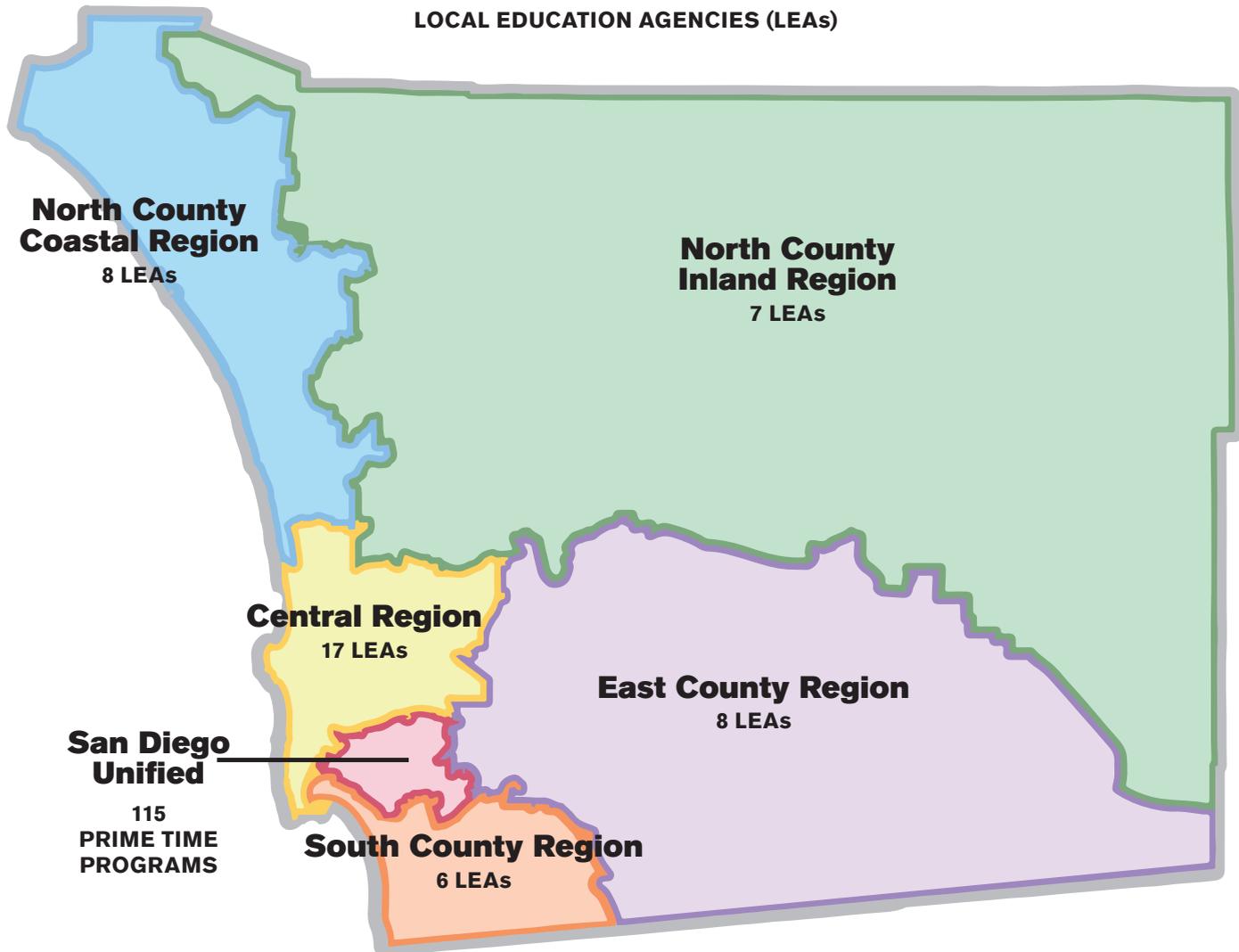
ASES: After School Education and Safety funded by the California Department of Education

21st CCLC: 21st Century Community Learning Centers funded by U.S. Department of Education

YEAR	ASES	21 st CCLC	TOTALS
97-14	\$511,557,218	\$28,518,642	\$540,075,860
14-15	\$27,956,301	\$330,000	\$28,286,301
15-16	\$27,915,599	\$330,000	\$28,245,599
16-17	\$27,791,877	\$330,000	\$28,121,877
17-18	\$30,469,360	\$1,377,027	\$31,846,387
18-19	\$30,809,135	\$2,227,268	\$33,036,403
19-20	\$32,679,975	\$2,380,440	\$35,060,415
20-21	\$32,448,258	\$2,222,940	\$34,671,198
TOTALS	\$721,627,723	\$37,716,317	\$759,344,040

San Diego County Regional Areas

LOCAL EDUCATION AGENCIES (LEAs)



San Diego Expanded Learning Programs Consortium Partner Districts & Charter Schools

- | | | | |
|--------------------------|---------------------------------|-----------------------------|-----------------------------|
| America's Finest Charter | Fallbrook Union Elementary | King-Chavez Primary Academy | Ramona Unified |
| Bonsall Unified | Gompers Preparatory Academy | La Mesa – Spring Valley | San Diego Unified |
| Borrego Springs Unified | Harriet Tubman Village Charter | Lakeside Union | San Marcos Unified |
| Cajon Valley Union | Hawking S.T.E.A.M. Charter 2 | Lemon Grove | San Ysidro |
| Carlsbad Unified | High Tech Middle | Magnolia Science Academy | Santee |
| Chula Vista Elementary | Holly Drive Leadership Academy | San Diego | South Bay Union |
| Darnall Charter | Julian Union Elementary | McGill School of Success | Sweetwater Union High |
| EJE Elementary Charter | Keiller Leadership Academy | Monarch School | The O'Farrell Charter |
| EJE Middle Charter | King-Chavez | Mountain Empire Unified | Vallecitos Union |
| Empower Language Academy | Academy of Excellence | Museum School | Valley Center-Pauma Unified |
| Encinitas Union | King-Chavez | National | Vista Unified |
| Epiphany Prep Charter | Arts & Athletics Academy | Oceanside Unified | Warner Unified |
| Escondido Union | King-Chavez Preparatory Academy | Poway Unified | |

San Diego Expanded Learning Consortium: A Response To Meeting Student Needs During COVID-19 School Closures

The San Diego County Office of Education (SDCOE) Expanded Learning team convened regional district meetings to discuss the impacts on programming and to gather feedback on the “look and feel” of expanded learning programs in the COVID-19 environment. The following list was curated through a self-organized, cross-collaborative expanded learning system that was developed in real time. District input coalesced around a social-emotional emphasis that was codified by SDCOE across three strands of learning: social-emotional, innovative and collaborative. The SDCOE Expanded Learning team supported the flexible governance structures set forth by the CA Department of Education. To this end, guidance and technical support was provided to adhere to fiscal/grant management processes. Guidance on use of funds for the 2019–20 fourth quarter, focused on one or more of the following areas:

- Childcare: Supporting of children of essential service workers
- Virtual Expanded Learning: Pivoting to online supports focused on social emotional well-being
- Professional Development: Identifying gaps in services and providing professional development to increase program quality
- Equipment: Purchasing supportive equipment to enhance programming and serve student needs

ALTERNATIVE EXPANDED LEARNING OPPORTUNITIES INCLUDE:

Examples of Programming/Service Delivery <i>Delivered by:</i>	ASES <i>District or CBO Staff</i>	21st CCLC <i>District or CBO Staff</i>
Child Care Provided to Essential Workers		
<ul style="list-style-type: none"> ▪ Staff support delivery of emergency childcare services ▪ Staff support the educational and enrichment components of child care 	✓	
Virtual Expanding Learning (focused on social emotional, innovation and collaborative learning) Provided to Students		
Virtual mentoring and/or tutoring services	✓	✓
Development of fixed schedule of programming that can be accessed by families (educational and enrichment activities)	✓	✓
Book Club/Story Time	✓	✓
Personal communication with parents and families	✓	✓
Self-organized learning – students are given a task and come together to share with the group	✓	✓
Preparation of activity packets that are provided to students weekly (this is for homes with no internet access)	✓	✓
Staff collaboration with core day teachers to assist with distance learning	✓	✓
Creation of art kits that are delivered to homes	✓	✓
Online fitness programs (e.g., Studio Sweat)	✓	✓
Virtual art gallery – connecting students with local artists	✓	✓
Emerging skills where students (and parents) can understand careers	✓	✓
Virtual enrichment experiences	✓	✓
e-gaming	✓	✓
“Back-to-Basics” learning (e.g., cooking, sewing, how to tie knots, survival skills, health, etc.) delivered through online platforms	✓	✓
Virtual engagement classes (e.g., tap dancing, music, etc.)	✓	✓
Professional Development Provided to Expanded Learning Staff		
Staff participate in professional development on various topics and are asked to apply their learning to enhance expanded learning services	✓	✓
Equipment Provided to Students		
Other equipment can include musical instruments, art kits, fitness equipment, books, games/puzzles, foreign language software, camera, laptop, video game equipment or software	✓	✓

The Children's Initiative

The Children's Initiative is a San Diego based nonprofit child advocacy agency. The Children's Initiative is dedicated to assisting children and families thrive by providing education, advocacy, cross system collaboration and training to schools, community organizations, government agencies, elected officials, businesses and parents.

To meet the needs of the San Diego Expanded Learning Consortium during the COVID-19 pandemic, the Children's Initiative provided technical assistance and resources to 27 school districts and 20 charter schools at more than 310 elementary and middle school After School Education and Safety (ASES) programs and 21st Century Community Learning Center (21st CCLC) programs. The Children's Initiative provided continuous assistance to expanded learning staff from January 2020–June 2021, as they unexpectedly had to adjust and redirect their programming during the COVID-19 pandemic.

The collaborative community partnerships the Children's Initiative has developed were instrumental to accessing resources and leveraging assets to advance programming and services of expanded learning during these challenging times.

As expanded learning programs (ExL) suspended in-person operations, the Children's Initiative delivered technical assistance virtually to ASES and 21st CCLC staff as they guided hybrid and remote programming and sustained positive relationships with students, families and the community during the COVID-19 pandemic.

The Children's Initiative put forth the following support for ExL students and families:

- A variety of donated, educational resources for ExL including academic virtual enrichment opportunities, art/recreation/STEM/cooking enrichment kits for students, hand sanitizers, reusable ice packs, art supplies and XTRA Weekly, a web-based literacy curriculum
- More than 34,000 new books from the Molina Foundation's Families Reading Together campaign
- More than 4,700 new books from Barnes and Noble's 2020 Holiday Book Drive
- 1,250 gently used books and 1,880 magazines from the San Diego County Library
- 1,600 families each received a \$50 Visa gift card
- The AARP Foundation Experience Corps. Scaling Reading Success Program was implemented at 8 school sites within 2 districts and 5 charter schools. Tutors worked with 200 ExL students in-person and virtually to provide reading support



PROFESSIONAL DEVELOPMENT: A total of **796** ExL practitioners participated in **33** in-person and virtual professional development opportunities



SITE VISITS: Conducted **77** virtual meetings, observations and in-person site visits to ASES & 21st CCLC programs



IN-KIND: Procured **\$341,598** of donations



ELECTED OFFICIAL REPRESENTATIVE ASES EXL VISIT: Carolina Goding, Field Representative, Office of Assemblywoman Lorena Gonzalez, 80th District, visited Ocean View Hills Elementary School, San Ysidro School District



san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIESSM

The San Diego County Office of Education Expanded Learning team was proud to support and work alongside Consortium partners to create, innovate and reimagine expanded learning programs. To this end, SDCOE is excited to report on the outcomes.

DISSEMINATION OF INFORMATION

Harnessing the power of the Consortium to disseminate timely information proved extremely beneficial since last spring. Specifically:

- Provided updated guidance regarding executive orders, waivers, etc., as it became available
- Provided four Relaunch Sessions accompanied by meetings as sites learned to navigate within the waivers set forth by SB 98
- Made checklists available to District Contacts throughout the year regarding pending items

EMERGENCY CHILD CARE

Although ASES programs are educational enrichment programs, the COVID-19 pandemic prompted executive orders that allowed funding to support emergency child care efforts. SDCOE's leadership:

- Coordinated supports and information regarding emergency child care and its implications on ASES programs
- In conjunction with SDCOE Early Ed, developed emergency child care toolkits, check-off lists and templates for district and charter school consumption
- Provided ongoing technical support to ASES sites to understand and adhere to health and safety code

DISCOVERING NEW ALTERNATIVES TO OUR WORK

Just as the sites discovered new ways of implementing programs and services, SDCOE utilized creativity to yield the following:

- Provided LEAs with 10 online learning modules to assist with attendance procedures, match requirements, dual funded sites, pre-participant template and more!
- Led the development of an online registration system for school sites in Cityspan
- For 2020–21, SDCOE responded to over 1,300 technical assistance requests for customized support to districts and charter schools
- Initiated an electronic process for the development, processing, tracking and execution of 98 Memorandums of Understanding between SDCOE and LEAs
- Facilitated collegial conversations as districts/charter schools developed innovative programming
- Created the Alternative Direct Services for expanded learning programs that was distributed throughout the state
- Provided 67 professional learning opportunities that were attended by 858 participants
- Leveraged SDCOE resources to develop and provide key resources for AB 86 Expanded Learning Opportunities funding

RAISING THE BAR FOR OUR COLLECTIVE WORK

The Continuous Quality Improvement (CQI) process is not only required of expanded learning but also vital to its effectiveness. SDCOE's leadership resulted in the following:

- Developed the Quality Action Plan (QAP) process focusing on communication and collaboration, as directed through stakeholder feedback
- Guided sites through various exercises at monthly meetings to explore the Consortium's CQI process
- Shifted from CQI process (tied to general quality standards) to a robust and comprehensive CQI Growth plan, which is focused on growth over a 3–5 year period
- Increased understanding of communication and collaboration at the district/site level by developing two new instruments for collecting data: Communication Map and The Big Why
- Provided opportunities for district contacts to explore and record their 'why' in an effort to build the foundation for mission, vision and purpose of programs
- Increased understanding communication and collaboration paths among SDCOE partners and made micro changes to build capacity over time

SYSTEM OF SUPPORT FOR EXPANDED LEARNING (SSEL)

Our Consortium sites were supported by the SSEL in the following ways:

- A total of 185 participants from San Diego engaged in the STEAM Conference. This 5-day professional learning experience for site staff provided 47 workshops, all workshops were recorded and made available to expanded learning staff
- Developed and archived 10 STEAM Bite videos to encourage engaging activities and learning in out-of-school time hours
- Hosted a Principal's network session to deepen the link between the school day and expanded learning participants
- Engaged emerging expanding learning leaders in the School of Leadership and Facilitation
- Wrote and secured the Million Girls Moonshot grant, which provided the Tech Adventure Series focused on computer science professional learning. A cohort of four district teams, with 25 participants from different expanded learning programs engaged in this project. An estimated 534 students will benefit from the staff's learnings



Our Expanded Learning team scripted and recorded 10 professional learning modules. The topics include:

- Introduction to Cityspan for Virtual Programming
- Introduction to Manual Revision Guidance
- Attendance Guidance for In-person ASES and 21st CCLC Activities
- Match Requirement Guidance
- Dual Funded Sites Training
- Online Registration (Part 1 & Part 2)
- Pre-participate Template Guidance
- Summer Supplemental Funding Training
- 85-15 Reports

Continuous Quality Improvement

The California Department of Education (CDE) requires all ASES programs to engage in a Continuous Quality Improvement (CQI) process. Over the past year, SDCOE led the Consortium's shift from a CQI process tied to general quality standards to one that identifies key drivers of excellence in programming. Deep discussion facilitated at District Contact meetings led to the creation of the CQI Growth plan, which is focused on program growth through exploratory review, rather than just improvement. San Diego County has the opportunity to understand and explore continuous quality improvement processes in expanded learning programming because of its unique Consortium model. Over the course of 3–5 years, LEAs will participate in a “self-study” to determine areas of change, improvement, and growth. Through this process, trends can be understood in a deeper way, which lends itself to have a broader collective impact.

In 2019–20 the Consortium solicited feedback from LEA district contacts to determine needs and areas of focus for 2020–21. Stakeholder feedback identified two common gaps that impact quality: communication and collaboration. In the summer of 2020, the SDCOE and the Children's Initiative engaged in review of CQI processes, which revealed a need to focus on two programmatic Quality Standards for Expanded Learning: Quality Standard 8 *Clear Vision, Mission, and Purpose* and Quality Standard 11 *Program Management*. Collaborative efforts resulted in:

- Alignment of standards to a robust CQI Growth Plan
- Operationalization the CQI Growth Plan utilizing a new yearly Quality Action Plan (QAP) focusing on specific metrics
- SDCOE's development of two new instruments to collect data specifically to support the CQI Growth process, which includes use of a novel data visualization method for understanding collaboration (Communication Map) and understanding communication anchored through the exploration of purpose (the Big Why)

Quality Action Plan = CQI Growth

A Continuous Process

We are growing along with you. But it all starts with all of us reviewing, understanding, and being curious about what we do, how we do it, and why we do it. Once we have collected the information we need to answer these questions, we try new things and start the process over again each year.



To develop understanding of the foundational components leading to program excellence, the annual stakeholder surveys were recalibrated to include questions that could help the Consortium understand how communication and collaboration processes, mission and purpose of expanded learning programs and overall program management were understood by students, parents, program staff and site administrators during the pandemic. From late May to the end of June 2021, program participants accessed the survey disseminated by our partner, Educational Resource Consultants (ERC).

SURVEY RESPONDENTS:

- Students: 746
- Parents: 696
- Teachers: 384
- Site Administrators: 95
- Program Staff: 375

HIGHLIGHTS GATHERED FROM STAKEHOLDER FEEDBACK

STUDENTS

Programming during COVID-19

- 52% of student respondents attended in-person programming
- 39% of student respondents attended both in-person and virtual programming
- 93% of student respondents liked seeing their friends
- 95% of student respondents felt positive about their before/after school programming during COVID-19

The importance of relationships, trust and connections with staff

- 91% of students indicated that they liked seeing program staff
- 61% of respondents indicated that their program was creative, exciting and safe
- The majority of respondents liked attending the program on campus

When asked what students wanted in their programming, they responded:

- "To do projects to build things"
- "Go on field trips"
- "To learn how to make more friends and have different activities we can play together"
- "Math games"
- "More time to talk about topics"
- "More adventure"
- "More outside activities"
- "More time with friends and teachers without the COVID around"
- "More art activities and projects"

PARENTS

Programming during COVID-19

- 66% of parent respondents stated that their child's expanded learning program focused on "care & supervision" and "enrichment" during COVID-19
- 81% of parent respondents agreed or strongly agreed that their child's expanded learning program met their expectations during COVID-19
- 88% of parent respondents agreed or strongly agreed that their child enjoyed the expanded learning program during COVID-19
- 85% of parent respondents agreed or strongly agreed that their child was excited to participate in the expanded learning program during COVID-19

The importance of relationships, trust and connections with staff

- 85% of parent respondents rated the strength of communication a 4 or 5 on a scale (with 5 being "strong")

When asked what they wanted to see in programming, they responded:

- Better nutrition and physical activity practices
- Creating more active and engaged learning
- Developing 21st century skills
- Intentional opportunities for students to design their program
- More attention to diversity and inclusivity

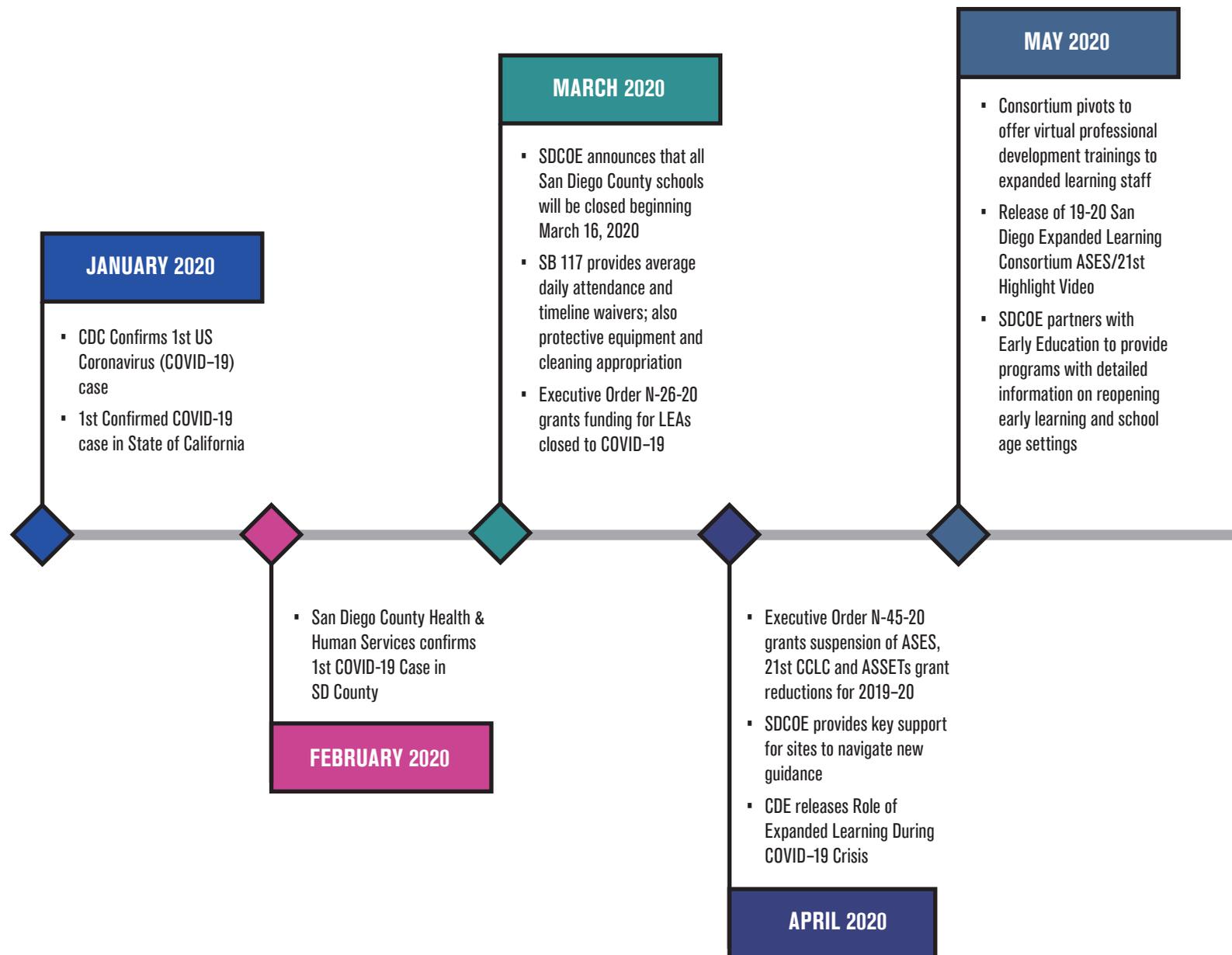
SITE ADMINISTRATORS

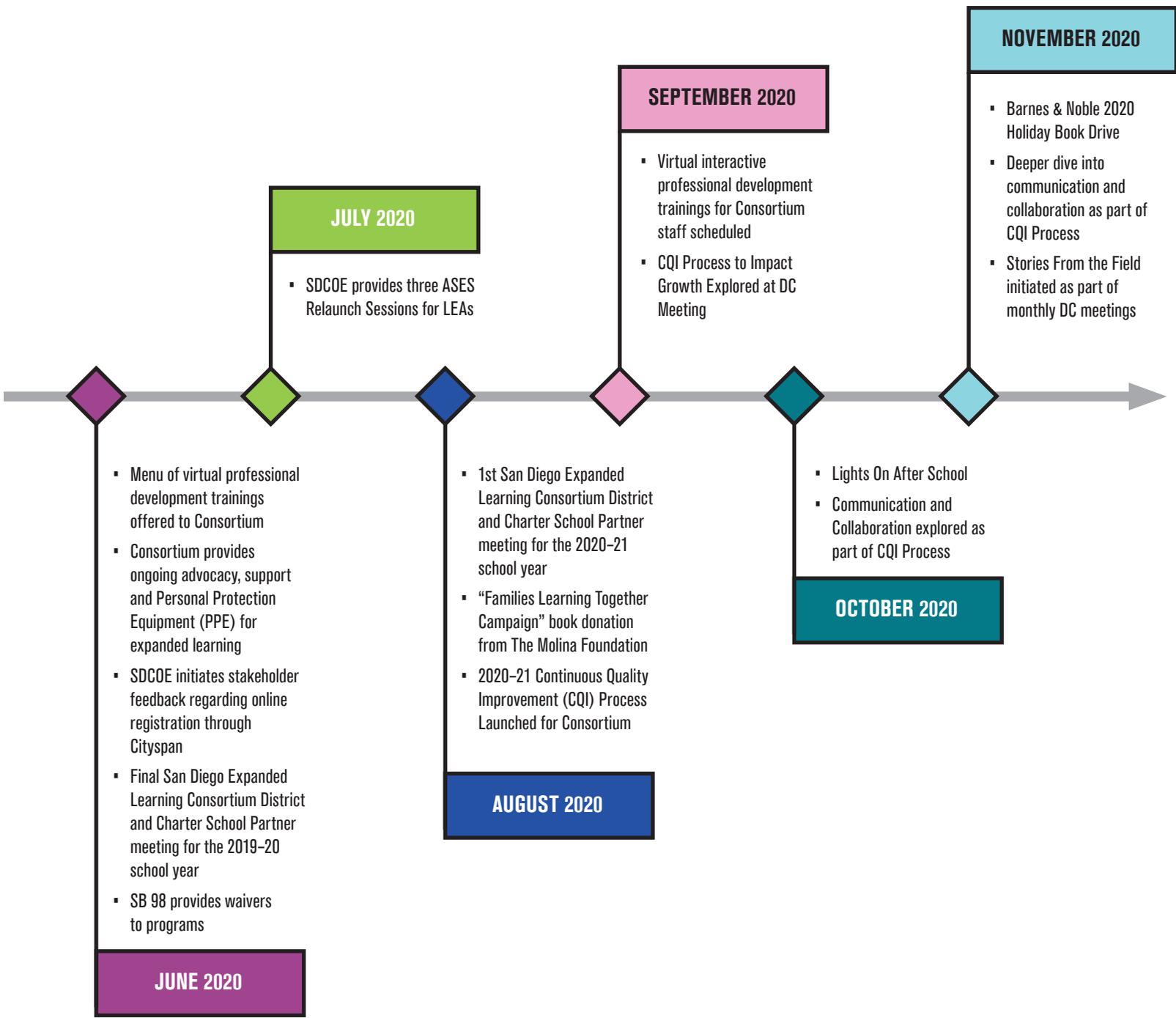
Programming during COVID-19

- 53% of site administrators played a role in the planning of expanded learning programs during COVID-19
- Over 85% of site administrators rate the interactions with their school's expanded learning team during COVID-19 as "strong"

January 2020–June 2021 San Diego Expanded Learning Consortium COVID-19 Response Report Timeline

The San Diego Expanded Learning Consortium was activated to provide urgent support to sites in order to effectively meet the needs of students as the COVID-19 pandemic unfolded. The strength of the Consortium was tested by the pandemic and proved resilient. Below are some key events that provided space for opportunities to come to life, all while relying on our communication and collaboration.





JULY 2020

- SDCOE provides three ASES Relaunch Sessions for LEAs

SEPTEMBER 2020

- Virtual interactive professional development trainings for Consortium staff scheduled
- CQI Process to Impact Growth Explored at DC Meeting

NOVEMBER 2020

- Barnes & Noble 2020 Holiday Book Drive
- Deeper dive into communication and collaboration as part of CQI Process
- Stories From the Field initiated as part of monthly DC meetings



- Menu of virtual professional development trainings offered to Consortium
- Consortium provides ongoing advocacy, support and Personal Protection Equipment (PPE) for expanded learning
- SDCOE initiates stakeholder feedback regarding online registration through Cityspan
- Final San Diego Expanded Learning Consortium District and Charter School Partner meeting for the 2019-20 school year
- SB 98 provides waivers to programs

JUNE 2020



- 1st San Diego Expanded Learning Consortium District and Charter School Partner meeting for the 2020-21 school year
- "Families Learning Together Campaign" book donation from The Molina Foundation
- 2020-21 Continuous Quality Improvement (CQI) Process Launched for Consortium

AUGUST 2020

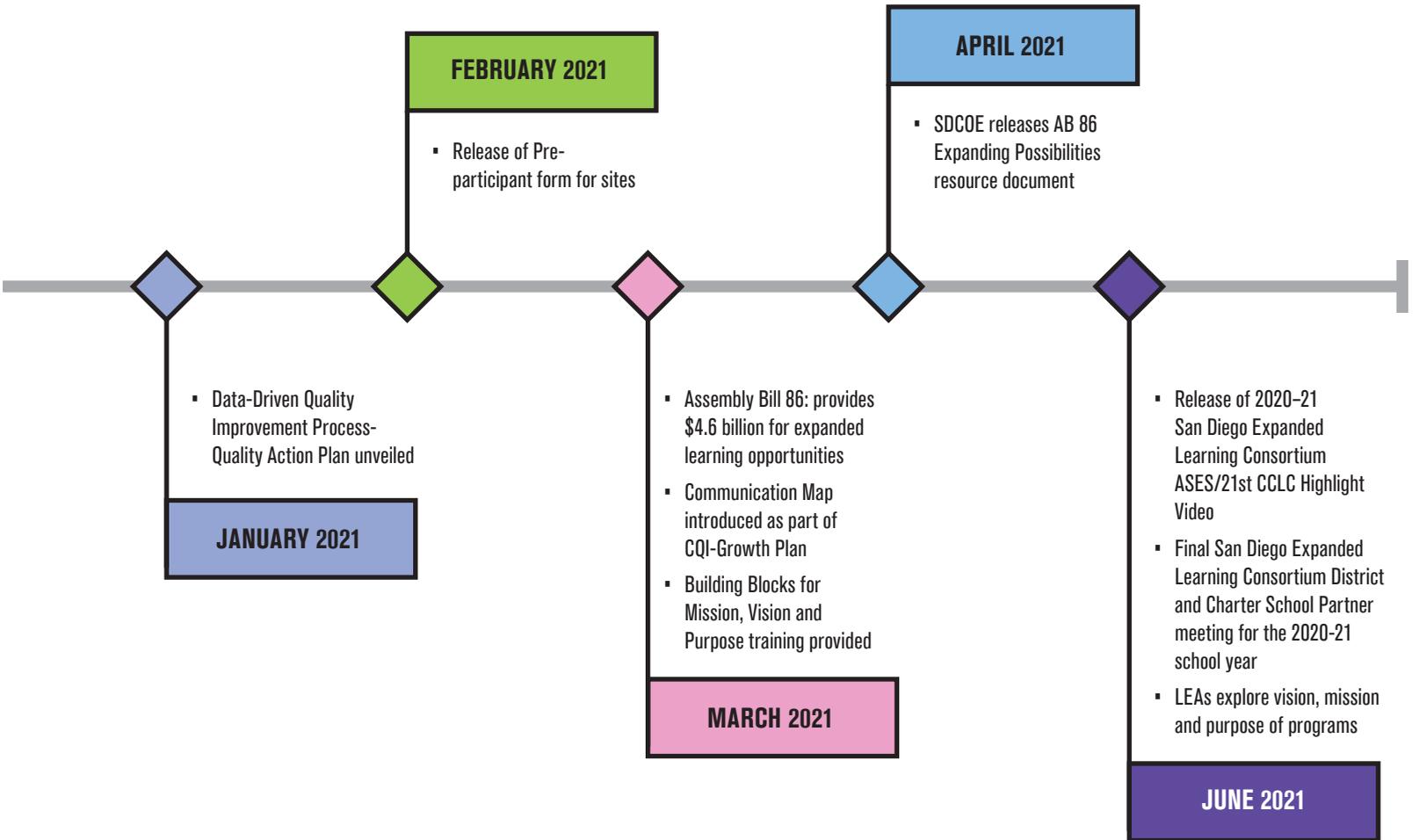


- Lights On After School
- Communication and Collaboration explored as part of CQI Process

OCTOBER 2020



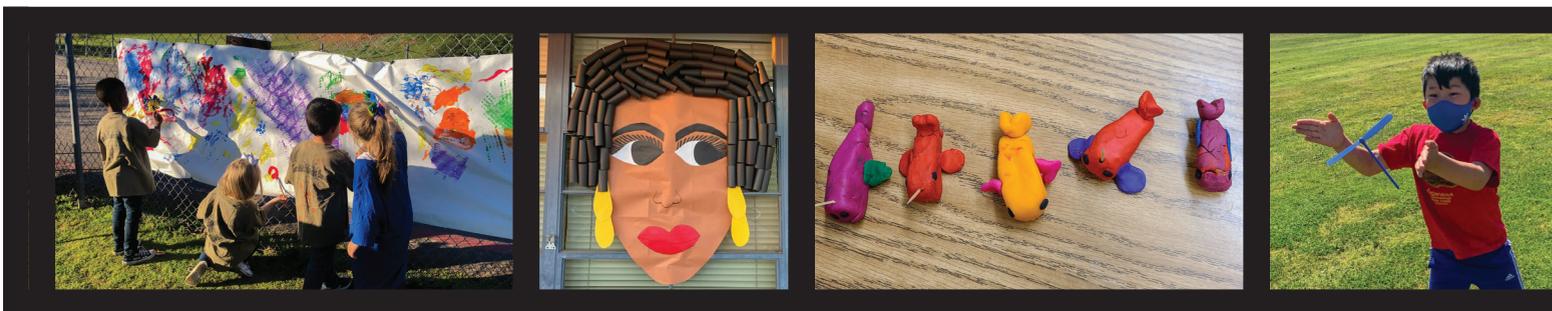
Timeline continued



San Diego Expanded Learning Consortium: Responding To The COVID-19 Pandemic

World-wide pandemics create a chance to unify against a common enemy. 2020 will never be forgotten as it was a year of tremendous loss and sorrow, experienced alone by many and a new normal that never really felt normal. COVID-19 generated a multitude of barriers for students and families and exacerbated preexisting ones for San Diego County's most vulnerable populations. Conversely this public health crisis provided new opportunities to become more adaptive, be innovative and identify best practices that will continue to be relevant long after the crisis passes. As the State of California mandated school closures, the priority became identifying the best supports for students while being sheltered at home.

In lieu of a traditional San Diego Expanded Learning Consortium Annual Report, this year's Report highlights examples of San Diego Expanded Learning (ExL) programs' responses to the pandemic. Educators and staff from After School Education and Safety (ASES) and 21st Century Community Learning Center (CCLC) programs quickly and creatively pivoted in all sorts of ways. As an essential resource for students and families, ExL programs helped ease the impacts of school closures and the return to in-person learning. For instance, providing child care to essential workers; distributing and delivering meals to families who are struggling; providing internet hotspots to families without internet; and even bridging social services with hard-to-reach families. All the while, offering emotional support and connection virtually and in-person, which is vital in times of social distancing. The extensive services provided by ExL programs are especially important as San Diego County works to rebuild and return stronger than before COVID-19.



Borrego Springs Unified School District

The 2019–20 school year began as usual for the Borrego Springs Unified School District (BSUSD). The After School Education & Safety (ASES) elementary and middle school expanded learning programs offered an assortment of enrichment activities for students including computer lab, dance, art, homework assistance, outdoor activities/sports, Accelerated Reading, Junior Rangers, cooking, photography and more. The ASES dance team performed at several community events; the ASES photography class enjoyed a few educational enrichment trips and some students had their photos entered in an art show at the local art institute.

Friday, March 13, 2020, everything changed for BSUSD staff, students and families. All schools closed for an indefinite period and instruction immediately transitioned to distance learning. This move was a huge challenge for staff, students, teachers and parents. The ASES team collaborated with the Superintendent, principals and community partners to identify how ASES could continue to support students and families.

In partnership with principals and the transportation department, the ASES team sent home activity packets for every student. Even though virtual programming was new to the team, they developed and implemented engaging videos and enrichment activities and prepared supplies and materials for all students. They also sent educational games to each family, made phone calls, sent postcards and did check-ins with students. Parents were grateful for all the support. The ASES team participated in core day Zoom classes to support teachers and offer students extra help.

During the 2020–21 school year, the ASES team continued to provide services via hybrid and distance learning as COVID-19 continued. The communication and collaboration among the BSUSD, school principals and ASES teams significantly increased as everyone united to ensure students and families received the assistance they needed during this difficult time. The expanded learning staff has been amazing, adapting to meet the needs of students and families. BSUSD is very proud and grateful for all they have done in partnership to serve the community during the COVID-19 pandemic.



Holly Drive Leadership Academy

With the decision to close schools due to the unprecedented global pandemic, the After School Education and Safety (ASES) program at Holly Drive Leadership Academy (HDLA) was challenged as to the role staff would have with students required to stay home. The situation was unique with limited guidance and understanding as to what would happen. It was determined at the beginning of the pandemic, ASES staff would use the time to focus on professional learning to be better prepared to serve students, families and the community. ASES staff attended and participated in various trainings and workshops to be ready to refine the work the staff would take on to support students and a smooth transition to reopening and recovery.

ASES staff began offering virtual services for students the first week of August 2020. The primary role of the ASES program was to provide virtual academic and social emotional assistance as well as enrichment opportunities for students; services included:

- A tutoring program to help students with their classwork and their homework.
- An art club was established to give students a way to express themselves artistically.
- A science club was implemented to promote science literacy and skills in students through hands-on science activities and projects.
- A physical fitness program was implemented daily to ensure students were up and moving in a structured manner to offset the sedentary lifestyle due to the pandemic.

Holly Drive Leadership Academy's ASES program continued to use a distance learning model through the 2020–21 school year. On April 12, 2021, HDLA's ASES program began providing in-person service for students via a hybrid model utilizing the traditional before and after school program hours. The hybrid schedule varied by grade.

The highlight for ASES staff was the ability to successfully transition to virtual and hybrid enrichment programming in order to continue interaction and engagement with students despite the disruption of the COVID-19 pandemic.



Julian Elementary and Julian Jr. High

At the onset of the COVID-19 pandemic, the Julian Union School District in partnership with Julian Pathways prioritized supporting their students, families and community. Upon notification of school closures, all instruction was delivered via distance learning. Julian Elementary School and Julian Junior High expanded learning staff immediately began developing virtual expanded learning programming.

The greatest challenge facing expanded learning staff was the significant territory the Julian Union School District spans. The great distances students must travel to reach the schools is significant. The pandemic seemed to accentuate the distance and made the separation of students from their peers and staff even more distressing.

Expanded learning staff created a weekly expanded learning newsletter to maintain communication with students and families. The newsletter kept students and families up to date with all community resources and expanded learning program services available.

Expanded learning staff provided a variety of support services to students and families during school closures, including:

- Virtual enrichment activities and videos were created including arts & crafts, STEM, Physical Education, educational games, tutor time, dance clubs, student writing clubs, student art clubs, baking videos and virtual tours.
- Weekly delivery of activity STEM and arts & crafts kits.
- Weekly distribution of free breakfast and meals and the Feeding San Diego Food Boxes.
- Thanksgiving meal preparation for 10 families.
- Christmas present distribution to more than 120 children.
- Easter basket assembly and delivery in partnership with the Women's Club and a volunteer Easter bunny.
- More than 100 jackets to students through the Winter Warmth program.
- New bicycles gifted to all 3rd grade students.

To broaden the services and resources accessible to the Julian community, the Pathways Op Shop – A Place for Opportunities, was opened. The Op Shop is a thrift store that offers merchandise at a very reasonable price, something extremely important to Julian's isolated, rural community. Along with the Op Shop, a food pantry and diaper bank were set up in response to the increasing needs of the community. Staff were instrumental in getting these projects up and running. A definite highlight during the COVID-19 pandemic has been the ability of the ASES and 21st CCLC to maintain a continuum of services for students, families and the community.



Keiller Leadership Academy

Keiller Leadership Academy (KLA) Extended Day Program (EDP) staff pride themselves on intentionally creating a fun, caring and safe program with a wide range of engaging enrichment activities for K-8th grade students. KLA has an amazing EDP Coordinator, Esperanza Roberge, who leads the team with passion. Mrs. Roberge has established a cooperative rapport with students, parents, teachers and administrators which fosters a seamless partnership between the core day and the EDP. The EDP staff collaborates with core day teachers and administrators to ensure students receive the academic support they need. More than half of EDP staff work during the core day as instructional assistants, which strengthens the internal partnership between the core day and EDP.

The 2019–20 school year changed abruptly once KLA closed due to the pandemic. As a result, all instruction was provided via distance learning. The EDP team immediately stepped up, set aside their own fears and concerns and changed the EDP to distance learning to make sure students could continue learning and stay connected with staff and friends. The EDP team embraced the new, remote programming and explored technology platforms to keep students motivated and engaged. The transition to distance learning challenged staff to think outside the box by researching and developing online activities such as art projects and cooking club to keep students engaged.

EDP staff adjusted to distance learning while still providing a welcoming and enriching learning environment. For example, before the pandemic, Ms. Linda's Red Group was a very hands-on and active group. Her programming goal was to continue providing engaging activities in distance learning as she did when they were in-person. At the start of the pandemic, it was difficult to keep

the students online; Ms. Linda had to be creative to keep her students interested. Student input was key to the success of the Red Group. Ms. Linda listened to her students' input when developing different activities. Even in distance learning, EDP enhanced student learning and was a safe space for students to interact and have fun with peers.

The relationships between EDP staff and students proved key in providing a successful online program. The well-being of students and families is a priority for EDP. Distance learning exemplified the importance of caring, positive relationships between EDP staff and students and gave students opportunities to share their interests and their concerns. During distance learning, EDP staff fostered enhanced personal connections and communication with students. Students have been excited to share their home life and family interactions, including their pets, with staff. Mrs. Perez led the EDP cooking club and was intent on maintaining contact with her students as much as possible. Students who participated in the cooking club were also encouraged to write about their cooking experience.

Our parents are grateful and happy with the work and support the EDP team provides to their children. A few comments include:

"I believe the program is an amazing extension to the academic KLA program. Students in this program continue to learn and create amazing experiences after school."

"Azul loves EDP. She loves doing arts and crafts and likes the fact that she can also be interacting with her friends at the same time. Sometimes I cannot get her to leave EDP. She loves cooking club and her little sister does too! I think Jeopardy is great because they learn from it and Azul is very competitive, so she gives it her all. I am amazed by all that your team does. I cannot thank you all enough. Keep up the great work!"

"I'm really impressed. You are doing what you can under the circumstances. I really appreciate the above and beyond effort that you are making regarding providing art supplies for their projects. I love that my son has cooking class and PE as well. You are helping me be able to work by keeping him busy and socializing with him. Without EDP, I would not be able to work effectively. Thank you all."



Lemon Grove School District

The Lemon Grove School District Extended Day Program (EDP) team stepped up and was ready to support students, families and the community at the beginning of the COVID-19 pandemic. As all schools transitioned to distance learning, the EDP team helped prepare and distribute student Chromebooks in partnership with the district's technology department. The EDP team also distributed food at various meal distribution events which provided valuable opportunities to strengthen relationships with students and families.

As the pandemic continued the services of the Extended Day Programs evolved. The 2020–21 school year began in distance learning and the need for enrichment and a sense of connection for students was great. Services included:

- In August, the EDP team prepared "Power Packets" for students with project supplies for a 2-week interval. The "Power Packets" included supplies for STEM, Art, Physical Activity, Performing Arts, Social-Emotional Well-Being and virtual field trips. Upon completion of each project, students could submit photos via Class Dojo to participate in on-going virtual raffles.
- In September, EDP launched a YouTube Channel, "The Grove," which provided EDP staff another mode of connection with students at home. EDP students and families had the ability to participate in the enrichment activities available on "The Grove" at a time most convenient for them.
- In October, the Lemon Grove Academy Elementary School welcomed two small cohorts of students back to campus who had been sheltering at home since March 2020. Upon arrival, students' faces lit up from behind their masks and their parents were just as happy and grateful.

- In December, live EDP virtual enrichment clubs including Lego Club, Cooking, Gaming Club, STEM, Origami, Film Club and Trivia were launched district wide. The live enrichment clubs provided a welcoming space for students to interact, converse and feel a sense of belonging during such uncertain and trying times.
- In December, EDP staff coordinated and hosted a drive-through “Whoville” event, inspired by “The Grinch Who Stole Christmas,” by Dr. Seuss. Students and families enjoyed a variety of creative displays, music, special giveaways and new books to promote winter break reading.

While core day instruction was limited to distance learning, EDP staff were well positioned and ready to have small groups of students return to campus for in-person enrichment and social emotional support. The Lemon Grove School District gradually provided in-person service at other campuses until the district fully transitioned into hybrid learning in April 2021.

As schools begin to re-open, the Lemon Grove School District EDP is equipped to continue to meet the needs of students, families and the community. The EDP has been leaders in safely returning students to campus and supportive partners to the core day. During the pandemic, the EDP team came through and exemplified their value to the school community.



Oceanside Unified School District

Oceanside Unified School District (OUSD) upheld its mission and vision for students during COVID-19. In partnership with our expanded learning leaders, OUSD maintained a continuum of services to support students, families and communities during school closures.

As schools transitioned to distance learning at the beginning of the state-mandated quarantine, expanded learning partners supported the district’s efforts by:

- Notifying families to provide iPads and Chromebooks so students could engage in distance learning and enrichment opportunities.
- Disseminating information regarding internet connection for families through a local cable provider and/or a hotspot device.
- Daily lunch distribution by providing art and school supplies, personal protective equipment (PPE) and weekly calendars detailing virtual activities and events.

During the shift to distance learning, expanded learning leaders adjusted how they interacted and engaged with students. A virtual enrichment framework was created offering a variety of synchronous and asynchronous opportunities for students including art, drumming, dance, talent shows, scavenger hunts, cooking club and tutoring. Due to strong, established community relationships, expanded learning leaders were a valuable resource in connecting with families and maintaining positive relationships with students during a time of uncertainty. They became advocates of students in need of academic support or mental health resources. During daily check-ins and enrichment activities, students were able to reach out to expanded learning leaders for social emotional support and to build community with their peers.

At the beginning of the 2020–21 school year, the OUSD utilized After School Education Safety program (ASES) and Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funds to offer the Expanded Enrichment Program (EEP), which provided in-person academic support and enrichment opportunities for students. Under the guidance of the California Department of Education (CDE), California Department of Public Health (CDPH) and direction from San Diego County Office of Education (SDCOE), expanded learning leaders supported small cohorts of students at each elementary school. Students identified as foster/transitional, low income and essential worker families were given priority enrollment. When additional funding became available, OUSD expanded the program to support more students and offered tutoring and enrichment opportunities at the middle and high school level through the Secondary Learning Centers (SLC).

Both the EEP and SLC leaders created opportunities for prioritized students to interact with their peers in a safe space and provide support for essential worker families. Families, school administrators and staff acknowledge students participating in the EEP and SLC have shown an increase in their attendance, academic achievement and overall social emotional well-being.

Reflecting on the impact of the pandemic, OUSD expanded learning leaders have reimagined how to offer quality academic, enrichment and social-emotional support virtually, in small cohorts to meet the needs of their students and families.



San Ysidro School District

The San Ysidro School District (SYSD) pivoted to distance learning upon learning that schools would be closed due to COVID-19. There were several questions and uncertainties as to the role ASES and Literacy Enrichment Arts programs would have. Our ASES programs are branded as the Literacy, Enrichment, Arts Program (LEAP) at elementary schools and Learning, Eager, Artistic, Driven (LEAD) programs at middle schools. Both programs and services would have to be modified to meet the immediate needs of students, families and the community. A virtual homework assistance program (VHA) was quickly established to ensure students completed their home learning packets.

All LEAP and LEAD staff received district Google accounts, which allowed them to maintain contact with students. To ensure students had plenty of opportunities to connect with staff, the VHA program operated at each school from 12:00 p.m.–6:00 p.m. through the end of the 2019–20 school year.

The 2020–21 school year started with the utilization of new safety guidelines for programming. The SYSD immediately began to plan, create and implement the Distance Learning Support Program (DLSP). Due to childcare concerns and needs, an extensive exploration of viable options led our district, in partnership with the YMCA, to serve a limited number of students from the neediest families each day, 7:30 a.m.–4:00 p.m. Virtual tutoring would continue to be provided to all students in need of those services.

With SYSD teachers providing remote instruction daily, the DLSP provided safe structures and engaging, learning environments to support instruction. Each school's instructional leader collaborated closely with their LEAP/LEAD staff. Consistent, daily instructional schedules for each grade level were shared with the LEAP/LEAD teams. The teams established defined routines to ensure students were ready to access remote instruction each day. When synchronous learning was not in session, the LEAP/LEAD teams facilitated asynchronous learning, social-emotional and recreational opportunities. Each school provided logistical support in several areas, including but not limited to disinfecting, health screening/check-in, 1:1 student support, health maintenance, monitoring students who are sick, meal support, etc.

To address the need for virtual tutoring for students, the SYSD developed a virtual tutoring program in partnership with Macbeth Academy, an accredited virtual K-12 school. This program was launched on December 7, 2020, operating five days a week, 2:15 p.m.–5:15 p.m. Five tutors were assigned to each elementary school and two tutors were assigned to each middle school. Teachers gave tutors access to their Google classroom and enrolled students were allotted a scheduled tutoring session. The program was also utilized to reengage students with low attendance and low participation.

The San Ysidro School District began to offer hybrid instruction for students in April 2021. For the 2021–22 school year, the district will fully reopen all schools for students as well as provide for the Virtual Learning Academy.



Vista Unified School District

As schools closed in Spring 2020, the Vista Unified School District's (VUSD) initial concern was to ensure families a long-term operational plan was developed. Making sure students and families had access to basic needs such as daily meals were at the forefront of VUSD efforts.

Shifting to distance learning, VUSD's priority was connecting students to technology and stable internet connectivity. Knowing that schools within the Vista community serve families of limited economic means and low technology literacy, there was concern that students and families would be disadvantaged. There was a great need to work toward digital equity for the community. As a result, expanded learning staff began working directly with schools to assist with the technology distribution.

As VUSD schools began to operate virtually, it was unclear as to what the role of expanded learning programs would be. It was then determined the Vista Unified After School Education and Safety Programs (ASES) would begin to support families in new ways and began working outside of their traditional supports. The ASES program supported students in the following ways:

- Partnered with Child Nutrition Services to distribute supper meals.
- Customized and provided 6,620 elementary and middle After School Grab and Go Learning Kits for students and families.
- Developed and disseminated learning kits along with a full week of supper meals.
- Offered a virtual Saturday enrichment class series for 568 students. This included yoga, mindfulness, cooking and nutrition, fitness, hip-hop dance, karate and soccer through community partners. Additionally, special shows including magic, ventriloquism, BMX, Mad Science and Wild Wonders were provided.

VUSD began providing in-person service on October 20, 2020. Many hours of strategic planning, development of site safety prevention plans, program reorganization and adjustments to new safety protocols took place to ensure a safe return for students and staff.

By early 2021 VUSD launched a Virtual After School Homework Helpline for elementary and middle school students along with enrichment opportunities. Activities included science, cooking, arts and crafts, story time, improv, photography, fitness and more. Middle school offerings were geared towards social interaction and social emotional learning, to create a safe place for students to spend time with their classmates virtually. Virtual offerings along with Saturday enrichment sessions continued through the 2020–21 school year.

Although the COVID-19 pandemic brought many challenges and concerns, it also gave expanded learning staff the opportunity to discover their individual and team strengths. The stay-at-home order restricted how students were served and how connection could be maintained, which initiated staff to be innovative and rethink support. Despite these extraordinary challenges, the collaboration and sense of community amongst Vista Unified ASES programs has never been stronger.



Corporate and Business Partners

Barnes & Noble

Belmont Park

Big 5 Sporting Goods

Birch Aquarium

Burger Bench

California Ballet

Callaway Vineyard & Winery

Chick-fil-A

City Ballet of San Diego

Civic Youth Ballet

Colina Park Golf Course

Coronado Playhouse

Cygnets Theater

Dave & Buster's

Einstein Bros. Bagels

Emerald Isle Golf Course

Filippi's Pizza Grotto

Filippi's Pizza Grotto (Santee)

Fisherman's Landing

Five Guys

Flagship Cruises & Events

Frame It Yourself

Go Chiropractic

Gourmet Blends

Green Field Paper Company

Grubby's Poke & Fish Market

Hornblower Cruises & Events

Ice Town Carlsbad

Invasion Laser Tag San Marcos

JCompany Youth Theatre

Jewish Family Service

Jimbo's...Naturally!

Jo-Ann Middleman

John's Incredible Pizza Co.

Kona Kakes

Lamb's Players Theatre

La Jolla Playhouse

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LikeMinds Press

Lions Tigers & Bears

Los Tacos

Maritime Museum of San Diego

Mission San Luis Rey

Mission Valley YMCA

Museum of Contemporary Art
San Diego

Museum of Making Music

Nature Watch

Newport Diversified, Inc.

North Coast Repertory Theatre

Oma's Pumpkin Patch

Oriental Trading Company

Pilgrimage of the Heart Yoga

PMG Framing

Point Loma Nazarene University

Raglan Public House

Rockin' Jump San Diego

San Diego Academy of Ballet

San Diego Air & Space Museum

San Diego Blue's Festival

San Diego Botanic Garden

San Diego Children's
Discovery Museum

San Diego Council on Literacy

San Diego County Library

San Diego-Imperial Kids
Wrestling Association

San Diego Junior Theatre

San Diego Model Railroad Museum

San Diego Museum of Art

San Diego Natural History Museum

San Diego State University

San Diego Symphony

San Diego Union Tribune

Save Our Heritage Organisation

Señor Grubby's Carlsbad

Starbucks

The Baked Bear

The Fish Market

The Gaslamp Museum
at the Davis-Horton House

The Molina Foundation

Therapeutics Inc.

Tickets for Kids

Ultrazone Laser Tag

University of San Diego

Uptown Jungle Fun Park

USA Ultimate Frisbee

USS Midway Museum

Visionary Dance Theatre

Wheel Fun Rentals

Wine A Bit Coronado

Wizards Sports Equipment

XTRA Weekly

Educational Partnerships

The  **Children's
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