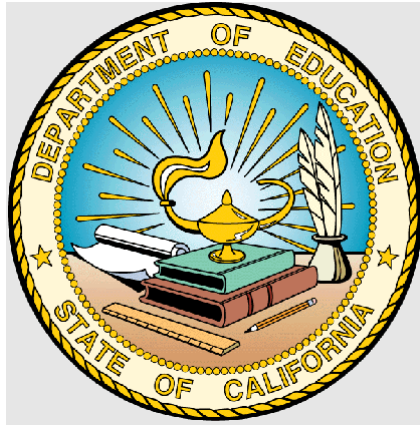


# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

Name of Local Educational Agency or Equivalent:	Orland Unified School District
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Mill Street
2. Fairview

### Purpose

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

### Definitions

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

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

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide

a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1—Safe and Supportive Environment

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

Social-Emotional development has been a primary focus for the SPARK Expanded Learning program and our ELOP program will follow this as well. Ongoing professional development for all staff has been a central focus area during this time. We have collaborated with our District SEL collaborative team to provide a series of training opportunities. In addition, physical safety has always been our primary concern and is addressed daily in our program plans. Our after school program is currently part of PBIS, SEL, Wayfinder and School Site Council at some sites. During our recreation time, our staff is embedding SEL strategies while implementing Coordinated Approach to Child Health curriculum (C.A.T.C.H.). This curriculum has been used to help provide fun and engaging activities for all students. We continue to adapt to our students' needs and find new ways to grow and support them. We have continued to bring more technology based learning to our students in the afterschool program. These activities allow students to gain access to technology not available during the school day. The afterschool program has built partnerships with organizations including Friday Night Live (F.N.L) and CalFresh. Both of these organizations help provide resources and activities promoting healthy living along with drug and alcohol prevention support. Students meet with these organizations at least once a month. F.N.L meetings consist of games and hands-on activities focused on specific topics for the month. CalFresh sessions consist of C.A.T.C.H based activity sessions and cooking courses for students. All staff at each school site meet together on a weekly basis to reflect on weekly programming including: safety issues, transitions, activity implementation, student concerns, and future program planning. Alignment with instructional day safety procedures are integrated in multiple ways. Our staff also works with district counselors, SEL Instructional Coaches, school psychologists, and SPED staff collaboratively to meet the social, emotional and developmental needs of all students. All school programs each have site coordinators that have seven hour contracts paid from the ASSES grant, ELO, ELO-P and LEA district funds. The first two and a half hours of their contract are spent on working on the school site to integrate themselves and the after school program into the instructional day. They are part of staff meetings and collaborative PLC meetings to ensure what is happening during the instructional day (both academically and safety) is being supported during the after school program. School site safety plans are held on site and reviewed with all staff to ensure protocols are integrated into Expanded Learning site specific program plans.

## 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.

As indicated in the previous response, site coordinators integrate within the school for the first two and a half hours of their workday. This time is spent in a variety of ways including working in classrooms as a paraprofessional, working with small group intervention teachers, supporting individual students who need extra support, learning school site processes and expectations, and supporting the school site's SEL initiatives. This provides an opportunity for the site coordinator to learn instructional and behavioral strategies, get familiar with instructional day content, access resources, build relationships, etc. All of which can then be brought back to other after-school staff for implementation and support. Site coordinators also participate in a county-wide leadership team that meets to reflect on best practices, collaborate across districts and school site locations, and participate in professional development among other agenda items that help with planning and instructional day alignment of positive youth development activities. All school sites have a liaison or designated staff member that communicates with the instructional day administration and certificated staff on an ongoing basis. That staff member participates in instructional day staff meetings and are integrated into the instructional day culture.

Our Expanded Learning Programs are designed to be as integrated and project-based as possible. We utilize a variety of pre-packaged research-based curriculum such as Engineering is Elementary, Kidz Science, Lego Mindstorm, Dash Robotics, and Ozobot robotics as examples to support this vision. Our program inventory consists of Enrichment 'Clubs' that are created three-week thematic units. Each Enrichment Club is aligned with Common Core and CA Content standards. New and existing clubs are designed in three-week progressive cycles building upon each activity. Every day consists of a lesson identifying the academic component being addressed, a hands-on activity or project, and a student reflection component. Each club and individual project or activity is designed to embody as many of the five Learning in Afterschool Principles as possible: Learning that is 1) Active, 2) Expands Horizons, 3) Builds Mastery, 4) Is Collaborative, and 5) Meaningful. Each lesson plan is written with each of these elements identifying the activity component that fits each principle.

Examples of our project-based learning models include photography and videography, coding/robotics, and movie club. Each of these new clubs involves a series of activities and lessons that build and lead into one culminating event or project. In the movie club, students learn all about movie production and make their own movie under their created movie production studio. Students research and learn about all the roles and jobs that are involved in movie, video, and photography production. They write mini-research reports on a selected role (each one different) and report to the class what they learned. A budget is provided for the class and they each select a role to play out in the production of the movie. Students have to balance the budget and account for all elements of making the movie, i.e. salaries, set design, marketing, etc. Students then select a class movie that they will recreate in a condensed version. They rewrite the script and film the movie using green screen technology. Academic standards for math, literacy, and science are all integrated throughout the project.

Our coding and robotics clubs consist of activities for K-2, 3-5, and 6-8. The K-2 club contains Botzee robotics that pair with ipads. The students design their own robot using the materials provided in the Botzee kit. Once it is built, the students use the ipads to code their robot, maneuver, and command it. These activities can be integrated with subject matter such as language arts, math, and STEM. Our 3-5 programs include piper computer kits. These kits allow students to learn with a blueprint and to build a computer from scratch. Once the computers are built, students then participate in activities on that computer to learn coding strategies. In our 6-8 programs, students use VEX robotics kits where they build advanced robotics designs. Students then participate in advanced coding courses and activities. Activities are also aligned with language arts, math, and STEM. We also have ozobots, dash robots, 3D printers, and drones. Students participating in these clubs will begin to learn and understand careers in STEM and the potential of sparking their interest in a STEM career. Many of these specialized items have to be stored and moved when needed. We are looking at purchasing a small transit vehicle that will allow these larger items to move to sites as needed.

One of our focus areas across all program elements is to integrate social/emotional development amongst all of our students. We subscribe to the philosophy that in order for students to learn and grow, we need to focus on the whole child. Across all grade levels, students participate in service-learning projects such as: spending time at assisted living facilities and hospitals, working with the fire department rolling up hoses and washing trucks (also integrates with our career awareness), picking up trash, painting graffiti, etc. Lessons are integrated into many of our enrichment clubs that focus on a variety of social/emotional goals: what it means to be a good person, anti-bully lessons, peer mentoring and leadership, peer pressure, self-worth, community service and team-building activities. We focus on positive group games that are provided to all staff members and implemented as filler activities during recreation time and downtime. Programs also integrated Coordinated Approach To Child Health (C.A.T.C.H) into our Recreation segments of the day. These pre-planned activities focus on physical fitness, health, nutrition as well as Social Emotional Learning (SEL). The activities performed remove the feeling of not being "good" enough by incorporating every student in one way or another regardless of their skill sets.

A component we would like to add to our program is more outside the room educational experiences such as field trips, more outside performances, and reward systems that support SEL and academic growth. We are also looking at offering short-term clubs as we find staffing to offer more unique and specialized opportunities. In order to facilitate some of these, we will need transportation so we are looking into purchasing some designated afterschool vans.

### 3—Skill Building

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

Our educational literacy program consists of homework tutoring followed by a reading/writing and supplemental activity rotations. We also integrate FootSteps2Brilliance, iStation and iReady. Both of these online programs are progressive learning based platforms meant to hone in on reading, writing and comprehension skills. Our program structure is specifically designed from stakeholder feedback. Parents and Teachers emphatically expressed their priority for our academic component to be focused on homework assistance. Supplementary activities implemented during the academic tutoring hour are planned and designed to support specific content standards addressed during the instructional day. Site coordinators spend a portion of their contract day working and collaborating with instructional day staff to inform themselves of grade level content being addressed. Grade Level Pacing guides are also utilized when applicable to plan and coordinate academic supplemental content as the year progresses. The use of the pacing guides helps us to align themes and skills that teachers are focusing on. Supplemental games and activities are also planned out to mirror and support the content standards identified in the pacing guides for that week, month, etc. Similarly, our enrichment program also attempts to match themes being addressed during the instructional day if possible. For example, many of our schools are utilizing Benchmark curriculum to support their ELA instruction. Each unit within Benchmark is structured around a specific theme (i.e. technology, culture, robots, etc.). If there is an age appropriate enrichment club that matches any of the themes they are forecasted out and implemented to coincide with the instructional day. The majority of our enrichment clubs are designed with scaffolded activities that build upon one another leading up to a culminating event or project. The structure of these clubs is designed to support skill building and active and engaged learning. Specific examples were provided in previous sections.

### 4—Youth Voice and Leadership

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

Youth Voice and Leadership is an ongoing initiative for our program. We utilize youth input to evaluate program quality, identify student interests and develop youth-oriented program plans. Students in the primary grades are provided with three to five different options for enrichment cycles as a form of student choice. End-of-Cycle Surveys and questionnaires are provided to students in an effort to identify student interest and engagement in each of our clubs. Students in the upper elementary and middle school programs are provided with opportunities to select their enrichment opportunities for the year as well as plan their own activities. Youth Leadership teams have been created at the middle school level. This team meets on a routine basis and discusses positives and areas of growth while collaborating with program staff on strategies for program improvement. Several schools have also incorporated youth-led enrichment activities which provide opportunities for students to submit lesson plan/activity proposals and teach the lessons if approved. Other examples of youth voice and leadership incorporate a buddy program established between our middle school and primary elementary programs. Students plan activities for the younger youth and visit their program assisting with homework support, peer mentoring, and implementation of activities they planned.

## 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.

Daily, our afterschool program integrates one hour of structured recreation. We have moved beyond “free play” and are working towards full integration of health and nutritional content standards in our outdoor recreation component. Recreation operates on three week sport rotations similar to that of the enrichment element of our programs. Staff utilize research based curriculum to help plan structured and scaffolded recreation activities that are grade level appropriate. All programs have a CATCH Recreation Kit on site and have access to the SPARK recreation curriculum. These pre-planned activities focus on physical fitness, health, nutrition as well as SEL. The activities performed remove the feeling of not being “good” enough by incorporating every student in one way or another regardless of their skill sets. Our long term intention is to fully utilize the outdoor recreation component to support content and themes addressed in the enrichment and academic tutoring component and aligned with any instructional day themes occurring at that time. For the time being our primary focus is to support staff in planning and implementing intentional outdoor recreation activities that support skill building and extend the time beyond free play. We have established a partnership with UC CalFresh Nutrition Education Program to help support this component. Representatives from UC CalFresh assisted with our all staff professional development day and facilitated a comprehensive training on the implementation of the CATCH Recreation curriculum. They follow up throughout the year with on-site assistance and extending their professional development to align the curriculum to health and nutrition content standards. Our afterschool snacks are coordinated through our district food service director and all sites are on the federal reimbursement program that require after school snacks to meet CA Nutritional Guidelines. Examples of snacks routinely provided include fresh fruit, whole grain cereal and milk, reduced fat cheese and juice, etc.

## 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.

Orland Unified School District sits in a very rural and agricultural community. Our diversity primarily consists of Hispanic (~66%) and White (~30%) students. Approximately 13% of those students have some form of disability. Our program supports all students and encourages diversity in a variety of ways. Our program coordinators and/or program director participate in IEP meetings for those students that have them. We consistently advocate and encourage school sites to include us in these meetings so that we can more effectively support the needs of those students consistent with those of the instructional day and what is best for that child. Our staff participates in training such as trauma-infused practices, PBIS, Restorative Justice Practices, and other forms of instructional support systems to address the specific needs of these groups of students. Each program site also has at least one bi-lingual staff member on-site to support those mono-lingual students and/or parents. Students who participate in the Dual Immersion (DI) program during the school day are also placed in designated DI support groups for our homework segment of the day. Support of cultural diversity also comes in a variety of forms. We have several enrichment club options that expose students to a variety of cultures as well as affording opportunities for students to share about their own customs. Around the World Club focuses on the culture of Asia, Europe, Russia, and a variety of indigenous cultures. Each club incorporates language, food, customs, etc. into the activities. Guest speakers are brought in when we have access to one and are encouraged to share activities with the students throughout the enrichment cycle.

## 7—Quality Staff

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



- All after-school staff is required to have a minimum of 48 college units or pass a competency exam. Due to our proximity to Chico State University and Butte College Community College, we are usually able to recruit many students enrolled in the Child Development, Liberal Studies, and pre-credential teaching programs. These candidates tend to have a passion for youth and experience that, combined, impacts students and the program at a much higher level. Program Site Leaders' contract time has also been extended to 7 hours with full benefits to keep these staff members long-term and invested in the program. We have also given the option to increase instructional staff by 2.5 hours while Expanded Learning Grant Funds are available to increase staff retention. This change has proven to be invaluable. We typically have 50% staff turnover and for 22-23 we will have 5% turnover. In addition to this, we have found so many positives: Building positive relationships and bonds with teachers, staff and students, aligning ourselves with teacher's curriculum, classroom management, strategies and needs so we can continue the same expectations as the school day, staff knows about students' behaviors and morale during the day before they arrive to program time and can adjust if needed, and it has brought a sense of belonging to something bigger. We plan to continue offering staff 6 hours to maintain all of these invaluable benefits. This is making it so we create and build a sustainable enriching program.

Once staff members are selected through the recruitment and hiring process, district HR analysts ensure that their credits/certifications are in order and filed properly. Staff that is hired mid-year generally go through shadowing and coaching provided by the program's manager and the designated site coordinator prior to taking over their own group of students. Staff hired prior to the start of the program, participate in all-staff training prior to the start of the school year and receive individualized mentoring and support for the first two weeks of the program (or until they are identified to be successful on their own). During the course of the year, staff participates in a variety of professional development opportunities. Staff is offered to attend two regional conferences every year (one in the summer and one during winter) focused specifically on Expanded Learning. We use quarterly site closures, as needed, to plan and coordinate additional training based on each program's needs. Individual professional development is also encouraged. Funds are set aside and allocated specifically to encourage and support professional development at all levels. Staff also have access to online training sessions for professional development. All professional development resources are reviewed as part of the back-to-school training so that staff are familiar with each resource and can choose the modules that best fit their needs and interests. All-staff professional development /training typically addresses the needs of the whole group such as an overview of program goals, mission, vision, and school site safety plans. Individualized professional development is provided through the regional conferences, online options, and support from the program manager. This provides staff with the opportunity to learn and grow based on their needs and interests.

## 8—Clear Vision, Mission, and Purpose

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

OUSD's Expanded Learning Program directly aligns with our SPARK after-school program and our district's vision, mission and purpose. We collaborated with staff and site administration at monthly SEL, Staff and Joint Operations meetings. This identified the need for more emphasis on social emotional development and academic enrichment over homework tutoring. With regular parent interactions, the large majority still value the homework support, however, all stakeholders indicated higher need and priority placed on SEL. Students and instructional day staff also indicated a need for more integrated and technology based enrichment opportunities. As a result, the most significant goals developed from this process were: 1) Integrate SEL curriculum & behavior strategies into the program, 2) Expand enrichment opportunities to include more technology based enrichment opportunities, and 3) We adjust the daily schedule, as needed, to focus on enrichment and academics. Our next step is to create a survey for parents to gauge feedback on needs and program design.



## 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.

Community partnerships have been established to assist with program plans. We meet before the start of each school year to discuss how they can support our program and how we can fit them into our program schedule throughout the year. The UC CalFresh Cooperative Extension has been a consistent partner assisting with our outdoor recreation component and aligning our activities to health and nutrition standards. They have facilitated staff training as well as performed routine site visits to model activities and support staff on-site. Our programs have also partnered with the Friday Night Live (F.N.L) organization promoting healthy living along with drug and alcohol prevention support. Students meet with these organizations at least once a month. F.N.L meetings consist of games and hands-on activities focused on specific topics for the month. Other partnerships we have looked at are local gyms and businesses but due to Covid, we have held off until further notice. We are continuously looking to collaborate with or align with outside organizations and programs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Continuous Quality Improvement process for Orland Unified is consistent for all three schools involved. Our Program Director and Program Manager meet with all district administrators periodically (usually on a monthly basis) to monitor and assess our processes. The process includes looking at students academic data and other performance indicators along with observational data directly from teachers and administrators. Students report cards are looked at on a regular basis by the Program Manager to assess student needs. This allows our program to make changes as needed for specific growth of our students. A large portion of our students served are our unduplicated population of students. CQI plans are expanded and revised for the new school year. Routine follow up meetings are scheduled to monitor the process and additional needs. Stakeholder surveys and youth forums will be facilitated at the end of the school year to leverage feedback from students, parents, and instructional day staff. The final meeting of the year utilizes that data to assess the overall progress for reaching our goal for that year as well as to re-evaluate our overall program quality plans for the following school year. The process repeats itself each school year for all school sites. Our goal is to create a method to track and analyze data on how expanded learning students are performing compared to those not in the program.

## 11—Program Management

Describe the plan for program management.

Program funding is based on allocations from the ASES school grant and ELO-P and local contributions from the districts. Each school site budget is broken down and consists of the following budget items: administrative costs (including salary costs for program sight), staff salaries (including health & benefits), materials & supplies and professional development. Funding allocated to professional development, materials and supplies are expended to support each individual program’s goals and staff needs. The organizational structure and responsibilities are as follows:

**District Administrator:** The District Administrator works with the County Expanded Learning Leader and Program Manager to meet the requirements of the Grant. The District Administrator also meets regularly with the Program Manager to discuss the program needs, highlights and any other support needed.

**Program Manager:** The Program Manager oversees all program oversight. The Program Manager is responsible for working with each school site on compliance measures, CQI goals, program improvement, providing professional development and resources to staff as well as curriculum development alongside the District Administrator.

**Site Coordinator—**The Site Coordinator is an out of ratio staff that is responsible for direct supervision of staff and program quality for their site. That person spends two and half to three hours of their contract hours integrated into instructional day culture.

**After School Instructional Aids—**After School Instructional Aids are responsible for direct supervision of students and implementation of expanded learning activities and program elements. They plan for daily academic, recreational and enrichment time activities.

**Youth Volunteer/Tutors—**Typically high school students volunteer and work as peer mentors and assist with HW tutoring. \*\* Not part of the adult to youth ratio\*\*

The expanded learning Program Manager communicates primarily with district administration and site coordinators. District administration and the program manager communicate primarily with the site coordinators and County Expanded Learning Leader. The Program Manager and Site Coordinators all communicate with instructional day staff to ensure program alignment. Each school site hosts weekly staff meetings to collaborate, reflect, and plan for upcoming activities.

Policies such as sign-in and sign-out procedures were established as a collaborative effort between the District Administrator, County Expanded Learning Leader and Program Manager with state guidelines in mind. Those policies are embedded in the expanded learning parent handbook and are reviewed on an annual basis along with the program plan and updated when necessary.

## 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.

We intend for our Expanded Learning Opportunities Program (ELOP) to align and support our SPARK Expanded Learning After School Program that is through ASES. We will use the ELOP funds to hire more staff and increase the amount of unduplicated students who can attend the after school program. Expectations and programs will follow the same guidelines as our current ASES after school program. A SPARK designated modular building will also be purchased and placed at Mill Street (Tk-2nd grade) and Fairview Elementary (3rd-5th grade). This modular building will be used as a creative thinking space, enrichment headquarters, SEL think space, STEAM hub and serve as a headquarters for each site's after-school program. This space would also be used to facilitate additional groups of students at each site stemming from the continuous growth of our programs each school year. Once our ELOP requirements are met and we still have additional funding, we would like to add a modular building to CK Price as well. We also intend to use some of the funding to go towards staff retention stipends while funding is available. This is intended to be an incentive to retain staff and provide quality instruction to students with experienced staff. Staff who are retained, would receive this retention stipend after the completion of the fiscal school year. Staff hired after the school year has started, would receive a prorated amount for the remainder of the school year.

### 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?

We will advertise and hire additional staff to meet this ratio for both TK and Kinder. Our current concern at this time is we have been advertising for more instructional aids without any applicants at the moment. The curriculum and program will be developmentally informed by adapting and modifying the current TK school day structure to fit our afterschool program. Students will be introduced to hands-on science, SEL, and sensory activities modified to be age-appropriate. The primary goal is to follow through and expand the current TK school day program. Our district will be providing school day shadowing for staff working with TK and Kinder to best align our curriculum and structure.

### 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.

We will utilize the various fund resources - ASES, ELOP, and Preschool funds to expand our afterschool program to TK students. These funds will be used to hire more staffing so we can meet the 1:10 ratio.

The afterschool program will begin once the school day is over and will go until 6pm. We are hoping to utilize the 30 extra days beyond the school year, starting the 2022/2023 school year during our October break, Christmas break and summer break.

Sample daily schedule:

Snack

20 minute rest break

Outside recreation (CATCH)

Academic Support

Enrichment/SEL

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

**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 nonschooldays, 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 childcare 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.