

Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

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

Revised May 2022

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

Local Educational Agency (LEA) Name: Folsom Cordova 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. Blanche Sprentz Elementary
2. Carl Sundahl Elementary
3. Cordova Gardens Elementary
4. Cordova Meadows Elementary
5. Cordova Villa Elementary
6. Empire Oaks Elementary
7. Folsom Hills Elementary
8. Gold Ridge Elementary
9. Mangini Ranch Elementary
10. Mather Heights Elementary
11. Natoma Station Elementary
12. Navigator Elementary
13. Oak Chan Elementary
14. Peter J. Shields Elementary
15. Rancho Cordova Elementary
16. Riverview STEM Academy
17. Russell Ranch Elementary
18. Sandra J. Gallardo Elementary
19. Theodore Judah Elementary
20. White Rock Elementary
21. Williamson Elementary
22. Mills Middle
23. Mitchell Middle

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>.

Expanded Learning Opportunities Program Plan Guide

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.

Folsom Cordova Unified School District (FCUSD) Expanded Learning Opportunities Programs are offered at all of our elementary schools and two of our middle schools. The Coordinator of Expanded Learning will work with the site principals and Expanded Learning staff to align Expanded Learning safety procedures with the standard safety drills and protocols implemented by the school sites. This coordination will include important safety logistics and training such as Evacuation Procedures, First Aid/CPR certification, School Safety, COVID-19 protocols, Mandated Reporter, Sexual Harrassment, Classroom Management, and Social Emotional Learning (SEL). Furthermore, Expanded Learning staff will hold their own drills with students and available staff during Expanded Learning program time. Drills will be practiced monthly and may include Fire/Evacuation, Lockdown, and Active Shooter situations. These drills will be documented and records kept for reference. All school sites have a Comprehensive School Safety Plan (CSSP) and School Site Evacuation maps. Expanded Learning staff will meet at the beginning of the year to review these CSSPs and other instructional day safety updates. In addition, the Expanded Learning staff will meet with their principals to discuss instructional day safety, classroom management policies, and student concerns.

Expanded Learning staff will keep current emergency contact information for all students on site. Student information, including student health updates, emergency phone numbers, and Emergency Care Plans, will be reviewed at the beginning of the year and as students are added to the program. The school nurse will be consulted regarding any Emergency Care Plans and actions required by Expanded Learning staff. Any urgent safety incidents will be addressed immediately through the Expanded Learning Assistants, Expanded Learning Team Associates, Site Supervisors, the Expanded Learning Administrative Assistant, students, families, and the site principal. The Student Care Supervisor, Coordinator of Expanded Learning, and Director of Categorical Programs and Grants will be notified for support if needed. Notifications will be communicated by phone call, email, or site visit. Expanded Learning staff have a two-way radio with them at all times.

Expanded Learning staff wear FCUSD badges and students wear Expanded Learning identity badges or bracelets for identification. Each site has a sign-out system where families sign-out their students each day and have daily contact with Expanded Learning staff. The Expanded Learning Administrative Assistant will have access to PowerSchool, our student information system, and be available to assist with any additional needed information. Any student or adult injury will be documented via the FCUSD Student Accident Report Form or the District Accident/Incident Report. These

reports will be shared with the site principal and to FCUSD Business Services. In the event of a student accident, the family will also be informed via phone call.

Expanded Learning staff will be trained to provide a safe and supportive classroom environment for their Expanded Learning students. These strategies will include greeting students at the door while checking students into the program and providing a warm welcome. Establishing classroom routines, calling students by name, having classroom agreements, and checking in with students will be a priority. The day will end with an optimistic closing to support students' social-emotional needs. Staff will follow the same Positive Behavior Interventions and Supports (PBIS) system that the schools use. The PBIS system provides student support for developmental and social-emotional needs. We will use the research-based Second Step Out-of-School Time program to support students' social-emotional skills and competencies. In addition, a mental health specialist or social worker will be available during program time to provide activities and support students. We will also incorporate various resources for the recreation hour to address physical needs. Our FCUSD Expanded Learning programs will help establish a sense of belonging for students in our program. Staff will hold students to high expectations for behavior and achievement and provide students the support they need to achieve this. Families will be kept informed about expectations through check-ins and phone calls as needed.

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.

All FCUSD schools engage in a researched- based Professional Learning Community (PLC) process to identify students' needs. A certificated point of contact will provide direction for a seamless transition from the regular school day to the Expanded Learning program. The Expanded Learning academic time will be a complement to the regular school day routine, which will include completing work that was started during the day, as well as providing a time for homework, reading, and other school day requests. Additionally, interventions focused on literacy and math skills will be offered by teachers.

Expanded Learning will use enrichment time to give students opportunities for experiential learning. We will complement the enrichment activities used by sites during the school day. Expanded Learning staff will use evidence-based practices such as asking questions that allow students to connect new material with prior learning and providing models such as step-by-step demonstrations or think-alouds to work out a problem. We will also partner with local businesses, non-profit organizations, and other entities to provide these opportunities.

Expanded Learning will provide a safe place for students to have academic, enrichment, and recreation time every school day. Students will explore new ideas and learn through multiple senses. Our students will build self-confidence by participating in many hands-on, project-based activities. These include STEAM activities where students

get experiences with Science, Technology, Engineering, Art, and Math. We will use our STEAM resources to help students explore new aspects of project-based learning and the introduction to new careers. These activities will promote discussion and collaborative interaction. Many other project-based learning and recreation opportunities will be available as well, and they will culminate in a product such as an experiment, tournament, or production.

There is a high demand for summer programming for students, and we will work with our families to inform and give access to summer opportunities. We will collaborate with site principals and other district departments to design summer programs for our students that need additional support. We will continue to design our programs to include project-based learning, recreation, and academic activities so that there is active and engaged learning.

3—Skill Building

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

All Expanded Learning sites will provide time for classwork completion and homework support. Academic intervention will be included in the Expanded Learning program by leveraging data and determining student needs from PLC meetings. Classroom teachers will be paid to provide academic intervention during Expanded Learning to meet with students to address these needs and support practice and mastery of skills. The focus is always to complement the regular school day programs and curriculum and support mastery of skills.

Educational enrichment will be met in a variety of ways. Expanded Learning students will engage in STEAM activities that support and build in the student's classroom. Clubs such as art, dance, cooking, and gardening will be formed to allow students to have experiences in a variety of personal interests and make links to their lives outside of the program. Students will be encouraged to learn more about STEAM as well as possible careers related to STEAM subjects. Contracted services and field trips will allow students to have experiences with grade level curriculum in new ways.

Principals, teachers, Expanded Learning staff, district support personnel, and parents will assess the school and community needs on an on-going basis. Teachers and site principals share information from PLC and PBIS meetings. All Expanded Learning school sites will engage in the Continuous Quality Improvement (CQI) process to assess the program and identify areas of need. An end-of-year survey will be given to all educational partners and feedback from the surveys is used to guide planning the program each year. Enrichment and recreation activities will be designed around student interests to engage students and practice skills such as team-building, collaboration, and effective communication.

4—Youth Voice and Leadership

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

Expanded Learning staff will offer opportunities for Expanded Learning students to develop leadership skills during program time. Expanded Learning students will participate in annual surveys that will provide feedback as to student needs and interests. They will also engage in meetings that will allow voice regarding their interest in upcoming projects. As student needs and interests emerge, academic, enrichment, and recreation time will be developed that allow leadership roles. Expanded Learning staff will participate in training that includes PBIS, classroom management, SEL, and enrichment program opportunities. Expanded Learning programs will have enrichment time that includes youth leadership opportunities that allow students to share ownership in the design of the roles they are interested in such as STEAM projects and clubs. Expanded Learning groups will have regular meetings where students can share viewpoints and concerns and reflect on their learning experiences. Annual student surveys will be reviewed and requests, questions, and concerns will be addressed through collaboration with Expanded Learning staff and additional training will be offered as needed. All students will be able to express their interests during Expanded Learning program time in many ways. Through meeting conversations and daily SEL activities, Expanded Learning staff will determine further needs and interests at their site and develop plans to address them.

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.

The Folsom Cordova Unified School District (FCUSD) Wellness Plan is committed to providing school environments that promote and protect students' health, well-being, and ability to learn by supporting healthy eating and physical activity. A healthy culture and environment during Expanded Learning program time will be established through the coordinated efforts of many collaborators. FCUSD's Food Services Department will provide supper for all Expanded Learning students. Let's Eat Healthy curriculum from the Dairy Council of California will be used to provide nutrition education. Physical activity time will occur on a daily basis through organized recreational activities. Expanded Learning staff will be trained on these programs and help students understand how knowledge and behaviors around health contribute to academic performance and wellness. Other evidence-based programs will be used to teach sports skills, games, and SEL during recreation time.

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.

The Expanded Learning program includes a diverse student population and celebrates this diversity. Expanded Learning staff is reflective of the student population and many are bilingual. Our Expanded Learning programs will create a welcoming environment by representing the diversity of participants through program materials and displays. All cultures will be welcome and given opportunities to share from their diverse experiences and backgrounds. We will promote cultural events and other cultural holidays so that students can learn from one another.

All students will be eligible to join the Expanded Learning program. Priority enrollment will be given to students eligible for free and reduced-price meals, Homeless and Foster students. By working with our district Homeless Student Services, we will be able to reach students and families that could utilize the Expanded Learning program. Expanded Learning will work with students with IEPs and confer with school staff and nurses to learn of student food allergies and other health concerns. Through the site principal, assistant principals, and teachers, we will be able to reach out to students that have barriers to participating in the Expanded Learning program.

7—Quality Staff

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

All Expanded Learning staff have a Department of Justice Criminal Background Check as well as a valid TB Test. Expanded Learning employees also need to fulfill the following requirements:

- **High school diploma or the equivalent, and**
- **Two years of college (48 units), or**
- **A. A. degree (or higher), or**
- **Pass the district paraeducator test**

These requirements will be screened and the records maintained by the FCUSD department of Human Resources.

FCUSD Expanded Learning staff will be recruited through EDJOIN, Handshake, various postings of job availability, and word of mouth. Community-Based Organizations, vendors, or other organizations may be utilized to provide additional staffing. Interview questions will give the opportunity for candidates to share their experience, knowledge and interest. Job titles and descriptions will be clear and onboarding will include training. Most Expanded Learning employees have trusting and positive relationships with students and return to the same school and position for multiple years.

FCUSD district-wide training regarding policies and safety practices will be arranged each August and include all Expanded Learning staff. Annual district-wide training will include First Aid/CPR certification, School Safety, COVID -19 protocols, Mandated Reporter, Sexual Harrassment, Classroom Management, and Social Emotional Learning (SEL)Training. Additional training for all Expanded Learning staff will be based on delivering a program that meets the grant requirements as well as results from the needs assessment and student interest. All Expanded Learning sites have access to district-provided chromebooks to pursue their individual training to meet the needs of their site. Monthly Expanded Learning staff meetings will address current topics and will include training as needed.

8—Clear Vision, Mission, and Purpose

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

Expanded Learning Opportunities Program Mission, Vision, Purpose, and Goals:

- 1. Staff will have a warm welcome for all families, students, and school staff into the Expanded Learning program.**
 - a. Warm welcome lessons will be collected from the weekly Expanded Learning lesson plans.**
- 2. All new employees and volunteers will participate in a tiered orientation and training plan.**
 - a. Agendas and sign-in sheets will be collected from the orientation and trainings.**
- 3. Staff will identify participants strengths, interests, and learning styles, and encourage participants to develop skills related to those interests and strengths.**
 - a. Student surveys will be collected and the data will be used to develop the program activities.**
- 4. Expanded Learning employees will be encouraged and paid to attend scheduled professional development sessions beyond program time.**
 - a. Expanded Learning employees will submit timesheets and attendance verification from their professional development.**
- 5. Expanded Learning staff will be invited and compensated to attend school-site trainings.**
 - a. Expanded Learning employees will submit timesheets and the agenda from the professional development.**

The following partnerships are used in determining the Expanded Learning program goals and target population for the Folsom Cordova Unified School District:

- Liaison with Homeless Services to identify Homeless and Foster Youth**
- Multiple assessment measures from the PLC process**
- Teacher and Administrator recommendations and requests**
- School site attendance concerns**
- Parent and student surveys**

Expanded Learning Opportunities also leverages the following Community Partner Engagement:

- **Annual Parent Orientation - All Expanded Learning families will be required to attend an orientation. Important Expanded Learning information will be shared and families have the opportunity to ask questions and address concerns.**
- **Annual Site Meeting - Site Expanded Learning staff will arrange meetings with principals, teachers, and parents to review the Expanded Learning program and the needs of the site.**
- **Monthly Site Meeting - Site Principals and Expanded Learning staff will meet monthly to discuss the site program and student needs.**
- **Site School Site Council and English Learner Advisory Committee (ELAC) meetings - Expanded Learning staff will attend during a regularly scheduled meeting to share Expanded Learning information with family and community members.**
- **Collaboration with teachers - Each student's teacher will provide feedback to Expanded Learning staff regarding student needs and successes.**
- **End-of-Year Survey - An end-of-year survey will be given to all those involved in Expanded Learning including site staff, Expanded Learning staff, parents, and students. Data will be reviewed and evaluated to assist with program development and improvement.**

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.

The FCUSD Expanded Learning Program Plan will be made available to all Expanded Learning staff, principals, teachers, and families and will be posted on the FCUSD Expanded Learning website. Each Expanded Learning school will use the district program plan to develop their own site-specific features addressing unique needs of each site. This ensures all aspects of the district plan will be implemented at the site level. The site-specific program plans will be reviewed by each principal and available to all collaborators to coordinate an integrated partnership between the instructional day and expanded learning programs.

Site and district administrators, teachers, Expanded Learning staff, and parents will provide feedback on the school and community needs on an on-going basis. Parents will be involved through site Expanded Learning parent meetings and staff will include linguistically appropriate strategies to engage families. All Expanded Learning school sites will engage in an annual meeting with collaborators as a part of the Continuous Quality Improvement process to give feedback and inform program design.

Collaborative Partnerships include:

- **Expanded Learning Site Principals - Provide leadership to and share PLC information with Expanded Learning staff to connect the instructional day.**
- **Expanded Learning Families - Through parent meetings and daily interactions, Expanded Learning staff will get feedback from families regarding the Expanded Learning program.**
- **SCOE - Provide technical assistance in areas of grant compliance, professional development, and program design.**
- **School Site Council and ELAC - Provide Expanded Learning information to sites and become part of the School Plan for Student Achievement.**
- **Robotics and STEAM Clubs - Connect with the Expanded Learning programs to encourage and support student interest in STEAM activities and careers.**
- **PBIS Teams - Communicate with the Expanded Learning programs strategies that the site uses to improve social, emotional, and academic outcomes.**

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In order to follow the Continuous Quality Improvement (CQI) process and assess, plan, and improve, Expanded Learning programs will:

- 1. Review the End-of-Year Surveys and collaborator feedback (June)**
- 2. Create a CQI Plan along with collaborators and choose 1-2 focus standards (September)**
- 3. Gather evidence of the CQI standards (continuous)**
- 4. Provide an End-of-Year Survey to all collaborators (May)**
- 5. Reflect and score programs in all CQI areas (June)**

The program will be evaluated by the Director of Categorical Programs, Coordinator of Expanded Learning, Student Care Supervisor, site principals, and Expanded Learning staff as to its effectiveness. Students and families will also be actively engaged in providing input for improvement. Modifications will be made to the program when needed. Evaluation will be on-going throughout the year through collaborator feedback, attendance data, and other site level assessments. Collaboration with each student's teacher will be used to provide feedback to Expanded Learning staff regarding student needs and successes. Teacher feedback and suggestions will be incorporated to ensure the students are using their time in a manner that best supports their academic growth.

The goal for the Folsom Cordova Unified School District's Expanded Learning programs is for all students to improve in the areas of behavior, attendance, and homework completion.

Plans to improve the program:

1. Continue to focus on academic growth in ELA and Math by tracking learning data regularly, through teacher interventions, technology-based learning, and partnerships with the school day program.
2. Expand the use of technology-based platforms to support regular day academic programs.
3. Design strategies in collaboration with classroom teachers to improve homework completion rates.
4. Develop stakeholder input by providing opportunities to collaborate and obtain feedback.

11—Program Management

Describe the plan for program management.

Funding will be primarily used for staffing, to ensure there is a qualified staff and ratio for each grade level. Partnerships with community based organizations and other vendors may be pursued. Remaining funds will be used to purchase supplies for the program and to bring in enrichment programs for the students.

Expanded Learning Program Organizational Structure:

- **Expanded Learning Assistant:** Assists during academic, enrichment, and recreation activities; distributes supper to students; meets daily with Expanded Learning Team Associate; provides feedback to Expanded Learning Team Associate; communicates via two-way radio and face-to-face meetings.
- **Expanded Learning Team Associate and Site Supervisor:** Plans and oversees academic, enrichment, and recreation activities; distributes supper to students; meets daily with Expanded Learning Team Assistant; communicates via email, phone, two-way radio, and face-to-face meetings; plans site program; collaborates with principal and staff to support daily schedules, communications, and student behavior; meets regularly with principal, teachers, staff, and Coordinator of Expanded Learning to plan and develop program.
- **Director of Categorical Programs and Grants, Coordinator of Expanded Learning, and Student Care Supervisor:** Oversees district programs including budgets, attendance, training, staffing, and communication; meets with principals and Expanded Learning Team Associate monthly; attends annual parent meetings; communicates through email, phone, or meetings.
- **Principals:** Meets with Expanded Learning Team Associate to review program plan and give updates; conveys school policies and procedures; update and train Expanded Learning staff on safety protocols and procedures; communicates through email, phone call, or meetings.
- **Administrative Assistants:** Handles budget, purchase orders, and supply orders for the Expanded Learning Team Associate; secures subs; contacts parents;

coordinates parent outreach for enrollment, and student attendance calls; communicates through email, phone call, or meetings.

- **Classroom Teachers:** Provides feedback on student work, student concerns, and daily routines; may provide academic intervention.

The Expanded Learning Program Plan will be posted online. It will be reviewed by the Director of Categorical Programs and Grants, Coordinator of Expanded Learning, Student Care Supervisor, principals, Expanded Learning Team staff, parents, students, and teachers. The Site Program Plans will be reviewed by Coordinator of Expanded Learning, Student Care Supervisor, Expanded Learning Team Associate, site principal, and other site collaborators. The Expanded Learning staff will review and update site program plans along with the support of the Coordinator of Expanded Learning, Student Care Supervisor, and other Expanded Learning staff. The Business Office of FCUSD oversees and manages the operating budgets for the Expanded Learning programs. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. A FCUSD District Budget Technician will oversee the single, comprehensive fiscal accounting and reporting.

Attendance will be taken at the beginning of the Expanded Learning program by Expanded Learning staff although daily attendance is not a requirement for participation. Sign-out sheets will be housed in one location, specific to each program site. Parents will sign out their children daily. Attendance will be managed at the site level and overseen at the district level by the budget technician and administrative assistant. Sign-out records will be maintained at each site for five years. Early release and late arrival policies will be given to parents at the mandatory parent orientation meeting at the beginning of the school year. Parents will also be provided with copies of these documents.

General Questions

Existing After School Education and Safety (Expanded Learning) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

Expanded Learning, 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.

Folsom Cordova Unified School District will have one comprehensive and universal Expanded Learning Opportunities Program. The Expanded Learning Opportunities Program Plan will serve as the guide that will provide a consistent framework for all programs, including ASES, Student Care, and ELO-P. The Quality Standards for Expanded Learning will guide program implementation and continuous quality improvement. All staff will

receive the same training and support to ensure standardization across programs.

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?

Expanded Learning Opportunities - Student Care currently has developmentally appropriate care for our FCUSD kindergarten students. We will leverage the expertise and experience of this program and apply it to ASES and ELO-P. Staff will receive training with the support of our Curriculum and Instruction and Preschool Departments as to how to work with younger children. Staff will be hired to lower the ratio below 10:1 to serve transitional kindergarten and kindergarten. Recruitment of staff began in August 2021 and will be ongoing. Partnerships with Community-Based Organizations, vendors, and other organizations may be pursued to meet the required ratio.

Sample Program Schedule

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

Instructional Day Sample Schedule - Half Day TK/K	
Time	Sample Activity
8:22 - 11:13	Instructional Day
11:13 - 11:35	Check-in and Lunch
11:35 - 12:00	Recreation Activity
12:00 - 12:45	Games Arts
12:45 - 1:30	Crafts
1:30 - 1:45	Break/Restroom

1:45 - 2:37	Centers
2:37 - 3:45	Homework Assistance Intervention Reading Support Math Support
3:45 - 4:00 Meal	Supper
4:00 - 5:00	STEAM Activities Experiential Learning SEL Lessons Clubs
5:00 - 6:00	SPARK Yoga Optimistic Close

Instructional Day Sample Schedule Full Day K - 6	
Time	Sample Activity
8:22 - 2:37	Instructional Day
2:37 - 3:45	Homework Assistance Intervention Reading Support Math Support
3:45 - 4:00	Supper
4:00 - 5:00	STEAM Activities Experiential Learning SEL Lessons Clubs
5:00 - 6:00	SPARK Yoga Optimistic Close

Non-Instructional Day Sample Schedule	
Time	Sample Activity
8:30 - 9:00	Check-in and Breakfast
9:00 - 10:00	Team Building Group Activities
10:00 - 11:00	Recreation Activity
11:00 - 12:00	Games/Arts
12:00 - 12:20	Lunch
12:20 - 12:40	Break/ Restroom

12:45 - 1:45	Centers
1:45 - 2:45	Intervention Reading Support Math Support
2:45 - 3:45	SEL Lessons Clubs
3:45 - 4:00	Snack
4:00 - 5:00 Enrichment	STEAM Activities Experiential Learning
5:00 - 6:00 Recreation	SPARK Yoga Optimistic Close

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.