**Sundale School District**

**EXPANDED LEARNING OPPORTUNITIES (ELO-P) PROGRAM PLAN**

13990 Ave. 240

Tulare, CA 93274

(559) 688-7451

**Name of Local Educational Agency and Expanded Learning Opportunities Program Site**

**Local Educational Agency (LEA) Name: Sundale Union Elementary School**

**Contact Name: Cindy Gist**

**Contact Email: Cindy.Gist@Sundale.org**

**Contact Phone: 559-688-7451**

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Sundale Elementary School

**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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.**

Our highest priority is providing a safe, nurturing environment in which Sundale School students can experiment with learning, develop their potential, and grow in the District’s Extended Learning Opportunity Program (ELO-P). Sundale has fostered partnerships with the Sundale Foundation to support our ELO-P.

A safe and supportive ELO-P begins with a well-trained staff in both safety protocols as well as best practices in student development. Safety procedures and plans are reviewed, practiced and implemented. All emergency drills and protocols are aligned to Sundale School's procedures utilized. In addition, on-going training will be provided to ELO-P personnel: 1) First Aide, 2) CPR, 3) Child Abuse Reporting, 4) Safety drills and 5) Sexual Harassment, as well as other trained as they are needed.

Expectations for student conduct will be aligned to Sundale School’s Behavior expectations, focusing on Character Development.

The development of social and emotional skills is an important component of the ELO-P and is enhanced by the supportive nature of the program and the variety of activities provided. The ELO-P staff are guided to build trusting relationships with students and to encourage participation for inclusive activities that require problem-solving and effective communication. Certain lessons provided on a regular basis are geared toward developing social-emotional and communication skills.

Parents and caregivers play a significant role in supporting the ELO-P. Therefore, it is vital for ELO-P Supervisors/Leaders/Staff to reach out and involve the families of their students. Parents should feel comfortable working with the staff to actively support their children’s learning and development.

Sundale's ELO-P will take place at 2 sites providing enrichment activities 3 hours (TK-3) and 2 hours (4-6th) beyond the normal school day as well as before school (30 minutes). If space is available, then opportunities will be opened to grades 7-8th grade students who qualify. The two sites the program will take place at are: Sundale School Campus as well as the Sundale Foundation Community Center (Students would be bussed to this location).

In addition, 30 days of intersession are scheduled in the following manner:

30 days of Summer Camp and/or other opportunities during Holiday Intercessions.

Increasing security may be needed, such as fencing; surveillance cameras, walkie-talkies, etc.

### 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.

Working in conjunction with the Sundale Foundation, the District’s **Expanded Learning Opportunity Program (ELO-P)** is dedicated to the active implementation of researched-based program designs, instructional strategies, and best practices for multiple dynamics of our population (i.e. English Leaners, students of poverty, foster and homeless youth).

Enrichment programs will incorporate Social Emotional Learning, Project Based Learning, engaging and hands-on educational experiences. The enrichment activities will include research-based instructional activities, which incorporate: 1) Connecting learning to prior learning and current knowledge, 2) STEAM, 3) Social-Emotional connections, 4) Use of modeling and creation of models, 5) Use of open-ended questions, 6) Scaffolding of information, 7) Experiential learning, 8) Engaging hands-on activities, 9) fine and performing arts, and 10) Health and Nutrition, to name a few.

The ELO-P will provide an array of physical activities, games, sports, art activities, problem solving games, STEAM activities, and student-centered activities designed to engage and nurture student interest and curiosity. Student field trips are also essential in the ELO-P. They offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning.

Finally, the ELO-P staff is supported by coaching and professional development provided by the ELO Coordinator, ELO Liaison, Sundale School Administration, Staff and ASES Coordinator.

Students in the ELO-P will have access to chrome books which will allow them to access application software from the regular day. Applications include:

Accelerated Readers, Lexia, Power Up, Google Classroom, Dream Box and ALEKS.

Special enrichment programs developed in collaboration with community partners will be offered which may include 4H, Art, Athletic Skill Building, music, performing arts, dance, etc.

Activities are designed to be engaging, informative, and to encourage a love of lifelong learning and exploration. Real-world enrichment opportunities provide students with a rich learning experience. College and Career presentations, visits from community members will occur regularly. These opportunities make learning come alive and add relevance to the experience of the ELO-Program.

### 3—Skill Building

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

All sites in our ELO-P will provide time for structured homework support and completion daily.

Students work individually, in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the ELO-P staff. Creating time for homework in a classroom setting and/or similar learning environment offers students the time to focus on assignments without distractions they might otherwise face at home. In addition, this timeframe is to set an atmosphere for learning by teaching students about personal responsibility, self-discipline, prioritizing tasks, and keeping organized. Students who complete homework have access to independent academic enrichment opportunities appropriate for their grade level, such as but not limited to:

● Academic Literacy Activities

● Science, Technology, Engineering, Arts, and Math activities

The academic literacy and enrichment components in Sundale’s ELO-P are viewed as an expansion rather than an extension of the core day. Our approach for engagement of students in projects is grounded in the best practice of project-based learning that addresses multiple learning styles (auditory, kinesthetic, and visual) and allows for student input. STEAM activities will be a fundamental piece integrated into our ELO-P enrichment program. Course offerings are based upon needs of the students. The list of resources/curricula below responds to priorities that are expressed by the regular day program such as, but not limited to:

● Accelerated Reader

● Lexia

● Power Up

● ALEKS

● Dream Box

● Accelerated Reader

● Academic tutorial support

### 4—Youth Voice and Leadership

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

The students, staff, and families in the ELO-P will have opportunities to share their viewpoints, concerns, or interests in various ways in order to encourage and increase voice and confidence in the shaping of program success and expansion. Furthermore, enrichment activities will be inclusive of opportunities for students to engage in open discussions, topics oriented presentations, team presentations, team activities, etc., that support leadership and social skill development.

As part of the ELO-P, students will receive a survey which asks questions regarding the program content, activities, ideas for new projects, field trips, staff, safety and other issues in communication as a means to capture youth voice. The ELOP Coordinator and District Liaison review the information in these surveys at the end of the year to prepare for training modules and to determine any adjustments or changes needed.

Students are also encouraged to volunteer to participate in beautification of the Sundale Campus by: Campus clean up; gardening; assisting teachers in the classrooms; peer buddies well as supporting local events such as Relay for Life and Book drives and other opportunities as suggested by our staff, students and families.

### 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.

Sundale District’s Food and Nutrition Department will work closely with the

ELO-P staff to guarantee healthy options and to provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. In addition, the staff will have access to the District’s Wellness Plan and thus are able to plan activities that are in alignment with the plan. ELO-P staff members will be mindful of food allergies and ensure that all students with an allergy are provided a tasty alternative snack. The District’s Food and Nutrition Department will prepare the meals for the ELO students.

Some examples of healthy snacks are:

● Animal Shaped Whole Graham Crackers

● Milk

● Whole Grain Cheez-its

● String Cheese

● Fruit Juice 100%

The Students also participate in the Sundale AG program which grow their own fruits and vegetables.

Physical activities focus on safety and fun in a structured, inclusive environment in which all students are active participants for 45 minutes daily. Activities include but are not limited to: non-competitive Basketball, Football, Karate, dance, yoga or Soccer, etc..

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### 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.

Sundale School District focuses on ensuring that all after school programs create

environments in which students experience values that embrace diversity and equity for everyone including all protected and non-protected classes. This is done through the EL0-P by creating a culture of belonging at the after school site, recruiting targeted populations to enroll, and reducing barriers to enrollment.

The ELO-P will stand and believe in the Foundation’s mission statement, “To provide opportunity for the Sundale Community and Families, through education, mentoring, sports and other activities, that build moral integrity, academic excellence and the development of self-worth”. Meaning, the expectation is that the program will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students academically and positive personal development. The ELO-P is designed to enroll, serve, and prioritize traditionally underserved students (low-income, foster youth, English Learners, and homeless students). In addition, the ELO-P will work to provide support to students with disabilities.

Students will explore a variety of learning experiences after school. Creating inviting

non-threatening environments for students is a high priority and will be delivered through the following:

● Team building activities to foster relationships between students, which increases

trust. Increased trust will facilitate a sense of belonging, which increases students’

sense of safety and confidence to explore and practice newly learned skills. Team

building activities consist of both content and non-content related topics.

● ELO-P staff will present information to students with consideration to the spectrum

of student learning modalities.

● Resources used for instruction will represent diversity that foster cultural awareness.

● Plans will be made on an individual basis for students with special needs to ensure

safety and success in the program. This includes plans for a safe transition from the

regular day to the after school location and if necessary, activities and support will

be based upon the child’s need for services.

Finally, the ELO-P will have systems in place to respond to barriers to enrollment. The ELO-P will ensure all after school spaces are equipped with the same technology and chrome books students have access to during the day. The ELO-P Liaison and the School Administrator will communicate with families that need transportation support and/or other support. In addition, the ELO staff will work closely with the School’s Special Education 504 Coordinator ensuring appropriate accommodations are in place for students in the ELO-P.

### 7—Quality Staff

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

In order to ensure that ELO-P staff are able to support students’ academic development, the staff are required to meet the minimum qualifications of an Instructional Aide. Minimum qualifications include: Completion of 48 semester units at an institution of higher education; or obtained an associate’s, bachelor’s or master’s degree; or passed the Instructional Aide examination offered by the Tulare County Office of Education. Professional Development (PD) is a central key to providing effective education to our students. Professional Development opportunities are delivered in a variety of ways such as but not limited to: HR Mobile, Presentations by the community, Sundale Administration, On-line opportunities, Tulare County Office of Education, Sundale Credentialed Staff and Sundale Foundation Staff.

Program training and workshops focus around, but are not limited to the

following:

● Twelve Quality Standards for Expanded Learning Programs

● Staff roles and responsibilities

● Program policies and procedures

● Mandated Reporting

● Safety procedures

● CPR/ First Aid

● Sexual Harassment

● School safety / emergency response / student health

● Relationship building and communications

● Classroom management / Positive Behavior Interventions and Supports

● Inclusion and effective strategies for working with English Learners

● Youth development principles and practices

● Program alignment: connecting the core day to after school

● Academic support

● Reading, ELA, Math and STEAM

● Project-based and service learning

● Workplace professionalism

● Social-Emotional Learning workshops

The ELO-P staff work closely with counselors, health aide and the Nurse at Sundale School throughout the year.

### 8—Clear Vision, Mission, and Purpose

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

The following are goals to enhance and expand the ELO-P:

● Provide targeted academic interventions for students: English Learners, foster youth, homeless, and other socioeconomically impacted students.

● Provide high quality STEAM experiences that align with Common Core State

Standards, NGSS standards, and project-based learning.

● Provide Social Emotional Learning (SEL) programs that focus on developing the

academic, social, emotional, and physical needs.

● Provide extended learning educational and enrichment programming that connects

Common Core State Standards and connects to and expands computer and

visual/performing arts experiences.

● Engage students in healthy choices, wellness, and physical fitness activities.

To ensure program needs are being met, an end of year survey (or other tool as suggested by the District Administrator) will be completed by the students and parents, in addition, evaluating data recorded throughout the year, student assessment information, staff recommendations and suggestions.

Tools to conduct research and evaluation may include all or some of the following:

● Surveys

● Interviews

● Usage of the Quality Self-Assessment Tool

● Twelve Quality Standards for Expanded Learning

Feedback will be solicited from school administrators, school day teachers, ELO-P staff, parents, students, and other community agencies that support the ELO-P’s development.

The ELO-P Coordinator, Liaison, District Administrator, will review and analyze site data generated from surveys, interviews, monthly reports, etc. to determine courses of action necessary to advance the program. Results will be presented to key stakeholders of the ELO-P.

ELO-P leadership staff will use evaluative tools in a collaborative manner to assess the intersession activities of the Program and explore potential opportunities of action leading toward growth. Assessing data together as a team, may involve reframing goals and making revisions to site plans.

### 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 primary partner of the ELO-P is the Sundale School Foundation. The Sundale Foundation provides direct staffing and coordination of our ELO-P and work closely with Sundale School District in the development and implementation of curriculum and enrichment activities.

The strongest partnerships are those established with site administrators and parents, and in addition to these, efforts are made to also integrate local partners from the community who have a mutual interest in promoting healthy student development. As community needs shift, partnerships are also likely to shift. The list below are the various organizations or individuals who have committed to supporting the program through in-kind services, community events, as well as opportunities for students to become involved in the community, school or that will provide resources to parents. This list will be expanded as needed.

● Tulare City Parks and Recreation

● Sundale’s Counseling Staff

● H/R Mobile

● Sundale Food and Nutritional Services

● Sundale School Staff

● Sundale’s Special Education Department

● Tulare County Office of Education

● School Sites Parent Clubs

● College of the Sequoias

● University of California Cooperative Extension, Tulare County

● Tulare County Sheriff and Fire Departments

● Tulare High Schools

### 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Expanded Learning Opportunities Coordinator, Sundale ASES Liaison, ELO-P Liaison along with the Sundale Administration will monitor the incorporation of best practices and strategies at monthly and year-end meetings.

The ELO Coordinator will meet monthly with the principal, after-school program coordinator, and ELO-P Liaison to debrief and discuss aligning the program to the school day and any issues that arise in the ELO-P. ELO-P staff will participate in continuous monitoring of the program effectiveness in supporting the school day through regular staff meetings, surveys, and collaboration with the school administration.

The ELO-P will use data to assess their programs and develop improvement plans: implement, assess progress, and reflect. These plans will include ongoing professional development for staff.

A goal for the ELO-P is to provide high-quality experiences for students and staff, now and in the future. Sundale Foundation will collect the following quantitative data for baseline program review: program attendance, regular school day attendance, and District Assessment Results for Language Arts and Math. In addition, qualitative data will be collected through surveys of the instructional day teachers, after school program leaders, students, and parents to determine perceptions of the program’s impact on student learning, to name a few.

Regular school attendance will be an important determining factor in student success. As such, attendance will be monitored closely and actions will be taken to address issues as they arise. Open, honest communication with parents and caregivers will be essential to ensure students receive maximum benefits from participation in the ELO-P. ELO-P staff members will be part of a collaborative team with site administrators and teachers with the goal of a seamless transition from regular day to after school.

### 11—Program Management

Describe the plan for program management.

The District’s ELO-P is in partnership with the Sundale Foundation. The design, direction, and administration of the program are under the direction of the ELO-P Coordinator, ELO-P Liaison and School District Administration, while working in conjunction with the Tulare County Office of Education’s CHOICES Director, and the School’s ASES Coordinator. The ELO-P Coordinator, and School Administrator assumes responsibility for ensuring that the flow of service to students remains consistent. Students in grades TK-6th grade who are Foster, Homeless, Socio-Economic Disadvantaged or English Learners will be given priority in the program at no charge. If there is availability then students in 7-8th grades who are within these groups will be invited. Students will be bussed to the Foundation Community Center or will be on the Sundale campus and transported home at 5:00.

Together with the ELO-P staff, they conduct ongoing self-evaluation to identify and/or monitor program strengths, weaknesses, opportunities, professional development, student attendance, program compliance, and program quality. This process also involves reflection regarding whether systems are in place to ensure that services provided align with the vision of the district. To build capacity and ensure a quality program, the ELO-P staff across all levels will collaborate and exchange ideas regarding best practices. The program is staffed with one ELO-P Coordinator, ELO-P Liaison, Site Lead, and one Tutor per twenty students (1st-6th) and one per ten students (TK-K). The site team is responsible for implementation of program components every day as provided in the program assurances. In addition to working with the ELO-P staff, the ELO-P Coordinator collaborates with the school principal, classroom teachers, parents, and students whose feedback makes it possible to adjust where necessary and continual.

Students will be encouraged to be in attendance for the full time the program is offered. The ELO-P is aligned with the Sundale ASES Program Plan which specifies the following Early Release or Late Arrival codes. These codes are entered into Pro Care Electronic system which is used to track attendance.

Early Release codes are used for any student that leaves the After School Program before the dismissal time. Late Arrival codes are tracked for any student that arrives to the program after the 10 min. sign in period.

 Early Release codes are as follows:

* + - 1- Attending a Parallel Program- Students attending an on-campus academic, enrichment, or sport program.
		- 2- Participating in an off-site Program- Students attending an off-campus academic, enrichment, or sports program as long as schedules are provided to After School Program.
		- 3- Family Emergency- Death in the family, catastrophic incidents, etc.
		- 4- Family Hardship- transportation issues, weather condition, emergencies, etc.
		- 5- Family Events / Affairs- Family had to go out of town, weddings, birthdays etc.
		- 6- Medical / Dental Appointments- Student has routine appointments
		- 7- Sent home due Illness / Injury- Staff will notify parent / guardian of accidents during program hours.
		- 8- Administrative Staff Approval- Student behavior, conditions prescribed by school / district (conditions out of After school programs control- power outage, no water, gas leak), etc.

## **General Questions**

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

To create one comprehensive and universal Expanded Learning Opportunities Program, Sundale School District in partnership with the Sundale Foundation propose to use the Quality Standards for Expanded Learning as an overall program guide. The ELO-P funds will be used to combine with the existing ASES Program. With additional staff, the Sundale Foundation will be able to seamlessly implement the ELOP and ASES Programs. One set of requirements and standards for continuous program improvement will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, thus ensuring that data developed and measurements of performance will provide an authentic outcome. Thus, program attendance, regular school day attendance, District Assessment Results in Reading and Math will be collected to provide consistent data across all programs. In addition, the Expanded Learning Quality Standards will continue to guide professional development for all staff, processes for continuous quality improvement in programs and staff program implementation. All staff in the ELO-P will receive training, support, and evaluation to ensure quality control and standardization across programs so that students receiving programs and activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian requirements across all programs will be equally important as staff training and program implementation.

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children.

How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The Sundale Foundation will hire additional staff for the 2022-2023 school year in order for the program to maintain the correct pupil-to staff member ratio of 10 to 1 for Transitional Kindergarten (TK) and Kindergarten students participating in the ELO-P. Students in TK and Kindergarten who will be participating in the after school program will remain on campus or be transported to our Foundation Community Center once school is dismissed at 2:10 p.m. and will be under direct supervision by ELO staff members until 5 p.m. The lower pupil-to staff ratio will be maintained by assigning no more than 10 TK or Kindergarten students to one ELO-P staff member. The ELO-P Liaison and Coordinator will maintain the schedule of all classes for the after school program to ensure required ratios are followed. TK and Kindergarten students will be using a classroom with appropriate furniture. These students will start their after school day with a healthy snack, offered homework time, and assistance. During this time, staff will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. Students will participate in Physical Education games using playground and sport equipment suitable for their age. These students will end their day with an enrichment activity created by the staff member based on STEAM, physical fitness, sports, art, nutrition, music, drama activities, to name a few. At the end of the day, students will be walked by staff to the bus or to their designated area for dismissal. The ELO-P staff will make sure these students are safe and welcome at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom that is monitored by an adult at all times. Staff will make sure the student knows at all times where they are supposed to be and what they are doing.

### 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.

TK-3rd grade students start at 8:10 a.m. each day of the week and end their regular school day at 2:10 p.m.. Students in 4th-6th start at 8:10 a.m. each day of the week and are dismissed at 3:15 p.m.. All students who participate in the EL0-P will either report to the after school program immediately after being dismissed or ride the bus to the Foundation Community center at the end of the school day. Each student who participates in the ELO program will be on campus or at the Foundation Community Center until 5:00 p.m. daily. Before School Care is also provided for all these students from 7:30-7:50 a.m. on the school campus.

After School ELO-P Schedule:

2:15-3:00 Student check in/snack time

3:00-3:20 Homework/tutoring time

3:20-4:20 Enrichment Activity

4:20-4:40 Physical Activity

4:40-5:00 Clean-up/dismissal

Schedule for ELO-P Morning Session:

7:30-7:50 Student Check in and Engagement

7:50 Dismissal to playground

Schedule for ELO-P Summer or intersession:

8:00 -10:00 Class time/Enrichment

10:00-10:15 Recess/Physical Activity

10:00-12:00 Class time/Enrichment

12:00-12:30 Lunch

12:30-1:30 Class time/Enrichment

1:30-2:30 Student check-in/ all group games

2:30-3:00 Physical activity

3:00-3:30 Snack time

3:30-4:30 Class time/Enrichment

4:30-5:00 Clean-up and dismissal

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

***EC* Section 46120(b)(3):**

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

***EC* Section 46120(b)(4):**

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

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized 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.