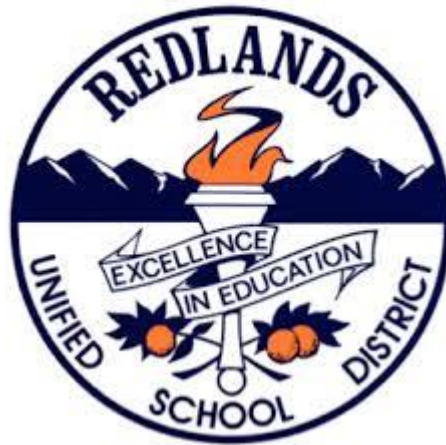


Expanded Learning Opportunities Program Plan

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Educational Services

Redlands Unified School District
20 W. Lugonia Avenue
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This Program Plan is required by California *Education Code* (EC) Section 46120(b)(2)

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Redlands Unified School District

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School sites that Redlands USD selected to operate the Expanded Learning Opportunities Program (ELO-P) known as Exploration Experience.

1. Crafton Elementary School

2. Bryn Mawr Elementary School

3. Franklin Elementary School

4. Kingsbury Elementary School

5. Lugonia Elementary School

6. Mentone Elementary School

7. Mission Elementary School

8. Victoria Elementary School

9. Beattie Middle School

10. Clement Middle School

11. Cope Middle School

12. Moore Middle School

Purpose

This program plan is required by *EC* Section 46120(b)(2). In this program plan, Redlands USD 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,

Expanded Learning Opportunities Program Plan

play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Expanded Learning Opportunities Program Plan

About the ELO-P Plan

This Expanded Learning Opportunity Program (ELO-P) Plan is approved by the Redlands USD Governing Board in a public meeting and posted on the district website. The program plan 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.

Redlands USD is responsible for creating, reviewing, and updating the ELO-P plan every three years in accordance with *EC* Section 8482.3(g)(1). Redlands USD is responsible for the plan and the oversight of any community partners or subcontractors.

The ELO-P Plan is designed to increase access to educational, literacy, and enrichment services beyond the regular school day and the current offerings within Redlands USD. Currently, ASES has a limit to the number of students that can access the program, based on funding level. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.

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, Redlands USD has provided a narrative description in response to the prompts listed under each Quality Standard throughout this plan. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

Expanded Learning Opportunities Program Plan

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.

Redlands USD will utilize a system for monitoring student attendance to ensure that unduplicated pupils are able to participate in ELO-P and ASES. Procedures will be in place to ensure that students are accounted for at all times.

Safety procedures will include, but are not limited to: supervision, mandated reporting, injury, behavior and social-emotional supports, etc. Additionally, the Redlands Coordinated Supports and Services (RCSS) team will respond and can be called upon for assistance or guidance as needed with students in crisis. Sprigeo is also available as a designated reporting platform that gives students an easy way to report safety threats, bullying, harassment or intimidation at or outside of school.

All school sites will be fully secured during program hours with established single entry/exit access points. Visitors must sign in at the front office prior to the program end time and follow the district's campus entry procedures (i.e., Raptor scan) and are monitored on campus at all times. Community enrichment providers are required to follow district protocols for clearance prior to working with students.

Students will be signed in at the start of their program each day that they attend. All grade TK-5 students must be signed out to a parent/guardian or approved Aeries emergency contact in order to be dismissed from the program each day. Grade 6 students will follow the same procedures unless they have a written consent form on file, signed by their parent/guardian, for their child to walk home from the program. Program staff will monitor students when they need to leave program location for reasons such as, but not limited to, early dismissal, restroom breaks, or going to the nurse's office.

The safety procedures in place during the school day will be adhered to at all times. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented and staff will know the locations of fire extinguishers on their campus. Staff will have access to student emergency contacts and Aeries student database. Redlands USD will provide health support (e.g., after hours nurse or LVN) during program hours in the event of a health emergency or injury. Staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, district safety officers and city emergency services.

Expanded Learning Opportunities Program Plan

Each ELO-P will use a positive behavior model aligned with the Positive Behavior Intervention and Supports (PBIS) framework. Each school's PBIS model includes a multi-tiered system of supports focused on providing early behavioral interventions, including small group and individual counseling. Each school's PBIS behavior expectations will be integrated into the site's after school program.

PBIS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. To reinforce continuity and alignment, school sites will include an after-school staff on their school's PBIS team. Additionally, PBIS implementation tools will be used when the ELO-P Director walks through ELO-P sites to support technical assistance, coaching and feedback.

All ELO-P sites will align with PBIS practices:

- Align program-wide expectations with the school day expectations (e.g., Safe, Respectful and Responsible)
- Students will be trained and practice PBIS expectations
- Expectations will be reinforced and retaught as necessary
- When expectations are not met interventions will be provided with documentation

The ELO-P Director and site administrators will provide staff training and monthly meetings to discuss site-specific protocols and revisit safety procedures as needed. All professional development and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

Students will have access to technology during the educational literacy component to assist as a learning resource. Redlands USD will provide a Digital Citizenship training program for staff and students to increase online safety and reduce incidents involving negative online behaviors. Professional development for teachers; digital citizenship lessons and activities that are integrated into educational and enrichment activities; and support for sites to become Common Sense Media Certified will be provided.

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.

A tutoring program will be established and offered daily. Students will receive tutoring services in various subject areas and provided by ELO-P Teachers, online tutoring platform / FEV, university students or AVID Tutors.

- FEV tutoring or other online tutoring platform - targeted tutoring
- University students or AVID tutors - small group tutoring based on subject area

Each site will identify the tutoring needs of their students. Staff will be trained in

Expanded Learning Opportunities Program Plan

strategies, classroom management, and effective supervision to ensure the tutoring component is successful and aligned with the school day practices and teacher strategies.

Staff will use techniques aligned with the core-day classroom to assist students. ELO-P Teachers and tutors will make sure students are utilizing strategies to ensure they are retaining the subject area concepts as well as build their capacity to be accountable for their learning. Tutors will work in collaboration with Redlands USD staff to ensure their tutoring program successfully aligns with our core standards, curriculum, and initiatives and student needs. The tutoring program will operate as a support of the school-day learning.

Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need. Digital literacy can include, but is not limited to, coding, robotics, digital storytelling and podcasting. The use of these technology-based programs will enhance students' digital literacy competencies and improve innovation skills.

In order to support literacy, ELO-P Program Specialists will provide program review with the ELO-P Director to improve practices. Sites will utilize STAR Assessments, as well as programmatic assessments and tools to monitor student progress. Results will be evaluated by program staff to monitor student progress.

Educational enrichment activities will involve a collection of student and site data to drive the selection of educational enrichment activities. Student data will be collected at the beginning of the ELO program planning to support in identifying the site's educational enrichment focuses and enrichment interests. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and/or civic engagement. Each ELO-P school may provide different types of enrichment activities depending on interests, needs, and personnel to deliver the activities.

Students will have the opportunity to participate in enrichment programs. If students are unable to participate due to capacity, a waitlist will be established for these enrichment programs to ensure students are given a chance to participate when available. We will leverage district programs, subject area experts, secondary school staff and students who are interested in leading these enrichment activities.

3—Skill Building

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

To improve academic achievement and student success, ELO-Ps will offer tutoring to meet the needs of students requiring further support. ELO-P Program Specialists will review data from STAR reports and teachers will be able to refer students for targeted tutoring services. Staff will provide feedback and inform students which assignments can

Expanded Learning Opportunities Program Plan

be completed to improve their learning.

ELO-P Teachers, university students or AVID tutors will provide content and targeted tutoring. As available, peer tutoring using secondary school student mentors may be assigned as tutors for elementary students after school at nearby elementary schools.

The ELO-P will offer rotations that reinforce literacy. Students will meet with staff during the week to learn reading, writing, and math skills. STEAM (Science, Technology, Engineering, Art, and Mathematics) activities will be offered to improve academic achievement and overall student success. Students will work on STEAM based activities and projects where they will apply their science, technology, arts, and math skills.

4—Youth Voice and Leadership

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

Student input is critical to program design. A student advisory group will be established with a diverse group of students in upper grades and will meet monthly at each school site. The advisory group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The advisory group will also participate in leadership development.

Student feedback will also be gathered via surveys and used to determine enrichment program selection and after school activities. Enrichment cycles will be developed, and students will have the opportunity to choose enrichment activities they would like to participate in after school.

High school students participating in work-based learning can establish and lead a club at an elementary site based on the student's interests, with staff supervision. Clubs designed and led by high school students can be aligned with Career Technical Education (CTE) courses that they participate in (e.g., Esports, culinary, media arts, engineering design, film academy, global business, etc.). This approach will be mutually beneficial to the high school and elementary students:

- high school students - strengthen the connection to their learning, instill a sense of competence, usefulness and influence
- elementary students - career exploration and exposure, skill building, unlock new interests

Secondary students participating in athletics or VAPA programs at their schools can serve as "Mentors" at the elementary schools and earn service-learning hours. The ELO-P will work with high school coaches and VAPA Teachers to create opportunities to host clinics / practices. All secondary students participating must follow a student volunteer / work-based learning process, which includes permission from the site administration from both their high school, middle school, and the elementary school.

Expanded Learning Opportunities Program Plan

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 programing.

The program will align its wellness initiative with the District's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, and that healthy food choices are served and promoted. A portion of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social-emotional learning.

Students will be provided with a healthy snack, provided by Redlands USD's Child Nutrition Services. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

Given that the District has qualified for 100% Community Eligibility Provision (CEP), all nutritious meals and snacks will be offered to all students at no cost. Child Nutrition Services (CNS) administer and provide all meal services. The meal service will meet the USDA nutrition requirements set forth by the federally regulated Child & Adult Care Feeding Program (CACFP). The CNS Registered Dietitian Nutrition (RDN) will ensure students with reported food allergies are provided meals that meet the accommodations plan.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their strength, endurance, and team comradery. Students may have the opportunity to participate in a physical fitness club or intramural sports program. These physical fitness components will also include a nutrition emphasis. This could include, but not limited to, discussions, lessons, promoting of healthy snacks, etc. Local farmers and the San Bernardino County Public Health Department may also provide auxiliary nutrition education components to further align with the wellness policies.

Elementary site intramural programs may be established on their school sites and students may have the opportunity to play against other site peers focusing on the sport's fundamental skills while encouraging team comradery. 6th grade students may have the opportunity to play other schools.

The inclusion of lessons and concepts from the District's Social Emotional Learning curriculum will be used to support students with further development of the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies, including the need for self-care as participating students adjust to a longer school day.

Expanded Learning Opportunities Program Plan

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.

Access to ELO-P is essential to meet the needs of students, especially those with disabilities, English learners / multilingual students, and/or students that have barriers that could potentially limit their participation.

The ELO-P will promote diversity and inclusion by providing opportunities for students to celebrate their unique backgrounds. Staff will be provided with training on equity and diversity to ensure the program creates an environment that celebrates the students' unique backgrounds. Cultural experiences that highlight the rich heritage of our students along with family nights centered on literacy may be offered.

Field trips to museums, science centers, as well as college campuses will enrich the students' experiences of the diverse world in which they live. In addition to field trips, the ELO-P will highlight cultural events such as Black History Month, Women's History Month, etc. Guest speakers from various cultural backgrounds may be scheduled throughout the school year to speak about their cultural experiences and backgrounds so students can gain further understanding and appreciation of other cultures.

For students with disabilities, the ELO-P will provide support staff that have training in working with students with special needs. The Special Education Department will conduct onsite support when sites need additional guidance with special needs students. The Special Education Department and ELO-P Director will collaborate on reasonable accommodations as they relate to student's IEPs and determine support plans as necessary.

To meet the needs of English Learners (EL) / multilingual learners, staff development on best practices to support ELs such as the use of visuals, guided oral practice with modeling, and teaching vocabulary. Program activity plans will incorporate intentional use of the EL supports to ensure these students have access to the material and content.

7—Quality Staff

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

Redlands USD will engage in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. A district ELO-P Director and site ELO-P Program Specialists will be given opportunities to plan and implement programs that draw upon these qualities.

Expanded Learning Opportunities Program Plan

The ELO-P Director shall 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 ELO-P Program Specialist shall be subject to the approval of the school site principal. The program specialist shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in district policy.

Professional development will be provided based on the needs of the program, requirements, budgets, and any information that affects the day-to-day operations of the program. Program provider administrators will retain proof of staff qualifications that meet or exceed the Redlands Unified School District's minimum requirements of an instructional aide.

Opportunities will be available for participants and community partners to provide feedback on program quality through the continuous quality improvement process. The results will be shared with the district ELO-P Director, site ELO-P Program Specialists, and school site administrators as appropriate.

Staff will deliver a program that meets program requirements, program curricula, youth development principles and best practices in programming planning and activities. Staff will facilitate activities that engage students in active and meaningful experiences that build mastery. Volunteers and "mentors" may fill roles that effectively support student learning through activities such as tutoring, small group instruction, and other activities. Staff will be committed to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents, as monitored by the site ELO-P Program Specialist.

8—Clear Vision, Mission, and Purpose

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

The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.

Redlands USD, in collaboration with the greater Redlands community, has created a visioning document entitled RUSD 2025: Excellence for ALL Students. This document outlines the district's commitment to five areas: Enhanced Learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, and Learning in Safe and Secure Environments. Each area identifies key district initiatives to ensure that all students in Redlands graduate ready for post-

Expanded Learning Opportunities Program Plan

secondary options and are prepared to be productive participants in our community. The Expanded Learning Opportunity Program (ELO-P) is built upon the tenets outlined in the RUSD 2025 vision and is designed to increase access to educational, literacy, and enrichment services beyond the regular school day and the current offerings within Redlands USD. Currently, ASES has a limit to the number of students that can access the program, based on funding level.

ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.

The COVID-19 pandemic has had a profound and lasting impact on the students and families of Redlands USD. The challenges faced include food and housing insecurity, lack of access to technology/connectivity, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. The interruption of learning experienced by students during the pandemic will require focused efforts to address these disruptions. The implementation of an effective ELO-P is a key part of this recovery. Redlands USD's commitment to equitable resource allocation will be critical as the district strives to improve outcomes for our students and communities of highest need.

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 ELO-P Director will develop collaborative partnerships that are formalized and clearly articulated through written agreements and maintained through on-going communication. These partners will include the Boys and Girls Club, Redlands Educational Partnership (REP), Coordinator of ASES grant programs and the area YMCA or other youth organizations. Local colleges and universities may provide resources to programs through its variety of community engagement initiatives. The Rochford Foundation, "Burrage Buddies" program, may provide students with a variety of exciting and engaging hands-on activities for students at the Burrage Mansion.

The district ELO-P Director, ASES Coordinator and the service provider staff will continuously seek out additional partners to support the programs. This team will coordinate a seamless and integrated partnership with the expanded learning program by cultivating and maintaining relationships with school day staff and active participation in staff meetings. Governance meetings with school administrators will be held to discuss the expanded learning program, its goals and accomplishments. Expanded Learning Networking meetings and partnerships with local community-based organizations will collaborate in order to leverage resources.

Community partners, including administrators and ELO-P Program Specialists, the ASES

Expanded Learning Opportunities Program Plan

Coordinator, school district personnel, students and parents will meet annually to review the program plan.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Each ELO-P site will participate in the Continuous Quality Improvement process and will outline improvement goals and action steps. These steps will include a timeline for action steps and quality improvement discussions, and will incorporate feedback from staff, youth, parents, and community partners.

The district ELO-P Director, school administrators, ASES Coordinator, and site ELO-P Program Specialists will develop a unified set of guiding questions that are related to program design, desired program outcomes, and impact. This team will create a plan to gather information from multiple sources that will answer the guiding questions. The collection of information will be done anonymously, identified only by the group from which it is collected. Each site will share lessons learned and key outcomes from the quality improvement process with community partners. Programs will also be evaluated formally by the district ELO-P Director and ASES Coordinator to assess program quality, plan programs, and improve program quality each year. The evaluation process will include staff, parent, and student surveys to gather feedback regarding the program.

Staff will demonstrate their commitment to continuous quality improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity. Staff will help collect and support using data to understand strengths and weaknesses in programming. Staff will engage participants in the continuous quality improvement process by regularly soliciting feedback about program activities that is collected and used in the CQI process, then share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions by including students on the improvement team.

Participants will be age-appropriate, actively engage in assessing strengths and weaknesses, and provide input for improvement based on quality standards through student leadership councils.

11—Program Management

Describe the plan for program management.

The ELO-P Director will create and update manuals that clearly define policies, procedures, and staff roles. Each ELO-P site will provide a user-friendly parent handbook that describes policies and procedures; provide the program organizational structure including lines of supervision for each site. The budget will be flexible for the ELO-P Director and site ELO-P Program Specialists to make allocation decisions as needed throughout the year.

Expanded Learning Opportunities Program Plan

Redlands Unified School District, ELO-P funds will be used to provide resources. Each site ELO-P will maintain sign-in and sign-out procedures that comply with the requirements of the ASES Grant and allow for the collection of attendance data for reporting. The ELO-P Director and ASES Coordinator will maintain the attendance accounting information to allow for compliance in the event of audit or program requirement change.

ELO-P Program Specialists will keep up-to-date and accessible records of all participants and employees; manage site-level resources; have the flexibility to make site-level decisions, and have a process for requesting additional supports when necessary. ELO-P Director and ASES Coordinator will stay informed about new research, best practices, and innovations in expanded learning programs.

General Questions

Existing After School Education and Safety (ASES) grantees.

ASES 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. Please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The district ELO-P Director and ASES Coordinator will coordinate a seamless and integrated partnership for expanded learning by cultivating and maintaining relationships with school day staff and site leadership. Governance meetings with school administrators will be held to discuss the expanded learning program, and its goals and accomplishments for each school site. Expanded Learning Networking meetings and partnerships with local community-based organizations will collaborate in order to leverage resources.

The ELO-P sites have been chosen based on the highest community based needs. Each site has, in addition, a current and active ASES or YMCA program. This opportunity to have resources that are more available will support the needs of students at these school sites. The ELO-P Program Specialist at each site will ensure that every student accessing the additional opportunity is able to get the benefits and resources as one continuous program.

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

Expanded Learning Opportunities Program Plan

program be developmentally-informed to address this younger age group?

Transitional Kindergarten and Kindergarten students will be supported in the ELO-P at the designated sites maintaining the 10:1 ratio through the use of the ELO-P teachers and classified support staff. Outside vendors may also be a consideration should the need for more classroom spaces or adults becomes necessary to ensure a quality program for our youngest students. Through district professional development and/or collaboration with the local community college, specific training in early childhood will allow personnel to provide age-appropriate learning and physical activities.

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.

All five of the designated elementary ELO-P school sites currently have full-day kindergarten and the expanded learning time will occur after the school day in the same manner as it is provided for 1st - 5th grades. Transitional Kindergarten students attend an Early Bird/Late Bird model with at least 210 minutes of instructional, physical, and nutritional time built into those minutes. All transitional Kindergarten students who attend the Early Bird Session, will continue to have time with the ELO-P teacher and classified support as needed to engage in enrichment activities such as music, art, and developmental play until the after school ELO-P begins for K-5th grades. Additional minutes will be available after school until the ELO-P concludes.

SAMPLE nine-hour Transitional Kindergarten SCHEDULE:

8:00 - 11:56 AM - Transitional Kindergarten School Program

11:56 AM - 12:30 PM – Story Time Activities

12:30-1:00 PM – Music Activities

1:00 – 1:30 PM - Developmental Play Activities

1:30 – 2:00 PM - Art Activities

2:00 – 5:00 PM – ELO-P snack and activities in Reading, Math, Social Emotional Learning, Physical Activity, STEAM Activities, and on-site or off-site fieldtrips and learning experiences, as well as specialty experiences provided by specific educators and vendors for the purpose of the ELO-P and ASES.

Summer School, Intersession, and/or Saturday School days will incorporate an added learning experience during the typical Transitional Kindergarten School Program both on-site or off-site experiences such as field days, zoos, museums designed for younger aged students, parks, etc...

Expanded Learning Opportunities Program Plan

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 school sites, 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.

Expanded Learning Opportunities Program Plan

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

Expanded Learning Opportunities Program Plan

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.