

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



Oakdale Joint Unified School District
168 St. Third Street
Oakdale, CA 95361
(209) 848-4884
Board Approved: June 13, 2022
Revised for School Year 2023-2024

This Program Template Guide is required by California Education Code (EC) Section 46120(b)(2). This plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

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

Local Educational Agency (LEA) Name: Oakdale Joint 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). All ELO-P programs will operate on the school site.

1. Cloverland Elementary
2. Fair Oaks Elementary
3. Magnolia Elementary
4. Sierra View Elementary

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. Social-Emotional skills include the ability to:

- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

All of these skills are necessary for both educators and students to function well in the classroom, in the community, and in college and careers.

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.

The Expanded Learning Program (ELP) will be available at the four elementary schools. The ELP will expand the existing after school program (ASES and locally funded) offerings and provide access to a greater number of students. The Oakdale Joint Unified School District (OJUSD) is committed to school-based programs to consistently provide a safe and secure environment and well-trained staff to respond to student needs and adhere to established safety protocols.

Every after school program adheres to the district-wide safety protocols and procedures. In addition, every program has a safety plan with activities related to the after school program setting. The safety plans are annually reviewed and updated by the after school program supervisor and the school administrator to ensure alignment in practices. Throughout the school year, staff and students review the emergency and safety procedures and carryout drills intended to prepare them in the event of a real emergency. Practice drills include: fire/evacuation, secure school, lockdown barricade, active threat, shelter in place, and duck and cover. Emergency and safety procedures are recurring topics at district and site-level staff meeting.

Other measures in place to support a safe environment include:

- securing the school during program hours and keeping a single entry/exit point;
- mirroring playground/yard rules that students are expected to follow during the regular school day to reduce injuries;
- increasing the number of first aid kits available and making them readily accessible throughout the program areas/facilities;
- staff wear the easily identifiable uniforms;
- staff carry a radio to facilitate communication for the duration of the program.

To augment student security, the EZChildTrack software will be used to capture real-time student attendance during program hours. Since the Early Release Policy allows students to leave before 6:00 pm, staff will now know who is in-program at any given moment. An added security feature with EZChildTrack is the use of a Personal Identification Number (PIN) by authorized adults when checking out a student. Staff will still check identification cards. Although students' demographic and emergency contact information will be available in EZChildTrack, an accessible emergency binder will be maintained with the *Child Information*

Record for every student.

In addition to emergency and safety protocols, program supervisors also maintain ongoing communication with the school nurse/health clerk to appropriately support students with health/medical needs. Although student's allergy and health information is available in EZChildTrack, an accessible health binder will be maintained with the *Child Allergy and Medical Report* for applicable students along with any other necessary information.

The student-to-staff ratios are strictly adhered to for the safety and well-being of students. Staff participate in training to effectively support the social-emotional needs of students, ensure good behavior management practices, and allow opportunities for positive youth development. High academic expectations are encouraged and collaborative peer settings are supported. To reinforce alignment with the school day, ELP staff will receive training on the new district-adopted social-emotional learning (SEL) program, *Second Step*, and will implement keys practice to promote SEL skills and positive youth development.

To consistently maintain clean and safe facilities for students in the after school and summer programs, the ELP will have a cost-sharing agreement with the district for custodial staff. An additional cost-share agreement will be maintained for administrative support at the district office level to support parent and community communication and engagement with the ELP.

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.

During the educational literacy component of the program, daily structured homework assistance is available for all students. Staff receive training annually on how to make the homework hour more effective and how to support struggling students.

The goal will be to expand on homework help to incorporate additional academic supports. This may include subject matter tutoring by teachers, paraprofessionals, or online providers. It may also include structured interventions or the use of online math and literacy programs. Each program will identify the best support structure and ensure that the help is relevant and timely, and that student efforts are acknowledged.

To improve the overall academic achievement of students, staff will integrate extension lessons to help students understand key concepts and develop specific skills. To effectively

support students, staff will maintain open, ongoing communication with teachers to identify areas requiring additional attention and best practices.

During the educational literacy component, students will have access to the technology (iPads, Chromebooks, laptops) required to access their schoolwork and/or complete projects assigned during the school day. Student devices will be upgraded to have the most current operational systems and additional devices will also be purchased to increase access. Programs will be encouraged to maintain mini libraries or to partner with the school librarian to promote independent reading. Programs may develop reading programs that promote readers, incentivize reading, and even offer some friendly competition among all district programs.

3—Skill Building

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

Students will engage in disguised learning activities that support and supplement school day lessons in language arts, math, science or social studies. Staff will also promote skills related to social-emotional learning; technology, and engineering; leadership development; college and career exploration; and, wellness and recreation.

Activities and project-based learning options will be student-centered and age-appropriate to nurture curiosity and spark new interests. Staff will guide students to become self-direct learners by equipping them with essential tools and strategies.

Survey data and student feedback will drive the enrichment activities and club offerings. Students will be encouraged to generate ideas for unique enrichment activities and to facilitate activities with the support of staff. The goal with this is for students to develop communication, organizational, and leadership skills while also providing a variety of enrichment opportunities.

Clubs will be student-centered and may be student-led. They will highlight the interests of participants while also helping other students discover new hobbies. They will also develop skills in specialty topics like sports, cooking, music, art, coding, foreign language, service learning, etc.

The ELP will upgrade and expand technology to give students experiences that develop the full scope of computing. Students will have access to laptops, tablets, printers, 3-D printers,

and other modern day devices that support STEM. These devices and access to the internet give students the opportunity to complete homework, research projects, reinforce reading and math skills, and expand their experiences in the world of STEM.

4—Youth Voice and Leadership

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

To fully engage students, staff must capture students' voice. Staff must have knowledge of students' interests, viewpoints, and concerns. The means for capturing youth voice may include surveys, dialogue, student councils, and suggestion boxes. Once feedback is captured, staff moves forward accordingly so that students know that their voice matters. When students see their input shape the program offerings, they develop ownership, which in turn positively influences relationships, attendance, and behavior.

Currently, there are some youth leadership opportunities in the programs. Staff empower students to choose activities, clubs or projects of interests. In some programs, students can identify, plan for, and facilitate activities of choice. And, in other programs, councils have been organized to advise on program offerings and needs.

Moving forward, we are designing a youth leadership component across all district programs that focuses on developing communication, critical thinking, and decision-making skills. Additionally, authentic leadership roles will be identified for students of all grades. This may include the identification of a "Leader of Week or Month" at both the lower and upper grade levels. The presence of a student council is another consideration.

The goal is to develop the leadership skills needed for students to identify problems and find solutions and to identify needs and set-up action plans that will be followed through.

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.

Some healthy practices embedded in the program include teaching students about good nutrition, ensuring daily opportunities for physical activity, and promoting school-based activities that support overall student wellness and positive youth development.

Students are provided a daily snack from Central Kitchen that meets the California Nutritional Guidelines. Staff track the number of students who take a snack. Examples of snacks provided include whole grain graham and cheese crackers, whole grain oat cereal, cheese sticks, low fat milk, fresh fruit, and fruit cups.

The district qualifies for reim-bursable meals, but will use ELOP funds to supplement the cost of snacks in the after school and summer expanded learning programs. The use of ELOP funds toward the cost of snacks will increase the variety of nutritious and popular snacks.

Cooking activities are paired with nutritional facts and informative lessons on the benefits of different food groups. Options for physical activities are provided daily to tap into the various student interests. Character education programs, prevention activities, and other wellness campaigns from the school day will be carried out during the after school program hours.

The importance of good nutrition and healthy eating habits are addressed within the cooking clubs. When planning for the cooking activities, the healthiest ingredients and recipes will always be the first choice. For example, whole grain instead of white bread, fresh fruits and vegetables instead of processed ones, and granola bars over cookies. All cooking items are in alignment with the district's Wellness Policy.

A range of physical activities are provided daily to benefit the overall physical and mental wellbeing of students. Activities may include sports such as basketball, volleyball, and soccer. Non-traditional sports like archery, lacrosse, and table tennis have gained a lot of interest. Other physical activities that rotate through programs include yoga and dance. Proper space and developmentally appropriate equipment are always available.

Not all students like sports but they all benefit from being active so staff try to ensure that there is always something for everyone. Staff also emphasize the benefits of being active every day; and, how the structured activities foster positive relationships and develop leaders.

To support the health and wellbeing of students, ELOP funds will cover the annual cost of the Fit Kids program and the one-time cost of the Fit Kids equipment and devices (e.g. iPads and speakers). Fit Kids provides structured students physical fitness programs that offers students the opportunity to use new equipment in a safe environment that promotes wellness and not just competition.

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 program provides equal access to all students and does not discriminate on the basis of gender, race, national origin, religion, disability, or any other legally protected class. The program provides a safe and inclusive environment for all participants and staff.

Staff involve all students to create an environment that recognizes and respects student differences. Students learn about different cultures, experiences, abilities through students' and staff sharing their own diverse experiences and backgrounds. The diversity in the community, region, and country are promoted through food, music, and crafts. Moving forward, all programs will have a Multicultural Month where students explore different cultural communities, their food, music, traditions, geography, and history.

The program staff is as diverse as the students they support. We have staff that are bilingual and assist with communication with students and families that are non-English speakers. Bilingual aides from the regular school day also rotate through the program to provide additional language support to newcomers and other English Learners. All program information and recruitment materials are available in English and Spanish and are shared through different mediums to increase access.

Program supervisors work closely with parents, teachers, case managers to support access and ensure appropriate accommodation are in place for students with special needs. Currently, there is one Student Support Aide equipped to support students with severe disabilities where necessary. If needed, additional staff may be hired. Moving forward, program staff will participate in disability awareness training to equip them with the skills and strategies needed to work effectively with students with special needs. A health clerk or LVN will also be hired to support students with medical needs.

To increase access for all students but in particular for those in grades TK/K, the district and the Expanded Learning Opportunities Program will co-fund the purchase of portables for Cloverland elementary. Facilities are needed to accommodate the increased demand for after school programs for students in TK/K. The need for additional space is also apparent as we look forward to expanded enrichment offerings focused on the fine arts. The district and the Expanded Learning Opportunities Program will also have a cost-sharing agreement to remodel the cafeteria at Magnolia Elementary. The cafeteria is the central hub for the after school program. The facility is in need of renovation to increase energy efficiency, safety, and

aesthetics. District and site staff will work to identify and remove the barriers that limit students' participation.

Other cost-sharing agreements between the Expanded Learning Opportunities Program and individual schools include the purchase of outdoor picnic tables at Sierra View; a shade structure at Fair Oaks; and the creation of sensory room at Cloverland elementary.

7—Quality Staff

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

The hiring process involves posting the positions on Edjoin and screening out those who do not meet the minimum requirements. Applicants with experience and a growth mindset are ideal. However, if the candidate does not have experience, training opportunities are available.

Upon hire, staff are evaluated after the 1st, 3rd, and 5th month of hire. All other staff are evaluated annually. The evaluation process is an opportunity to reflect on the employees strengths and to assess their skills in particular areas to determine if additional training is needed.

Relevant and timely training will be provided to staff to enhance employee performance and increase understanding of program goals, processes, and procedures. ELOP funds will pay for the costs associated with contracted service providers.

Professional development is provided to staff throughout the year at the district and site level. Prior to the first day of school, staff participate in an all-day district training event in preparation for the new school year. Topics covered include duties and responsibilities; program protocols and procedures; and, safety and emergency procedures. Additional topics of interest and/or need are also covered during this day. A minimum of two additional professional development opportunities are offered during the school year. The program will close for these events. Topics covered may include behavior management, best practices for the academic hour, planning for quality enrichment activities, and the continuous quality improvement process.

At the site level, program supervisors have a minimum of one staff meeting per month. Agendas include standing items such as safety but also include specific topics requested by staff. Micro trainings are provided at the site level to reinforce existing practices or to present

new topics or procedures.

Staff are provided the training and resources they need to not only deliver their activities but also to ensure that they are equipped to help students thrive in many ways. For new staff or staff who may be struggling, a coaching model and shadowing opportunities are offered to support their growth.

8—Clear Vision, Mission, and Purpose

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

“Teach. Learn. Every Day. No Excuses.” is the district’s mission statement and it that has been embraced by the Expanded Learning Program.

The program has clearly stated requirements and procedures to ensure efficient program administration. Staff annually evaluate the system and documents in use, make updates, and eliminate items that no longer serve a purpose. Every program aligns with the practices and priorities of the hosting school and all programs support the policies and priorities of the district. Additionally, all programs align with the Quality Standards for Expanded Learning in California.

Program needs are identified through the Quality Improvement process which considers multiple measures. Survey data is collected from students, parents, staff, and the school community. Observation and anecdotal data is also collected along with quantitative attendance and discipline data. The evaluation and subsequent discussion of the data collected leads to the development of an Action Plan with specific goals and activities.

The Quality Improvement process highlights areas for growth at the district and site level. The most recent review process highlighted the need for all programs to move forward with the following actions in the new school year.

1. Design a wellness program with specific guidelines to be implemented across all district programs. The wellness component will promote students’ physical, emotional, and mental wellbeing.
2. Design and implement a youth leadership component across all district programs that focuses on developing communication, critical thinking, and decision-making skills.
3. Staff will offer a variety of high-quality enrichment activities that meet the district’s standard.
4. STEAM activities will be available to all students in all programs.

5. All programs will have a Multicultural Month where students explore different cultural communities, their food, music, traditions, geography, and history.
6. Staff will participate in SEL training and disability awareness training to equip them with the skills and strategies needed to work effectively with students.

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 collaborative partners involved in the planning, implementation and review of the program plan include the Director of State and Federal Programs, program supervisors and staff, and site administrators. Program supervisors regularly meet with school administrators to discuss issues and events and attend staff meetings to maintain their system of support.

Given that the school district is fairly small and semi-rural, there are very limited opportunities for community partnerships. However, program supervisors are searching for opportunities to establish a system of collaboration with local businesses, service clubs, and volunteers as these partnerships benefit students. Programs have partnered with agencies such as the Oakdale Garden Club, Friends of Oakdale Heritage, Oak Valley Nursing and Rehabilitation Center, and the Astro Foundation. Service learning projects have prevailed and, likely, will continue to be the focus.

During the first year of the ELOP, after school programs partnered with private citizens to expand program offerings. Students were exposed to photography, youth CrossFit, watercolor painting, and pottery. The goal is to increase the number and variety of these project-based opportunities across the district.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

All programs annually participate in the Quality Improvement Process. Multiple measures are considered to identify strengths and areas for growth. The metrics used include:

- the *After School Program Quality Self-Assessment Tool*;
- surveys for students, staff, school administrators, and parents;
- the district after school program walkthrough form to collect anecdotal and observational data; and,

- participation rates, attendance and behavior data.

The district Continuous Quality Improvement (CQI) process is based on the Quality Standards for Expanded Learning and involves the use of resources made available by the California Department of Education and the California Afterschool Network. Implementation of the CQI process has noticeably increased the quality of the programs and increased student engagement.

The roles and responsibilities of staff for the CQI process are as follows:

- The Director of State and Federal Programs oversees the entire process, monitors progress, assesses data collected, and ensures the involvement of all educational partners. The director also facilitates an assessment of progress during the monthly supervisors meeting.
- Program supervisors are part of the leadership team that identifies the tools for the CQI process. They also lead the development of the Action Plan for their respective programs. Supervisors monitor the implementation of the plan, collect evidence, and assess progress. Supervisors report on progress, successes, and/or concerns at the monthly meeting with the program director.
- Program staff support the implementation of the Action Plan, collect evidence of progress, and contribute to the end-of-year evaluation.
- Included in the Action Plan are district-wide and/or site-specific goals and actions geared to enhance the program and the staff's ability to support students.

11—Program Management

Describe the plan for program management.

The Director of State and Federal Programs is administratively responsible for the implementation and evaluation of all after school programs and maintaining regulatory compliance. The Director provides fiscal support, reviews, and authorizes expenditures in-line with program and district policies. The director conducts site visits at least once per month to observe program activities, and to connect with staff. The director also meets with supervisors monthly to discuss standing items, monitor program compliance, assess progress on action plans, get budget updates, and discuss the hiring process.

Every Expanded Learning Program has an on-site supervisor who oversees and is responsible for the overall management of the program. Supervisors monitor daily and year-to-date attendance as well as the budget and operating expenditures. They have the autonomy and flexibility to manage their program offerings, expenditures, procedures, and staffing.

Supervisors supervise their team as well as other people working in the program (i.e. teachers, paraprofessionals, volunteers). Moving forward, they will also manage and provide supervision to any contracted external providers.

Supervisors facilitate monthly or bimonthly meetings with their teams to share program updates or address any needs that may have come up. During these meetings, supervisors also communicate operational procedures and reinforce their vision and expectations for program components.

To streamline program management procedures, the district came into contract with EZChildTrack, an after school program management system. The platform supports the registration process, provides real-time attendance, and has electronic student check-out via a PIN, among other helpful features. EZChildTrack maintains all student data and contact information at the fingertips of program staff. The program is now paperless with exception of two binders that must be kept in the event of an emergency, one for the *Child Information Records* and the other for the *Child Allergy and Medical Report*.

A Parent Handbook with program policies and procedures is shared electronically with families and posted on the program website in English and Spanish. The website is maintained to have the most current information. The EZChildTrack platform has a Parent Portal that allows parents to update their child's information (demographics, contact numbers, authorized people, etc.) as often as needed. Program supervisors are immediately notified of an update in the portal.

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.

The district has operated ASES programs at three of the four elementary schools and a parallel fee-based program at all four schools. With the availability of Expanded Learning

Opportunity Program (ELO-P) funds, the district will now offer one comprehensive after school program at all four schools. Now there is parity; all elementary students have access to a comprehensive after school program at no cost.

The Expanded Learning Program will operate like the current ASES program, except that it will now have the capacity to serve more students and enhance offerings. The ASES program requirements and the Quality Standards for Expanded Learning are providing the framework for the “new” program. The components of the ELO-P that are currently not provided will be phased-in. For example, as the staffing situation improves, we can recruit TK and K students to enroll in a before and after school program. The district currently operates half-day TK/K instructional days. Moreover, we could provide dedicated Expanded Learning Program space for participants if portables are co-funded with the district.

The ELO-P funding will not only support an increased number of students, it will greatly enhance the opportunities available to them in the after school setting. Students will gain access to music lessons, dance, sports clinics, and field trips that otherwise would not have been considered. Furthermore, contracted, experienced people will facilitate these activities. Another opportunity with the ELO-P funds is the availability of 9-hour programming for students. The summer program would include a mix of academic enrichment, fine arts, sports, and enrichment activities.

Full implementation of the Expanded Learning Program as envisioned by the legislature and the California Department of Education will not happen for two to three years. However, there will be observable progress in the meantime.

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 Expanded Learning Program and UPK planning teams will collaborate to gather input from the community to plan for the before and/or after school program design and schedule. The teams will identify developmentally appropriate activities and curriculum that are an extension of what is offered during the school day.

As with any other hiring, the job descriptions for the TK/K Expanded Learning Program positions need to be developed and then posted on the Edjoin website. Preferred candidates would have previous experience and/or education in early childhood development. Expanded learning program staff will join TK/K teachers and aides in meetings and attend trainings that are applicable to early childhood education. To better support students, staff will also shadow TK/K classes to understand daily operations and observe students. Professional development in early childhood, early literacy, and classroom management will be made available.

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.

The district currently operates half-day AM and PM transitional kindergarten and kindergarten classes. As a result, before school, after school, and expanded learning program options should be available. Following are sample program schedules.

Sample AM or PM Gap Program Daily Schedule	
Schedule	Activities
8:00 am / 11:00 am	Sign-in
	Lesson/Academic activity
	Art, music, dance
	Snack
	Outdoor recreation
	Discovery stations
	Free choice activity
11:00 am/2:00 pm	Sign-out

Sample Expanded Learning Program Schedule	
Schedule	Activities
2:00 pm	ELP start time
	Snack

	Outdoor recreation
	Academic enrichment
	Art, music, dance
	Outdoor activity
	Story corner
	Free choice activity
6:00 pm	ELP dismissal

Sample Intersession Daily Schedule	
Schedule	Activities
8:00 am	ELP start time / outside activities
8:30	Academic Enrichment (math, reading, writing)
9:30	Outside Activities (sports, exercise, science, gardening, nature walks, observations)
10:30	SEL & Leadership
11:00	Lunch
12:00	Music and Movement
12:30	Enrichment (art, dance, music, STEM)
2:00	Snack
2:30	Story Corner
3:00	Discover Stations (children explore their interests: crafts, building blocks, art, technology, literacy activities, math manipulatives)
5:00 pm	ELP 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 school sites 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.