EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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

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

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

Local Educational Agency (LEA) Name: Salinas City Elementary School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Boronda Meadows
2. Dual Immersion Academy of Salinas (DIAS)
3. El Gabilan
4. Kammann/Salinas Virtual Academy
5. Laurel Wood
6. Lincoln
7. Loma Vista
8. Los padres
9. Mission Park
10. Monterey Park
11. Natividad
12. Roosevelt
14. Sherwood
15. University Park

Governing Board Approval Date:
Review/Revision Date:
Review/Revision Date:

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. (See [*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. (See [*EC* Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [*EC* Section 46120(d)(3)])

Enrichment Element

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth development.

Off-Site Locations

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

1. Development/Review of the Plan

Collaborating with Partners

- 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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students. You can find information about the Quality Standard on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

- LEAs should 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.

Completing the Program Plan

- To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

- In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

2. Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

- All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [*EC* Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

- It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

3. Revisions/Changes

Reviewing and Revising Program Plans

- ***The LEA is responsible for creating, reviewing, and updating the program plan every three years*** in accordance with *EC* Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous
  improvement in the development of an effective ELO-P.

- It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

Created by the Expanded Learning Division | November 2024

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment.

Physical Safety - Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there.

Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

To create a safe and supportive environment for students in the Expanded Learning Opportunities Program (ELOP) across our 14 school sites, the program will prioritize strategies and practices that promote physical safety, emotional well-being, and a sense of belonging at each school site. Here's how students will experience this environment:

- Secure Facilities: Each site will ensure that buildings and play areas are secured and monitored to control access and prevent unauthorized visitors.
- Clear Policies and Procedures: Students and Staff will be informed about emergency protocols (e.g. Big Five Safety Protocol)to ensure preparedness.
- Trained Staff: Comprehensive Staff Training:
    - Staff participates in annual child safety training, including mandated reporter training to ensure they understand their legal responsibilities and can identify and address signs of abuse or neglect.
    - All support staff are CPR and First Aid certified, ensuring they are prepared to respond to emergencies.
    - Site Leads are trained to administer medications, including EpiPens, to support students with specific medical needs.
    - Safety training is conducted annually at the beginning of the year and reinforced during staff meetings and/or professional development throughout the year to ensure continuous readiness.
- Supervised Activities: Every activity will be carefully monitored with appropriate staff-to-student ratios.

Emotionally Safe & Supportive

- Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The physical environment described above will support our emotionally safe and supportive environment for students. Through a collaborative effort with school site staff, after school staff, and partner agencies we will provide a welcoming, collaborative, and emotionally and socially supportive environment.

- **Welcoming Environment**: Students will be greeted daily with positivity and care to make them feel seen and valued. Many activities begin with a community circle which promotes equity and connection through student voice.
- **Trauma-Informed Practices**: Staff will use trauma-informed approaches to respond to students' needs, de-escalating conflicts and providing emotional support. Visual schedules and clear expectations will be available for students. Students will have opportunities to participate in community circles to share feelings, solve problems, and build communication skills.

- **Peer Connection Opportunities**: Group activities will foster friendships and collaboration, reducing feelings of isolation.
- **Open Communication**: Students will have access to staff who actively listen and respond to their concerns without judgment.
- **Family Engagement:** Provide consistent positive communication with families through options like: monthly newsletters, in-person conversations, show cases, or parent information/feedback nights

Culturally Responsive Practices

- **Inclusive Curriculum and Activities**: Programs will reflect and celebrate the diversity of the student population, creating an inclusive space where all students feel represented. Example of partner agency SEL words and games calendar found here.
- **Language Accessibility**: Materials and communication will be available in many students' home languages to ensure understanding and inclusion. The current communication system, eg. Parentsquare, allows families to read information in their home language.

Student Voice and Leadership

- **Student-Led Activities**: Students will have opportunities to suggest and lead activities, giving them a sense of ownership and empowerment.
- **Feedback Loops**: Regular check-ins and at least one survey will allow students to express their feelings and needs, which will directly inform program improvements.
- **Community Circles:** Students share their thoughts through the process of a structured and equitable routine. Activity creates connection & community, generates understanding, perspective taking, & empathy. It also ensures equity of student voice.

Consistency and Structure

- **Daily Routines**: Predictable schedules will help students feel secure and understand expectations.
- **Clear Expectations**: Rules and behavioral expectations will be positively communicated and consistently enforced to ensure fairness.

Focus on Social-Emotional Learning (SEL)

- **SEL Lessons**: Activities that build skills like empathy, emotional regulation, and conflict resolution will be integrated into daily programming. For example, rallies and assemblies will be provided to reinforce SEL Skill and staff will use community circles to allow students opportunities to share their feelings and solve conflicts
- **Safe Spaces**: Students will have designated areas to decompress when feeling overwhelmed or stressed.

Family and Community Engagement

- **Parent Partnerships**: Open communication with families will build trust and reinforce a shared responsibility for student well-being.
- **Community Resources**: Each site will connect students and families with resources for mental health, academic support, and basic needs as needed. For example: parents can be connected out our Family Resource Centers or Parent Coordinators.

By implementing these practices, ELOP will create environments across all 14 sites where students feel physically and emotionally secure, supported, and empowered to thrive.

2—Active and Engaged Learning

- Explain 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.

Introduction The Expanded Learning Opportunity (ELO) Plan is designed to provide students with enriching and engaging learning experiences beyond the traditional school day. This plan emphasizes Active and Engaged Learning, ensuring students participate in hands-on, meaningful activities that foster critical thinking, creativity, collaboration, and leadership skills. By aligning with the organization's vision and goals, this plan supports student growth, bridges the gap between in-school and out-of-school programs, and promotes lifelong learning.

Goals and Objectives

1. **Enhance Student Engagement:** Create interactive, project-based activities that align with student interests and academic goals.
2. **Foster Leadership Skills:** Develop programs that encourage students to take on leadership roles and collaborate with peers.
3. **Promote Family Involvement:** Actively involve parents and families in programming to build trust, strengthen relationships, and support student success.
4. **Integrate Data-Driven Practices:** Use data to continuously improve program quality and address student needs.
5. **Align with School Day Curriculum:** Ensure seamless integration between in-school and out-of-school activities to provide consistent support for student learning.

Key Program Components

1. **Active Learning Strategies:**
    - **Hands-On Projects:** Incorporate STEM, arts, and community service projects that engage students in problem-solving and innovation.
    - **Experiential Learning:** Offer activities such as field trips, simulations, and real-world applications that connect learning to practical experiences.
2. **Student Leadership Opportunities:**
    - **Student Councils and Clubs:** Empower students to lead initiatives, organize events, and represent their peers.
    - **Peer Mentorship:** Establish programs where older students mentor younger peers, fostering leadership and collaboration.
3. **Family Engagement Initiatives:**
    - **Parent Orientation & Webinars:** Host virtual and in-person sessions to familiarize families with program goals and encourage their participation and feedback.
    - **Monthly Newsletters:** Share updates, success stories, and upcoming events to keep families informed.
    - **Community Events:** Organize events like Lights on After School, sports games, performances, and open houses to build community connections.
4. **Program Enrichment Opportunities:**

- **Homework and Academic Support:** Offer homework time for all students and provide strategic intervention/tutoring in English Language Arts and Mathematics, prioritizing unduplicated students.
- **STEAM (Science, Technology, Engineering, Arts, Mathematics):** Provide project-based learning opportunities with guest speakers and hands-on activities. Programs include coding, website development, and exploration of STEAM careers.
- **Computer Science:** Partner with outside agencies to teach programming, app development, and game design. Students develop skills in communication, creativity, and critical thinking while building upon math and writing.
- **Science:** Use Next Generation Science Standards (NGSS)-aligned materials with discussion questions, supplemental reading, and inquiry-based learning to foster science exploration.
- **Social-Emotional Learning (SEL):** Align curricula with the CASEL framework to enhance students' communication, connection, and community inside and outside the classroom. Focus on building teamwork, friendships, and positive communication.
- **Physical Education:** Provide daily outdoor physical activities and team sports to help students develop friendships, conflict resolution, and leadership skills in a safe environment.
- **Reading Programs:** Pilot programs such as Lit League or Reading with Relevance to guide students in exploring culturally relevant and socially rich literature through thoughtful lesson plans.
- **Field Trips:** Offer enriching experiences that complement program themes, such as visits to museums, theaters, sporting events, and other educational venues. These may be standalone events or integrated into after school, summer programs or other programs.

5. **Tutoring Services:**
   - **Delivery:** Provide tutoring through highly qualified credentialed teachers, para-professionals, and partner agencies, focusing on core subjects. Services may include 1:1 support, small groups, or on-demand sessions.
   - **Collaboration:** Tutors work closely with school staff to align services with core standards and curriculum.
   - **Technology Integration:** Utilize digital tools for tutoring and literacy support, such as coding, podcast creation, and website development, to enhance digital literacy and accelerate learning.
6. **Professional Development for Staff:**
   - **Ongoing Training:** Offer training in foundational reading skills, classroom management, and effective supervision to align tutoring and enrichment practices with school day strategies.
   - **Collaboration Opportunities:** Facilitate regular meetings for staff to share best practices and reflect on program outcomes.
7. **Evaluation and Continuous Improvement:**
   - **Data Collection:** Use surveys, assessments, and attendance records to evaluate program effectiveness.
   - **Feedback Mechanisms:** Solicit input from students, families, and staff to identify areas for growth.
   - **Goal Setting:** Regularly review and adjust goals to ensure alignment with student and community needs.

Implementation cycle

- Conduct needs assessments and engage stakeholders to finalize program priorities.
- Launch professional development sessions and student recruitment.
- Roll out initial program activities and establish family engagement initiatives.

- Collect feedback and data to refine and expand offerings.

Conclusion The Expanded Learning Opportunity Plan for Active and Engaged Learning is a commitment to enriching the educational experience for all students. By fostering active participation, leadership, and collaboration, this plan ensures that students are not only academically successful but also equipped with the skills they need to thrive in a rapidly changing world. Through continuous evaluation and partnership with families, this initiative will create a supportive, dynamic learning environment that inspires lifelong learning.

3—Skill Building

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

Our Expanded Learning Opportunities Program (ELO-P) focuses on improving student academic achievement and holistic development through educational literacy and enrichment activities aligned with the regular school day. By offering these extended learning opportunities, we aim to enhance student success, build college and career readiness, and foster leadership skills while addressing the social-emotional needs of all participants.

Goals

1. Improve Academic Achievement
    - Provide targeted academic interventions to strengthen foundational skills in reading, math, and English Language Development (ELD).
    - Align activities with the instructional goals set by classroom teachers, school administrators, and district.
2. Foster Leadership and Social-Emotional Development
    - Build self-confidence, communication, and collaboration through leadership opportunities and SEL integration.
    - Encourage youth voice by involving students in program design and decision-making.
3. Enhance College and Career Readiness
    - Equip students with critical thinking, problem-solving, and teamwork skills through STEAM and project-based learning (PBL).
    - Provide exposure to careers in STEAM fields through enrichment activities, thematic projects, and field trips.

Implementation Strategies

1. Educational Literacy Support
    - Students will receive homework support daily, working individually, in pairs, or in groups to complete assignments. After-school staff will communicate with classroom teachers to address challenges and ensure continuity.

    - Academic interventions will be delivered by credentialed teachers and tutoring companies, such as JIM Enterprises, focusing on highly targeted skills identified through district assessments or other purchased resources.
2. Integration with Computer-Based Learning
    - Students will continue using computer-based learning programs aligned with their instructional day goals. Progress will be monitored regularly by classroom teachers and adjusted as needed to ensure growth.
    - Computer science, coding, and other programming opportunities may also be provided as resources become available.
3. Project-Based Learning and Enrichment Activities
    - Students will engage in hands-on, thematic PBL activities that support and extend the regular curriculum, such as designing experiments, creating art projects, or performing in theater productions.
    - Enrichment opportunities include art, dance, cooking, theater, music, sports, photography, and other activities that foster personal interests and creativity.
4. Social-Emotional Learning Integration
    - SEL lessons will be seamlessly embedded into STEAM activities, helping students develop skills such as empathy, communication, and self-awareness. These lessons will nurture students' holistic growth and prepare them for academic and personal success.
5. Field Trips and Assemblies
    - Field trips and assemblies, offered on weekends, intersessions, summer, and after school, will expand students' experiences and perceptions of the world. These trips aim to build schema, enhance academic engagement, and inspire future aspirations. Examples include nature hikes, ice skating, theater, museum visits, or company tours connected to STEAM learning.
    - Meals and snacks will be provided during trips and other programming to promote community building and eliminate participation barriers.
6. Continuous Quality Improvement and Stakeholder Engagement
    - Site and district administrators, teachers, support staff, ELO-P personnel, and parents will collaborate through stakeholder meetings and surveys to assess program effectiveness and identify areas of need. Feedback will guide annual program planning and improvements.

Evaluation Metrics

- Student progress in literacy and math as measured through district assessments and ongoing program evaluations.
- Participation rates in academic and enrichment activities.
- SEL growth indicators tracked through surveys and observation
- Stakeholder feedback collected through annual surveys, focus groups, and advisory committees.

Key Focus Areas

Based on surveys, community members input, and observations identified the following as key focus areas:

- Provide a safe and supportive learning environment.
- Support English Language Development and reading/math skills improvement.
- Build leadership, youth voice, and college/career readiness.
- Integrate SEL components into all programming.
- Foster excitement for learning through events such as the California Invention Convention and other engaging opportunities.

By combining academic interventions, SEL-focused enrichment, and meaningful engagement opportunities, our ELO-P program ensures students are prepared to excel academically, socially, and emotionally while building skills for their future.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The SCESD Expanded Learning Opportunities Program (ELO-P) prioritizes student input in shaping an engaging, inclusive, and student-centered learning environment. Through class meetings, student surveys, leadership roles, and focus groups, students have multiple opportunities to share their ideas, influence program activities, and develop leadership skills.

Building Leadership through Student Roles & Responsibilities

All students will have meaningful leadership opportunities within their program groups, fostering responsibility, teamwork, and a sense of ownership. This includes:

- Establishing group routines & norms collaboratively.
- Taking on responsibilities such as helping to manage supplies, assisting peers, lead a group discussion, set up games or activities, serve meals, or gardening.
- Choosing supplemental activities based on their interests, including drawing, reading, crafts, and STEAM projects.
- Leading younger peers through tutoring, mentoring, and assisting in project-based learning.

Class Meetings & Circles: A Platform for Student Voice

Students will participate in regular class meetings and reflection circles where they can:

- Share their experiences and thoughts on program activities.
- Suggest improvements and propose new activities.
- Reflect on their learning and leadership growth.

- Provide feedback on social-emotional learning initiatives.

Data-Driven Student Feedback & Program Improvement

Student voice will directly inform program decisions through:

- Annual or biannual program surveys to evaluate activity success, identify areas for improvement, and gather input for enrichment program selection.
- Supervisor check-ins and family communication, ensuring younger students have a voice in shaping their experience.
- Student leadership groups that meet regularly during the school day to provide insight into school and expanded learning programs.

Choice & Interest-Driven Activities

Students will have the freedom to choose activities that align with their interests and passions:

- Outdoor games and sports activities will be selected by students to encourage engagement and enjoyment.
- Project based learning opportunities like California Invention Convention will allow students to solve problems and lean into their interests.
- Whole-group activities will be followed by high-interest supplemental choices, allowing students to explore personal areas of curiosity.
- STEAM projects and creative learning opportunities will be developed based on Student Interest Survey results.

Curriculum for Leadership Skill Development

ELO-P fosters leadership through structured curriculum activities focused on:

- Effective communication and public speaking
- Problem-solving and decision-making
- Collaboration and teamwork
- Goal-setting and personal growth

Showcasing Student Voice and Achievements

To amplify student leadership and pride in their work, students will have platforms to present and celebrate their contributions, including:

- Open house events where students showcase their work to families and community members.
- Student-led presentations and performances demonstrating learning and leadership growth.
- Competitions and exhibitions highlighting student innovation in STEAM, social-emotional learning, and other enrichment areas.

Creating an Inclusive & Empowering Community

By embedding youth voice and leadership into all aspects of program design, SCESD ELO-P ensures students feel heard, valued, and empowered to shape their learning journey. This approach fosters a sense of belonging, confidence, and community, preparing students to become active leaders in their schools and beyond.

5—Healthy Choices and Behaviors

● Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our program is committed to fostering healthy choices and behaviors by integrating nutrition education, access to balanced meals and snacks, and regular physical activity into daily programming.

Nutritious Meals & Snacks

We will collaborate with local food service providers to ensure students receive well-balanced, nutritious meals and snacks that meet USDA guidelines. These meals will include fresh fruits, vegetables, whole grains, and lean proteins while limiting processed foods and added sugars. Additionally, we will incorporate nutrition education into activities, helping students understand the benefits of healthy eating and how to make informed food choices.

On out-of-school days or for special after school events Extended Learning may opt to provide a meal from a local establishment that aligns with nutrition guidelines and enhances the day for all participants. For example, we may provide a meal(s) or snack to all students and parents who participate in a field trip to promote healthy eating habits for the whole family.

Sample Menu: similar at all sites

February

Kammann
Super Snack 24-25

3 **Lunch Entree** Whole Grain Bean and Cheese Burrito **Vegetables** Corn **Fruit** Fresh Apple **Milk** 1% White Milk	**4** **Lunch Entree** Whole Grain Empanada **Vegetables** Cucumber Slices **Fruit** Fresh Orange **Milk** 1% White Milk	**5** **Lunch Entree** Grilled Quesadilla **Vegetables** Pinto Beans **Fruit** Pear **Milk** 1% White Milk	**6** **Lunch Entree** Cheese Pizza **Vegetables** Celery Sticks **Fruit** Kiwi **Milk** 1% White Milk	**7** **Lunch Entree** Chef's Choice **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk
10 *Lincolns Day*	**11** **Lunch Entree** Whole Grain Corn Dog **Vegetables** Cucumber Slices **Fruit** Fresh Orange **Milk** 1% White Milk	**12** **Lunch Entree** Whole Grain Beef Taco Stick **Vegetables** Pinto Beans **Fruit** Pear **Milk** 1% White Milk	**13** **Lunch Entree** Nachos with Cheese Sauce **Vegetables** Celery Sticks **Fruit** Kiwi **Milk** 1% White Milk **Misc.** String Cheese	**14** **Lunch Entree** Chicken Tenders **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk **Misc.** String Cheese
17 *President's Day*	**18** **Lunch Entree** Whole Grain Empanada **Vegetables** Cucumber Slices **Fruit** Fresh Orange **Milk** 1% White Milk	**19** **Lunch Entree** Grilled Quesadilla **Vegetables** Pinto Beans **Fruit** Pear **Milk** 1% White Milk	**20** **Lunch Entree** Cheese Pizza **Vegetables** Baby Carrots **Fruit** Kiwi **Milk** 1% White Milk	**21** **Lunch Entree** Chef's Choice **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk
24 **Lunch Entree** Whole Grain Grilled Cheese **Vegetables** Corn **Fruit** Fresh Apple **Milk** 1% White Milk	**25** **Lunch Entree** Whole Grain Corn Dog **Vegetables** Cucumber Slices **Fruit** Fresh Orange **Milk** 1% White Milk	**26** **Lunch Entree** Whole Grain Beef Taco Stick **Vegetables** Pinto Beans **Fruit** Pear **Milk** 1% White Milk	**27** **Lunch Entree** Nachos with Cheese Sauce **Vegetables** Celery Sticks **Fruit** Kiwi **Milk** 1% White Milk **Misc.** String Cheese	**28** **Lunch Entree** Chicken Tenders **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk **Misc.** String Cheese

Opportunities for Physical Activity

Students will engage in a variety of physical activities designed to promote movement, teamwork, and overall well-being. These opportunities will include:

- **Daily Physical Activities**: Structured games, sports, and movement-based learning integrated into programming.
- **Recreational & Free Play**: Access to outdoor and indoor spaces for unstructured play, allowing students to explore physical activities they enjoy.
- **Wellness Workshops**: Interactive sessions focusing on fitness, mindfulness, and self-care.
- **Community Partnerships**: Collaborations with local organizations to offer sports clinics, dance classes, and other movement-based opportunities.

By integrating these elements, we will create an environment that supports students in developing lifelong healthy habits, ensuring they have the energy and focus needed for success both in and out of school.

Social-Emotional Well-Being

To support the mental health and well-being of students, our Extended Learning Opportunities (ELO) program will integrate intentional social-emotional learning (SEL) practices and restorative approaches throughout daily activities. These efforts ensure that students feel safe, valued, and supported in their learning environments.

Restorative Practices (RP)

All program sites will implement **Restorative Practices (RP)** to foster a positive and inclusive community. Using a collaborative approach, **coordinators, school counselors, psychologists, and community providers** will lead RP supports and provide consultation as needed. These supports will include:

- **1:1 Student Mentoring**: Individualized check-ins and mentoring for students needing additional guidance.
- **Student Circles**: Small group discussions to build relationships, resolve conflicts, and create a culture of respect.
- **Class Community Building**: Activities designed to strengthen peer connections and promote a sense of belonging.

Additionally, the **Extended Learning program** will collaborate with SCESD support services, such as the **PBIS coach, Special Education Department BCBAs**, and other specialists, to provide professional development for staff. These trainings will equip staff with the skills to implement RP strategies effectively, ensuring students receive the social-emotional support they need.

Professional Development Example

Social-Emotional Learning (SEL) Signature Practices

SEL **signature practices** will be **woven into every aspect of the program** to foster emotional intelligence, resilience, and positive behavior. These core practices include:

- **Welcoming Rituals**: Intentional check-ins at the beginning of each session to create a sense of belonging.
- **Engaging Communication**: Interactive discussions, active listening exercises, and collaborative activities that promote empathy and problem-solving.
- **Optimistic Closures**: Reflective practices at the end of sessions to celebrate successes and set positive intentions for the next day.

To ensure the successful integration of SEL practices, all staff will receive ongoing **training and coaching** on how to **embed these strategies throughout the program**, creating a consistent, nurturing environment that prioritizes student well-being.

Through **Restorative Practices and SEL signature practices**, our ELO program will provide students with the emotional support and tools they need to thrive academically, socially, and personally.

Supporting Social-Emotional Well-Being

Our Extended Learning Opportunities (ELO) program prioritizes student mental health by integrating **Restorative Practices (RP)** and **Social-Emotional Learning (SEL) Signature Practices** into daily activities.

Restorative Practices (RP)

To build a positive and inclusive environment, our program will offer:

- **1:1 Student Mentoring** for individual support.
- **Student Circles** to foster connection and conflict resolution.
- **Community Building Activities** to strengthen peer relationships.

We will collaborate with school counselors, psychologists, and specialists like the **PBIS coach and Special Education team** to provide staff training and ensure effective implementation.

Social-Emotional Learning (SEL) Signature Practices

SEL strategies will be embedded throughout the program, including:

- **Welcoming Rituals** to create a sense of belonging.
- **Engaging Communication** to promote teamwork and empathy.
- **Optimistic Closures** to encourage reflection and growth.

Staff will receive ongoing training to consistently apply these practices, ensuring students feel supported, connected, and ready to succeed.

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. Include how the ELO-P will provide access for students with disabilities.

The Expanded Learning Opportunities Program (ELO-P) is designed to ensure that all students, regardless of background, language, or ability, have equitable access to enriching, inclusive experiences. Rooted in diversity, equity, inclusion, and accessibility, our program provides opportunities for students to engage in meaningful activities that reflect their identities and introduce them to new perspectives.

Equitable Access for All Students

ELO-P is open to all students based on parent choice, with **priority enrollment given to Homeless, Foster, Migrant Education, Emergent Bilingual, and Unduplicated students**. By collaborating with district

Foster/Homeless Student Liaisons, Migrant Education Liaisons, and school staff, we ensure that students and families who would benefit most from the program have access.

To further promote equitable participation, we:

- **Work closely with families and support staff** to identify students who need additional assistance.
- **Remove financial barriers** by offering free or low-cost participation.
- **Ensure program accessibility** by partnering with health services to address students' medical needs, including food allergies, so no student is excluded due to health concerns.
- **Support students receiving intensive interventions during the school day** by collaborating with program specialists and caseworkers to maintain consistent support across school and after-school settings.

Cultural and Linguistic Diversity

ELO-P reflects and supports the diverse cultural and linguistic backgrounds of our students by:

- **Providing bilingual support**: English Learners have access to bilingual staff whenever possible. Additionally, we scaffold instruction and incorporate language development opportunities to ensure meaningful participation.
- **Using culturally responsive practices**: Lessons incorporate literature, art, music, and traditions from various cultures, allowing students to see themselves reflected in the curriculum while gaining exposure to different perspectives.
- **Engaging families and communities**: Parent orientations (virtual and in-person), monthly newsletters, and culturally inclusive events foster strong partnerships with families, ensuring that diverse voices are heard and valued.
- **Ensuring inclusivity in programming**: Our STEAM curriculum is intentionally designed to **avoid specific holidays or celebrations**, allowing for broad cultural representation and respect for different perspectives.

Social-Emotional and Behavioral Support

ELO-P integrates **Positive Behavioral Interventions and Supports (PBIS) and restorative practices** to create a safe, inclusive environment where all students can thrive. We:

- **Teach students conflict resolution skills** through restorative practices, helping them build peace, respect differences, and support one another.
- **Foster a sense of belonging** by ensuring that all students—especially those with emotional and social challenges—receive personalized support through a multi-tiered system of interventions.
- **Embed Social-Emotional Learning (SEL) throughout the program**: Lessons focus on empathy, inclusion, and positive social interactions, helping students appreciate each other's unique qualities.

Access for Students with Disabilities

ELO-P is committed to full inclusion by:

- **Adapting activities with Universal Design for Learning (UDL)** principles to ensure accessibility for students with diverse learning needs.
- **Collaborating with special education professionals and caseworkers** to implement accommodations, modifications, and assistive technology.
- **Providing staff training** on inclusive practices to support students with disabilities effectively.
- **Ensuring physical and programmatic accessibility** so that facilities and activities align with ADA requirements.

Diversity in Curriculum and Learning Experiences

ELO-P is designed to give students access to a curriculum that reflects a wide range of perspectives:

- **STEAM activities** incorporate diverse cultural influences, promoting appreciation for different ways of thinking and problem-solving.
- **Social-Emotional Learning (SEL) lessons** encourage students to develop empathy, recognize different perspectives, and build strong interpersonal skills.

By integrating culturally and linguistically responsive teaching, equitable access, and strong social-emotional supports, ELO-P fosters an inclusive environment where every child has the opportunity to succeed, lead, and thrive beyond the school day.

7—Quality Staff

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

Minimum Staff Qualifications

- What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff.
- Describe how your program will maintain minimum staffing ratios. (See [*EC* Section 46120(b)(2)(D)]).

Ensuring Student Engagement with Quality Staff

The SCESD Human Resources department, along with contracted agencies, is responsible for recruiting and hiring highly qualified program staff. These efforts ensure that staff members not only meet the minimum employment requirements but also bring interests and passions that enrich student learning experiences.

Minimum Staff Qualifications

To maintain high-quality instruction and support, all staff must meet the following minimum qualifications:

Paraeducators

- Associate's degree (AA) or higher **OR**
- High school diploma or G.E.D. with **48 college units OR**
- High school diploma or G.E.D. and successful completion of an **instructional aide test** provided by Salinas City Elementary School District.

Teachers

- Must hold a **valid California Teaching Credential**.

The Human Resources department or partner agencies ensures that all hired personnel meet these standards and are aligned with the program's mission to enhance student learning and development.

Recruitment Process

SCESD actively promotes open positions through:

- **Edjoin** (an online education job board)
- **Community job fairs**
- **Parent meetings**
- **School district messaging systems**
- **Local colleges and universities**

These outreach efforts help attract qualified candidates who are committed to student success.

Ensuring Safe and Adequate Staffing Ratios

The program adheres to **EC Section 46120(b)(2)(D)**, ensuring proper supervision and compliance with required staffing ratios:

- **Staff-to-student ratio of 1:20** for general programming and 1:10 for TK-K.
- Additional support staff assigned to specialized programs (e.g., STEM, small-group interventions).
- **Substitute staff pool** maintained for absences and unexpected vacancies.
- Strategic scheduling ensures coverage during all activities, including transitions and meal breaks.

District Partners and Expanded Learning Services

SCESD collaborates with various **community partners** to offer a broad range of educational, enrichment, and recreational programs. These partnerships enhance student learning by integrating diverse, high-quality services.

Partner	Services Provided	Program Type
FORXA Dance	Dance instruction	Enrichment, Physical Education
Harmony at Home	Olweus Bully Prevention Program	SEL
Hartnell College	Computer Science, Coding, and Engineering	Enrichment
EDMO	Manages 7 after-school sites, hands-on STEAM & SEL	Recreation, Enrichment, SEL
ELEVO	Manages 7 after-school sites, sports aligned to STEM & SEL	Recreation, Enrichment, SEL
Hijos Del Sol	Media arts and visual arts	Enrichment
Studio Carmel	Martial arts, media arts, music, STEAM	Recreation, Enrichment
ACT	Theater games, dance, and music	Recreation, Enrichment
Playworks	Curriculum for positive play and inclusivity	Recreation, SEL

JIM Enterprise	Tutoring (English & Math), Parent Training	Academics, Parent Outreach
WorkEd	Engineering and Robotics	Enrichment
Lift	Cooking and Nutrition	Enrichment, Physical Education

Facility and Infrastructure Needs

With the increasing number of **extended learning partners**, additional **facilities and resources** are needed to support expanded programming. This includes:

- **More classroom space** for academic and enrichment activities.
- **Storage units** for instructional materials, equipment, and supplies.
- **Dedicated spaces** for partner organizations providing services.
- **Ongoing purchase of safety equipment like**:radios, lanterns, water, first aid kits and etc.

SCESD is committed to maintaining quality staff through the above practices and addressing infrastructure needs to ensure high-quality program delivery and continued growth.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [*EC* Section 46120(b)(8)]).

Professional Development for Staff

SCESD is committed to providing continuous staff training and professional development to enhance program quality, ensuring staff have the necessary competencies to engage and enrich students effectively.

Mandatory Professional Development Days & Ongoing Training

SCESD allocates at least two district-led professional development days each year to ensure staff are well-equipped to support student learning and program implementation.

- Day One (August - Pre-School Year): Covers general topics such as program expectations, safety protocols, and curriculum planning.
- Day Two (Mid-Year): Focuses on district initiatives, instructional delivery improvement, and program implementation strategies.
- Integration: Training may be embedded in staff meetings, dedicated PD days, or offsite sessions with partner agencies.
- Access to online PD via Region 5 Gift Platform.
- Engagement Support: Meals or snacks may be provided to encourage participation and maximize learning effectiveness.
- Weekly Bulletins reinforce Professional Development trainings with programing information, district updates, and ideas for lessons, management, student engagement, special events, and behavior management.

- Partner agencies provide targeted professional development in their focused content area as well as foundational skills in professionalism, safety, behavior management, and multi tiered supports.

Conference Opportunities

SCESD encourages staff participation in regional and national conferences to promote professional growth and align with the Quality Standards for Expanded Learning in California. Some conference options may include:

- Region 5 Extended Learning "Rev Up" Conference (September): Open to certificated and classified staff, partner agency staff, and Teachers in Charge.
- Northern California Expanded Learning Conference: Attendance encouraged for certificated and classified staff, Teachers in Charge, and program administrators.
- BOOST Conference: Participation supported for Extended Learning Directors, Program Coordinators, and selected staff as part of ongoing professional development.
- Additional Conferences: Staff may attend other conferences that support program development and align with state quality standards.

Regular Collaborative Meetings

To foster ongoing learning and program refinement, SCESD facilitates regular collaborative meetings approximately once a month, covering key topics such as:

- Program updates and best practices
- Safety training and emergency preparedness
- Activity planning and curriculum development
- Classroom management strategies
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Justice practices
- Implementation of Quality Standards for Expanded Learning

Through these structured training opportunities and collaborative engagements, SCESD ensures that staff remain well-trained, informed, and motivated to provide high-quality learning experiences for students.

8—Clear Vision, Mission, and Purpose

- Explain the program’s clear vision, mission, and purpose.

Vision

The Expanded Learning Opportunities Program (ELO-P) envisions an inclusive, comprehensive program that empowers all students to imagine and create a bright future for themselves. By extending learning beyond the traditional school day, the program seeks to inspire students to recognize their talents, excel academically, and develop the skills needed to contribute meaningfully to a dynamic global community.

Mission

The mission of the ELO-P is to provide high-quality, engaging learning experiences that extend beyond the school day, ensuring all students—especially those from disadvantaged backgrounds—have access to meaningful enrichment and academic support. By collaborating with community partners, families, and educators, the program offers students opportunities to explore their interests and talents in a safe and nurturing environment.

Purpose

The purpose of ELO-P is to expand educational opportunities for students in Preschool/Kindergarten (PK) through sixth grade by:

- Extending the school day from 6 to 9 hours, offering structured enrichment and academic activities Monday through Friday during 175 regular school days, plus 30 additional days of programming during summer, winter, spring intersessions, or Saturdays.
- Providing engaging, hands-on learning experiences in STEAM (Science, Technology, Engineering, Arts, and Math), music, dance, theater, social-emotional learning, outdoor education, student leadership, sports, educational field trips, assemblies, and academic support.
- Supporting Attendance Recovery by offering structured academic sessions led by certificated teachers to help students regain lost instructional time while engaging in meaningful learning activities.
- Ensuring student safety by maintaining a secure and welcoming environment, supervised by trained certificated and classified personnel.
- Strengthening partnerships with staff, parents, community organizations, and government entities to enhance student learning and development.
- Integrating ELO-P funding with After School Education and Safety (ASES) funding to create a unified, comprehensive program that serves a growing number of students across the district.

In the 25/26 school year, the program is offered to ALL students, ensuring equitable access to expanded learning opportunities for all. Student well-being and success remain at the heart of ELO-P, fostering a community where students feel supported, empowered, and prepared for the future.

9—Collaborative Partnerships

- Detail the program's collaborative partnerships.

Students and Families

- Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year

Collaborative Partnerships with Students and Families

The Expanded Learning Program is built on a foundation of strong partnerships with students and families, ensuring their voices shape the program's development and ongoing improvement. Through a variety of engagement strategies, the program fosters collaboration and shared ownership among all stakeholders.

Family Involvement in Program Planning
Families play a key role in shaping the program through multiple feedback opportunities:

- **Parent Feedback at Site Open Houses and Events** – Open houses and special events provide platforms for families to share their experiences, ask questions, and offer suggestions for program enhancements.
- **Virtual Parent Meetings** – To accommodate diverse schedules, virtual meetings allow parents to engage in discussions, provide input, and stay informed about program updates.
- **Parent Surveys** – Regular annual surveys gather insights into family needs, expectations, and areas for improvement, ensuring the program aligns with community priorities.

Student Involvement in Program Planning
Students are central to the program's design and evolution, with their voices continuously shaping the learning experience:

- **Student Surveys** – Conducted periodically, these surveys collect feedback on activities, interests, and areas for growth, helping staff refine offerings.
- **Ongoing Input During Circle Time and Informal Settings** – Daily check-ins and open discussions encourage students to share their thoughts, ensuring the program remains responsive to their interests and needs.

Engagement Throughout the Year
The program maintains strong family and student partnerships beyond the planning phase:

- **Parent and Family Events** – These opportunities build connections and reinforce the shared commitment to student success.
- **Student Leadership and Voice** – Students take on leadership roles within activities, contributing ideas and shaping projects that reflect their interests.
- **Continuous Feedback Loops** – Open communication channels ensure that student and family input remains a guiding force in program adjustments and enhancements.

By fostering ongoing collaboration with families and students, the Expanded Learning Program remains dynamic, inclusive, and responsive to the needs of the community it serves.

Community Based Organizations and other Non-LEA Partners

- Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Collaboration and Program Design

The district actively engages CBOs and non-LEA partners in the program's design through scheduled meetings, stakeholder discussions, and continuous feedback loops. Multiple meetings are held throughout the school year to provide a platform for collaboration, informing stakeholders, gathering feedback, and ensuring that all voices—including students, parents, and community partners—are heard and valued.

To ensure transparency and inclusivity, the district program plan will be made available to all stakeholders, including site administrators, certificated staff, support staff, students, parents, and the broader school community. The plan will be accessible on the district website and will undergo an annual review process conducted by administrators, staff, and program coordinators. Final approval of the plan will be granted by the school board to ensure accountability and alignment with district goals.

Ongoing Stakeholder Engagement

The district values continuous input from a diverse range of stakeholders, including site and district administrators, teachers, support personnel, community partners, and parents. Parents will have various opportunities to provide feedback through site-based parent meetings such as, After School program parent meetings, school or district parent forums, School Site Councils (SSC), and English Learner Advisory Committees (ELAC). Additionally, each

year a virtual meeting will be offered to parents as part of the Continuous Quality Improvement (CQI) process allowing opportunities to discuss strengths and areas for improvement.

Integration with District Initiatives

The ELO-P will be closely coordinated with other district initiatives, including:

- **Community Schools**: Ensuring alignment with wraparound services that support students academically, socially, and emotionally.
- **Multi-Tiered Systems of Support (MTSS)**: Providing targeted interventions to address student needs holistically, leveraging expanded learning time for academic and socio-emotional support.
- **Social-Emotional Learning (SEL)**: Partnering with organizations that provide SEL enrichment, fostering resilience, teamwork, and self-regulation skills.

Community-Based Partnerships

The school district collaborates with a range of partner agencies to enrich and expand program offerings. These partnerships ensure students have access to a variety of experiences, including STEAM learning, performing arts, sports, leadership development, and college and career readiness. Our partners include, but are not limited to:

- **Region 5 Expanded Learning**: Supporting professional development and best practices in STEAM, SEL, and other enrichment areas.
- **Hartnell Educational Foundation**: Providing academic and career-related enrichment programs.
- **EDMO**: Delivering hands-on STEAM and maker education.
- **Elevo**: Promoting active and engaging physical education programs.
- **ACT (Acting & Theater)**: Offering performing arts education.
- **Studio Carmel**: Providing fine arts experiences for students.
- **Forxa Dance Academy**: Bringing cultural and contemporary dance education.
- **CSU Monterey Bay**: Partnering on college readiness and mentorship initiatives.
- **Salinas Recreational Department**: Providing access to sports and recreational activities.
- **YMCA**: Offering youth development programs centered on health and wellness.
- **Folklorico & Hijos Del Sol**: Promoting cultural heritage through dance and visual arts.
- **WorkED**: Enhancing career and workforce readiness for students.
- **Lift**: Supporting leadership development and empowerment programs.
- **JIM Enterprise**: Academic Intervention

Conclusion

By integrating community partnerships, aligning with district-wide initiatives, and fostering an inclusive approach to continuous improvement, the school district ensures that the Expanded Learning Opportunities Program is a robust, high-quality, and sustainable resource for students. Our ongoing engagement with CBOs and non-LEA partners will continue to evolve to meet the dynamic needs of our students, families, and community, providing equitable access to enriching and transformative learning experiences beyond the traditional school day.

10—Continuous Quality Improvement

- Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management

practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Continuous Quality Improvement (CQI) in Expanded Learning Opportunities Program (ELO-P)

Collection and Use of Student Data

To ensure continuous quality improvement (CQI), ELO-P utilizes multiple sources of data to assess student social, behavioral, and skill development. These data sources include:

- **End-of-Year Surveys (June-August):** Conducted with students, families, and staff to gather insights on program effectiveness, student engagement, and areas for improvement.
- **Monthly Observations and Assessments (September-June):** Site coordinators and district coordinators conduct structured visits to observe program implementation, student participation, and adherence to Quality Standards.
- **SEL Competency Assessments:** Surveys and observational tools are used to measure social-emotional learning (SEL) competencies, including social skills, self-control, perseverance, conflict resolution, and school connectedness.
- **Academic Performance Tracking:** Homework completion rates, tutoring participation, and student progress in English Language Arts (ELA) and Math are monitored through formative and summative assessments.
- **Stakeholder Feedback (Ongoing):** Input from parents, school staff, and community partners is solicited to refine program activities and improve student outcomes.

Continuous Quality Improvement Cycle

ELO-P follows a structured CQI cycle to assess, plan, and improve program quality:

- **Assess Program Quality:** Collect data on the program using multiple strategies, including self-assessments, review of program policies and manuals, interviews, and surveys conducted with staff, youth, and other stakeholders, as well as observations of program activities.
- **Plan:** Reflect on program data and use it to generate and implement a plan with goals in one or two of the twelve quality standards areas for Expanded Learning for program improvement. Plans guide revisions to organizational strategies and goals, direct resources towards areas that need improvement, and inform professional development for staff.
- **Improve Program Quality:** Implement the action plan while taking time to reflect on progress along the way. Once key goals are met, reassess and update the plan accordingly.

CQI Implementation Process

To effectively assess, plan, and improve, ELO-P follows a structured CQI process:

- **Review End-of-Year Surveys:** Identify trends and key findings to inform planning.
- **Develop a CQI Plan with Stakeholders:** Collaborate with district leadership, site coordinators, and families to determine 1-2 focus standards for the year.

- **Site Visitations and Observations (On going):** Conduct scheduled visits to assess program implementation and identify areas for improvement.
- **Evidence Collection (On going):** Gather data on CQI standards, document student progress, and adjust activities accordingly.
- **End-of-Year Reflection and Evaluation:** Conduct surveys, analyze data, and revise the CQI plan as needed.

Program Evaluation and Modification

The overall program is evaluated collaboratively by the district coordinator, school site principals, and site coordinators. Modifications are made based on the data collected to ensure that program activities align with student needs and quality standards. Adjustments are implemented annually, with mid-year revisions as necessary.

Plans for Program Improvement

To enhance student development and program effectiveness, ELO-P aims to:

- **Strengthen Academic Growth:** Provide targeted support in ELA and Math through tutoring, technology-based learning, and integration of Common Core-aligned strategies.
- **Implement a Comprehensive SEL Curriculum:** Foster social-emotional development by embedding SEL practices into daily activities.
- **Align Quality Standards to Program Activities:** Ensure that all program components reflect established Quality Standards.
- **Expand STEAM Opportunities:** Develop collaborative partnerships to enhance STEAM-related learning experiences.
- **Enhance Homework Completion Strategies:** Work closely with classroom teachers to improve homework completion rates through incentives, structured monitoring, and family engagement.
- **Increase Community Engagement:** Actively seek input from community members to refine and enhance program offerings based on local needs.

By following this CQI framework, ELO-P remains committed to continuous reflection, stakeholder engagement, and program enhancement to provide high-quality, student-centered expanded learning experiences.

11—Program Management

Policies and Procedures

- Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Policies and Procedures:

Expanded Learning Opportunities Program (ELOP) Management Policies and Procedures

Overview The ELOP policies and procedures serve as a guide for the management and implementation of various expanded learning programs. These policies ensure compliance with district, state, and federal regulations while promoting student safety, engagement, and enrichment.

Program Policies and Procedures

1. General Program Policies

- All ELOP programs follow district-approved policies regarding student supervision, safety, and conduct.
- Staff are trained in child development, behavior management, and emergency protocols.
- All programs align with school-day learning to provide continuity for students.

2. Documentation and Record-Keeping

- **Enrollment/Registration:**
  - Families must complete an enrollment application for each student participating in any ELOP program.
  - Applications are stored digitally and securely to maintain confidentiality.
- **Attendance Tracking:**
  - Attendance is recorded daily using an approved digital attendance system.
  - Staff must report attendance discrepancies and follow up with families as needed.
- **Student Records:**
  - Individual student files contain emergency contact information, medical records, and program participation history.
  - Records are securely maintained in compliance with FERPA regulations.

3. Program-Specific Procedures

A. After-School Programs

- Students are expected to sign in upon arrival and sign out when leaving.
- Homework support, enrichment activities, and recreational opportunities are provided.
- Parent communication is facilitated through newsletters, phone calls, and meetings.
- The After-School Program is funded with both ELOP and ASES funding and follows the attendance guidelines in the ASES program to comply with most restrictive requirements.

B. Field Trips & Saturday Field Trips

- Permission slips must be digitally completed parents/guardians before participation.
- Student-to-staff ratios comply with safety guidelines.
- Emergency contact information and first aid kits are carried at all times.

C. Intersessions & Summer STEAM Programs

- Registration opens prior to the session and is first-come, first-served.
- Curriculum focuses on STEAM-based learning, hands-on projects, and career exploration.

D. Sports Programs

- Practices and games follow approved schedules.
- Code of conduct for student-athletes, parents, and coaches is strictly enforced.

Sample PE Game Activity

3RD–5TH GRADE GAMES

Chain Race

Click or Scan to See Video

Objective

Students will have to utilize their communication and leadership skills while also focusing on problem solving and resilience.

Materials

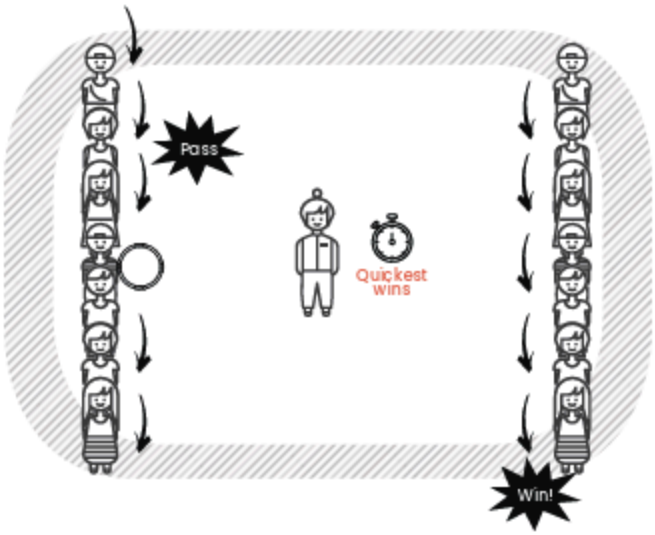
Two hula hoops.

Instructions

Split the students into two equal teams and have each team create a line. When the game starts, have the students join hands with their teammates. The goal is to pass a hula hoop from one end of their line to the other without disconnecting their hands. The team who moves the hula hoop all the way through their line the fastest, wins.

To level up this game, have all the students form a circle and join hands. Place two hula hoops to the circle, one on each side, and have students try to pass the hula hoop around the circle without disconnecting their hands. If two hula hoops cross, the person or persons with the hula hoops is out. The game continues until four students remain.

Graphic



Sample SEL Word Discussion Guide

SEL DISCUSSION GUIDE

Courage

Click or Scan to See Video

Keywords and Synonyms:

Mettle, resolution, spirit, conviction, bravery, having guts, daring, fortitude, valor, fearlessness, determination.

Courage is your ability to make good choices even when you are afraid or faced with a difficult situation. Courage is when you do not let fear hold you back from trying something new or doing the right thing. People often mistake courage as the absence of fear, but as Nelson Mandela said, "The brave man is not he who does not feel afraid, but he who conquers that fear." Having courage can open the door to many great opportunities. It helps you make new friends, find new interests you never knew you had, and take a stand on issues that matter.

Daily Discussion Questions:

Day 1: The objective of today's lesson is discuss the definition of courage and why it is important.

- TK–2: What does it mean to be brave? Tell me about a time when you were brave.
- 3–5: What does courage mean to you? What are some synonyms for courage? Why is courage important?
- 6–8: What is courage? Why is it important?

Day 2: The objective of today's lesson is to discuss what our lives would be like without courage.

- TK–2: What would happen if you weren't brave? Or if your friends weren't brave?
- 3–5: What is the opposite of courage? What would life be like without courage?
- 6–8: What are some things that you're afraid of or worried about? What are ways that you can face these fears?

Day 3: The objective of today's lesson is to investigate the relationship between courage and having a growth mindset.

- TK–2: How can you practice being brave? Is there something you can do every day?
- 3–5: What can you work on everyday in order to be more brave and courageous?
- 6–8: How can you become more courageous? Are there ways you can practice courage?

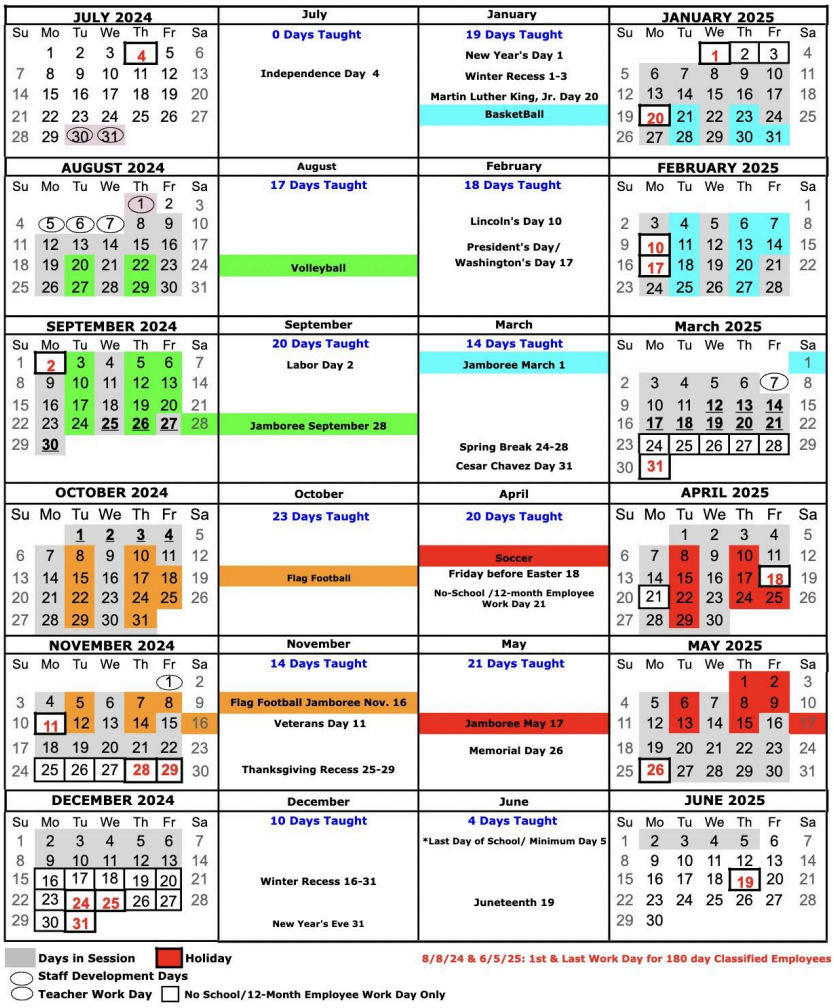
Day 4: The objective of today's lesson is to reflect on the role courage plays in our lives.

- TK–2: Who is someone in your life that you think is brave?
- 3–5: What are some everyday acts of courage?
- 6–8: Who are some courageous public figures? What fear or challenge did they face?

Day 5: The objective of today's lesson is to reflect on what was learned about courage this week.

- TK–2: What is a positive affirmation you can start to tell yourself when you need the courage to do something?
- 3–5: What is something new you learned this week about yourself when it comes to courage?
- 6–8: What is something you learned about courage this week that you feel you can start applying to your daily life?

SAMPLE



Highlighted squares reflect our after school sports program

E. Attendance Recovery

To support student success, ELO-P incorporates an **Attendance Recovery** component, allowing students to regain lost instructional time through structured academic sessions led by Local Educational Agency (LEA) teachers.

- Attendance for **Attendance Recovery** will be tracked separately from general ELO-P participation.
- Students' academic engagement will be recorded in **hour increments**, ensuring compliance with attendance recovery policies.
- Examples of Instructional materials and lesson plans will be maintained for **auditing purposes**.
- Certificated teachers will facilitate academic sessions focused on reinforcing core subjects, such as English language arts, math, science, history, social science,and computer science providing targeted interventions, and engaging students in meaningful learning activities.

4. Parent and Family Engagement

- Parent Meetings like orientations, and townhalls are held to communicate program expectations and gather feedback.

- Families are encouraged to participate in events such as open houses, sports games, and special activities.
- Digital platforms and newsletters keep families informed about upcoming programs and opportunities.

5. Emergency and Safety Protocols

- All staff receive CPR and first aid training.
- Emergency drills, including fire, lockdown, and earthquake procedures, are practiced regularly.
- Incident reports are completed and submitted in a timely manner for any accidents or behavioral concerns.
- All programing follows the districts safety plans and procedures.

Addendum/Hyperlink to Policies & Procedures that are adapted or unique to Extended Learning Programing: Program Policies

Budget

- Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program.[3]

- How does this budget reflect the needs of students and families within the community?

Expanded Learning Opportunities Program (ELO-P) Budget & Fiscal Accountability

Budget Overview

The Expanded Learning Opportunities Program (ELO-P) budget is designed to ensure all costs charged to the program are **reasonable, necessary, and allowable** in accordance with applicable statutes, regulations, and program plans. The budget will include cost-share items and will be aligned with the ELO-P planning guide and regulations, subject to approval by the governing board.

Fiscal Accounting & Reporting Requirements

The **Extended Learning Department**, in collaboration with **SCESD's Business Department**, will ensure adherence to all fiscal accounting and reporting requirements by:

- Conducting **regular audits** and updates, with data reported in the **ASSIST Database**.
- Obtaining a **local match** (cash or in-kind services) of one-third of the state grant amount (**EC Section 8483.7[a][7]**), primarily sourced from **Local Control Funding Formula (LCFF)** and community partnerships.
- Ensuring transparency and compliance with state and federal regulations.

Budget Alignment with Community Needs

The ELO-P budget is structured to meet the needs of students and families by funding expanded learning opportunities, ensuring accessibility, and maintaining high-quality programming. Key elements include:

- **Expanded Access**: Services will be extended to four additional non-ASES schools with high percentages of unduplicated students.
- **Quality Programming**: Funding will support **STEAM, outdoor education, music, dance, arts (VAPA), academic tutoring, homework assistance, and leadership programs**.
- **Extended Hours**: Programming will provide up to **9 hours per school day**, including **before and after-school programs, intersessions (summer, winter, spring, and Saturday), and a minimum of 30 additional non-school days**.
- **Nutritional Support**: Students will receive **healthy snacks and/or meals**.
- **Enrichment Activities**: Educational field trips, sports leagues, and leadership programs will be available.

Attendance Tracking & Procedures

To ensure accurate tracking and compliance, the following attendance procedures will be in place:

- **Student Rosters** will be maintained in **Aeries** for real-time attendance tracking.
- **Attendance Reports** will be generated regularly.
- **Attendance Method Transition**:
    - **Current**: Educators take attendance by calling roll.
    - **Future** (By 2025-26 School Year): Digital check-in via **Aeries** (eliminating paper-based tracking).
- **Sign-Out Procedures**:
    - Parents currently **physically sign** a paper log with the pick-up time.
    - Parents must **indicate early release reasons**, which may include medical appointments, family emergencies, extracurricular activities, or safety concerns.
    - Data collected will inform curriculum planning, instruction, and scheduling.

Sustainability & Funding Sources

To ensure long-term sustainability, the program will seek diverse funding sources, including:

- **General Fund Money from SCESD**
- **Title I Funding**
- **Supplemental Concentration Funding**
- **Migrant Education Grants/Funding**
- **Student Enrollment Fees**
- **Hartnell College Grants**
- **Local Community Business Partnerships**
- **Salinas City Parks and Recreation Support**
- **After School Education and Safety (ASES) Grant**
- **Expanded Learning Opportunities Grant (ELOG)**
- **Local Service Clubs (e.g., Rotary, Lions Club)**

Integration of ASES & 21st CCLC Funding

The **ASES and 21st CCLC** programs, along with ELO-P, will be integrated into a **comprehensive expanded learning program** that follows the most stringent program requirements. This alignment will:

- Expand access beyond the **eleven ASES-funded elementary schools** to four additional schools.
- Offer equitable programming across all participating schools.
- Ensure a **seamless experience for students** through consistent policies and program structures.

Conclusion

The ELO-P budget is structured to **maximize student engagement, extend learning time, and foster student growth** while ensuring compliance with fiscal policies. Through strategic partnerships and diversified funding sources, the program will continue to provide **high-quality, accessible learning opportunities** for students across the district.

- Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Our LEA offers abundant opportunities for students by recruiting high-quality staff, collaborating with reputable vendors and partners, and prioritizing ongoing staff development.

Focus Areas for Budget Allocations	Examples
Enrichment Services	Vendors, local partners, and LEA staff targeted enrichment programming.
Staff	LEA Classified & Certificated staff providing supervising and instruction in programming as needed.
Materials & Supplies	Fieldtrip meals, safety, books, journals, science, acknowledgements for students and staff as well as sports.
Staff Development & Conferences	Various conferences and speakers for staff development.
Field Trips, Intersession, Summer, Sports Program and Saturday Program	3 to 7 field trips throughout the year, approximately 10 days of intersession, a 20-day summer program, and 4 sport programs lasting 6 weeks each.
Afterschool	With 180 school days that align with the regular instructional schedule, we offer all the focus areas mentioned above, along with parent engagement opportunities like seasonal events and performing arts.
Transportation	Used in all areas listed above to transport students and staff.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

1. 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? XYes ❒ No

Do you have a 21st CCLC Grant? ❒ Yes X No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The district will use both the ASES and ELO-P funding to create a comprehensive Expanded Learning Program (ELP) that ensures all students have access to high-quality enrichment and academic support. While the district currently holds an ASES grant, it plans to use both ASES and ELO-P funding to expand services to four additional non-ASES schools with a high percentage of unduplicated students, promoting equity across the district and supporting all 15 school sites (This allows our Virtual Academy students to participate in person in ELO-P and ASES programing).

The program will include summer, after-school, and possibly winter, spring, and Saturday intersession opportunities, ensuring students have access to enrichment and academic support for up to 9 hours a day, meeting the required 30 additional non-school days. During regular school days, expanded learning options will be available after school, with offerings in STEAM, outdoor education, music, dance, arts, and academic support.

The program will also focus on student well-being by providing healthy snacks and meals, as well as additional opportunities like educational field trips, sports leagues, and leadership programs. This integrated approach will make the most of all available funding and ensure the program is accessible to students who need it most.

2. 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. (See [*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?

Transitional Kindergarten

Proposed Schedule and Staffing Plan
Our program is committed to ensuring a structured and enriching experience for Transitional Kindergarten (TK) and Kindergarten students. We will offer a daily schedule that balances structured learning, exploratory play, and social-emotional development, including:

- **Guided Play & Exploration:** Centers focused on literacy, numeracy, and motor skills.
- **Outdoor & Gross Motor Play:** Activities that support physical development.
- **Rest & Quiet Time:** Opportunities for self-regulation and sensory breaks.
- **Small Group Learning:** Hands-on activities tailored to early childhood development.

To support this, we will implement a **strategic recruitment and training plan**, including:

- **Targeted Recruitment:** Hiring staff with early childhood education (ECE) experience or coursework.
- **Professional Development:** Ongoing training in child development, behavior guidance, and age-appropriate instructional strategies.
- **Mentorship & Coaching:** Pairing new hires with experienced educators to strengthen their skills in working with younger children.

Maintaining the 10:1 Pupil-to-Staff Ratio
To ensure compliance with the required 10:1 ratio, we will:

- **Strategically schedule staff shifts** to align with program attendance patterns.
- **Utilize substitute pools** to cover staff absences and maintain required ratios.
- **Establish a staffing pipeline** through our partnerships with various agencies.
- **Monitor enrollment trends** to ensure adequate staffing adjustments are made as needed.

Developmentally Informed Curriculum & Programming
Our curriculum is adapted to meet the unique developmental needs of TK and Kindergarten students by incorporating:

- **Play-Based Learning:** Engaging activities that foster curiosity, creativity, and foundational academic skills.
- **Social-Emotional Development:** Implementing SEL (Social-Emotional Learning) practices to help students build relationships, self-regulation, and confidence.
- **Hands-on, Multi-Sensory Experiences:** Activities that support cognitive and motor skill development, such as music, movement, and arts integration.
- **Family Engagement:** Regular communication with parents and opportunities for participation in activities to reinforce learning at home.

By aligning our program with best practices in early childhood education, we will create a nurturing and developmentally appropriate learning environment that supports the success of our youngest learners.

3. Offer and Provide Access

- Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels.

- Describe how your LEA will provide access to the ELO-P by describing the enrolment process. Include the distribution of the form, signature process, and how the forms are stored.

- Will transportation be provided?

Enrollment Process for ELO-P

Open Enrollment: All students are eligible to enroll in the Expanded Learning Opportunities Program (ELO-P) based on parent choice, ensuring equitable access to extended learning opportunities.

Priority Enrollment: Special consideration is given to students who are Homeless, in Foster Care, part of Migrant Education programs, Emergent Bilinguals, and other Unduplicated students. To proactively reach these families, we collaborate with the district's Foster/Homeless Student Liaison, Migrant Education Liaison, and school staff.

Application Distribution & Submission:

- Program applications are made available digitally through platforms like ParentSquare, allowing families to apply online.
- Schools, partner agencies, and existing Extended Learning Programs actively promote and encourage enrollment.
- Outreach efforts include direct contact with priority groups, ensuring they are aware of and can access the program. This includes:
    - Direct phone calls to all Foster Youth families.
    - A rotating sample of other Unduplicated students also receives direct calls to increase access.
    - Extended Learning phone numbers are displayed on posters, flyers, and digital platforms for families needing additional support with enrollment.

Signature & Storage Process:

- Parents/guardians electronically sign applications through the online platform.
- If paper applications are needed, they are distributed at school sites and collected in person.
- All completed applications are securely stored digitally or in designated offices to maintain accurate records and ensure compliance with enrollment policies.

This process ensures that all students, especially those with the greatest need, have access to extended learning opportunities while maintaining efficient and transparent enrollment procedures.

By intentionally designing ELO-P to be inclusive, reflective, and responsive to the needs of our diverse student population, our LEA ensures that every student has the opportunity to thrive academically, socially, and emotionally in a supportive extended learning environment.

Transportation is provided for field trips, sports, and when a program is not held at a student's home school. This could include Summer programs, Intersessions, and Saturday programs.

4. Field Trips

- Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

- ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

- Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop.

- Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field Trips are Tk-6 unless otherwise stated. Click the image to see details.

Sample Field Trips	Date	Times/Schedule	Location	Educational Significance
San Jose Shark Ice	12/7/2024	8:00 Breakfast 8:30 Activities related to ice and skating (Stories, art, and more) 9:30 Recess 12:15 Lunch 4:30 Dinner 5:00 Student check-out	Host School Boronda Meadows 915 Larkin St. Salinas, CA 93906 Sharks Ice 1500 S. 10th Street San Jose CA 95112	Expose students to ice skating as a physical activity that promotes balance, coordination, and perseverance. Encourage teamwork and social skills through group participation. Connect real-world experiences to science and physical education concepts. Foster a growth mindset by challenging students to try new activities. Physical Science (PS2.A, PS3.C): Understand force and motion through skating movements (e.g., friction, momentum, balance). Motor Skills & Movement (1.1, 2.2, 5.1): Develop balance, coordination, and endurance through ice skating. Personal & Social Responsibility (1.4, 3.6): Demonstrate perseverance, safety, and teamwork on the ice.
First Tee of Monterey County	2/22/2025	8:00 Student Check-in/Breakfast 8:30 Field Trip Expectations 9:30 am - 4:00 pm Field Trip Activities (Golf, Sports, STEAM & Art Activities) 12:30 Lunch 4:30 Dinner 5:00 Student Check-out	Host School Kammann 521 Rochex Ave. Salinas, CA 93906 First Tee 1551 Beacon Hill Dr. Salinas, CA 93905	Introduce students to golf as a sport that builds character, discipline, and life skills. Provide hands-on learning experiences that reinforce leadership, perseverance, and teamwork. Connect physical activity with social-emotional learning and academic principles. Communication & Collaboration (Common Core ELA): Engage in reflective discussions and peer collaboration. Practice active listening and effective verbal communication. Physical Education & Motor Skills: Develop hand-eye coordination, balance, and controlled movement. Included a engeneering and craft component
Musical Pacific Repertory Theater	3/2/2025	11:30 Student Check-In/Lunch 12:00 Field Trip Expectations 2:00 pm - 3:30 pm Musical Show Starts (Finding Nemo Jr. Theatre Show) 5:00 Student Check-Out	Host School University Park 833 W Acacia St. Salinas, CA 93901 Pacific Repertory Theatre Golden Bough Playhouse Monte Verde St. Carmel-by-the-sea, CA 93921	Cultural and Artistic Appreciation – Students will develop an understanding of theater as an art form and recognize its significance in storytelling, history, and culture. Social-Emotional Learning – Through engagement with the performance, students will practice empathy by exploring different perspectives and emotions conveyed in the play.
Discovery Museum	5/17/2025	TK - 2nd Grade 8:00 Student Check-in/Breakfast 8:30 Front Load Museum Expectations 11:00 Museum Exploration 12:30 Lunch 1:30 Museum Exploration 4:30 Dinner 5:00 Student Check-out	Host School El Gabilan 1256 Linwood Dr. Salinas, CA 93906 Discovery Museum 180 Woz Way San Jose, CA 95110	Compliment our California Invention Convention Curriculum Spark curiosity and excitement for STEM through hands-on exploration. Provide interactive, play-based learning experiences in science, technology, and the arts. Support classroom learning with real-world applications of basic scientific concepts. Encourage creativity, problem-solving, and inquiry-based thinking. Educational Outcomes Develop early science and engineering skills through hands-on exhibits. Strengthen observation and critical thinking abilities. Enhance communication and collaboration through interactive play. Foster a love for exploration and discovery in a stimulating environment.

Sample Field Trips Continued	Date	Times/Schedule	Location	Educational Significance
The Tech Interactive	5/17/2025	3rd - 6th Grade 8:00 Student Check-in/Breakfast 8:30 Front Load Museum Expectations 11:00 Museum Exploration 12:30 Lunch 1:30 Museum Exploration 4:30 Dinner 5:00 Student Check-out	Host School Natividad 1465 Modoc Ave. Salinas, CA 93906 Tech Museum 210 S Market St. San Jose, CA 95113	Compliment our California Invention Convention curriculum Purpose: Expose students to STEM concepts through interactive exhibits. Inspire creativity and innovative thinking. Promote problem-solving and critical thinking skills. Highlight technology's impact on the world. Educational Outcomes: Deepen understanding of STEM principles. Develop problem-solving and critical thinking abilities. Enhance teamwork and collaboration. Spark interest in STEM careers. Connect classroom learning to real-world applications.
Planetarium/Science Lab Day	9/13/2025	8:00 Student Check-in/Breakfast 8:30 Safety and Expectations 9:00 Load Bus 9:15 Bus Leaves 9:30 Arrive at Hartnell TK-2nd 9:45 Planetarium 12:00 Lunch 1:00 Science Lab 3rd-6th 9:45 Science Lab 1:00 Lunch 2:00 Planetarium 4:00 Load the Bus 4:30 Dinner 5:00 Student Check-out	Host School _____ Hartnell College 411 Central Ave. Salinas, CA 93901	Provide an immersive, engaging experience to explore space and Earth sciences. Support NGSS-aligned learning through hands-on, inquiry-based activities. Inspire curiosity about the universe and scientific exploration. Observing Patterns in the Sky – Students identify patterns of the sun, moon, and stars, exploring day/night cycles, seasons, and lunar phases
Salinas Airshow	10/4/2025	TK - 6th Grade 8:00 Student Check-in/Breakfast 8:30 Front Load Museum Expectations 9:10 Bus Leaves 11:00 Museum Exploration 12:30 Lunch 1:30 Museum Exploration 3:00 Load the Bus 4:30 Dinner 5:00 Student Check-out	Host School _____ Salinas Airshow 30 Mortensen Ave. Salinas, CA 93905	Inspire interest in aviation, science, and technology. Expose students to STEM careers and real-world applications. Foster appreciation for history, engineering, and teamwork in aviation. Forces & Motion (PS2) – Observe principles of flight, lift, thrust, and drag. Engineering & Design (ETS1) – Explore how aircraft are designed and tested.
Nature Day	4/18/2026	TK - 6th Grade 8:00 Student Check-in/Breakfast 8:30 Front Load Museum Expectations 9:10 Bus Leaves 11:00 Museum Exploration 12:30 Lunch 1:30 Museum Exploration 3:00 Load the Bus 4:30 Dinner 5:00 Student Check-out	Host School _____ Locations TBA	Provide students with hands-on learning experiences in nature. Foster an appreciation for local ecosystems, wildlife, and conservation. Encourage physical activity and exploration through hiking. Integrate science, social studies, and literacy through museum visits.

5. Program Fees

- Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

- If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

We do not charge fees. All programs are free of charge to all students

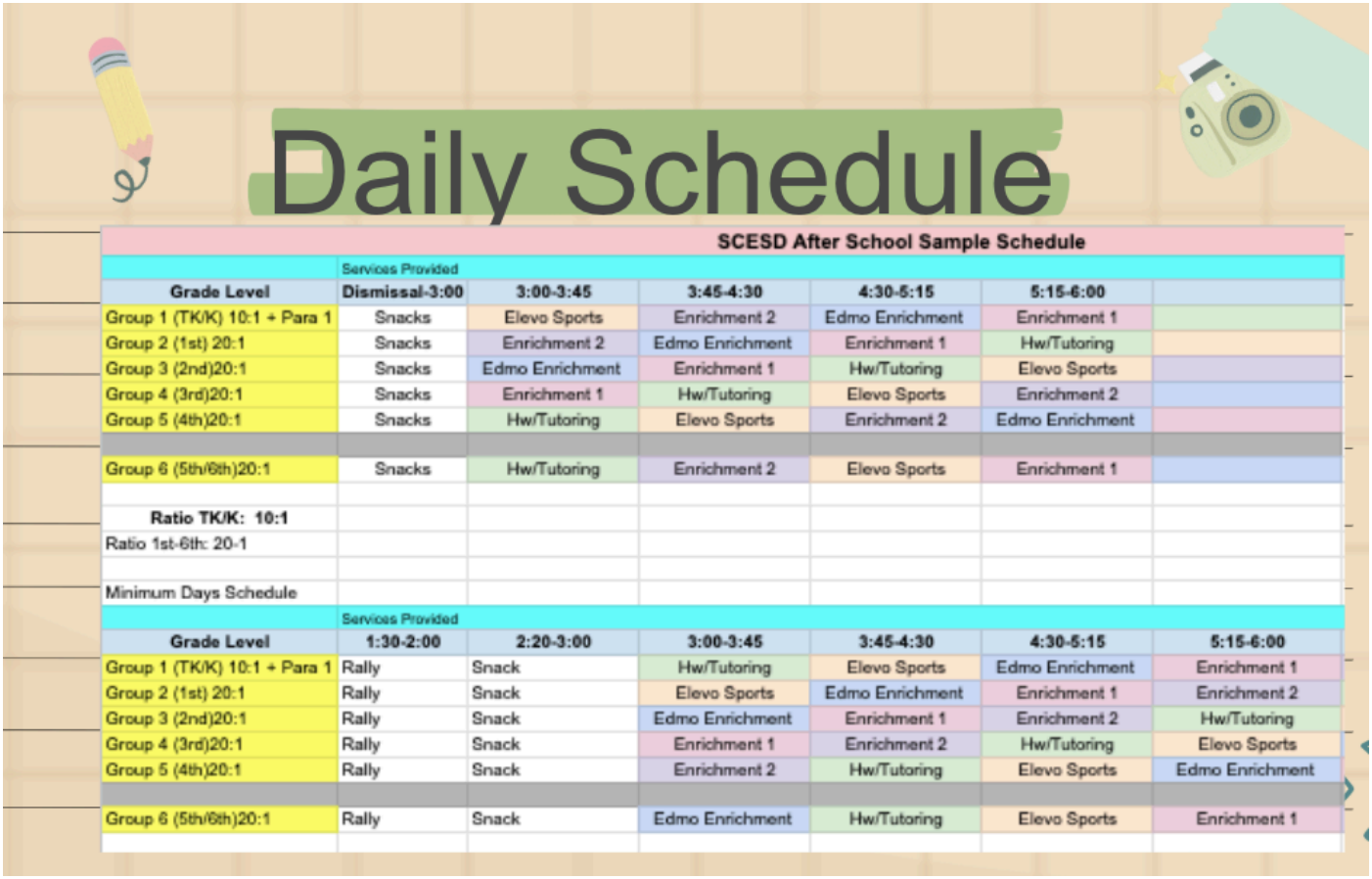
6. Sample Program Schedule- Regular School Day

- Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

- Please see a sample ELO-P schedule below:

• Each day equals a minimum of 9 hours.

After School Program Example of a Daily Schedule- Rotations vary according to sites and visiting enrichment vendors. This creates a 9 hour day with the regular school day.



Daily Schedule

SCESD After School Sample Schedule

	Services Provided					
Grade Level	**Dismissal-3:00**	**3:00-3:45**	**3:45-4:30**	**4:30-5:15**	**5:15-6:00**	
Group 1 (TK/K) 10:1 + Para 1	Snacks	Elevo Sports	Enrichment 2	Edmo Enrichment	Enrichment 1	
Group 2 (1st) 20:1	Snacks	Enrichment 2	Edmo Enrichment	Enrichment 1	Hw/Tutoring	
Group 3 (2nd)20:1	Snacks	Edmo Enrichment	Enrichment 1	Hw/Tutoring	Elevo Sports	
Group 4 (3rd)20:1	Snacks	Enrichment 1	Hw/Tutoring	Elevo Sports	Enrichment 2	
Group 5 (4th)20:1	Snacks	Hw/Tutoring	Elevo Sports	Enrichment 2	Edmo Enrichment	
Group 6 (5th/6th)20:1	Snacks	Hw/Tutoring	Enrichment 2	Elevo Sports	Enrichment 1	
Ratio TK/K: 10:1						
Ratio 1st-6th: 20-1						
Minimum Days Schedule						

	Services Provided					
Grade Level	**1:30-2:00**	**2:20-3:00**	**3:00-3:45**	**3:45-4:30**	**4:30-5:15**	**5:15-6:00**
Group 1 (TK/K) 10:1 + Para 1	Rally	Snack	Hw/Tutoring	Elevo Sports	Edmo Enrichment	Enrichment 1
Group 2 (1st) 20:1	Rally	Snack	Elevo Sports	Edmo Enrichment	Enrichment 1	Enrichment 2
Group 3 (2nd)20:1	Rally	Snack	Edmo Enrichment	Enrichment 1	Enrichment 2	Hw/Tutoring
Group 4 (3rd)20:1	Rally	Snack	Enrichment 1	Enrichment 2	Hw/Tutoring	Elevo Sports
Group 5 (4th)20:1	Rally	Snack	Enrichment 2	Hw/Tutoring	Elevo Sports	Edmo Enrichment
Group 6 (5th/6th)20:1	Rally	Snack	Edmo Enrichment	Hw/Tutoring	Elevo Sports	Enrichment 1

Example of a master schedule for Intersessions and Summer

Intervals of 5 minutes between rotations is travel time

Grade Level	8:00-8:30	8:30-9:00	9:05-9:55	10:00-10:15	10:20-11:10	11:15-11:45	11:50-12:05	12:10-1:00	1:05-1:55	2:00-2:30	2:35-2:50	2:55-3:45	3:50-4:40	4:45-5:00
TK/Kinder - Grp 1	Breakfast Option	CAMP RALLY	Aviation Science	Recess/2nd Chan	Aviation Tech	Lunch	Outdoor	Elevo	ACT	Dinner	Recess	EDMO	JIM	Bus Loading
TK/Kinder - Grp 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Chan	Aviation Science	Lunch	Outdoor	Aviation Tech	JIM	Dinner	Recess	ACT	EDMO	Bus Loading
TK/Kinder - Grp 3	Breakfast Option	CAMP RALLY	Aviation Tech	Recess/2nd Chan	Elevo	Lunch	Outdoor	Aviation Science	EDMO	Dinner	Recess	JIM	ACT	Bus Loading

Grade Level	8:00-8:30	8:30-9:00	9:05-9:55	10:00-10:15	10:20-11:10	11:15-11:45	11:50-12:05	12:10-1:00	1:05-1:55	2:00-2:30	2:35-2:50	2:55-3:45	3:50-4:40	4:45-5:00
1st/2nd Grade - Grp1	Breakfast Option	CAMP RALLY	Aviation Science	Recess/2nd Chan	Aviation Tech	Lunch	Outdoor	Elevo	ACT	Dinner	Recess	EDMO	JIM	Bus Loading
1st/2nd Grade- Grp 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Chan	Aviation Science	Lunch	Outdoor	Aviation Tech	JIM	Dinner	Recess	ACT	EDMO	Bus Loading
1st/2nd Grade- Grp 3	Breakfast Option	CAMP RALLY	Aviation Tech	Recess/2nd Chan	Elevo	Lunch	Outdoor	Aviation Science	EDMO	Dinner	Recess	JIM	ACT	Bus Loading

Grade Level	8:00-8:30	8:30-9:00	9:05-9:55	10:00-10:50	10:55-11:10	11:15-12:05	12:10-12:40	12:45-1:00	1:05-1:55	2:00-2:50	2:55-3:25	3:30-3:45	3:50-4:40	4:45-5:00
3rd/4th Grade - Grp 1	Breakfast Option	CAMP RALLY	Aviation Science	Aviation Tech	Recess/2nd Char	Elevo	Lunch	Outdoor	JIM	ACT	Dinner	Recess	EDMO	Bus Loading
3rd/4th Grade - Grp 2	Breakfast Option	CAMP RALLY	Elevo	Aviation Science	Recess/2nd Char	Aviation Tech	Lunch	Outdoor	EDMO	JIM	Dinner	Recess	ACT	Bus Loading
3rd/4th Grade - Grp 3	Breakfast Option	CAMP RALLY	Aviation Tech	Elevo	Recess/2nd Char	Aviation Science	Lunch	Outdoor	ACT	EDMO	Dinner	Recess	JIM	Bus Loading

Grade Level	8:00-8:30	8:30-9:00	9:05-9:55	10:00-10:50	10:55-11:10	11:15-12:05	12:10-12:40	12:45-1:00	1:05-1:55	2:00-2:50	2:55-3:25	3:30-3:45	3:50-4:40	4:45-5:00
5th/6th Grade - Grp 1	Breakfast Option	CAMP RALLY	Aviation Science	Aviation Tech	Recess/2nd Char	Elevo	Lunch	Outdoor	JIM	ACT	Dinner	Recess	EDMO	Bus Loading
5th/6th Grade - Grp 2	Breakfast Option	CAMP RALLY	Elevo	Aviation Science	Recess/2nd Char	Aviation Tech	Lunch	Outdoor	EDMO	JIM	Dinner	Recess	ACT	Bus Loading
5th/6th Grade - Grp 3	Breakfast Option	CAMP RALLY	Aviation Tech	Elevo	Recess/2nd Char	Aviation Science	Lunch	Outdoor	ACT	EDMO	Dinner	Recess	JIM	Bus Loading

The above schedule is an example of our nine hour Summer and Intersession Calendars

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies 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.

Regular School Days and Hours
***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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Non School Days and Hours
***EC* Section 46120(b)(1)(B):**

> (i) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
>
> (ii) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing Schoolsites

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

Local educational agencies 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 opportunity programs across their attendance area.

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

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

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

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
***EC* Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
***EC* Section 8482.3(d)(1-2):**

(1) [Local educational agencies] 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.

(2) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning

opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) 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 schoolsite principal. The administrator 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 current law and district policy for school personnel and volunteers in the school district.

Program Components
***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.

Third Party Notifications
***EC* Section 8483.4(b-d)**

(b) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c). (c) For purposes of this section, an “event” includes any of the following: (1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.

(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) An arrest of an employee of the third party.

(10) Any other event as specified by the local educational agency.

(d) When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information in order for the pupil to receive services pursuant to this article.