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:

Contact Name: Linda Smith
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Contact Title: Principal/Superintendent
Contact Phone: 831-628-3256

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. Willow Grove Elementary School
2.
3.
4.
5.
6.
7.
8.

Governing Board Approval Date:
Review/Revision Date: Feb. 11, 2025
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.

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.

Willow Grove School is committed to helping all our students reach their fullest potential academically and socially. In partnership with our parents and our community members, we strive to ensure that all of our students are competent in the basic skill areas and that all of our students reach their highest potential as productive, responsible citizens in a safe and academically rigorous environment. The health and safety of all students begin with a seamless transition from the regular school day to the after school program. The main components of the Expanded Learning Opportunities Program will occur on Willow Grove's campus. However, practices and activities to facilitate meaningful student involvement in school will continue to evolve based on student interests and needs. If there is a need to facilitate the Expanded Learning Opportunities Program in the community at large, changes will be made with communication with the school's stakeholders. Some of these changes may include participation in community programs and non-governmental organizations' activities. Health records are kept in the regular school office and online. All incidences of student needing medical assistance or having any type of incident reporting is kept on file with the principal in the main school office. This is a very small school, a frontier school. The total registration of the student body at this district site is 23 students.
Programmatic level:
The program staff will work closely to maintain district/ school-aligned health and safety procedures. Program staff will be trained in a variety of procedures including first aid , CPR, EPI pen use and playground first aid . The documentation and communication of

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.

One of the most important roles after school programs can play in the lives of students is helping them have good relationships with others. Having positive student-staff relationships can help increase academic engagement and performance. Our program creates a strong supportive and welcoming environment, which we believe, makes a lasting positive impact on students. This is accomplished in several ways such as speaking to students with an understanding demeanor, keeping any correcting of student behavior at a non-threatening and calm manner, and having helpful adult and student interactions. Social-emotional learning is an everyday part of our program where students are using the following points on a regular basis.
Social-Emotional Development
• Self-Regulation Growth
o Managing materials independently
o Making activity choices

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.

Willow Grove School's expanded learning program does not replicate the instructional day. Rather, it is geared for students to meet any needs of classroom experiences in learning in which they may need further explanation or involvement. Our programing provides academic support to students in reading and math each day. After school staff collaborates with classroom teachers to determine student intervention needs. Our school administration also analyzes local assessment results in targeting student gaps. Our after-school program is also meant to expand their understanding of the world around them. Project-based or enrichment learning such as activities in science, coding, theater, or crafts/art, or career information are implemented to enrich students. These activities encourage exploration and learning in creative ways. The activities are based on broadening students' interests or expanding interests which have already started to develop. To maximize student engagement many of the activities will include opportunities for skill building; motivating students through relevant topics; and enhancing learning activities using fun, interesting, and creative methods. Students will learn and enforce positive collaboration skills during small-group activities. Some of these activities may include the use of technology. Chromebooks are available where appropriate for student usage.
Field Trips will be part of the ELO-P whenever possible. These field trips will provide expanded learning opportunities for all students enrolled in the after school, intersession, and Summer programs. All expenses including transportation, fees, and meals will be provided at no cost to the students.

3—Skill Building

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

The Expanded Learning Opportunities Program utilizes a multi-faceted approach to helping students build skills. The after-school program dedicates part of the afternoon to tutoring and homework assistance designed to help students meet grade-level standards. In addition, there is an educational enrichment component that consists of fine arts, STEM, and/or prevention activities that reinforce and complement the school's academic program. Finally, an integral component of the after-school program is physical fitness. through both structured and free-play students learn and grow through recreation. Physical activities provide students with an opportunity to learn while engaging in fun activities, discover their physical skills, and build social skills.

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.

Willow Grove School's extended learning program will seek student input in developing engaging thematic units and activities. One of the program's goals is to help students develop and refine their leadership skills and to develop essential character traits including responsibility, respect, and kindness. As the students work and grow in these skills, they use their knowledge and empowerment to help others.

The following standards were compiled from the activities the students are doing in the ELOP:
• ELD.PI.K-12.1: Exchanging information and ideas
o Students naturally explain art processes to peers
o Collaborative project planning builds communication skills

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.

After-school program staff monitor student behavior to ensure that all students follow the four Be's: Be Safe, Be Responsible, Be Respectful, and Be Kind. We promote healthy behaviors and physical, mental, and social growth. A positive mindset is promoted throughout our programming, focusing on positive student thinking.
Our program strives to promote student well-being through opportunities to learn about and practice, balanced nutrition and physical activity in a manner that supports a healthy lifestyle. Nutritious snacks or meals are provided daily for every student in attendance. Our staff are open to working with the community and parent resources for ensuring healthy options for our students.

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.

Willow Grove's extended learning program welcomes all students interested in enrolling in the program. If students have any special needs, administration and regular staff communicates with extended learning program staff to ensure they are aware and provide resources for serving those students. The Willow Grove extended learning program is committed to diversity and equity in the program's outreach materials and/or policies. The school and staff recognize that each student is unique with individual needs and strives to help all students feel welcome and connected.
Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.
Students with differing disabilities find success within our differentiated learning accommodations:

Differentiated Learning Support

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)]).

Willow Grove School strives to recruit and retain high quality staff that provides a positive learning environment. Due to our frontier and rural nature, recruitment for staff members is accomplished through both formal and informal means. Staff members are recruited primarily from the existing pool of regular school employees. This allows for a continuity of staff and relationships between the regular school day and the Expanded Learning Opportunities Program. As such, the staff is able to develop and maintain positive and trusting relationships with students. If there are additional Expanded Learning Opportunities Program staffing needs beyond the Willow Grove School staff, recruitment will be conducted through EdJoin and local media. Minimum qualifications to be hired as an aide for the school, either classroom or ELOP staff, is a high school diploma. Further education is appreciated but not required.
Minimum staffing ratios are maintained according to the number of students who attend the ELOP each day. If there are more students which require an additional staff member (i.e.T or TK), then a staff member from the school steps in to accommodate that need. Additional staff members are always on site for an hour or more after the ELOP starts so that the staffing ratios can be adhered to.

We are fortunate to currently have a dedicated staff member for ELOP with the following qualifications:
o College education background

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 nonschooldays. (See [*EC* Section 46120(b)(8)]).

Willow Grove School staff receives professional development as needed to help meet the needs of our students. Administration is currently examining professional development opportunities that address the unique needs of the after-school program and intercession program. For ELOP staff development we have focused on the importance of reading a book in a quiet environment and the language development and stamina that students are able to generate from that reading time. Staff development has been done on bullying and the long term effects of this action on a student. How important it is to listen to the students and stop any of this negative talk and redirect it to a more positive nature. Staff development has also encompassed the use of different activities to teach math skills, reading, creative thinking, vocabulary skills, and other academic skills within the context of different games, art, music, dance, and outdoor science walks. We have used some of the days of ELOP for our staff development as well as before school year starts.
The following activities are some of the different activities which come from staff development activities.
• Reading Environment
o Library-adjacent location provides immediate book access
o Comfortable reading spaces encourage engagement
o Choice in reading spots supports different learning styles
o Professional support for appropriate book selection
o
• Fine Motor Development
o Weaving develops the hand control needed for writing
o Bead work strengthens finger muscles for pencil control

8—Clear Vision, Mission, and Purpose

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

Willow Grove School extended learning program is directly aligned with the district's vision. The Willow Grove Union School District Board and staff, in partnership with parents and community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens. With these goals in mind, the following actions will be priorities for the expanded learning program:
•
Provide students with opportunities to develop academic competencies and skills.
•
Provide enrichment activities for students that support academic achievement in Science, Technology, Engineering, Art, and Math (STEAM), Visual and Performing Arts, and physical fitness.

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

Our site uses a collaborative planning and review process in all aspects of our expanded learning programming. Since our school is a Frontier school, we must consider resources in our county and outside our county as well as our immediate area for partners who can provide learning activities within our scope of needs. The plan is developed through discussion with students, parents, and staff to identify as well as looking to various groups such as the San Benito County Arts Council, State Parks, Visual & Performing Arts groups, and local artists and individuals who may offer needed programs or elements of study which would benefit our students.
Our staff and students are instrumental in the creation of our program as they provide feedback based upon their interactions with the learning sessions, daily interactions with students, and the collection of annual surveys from parents, staff, and students.
The different agencies such as the San Benito Art Council have been an ongoing partner with various artists, dance teachers, and musicians who regularly participate in our program.

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.

As a frontier school we do not have community schools available to us. However, we do have our MTSS.
Willow Grove School's MTSS process with staff is to analyze student academic and behavioral needs and then formulate a plan to help address the needs of students who are struggling or needing expanding and challenging goals.

The families of students are encouraged to give input into what types of activities they would like to have us engage the students in during the year. The personal contact that the administration and the ELOP staff are in constant contact with the families for any suggestions or input.

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.

Constant data, both on paper or in activities producing results of a product, are identified by the staff members and kept in a running record of information for the students. The conversations with students, how students interact with one another, or vocabulary development are also kept in a activities journal by the staff. Some students are working specifically on their improved ability to converse with others in complete sentences and/or with new vocabulary of increasing ability level. The data for all students is kept in notes by the staff in the regular classes and/or by staff in the ELOP. Each student's areas of focus are shared by all staff involved with that student. Parent involvement through conversations regarding their child's needs and growth are held by the ELOP staff or the administrator, depending on the case. The fact that we only have a total of 23 students at this school site, and not all of those have attended the ELOP on a regular basis, make the needs or improvements for each student a very individual basis.

A few examples of the information kept for student growth might be the following:
Success Indicators

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.

Oversight and fiscal decisions are under the auspices of the program and school administrator. The day to day program and decisions are the responsibility of the Extended Learning Program Coordinator (ELOP). The presence of an ELOP Coordinator and/or an ELOP Administrator will be available at all times. Policies are in place for early release, attendance procedures, program scheduling, nutritious snack, and operational logistics. Attendance is recorded daily with student sign-in sheets and staff oversight. The ELO-P program funds will also be used to provide secretarial support during the year and additional janitorial services during the summer because of the increased use of the school site.

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?

Budget: see attached

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

[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? ❒ Yes ■ No

Do you have a 21st CCLC Grant? ❒ Yes ■ 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.

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?

The ELOP staff currently has the following qualifications:
o College education background
o Montessori teaching experience
o Child development expertise
o Focus on whole-child development

These factors ensure that the TK and K students are in a program that is built around their particular needs.
The Montessori concepts are developmentally appropriate for this age group.

Integrated Support System for students
ELOP staff leader:
o is aware of each student's reading level and interests
o recognizes when a student needs extra support

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?

Transportation does not need to be provided as the parents are transporting the students each day. All students at the school site are invited to be a part of the ELOP since we only have a total of 23 students at this frontier site. Any parent who wants their child in the program fills out a registration form. All forms are available in Spanish and English. As the students are picked up daily by the parent or designee (listed on the enrollment form), they are signed out. In the event that a parent has mobility issues or for some reason cannot sign, or for any reason forgets to sign out their child, they have given permission to the ELOP staff to do so for them as long as the staff member talks to the parent or designee and sees that they are indeed picking up the student.

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 will only be for educational purposes. In such cases, the field trip location and its educational significance will be communicated to parents. This will include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements. All LEA local policies and procedures related to field trips will be followed.

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.

No fees will be charged.

6. Sample Program Schedule- Regular Schoolday

- 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**:**

Monday	Tuesday	Wednesday	Thursday	Friday
Mindfulness, **Morning Welcome,** **Breakfast** **8-9 am** **(All Students)**	**Mindfulness** **Morning Welcome,** **Breakfast** **8-9 am** **(All Students)**	**Mindfulness** **Morning Welcome,** **Breakfast** **8-9 am** **(All Students)**	**Mindfulness** **Morning Welcome,** **Breakfast** **8-9 am** **(All Students)**	**Mindfulness** **Morning Welcome,** **Breakfast** **8-9 am** **(All Students)**

Snack/Meal **3-4 pm** **(All Students)**	**Snack/Meal** **3-4 pm** **(All Students)**	**Snack/Meal** **3-4 pm** **(All Students)**	**Snack/Meal** **3-4 pm** **(All Students)**	**Snack/Meal** **3-4 pm** **(All Students)**
Poetry **3-5 pm** **(All Students)**	**Creative Writing** **3-5 pm** **(All Students)**	**Poetry** **3-5 pm** **(All Students)**	**Creative Writing** **3-5 pm** **(All Students)**	**Poetry** **3-5 pm** **(All Students)**
Dance **3-5 pm** **(6th-8th grade)**	**Robotics** **3-5 pm** **(6th-8th grade)**	**Dance** **3-5 pm** **(6th-8th grade)**	**Robotics** **3-5 pm** **(6th-8th grade)**	**Dance** **3-5 pm** **(6th-8th grade)**
Tutoring/ Homework **3-6 pm** **(4th-8th grade)**	**Tutoring/ Homework** **3-6 pm** **(4th-8th grade)**	**Tutoring/ Homework** **3-6 pm** **(4th-8th grade)**	**Tutoring/ Homework** **3-6 pm** **(4th-8th grade)**	**Tutoring/ Homework** **3-6 pm** **(4th-8th grade)**
Art **3-6 pm** **(TK-3rd grade)**	**Dance** **3-6 pm** **(TK-3rd grade)**	**Art** **3-6 pm** **(TK-3rd grade)**	**Dance** **3-6 pm** **(TK-3rd grade)**	**Art** **3-6 pm** **(TK-3rd grade)**

- [redacted] **Represents the regular school day (9-3 pm)**
- **Each day equals a minimum of 9 hours**
- **This schedule includes a snack/meal, an enrichment component and an academic component.**

Sample Program Schedule- Nonschoolday

- Additionally, include a sample schedule for a minimum nine-hour nonschoolday
- Please see a sample ELO-P schedule below:

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast 9-10 am (All Students)	Breakfast 9-10 am (All Students)	Breakfast 9-10 am (All Students)	Breakfast 9-10 am (All Students)	Breakfast 9-10 am (All Students)
Mindfulness, Morning Welcome, Weekly Rally, Small Group Activity 9-12 pm (All Students)	Mindfulness Morning Welcome, Daily Updates, Small Group Activity 9-12 pm (All Students)	Mindfulness Morning Welcome, Daily Updates, Small Group Activity 9-12 pm (All Students)	Mindfulness Morning Welcome, Daily Updates, Small Group Activity 9-12 pm (All Students)	Mindfulness Morning Welcome, Daily Updates, Small Group Activity 9-12 pm (All Students)

Coding 10-12 pm (6th-8th grade)	Gardening 10-12 pm (6th-8th grade)	Coding 10-12 pm (6th-8th grade)	Gardening 10-12 pm (6th-8th grade)	Coding 10-12 pm (6th-8th grade)
Tennis 10-12 pm (All Students)	Pottery/ Sculpting 10-12 pm (All Students)	Tennis 10-12 pm (All Students)	Pottery/ Sculpting 10-12 pm (All Students)	Tennis 10-12 pm (All Students)
Lunch 12-1 pm (All Students)	Lunch 12-1 pm (All Students)	Lunch 12-1 pm (All Students)	Lunch 12-1 pm (All Students)	Lunch 12-1 pm (All Students)
Tai Chi 1-3 pm (TK-3rd grade)	Scavenger Hunt 1-3 pm (TK-3rd grade)	Tai Chi 1-3 pm (TK-3rd grade)	Scavenger Hunt 1-3 pm (TK-3rd grade)	Tai Chi 1-3 pm (TK-3rd grade)
Mindfulness 1-3 pm (All Students)	Mindfulness 1-3 pm (All Students)	Mindfulness 1-3 pm (All Students)	Mindfulness 1-3 pm (All Students)	Mindfulness 1- 3 pm (All Students)
Creative Writing	Foreign Language	Creative Writing	Foreign Langua ge	Creative Writing

1-3 pm (4th-8th grade)	1-3 pm (4th-8th grade)	1-3 pm (4th-8th grade)	1-3 pm (4th-8th grade)	1-3 pm (4th-8th grade)
Cooking 3-6 pm (6th-8th grade)	Music 3-6 pm (6th-8th grade)	Cooking 3-6 pm (6th-8th grade)	Music 3-6 pm (6th-8th grade)	Cooking 3-6 pm (6th-8th grade)
Board Games 3-6 pm (TK-3rd grade)	STEAM 3-6 pm (TK-3rd grade)	Board Games 3-6 pm (TK-3rd grade)	STEAM 3-6 pm (TK-3rd grade)	Board Games 3-6 pm (TK-3rd grade)
Book Club 3-6 pm (4th-8th grade)	Film Club 3-6 pm (4th-8th grade)	Book Club 3-6 pm (4th-8th grade)	Film Club 3-6 pm (4th-8th grade)	Book Club 3-6 pm (4th-8th grade)

- Each day equals a minimum of 9 hours.
- This schedule includes a snack, a meal, an enrichment component and an academic component.

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 Schooldays 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.

Nonschool Days and Hours

***EC* Section 46120(b)(1)(B):**

> (i) For at least 30 nonschooldays, 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 childcare 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.