

Reef-Sunset Unified School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Reef-Sunset Unified School District

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

1. Avenal Elementary School
2. Kettleman City Elementary School
3. Tamarack Elementary School
4. Reef- Sunset Middle School
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 5/19/2022.

Review/Revision Date: 12/19/2024

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”:

Expanded Learning refers to 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”:

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

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, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

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.

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.

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

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not 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.

The program will be located on each of the three elementary school campuses at the conclusion of each school day through 6 PM. These campuses include: Avenal Elementary, Kettleman City Elementary, and Tamarack Elementary.

All RSUSD ELO program safety policies align with the regular school day comprehensive safety plans that are annually reviewed by the local police department, fire department and school site council. Access to these plans and the supports provided are open and equitable and follow District standards. These plans are also annually reviewed and approved by the board of trustees. Safety drills, including fire, lockdown and earthquake, are practiced at various times during the year and at different times of the day so that students and staff practice the drills under a variety of conditions. The plan is reviewed at the beginning of the year with all instructional and support staff, including ELO program staff

The ELO site leads and staff will work alongside the regular school day administration to plan and execute the same drills as those used during the regular day to practice with students in the ELO program. The ELO staff will be trained in the same type of drills that the regular school day staff are trained in during August before the start of the school year. The training will include: active assailant; earthquake; fire; lock down and other safety protocols.

The ELO program safety plan is fully aligned with the Reef-Sunset Unified School District (RSUSD) Comprehensive Safe School Plan (CSSP) and provides guidance and direction to all ELO staff along with all regular school day principals, faculty and staff who have emergency management responsibilities. The Emergency Response Plan (ERP) along with the School Comprehensive Safe School Plan shall be used

during an emergency incident involving a RSUSD School facility, including the ELO program at all sites.

All RSUSD ELO program sites will follow the District positive behavior intervention and support (PBIS) matrix of behavior expectations that detail the expected student and staff behaviors at various locations on its campus. These PBIS system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior will be used by the ASES staff in all RSUSD ELO program sites and will communicate these expectations to students to ensure continuity and consistency of practice and communication that leads to a safe and supportive environment that provides developmental, social emotional, and physical needs of our students.

The ELO program staff will collect medical, 504 and IEP information directly from parents when students are enrolled in the ELO program as well as when updates occur throughout the year. The District requires all student records to be housed in the AERIES student management system and kept confidential within the scope of the appropriately trained personnel.

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 ELO program will provide character and social development education that is aligned to the District PBIS and MTSS matrix. The lessons on character development will be conducted throughout the year with program staff serving as role models of good character. Activities will be conducted that shall allow students an opportunity to promote positive character traits.

The ELO program will provide students an outlet for creative expression through visual and performing arts. Arts and crafts, singing, dance and drama creativity embeds concepts taught during the core school day instruction.

The ELO program will provide physical education and sports and recreation each school day. Students will also have an opportunity to participate in approved standards based games that focus on refining motor skills, communication, team work, and maintaining a healthy and fit lifestyle. Activities will be modified for students who have physical limitations to ensure inclusion.

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.

The goal of our ELO program is to align our goals with the RSUSD LCAP Goals in regards to student learning, interests and to address achievement gaps.

RSUSD LCAP Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills.

RSUSD LCAP Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

RSUSD LCAP Goal 3: The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

We have aligned our ELO goals directly with the RSUSD LCAP Goals:

ELO Goal 1: To get students actively participating in the after-school program as it provides a safe location away from peer pressure or gang-related activity and provides a fun, interactive opportunity to gain social skills, and an academic support system that enhances student learning. This Goal 1 is aligned to RSUSD LCAP Goal 2.

ELO Goal 2: Assist students with improving academic proficiency in English Language Arts and math by utilizing online resources and effective learning interventions. This Goal 2 is aligned to RSUSD LCAP Goal 1.

ELO Goal 3: Provide students with homework assistance to ensure that they stay on task and get curriculum reinforcement. This will prevent students from trailing in the classroom and keep them from losing interest in core curriculum. This Goal 3 is aligned to RSUSD LCAP Goal 1.

ELO Goal 4: Improve daily attendance among students in the after school program. This Goal 4 is aligned to RSUSD LCAP Goal 2.

ELO Goal 5: Integrate Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.) with intentional learning purposes that will engage students and increase interests in science, technology, chess, robotics, fine arts, nutrition, engineering, mathematics, health and wellness. This Goal 5 is aligned to RSUSD LCAP Goal 1.

The ELO program school site Leads collaborate regularly with the school site principal regarding alignment of the ELO program goals with the District LCAP Goals. Monthly discussions include program assessments, student achievement scores, parental involvement opportunities, professional development, behavior expectations, school events and ongoing development and revision of program goals. Program leaders are consulted in review of data including academic progress, behavioral needs, IEP plans, and 504 plans to help meet the needs of individual students and student groups.

Homework assistance is provided to students during a portion of the ELO program block. As students work, the adults may pull a small group of students together to provide a tutorial or will help with individual student questions.

IEP and behavior plan supports that students receive during the regular school day by the RSUSD Student Services Team are extended into the ELO program to ensure continuity of services and support.

Communication regarding student progress and concerns are facilitated through contact with the regular day school staff via email as well as in person contact with the regular day teachers, site administration, support staff and parents.

Enrichment activities will provide stimulating opportunities and experiences and are planned each trimester by the ELO staff after considering student interests. These choices are updated each trimester throughout the year.

To further support positive youth development:

Students will demonstrate self-management skills by following behavior expectations, directions and executing transitions and procedures efficiently, both independently and with peers.

Students exhibit evidence of a growth mindset where they embrace challenges, learn to persevere, develop self-efficacy and develop social awareness through their interactions with staff, peers and the activities and projects.

Students and staff demonstrate a joy for learning through positive relationships, culture and climate in the ELO program. Students are provided opportunities to elaborate on their initial thoughts to explain their thinking. Students are provided opportunities to talk about and ask questions about each other's thinking to clarify, self-assess and improve their own understanding to determine next steps to improve their learning. Provide hands-on, project-based learning that will result in culminating products or events. Learning Services will provide Professional Development to train ELO Staff in project-based learning that focuses on the individual students needs through the lens of Universal Design for Learning (UDL). UDL is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. All site leads will provide students with hands-on learning activities that lead towards an outcome (culminating event or product).

Enrichment- the program will provide students with hands-on, project-based activities. Every eight weeks, TK/Kinder-6th Grade students will learn a new theme. At the end of each thematic unit, parents, faculty, and community members will be invited to culminating events hosted by our staff and students.

Physical Education/Sports – the program will provide students with time for structured outdoor recreation each day. Students will also have an opportunity to participate in approved standards-based games that focus on refining motor skills, communication, teamwork, and maintaining a healthy and fit lifestyle. Activities will be modified for students who have physical limitations to ensure inclusion.

Visual and Performing Arts – the program will provide students an outlet for creative expression. Arts and crafts, singing, dance, and drama innovative embed concepts taught during core school day instruction.

Character/Social & Emotional Development – the program will provide character and social and emotional development education. Lessons on character development will be conducted throughout the year with program staff serving as coaches. Activities will be done that shall allow students an opportunity to promote positive character

traits and to focus on social development growth and the emotional needs of students.

3—Skill Building

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

The literacy and educational enrichment activities of the RSUSD ELO program are aligned to the District LCAP goals which are implemented during the regular school day:

ELO Goal 1: To get students actively participating in the after-school program as it provides a safe location away from peer pressure or gang-related activity and provides a fun, interactive opportunity to gain social skills, and an academic support system that enhances student learning. This goal is aligned to RSUSD LCAP Goal 2.

ELO Goal 2: Assist students with improving academic proficiency in English Language Arts and math by utilizing online resources and effective learning interventions. This goal is aligned to RSUSD LCAP Goal 1.

ELO Goal 3: Provide students with homework assistance to ensure that they stay on task and get curriculum reinforcement. This will prevent students from trailing in the classroom and keep them from losing interest in core curriculum. This goal is aligned to RSUSD LCAP Goal 1.

ELO Goal 4: Improve daily attendance among students in the after school program. This goal is aligned to RSUSD LCAP Goal 2 and Goal 3.

ELO Goal 5: Integrate Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.) with intentional learning purposes that will engage students and increase interests in science, technology, chess, robotics, fine arts, nutrition, engineering, mathematics, health and wellness. This goal is aligned to RSUSD LCAP Goal 1.

Academic support is differentiated to meet individual student needs and interests. Lesson plans are designed to include applicable California State Standards. Homework is monitored through communication among ELO staff, students, parents and teachers. Assistance is provided in small groups with attention to individual student needs. Communication between regular day teachers and ELO program staff is encouraged and ongoing. Certificated staff is consulted when needed.

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.

Students, parents and staff are surveyed to gather information about the perceived needs of students, families, school and the community. The Site Lead uses this information and will work with the school principal, program liaison and Team Leads to

disaggregate and analyze the information.

Student and instructional data will also be shared with the ELO staff to inform and guide the ELO program practices, decisions and planning. The ELO program design includes clearly defined processes to ensure that program review and refinement is continuous based on outcomes and student interests, and needs reflected through student achievement data. The program clearly uses data to determine the measured success of program goals and objectives, overall program effectiveness and improvement in student achievement.

Students participating in the ELO program will be provided opportunities to complete student surveys and/or participate in small group discussions to share what they want to learn about, what they want to be able to do, and the development of program offerings that appeal to their interests. Students will be able to reflect on their learning experiences and provide input on future learning or enrichment opportunities.

Examples of questions asked on the student survey:

1. I feel safe being in the ELO Program: 1(bad)- 5(great)
2. I know the rules and policies: 1(bad)- 5(great)
3. All the kids in the program follow the rules: 1(bad)- 5(great)
4. My classroom teacher is happy that I am in the program: 1(bad)- 5(great)
5. My parents encourage me to be in the program: 1(bad)- 5(great)
6. I like going to the program: 1(bad)- 5(great)
7. I like the way my program leader teaches our class: 1(bad)- 5(great)
8. We have lots of fun activities in the program: 1(bad)- 5(great)
9. My program leader helps me with my homework: 1(bad)- 5(great)
10. I play games that include running: 1(bad)- 5(great)
11. I always get a snack during the ELO program: 1(bad)- 5(great)

Students participating in the ELO program will discuss the various types of program activities they are interested in learning about, want to experience or need for support. Students will develop their leadership roles in many different capacities in the ELO program by participating in the ELO Program Student School Site Council. The SSSC helps bring student voice and choice to the ELO program; helps to provide guidance on the trimester student activities; and plays a leadership role in determining learning field trips. The students are selected to serve on the SSSC by their peers and serve for one school year. The SSSC also helps coordinate evening parent engagement events and SSSC students serve as Masters of Ceremony at these events. Students may also lead various group projects and enrichment activities that help develop their high interest skills and arts activities in their ELO program.

RSUSD ELO students are able to make choices through their participation in various program activities and by becoming an elected member of the Student School Site Council (SSSC). The ELO program staff integrate opportunities for choice throughout activities by having lower grade students take the lead in selecting equipment to use, distribution of supplies, choice of project subjects, etc. In the higher grades, leadership opportunities are also integrated into everyday conversations between staff and students. Students are given the opportunity to lead workshops, activities and exercises to promote responsibility and protocol management skills. The program will provide higher grade students opportunities to address real world problems identified in our community by attending School Board meetings and participating in community service projects such as the recycling initiative; the campus beautification project; or other such future city or school board initiative projects.

Older youth will gain the opportunity to discuss real-world problems. Students will have a chance to learn about world news during the snack disbursement period. Program staff will facilitate a discussion afterward to spark conversation with students on what they are learning and how they are interpreting information from media outlets. Students will be able to share their concerns and become more civically minded and become globally aware of situations that are occurring at home and abroad. Through these discussions and opinions, older youth will be given opportunities to impact their communities through special projects. The program will facilitate the logistics and coordination to assist students in driving service learning. The National Service Learning Clearinghouse states, community engagement pedagogies, often called "service learning," are ones that combine learning goals and community service in ways that can enhance both student growth and the common good. It is "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The service-learning projects will have a positive impact on students' academic learning and will improve students' ability to apply what they have learned in "the real world." Students will also gain a greater sense of personal efficacy, personal identity, spiritual growth, and moral development from service-learning. These projects will influence interpersonal development along with the ability to work well with others to strengthen leadership and communication skills. Students will learn to diminish stereotypes and become sensitive to diversity, contributing to improved social responsibility and citizenship skills. Student's experiences through service learning will increase growth and help to become more involved in community service after graduation. Most importantly, older youth will network with professionals and make connections with community members that will yield further learning and career opportunities.

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.

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

A free and nutritious snack and supper meal is provided to all students in the ELO program. Guidelines set forth by the California Department of Education and Nutrition Policy Unit are used by district food services. The RSUSD Wellness Plan and board policies recognize the link between student health and learning and encourage a comprehensive ELO program promoting healthy eating and physical activity for all students. Policies direct the district to build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, behavioral and counseling services, health promotion by staff, a safe and healthy school environment, and parent/guardian and community involvement. The district's nutrition education and physical education programs are based on research, consistent with the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Healthy practices will include student wellness, fitness and nutrition activities in the ELO program.

The ELO program will implement and sustain healthy practices and program activities that align to the district wellness plan and policies. The program offers health, nutrition, and wellness learning and physical fitness activities that serve a variety of student and staff interests.

Daily developmentally appropriate and research based physical activities will be implemented through staff, students, family and community partnerships. Programs will align to the CDE Physical Education Standards-framework and National Association for Sports and Physical Education Guidelines. The ELO program incorporates a wide variety of physical activities to achieve all-around fitness and multiple movement skills.

The District provides nutritious snacks that meet California Nutrition Standards. Snack and supper meal options include fruit, vegetables, dairy, protein or whole grain-rich food items; foods with a fruit, vegetable, dairy, protein, or whole grain-rich item as the first ingredient; or combination foods containing at least one-quarter cup of fruit or vegetables. Beverage options are fruit-based drinks composed of no less than 50 percent fruit juice and have no added sweetener, vegetable-based drinks composed of no less than 50 percent vegetable juice and have no added sweetener, plain water, one-percent-fat unflavored milk, nonfat flavored or unflavored milk, soy milk, rice milk or other similar non dairy milk. Beverages labeled or commonly referred to as sodas or soft drinks are not permitted. Examples of snack options include:

1. 8 oz. Milk and whole grain cereal
2. 6 oz. Juice and whole grain cracker
3. 8 oz. Milk and String Cheese
4. Chicken sandwich with assorted veggies
5. Ham and cheese sandwich with assorted veggies

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 ELO program will create and maintain dynamic environments where diverse participants are encouraged to be themselves and understand each other across their differences. The ELO program will actively and intentionally develop through issues of diversity, access, inclusion and equity. The program is committed to providing a foundation for inclusive and accessible services to all students of the school community. All components of the program will incorporate diversity and equity in the mission by working with the school community to effectively serve all groups. The program is influenced by all educational partners including students, families, staff and community partners. Therefore, there are abundant opportunities to learn about the community through the exploration of cultures, language, socioeconomic position, and many other characteristics.

ELO program is encouraged to hire ELO program staff that understand diversity issues and reflect the communities of Avenal and Kettleman City. Recruitment targets the diverse population of Avenal and Kettleman City and its different cultural backgrounds. RSUSD will provide the ELO Program regular professional development opportunities prior to the beginning of the school year that explore community needs, standards of respect, and create inclusive, accessible activities that engage different cultures. Professional development fosters skills that build cultural competence to work with specific populations, expand multicultural programs, integrate English Learner support, and encourage the inclusion of students with special needs.

The ELO program will create an environment that is inclusive, multicultural, and reflects the community served by the school. The physical environment is welcoming and provides a tone of respect and inclusion displayed through signs and announcements in different cultural languages and displaying posters and artwork that reflect the backgrounds of students and families. Program and school materials inform services to all educational partners regardless of gender, culture, class, nationality, race, sexual orientation, and ability/disability. The ELO program spaces are accessible to students and families with disabilities.

Programs will operate a variety of activities where students and staff can experience diverse cultures through music, dance, cuisine, arts, literature, drama and many other forms of enrichment. The diverse community partnerships that support the ELO program provide a vast resource of support to activities that celebrate the cultural diversity of students.

The ELO program will provide support to students with disabilities, English Learners and other students with potential barriers to program participation. ELO program Site Leads have established relationships with the instructional day program staff to support the ELO program in modifying, accommodating, and providing appropriate behavioral support strategies through the RSUSD District Student Services Department. The Student Services department supports students of special needs and/or students which require special accommodations to participate in the ELO program.

Learning Services supports students of English as a second language who require support to participate in the ELO program. Learning Services provides English Language Development training to ELO program staff which assists in the implementation of enrichment and academic components of the ELO program that serves English Learners.

Enrollment criteria is set on a yearly basis aligned to district goals and the program improvement process. All students enrolled within the school are given the opportunity to attend ELO program. Per Assembly Bill 1567, Homeless and Foster Youth are given priority.

Recruitment efforts include:

- Parent Orientation Meetings in English and Spanish
- Flyers, letters and enrollment packets sent home to students in English and Spanish
- Trimester district newsletter, sent home and posted to the district website in English and Spanish
- Blackboard School Messenger, an automated communication and notification system
- ELO Program participation in school-wide events (Back to School, Open House, and Literacy Nights)

7—Quality Staff

Staff Engagement

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

ELO program staff includes classified paraprofessionals. All staff members either possess two years of study at an institute of higher education equivalent to 48 semester units or successful completion of the RSUSD-approved paraprofessional assessment. The minimum requirements for a highly qualified Activity Leader in compliance with AB346, all non-certificated ELO employees are required to have a criminal background check with both the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through their direct employer.

Staff is recruited on an ongoing basis. Staffing sources include local institutes of higher education, internal job postings, and/or Edjoin. Hiring the right staff is essential to effectively supporting many different learning activities. The program encourages recent student graduates from our local high school (who have earned an A.A. degree at AHS in our dual enrollment program or from a nearby college). This existing relationship maintains a strong pool of staff and models the encouragement for staff to transition to higher education and continue their education. These staff members must have a desire to work in the education field and in the community. Our students in

ELO program are most likely to connect with motivated staff members in which they are familiar with and able to make connections.

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)]).

ELO program staff includes classified paraprofessionals. All staff members either possess two years of study at an institute of higher education equivalent to 48 semester units or successful completion of the RSUSD-approved paraprofessional assessment. The minimum requirements for a highly qualified Activity Leader in compliance with AB346, all non-certificated ELO employees are required to have a criminal background check with both the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through their direct employer.

Staff is recruited on an ongoing basis. Staffing sources include local institutes of higher education, internal job postings, and/or Edjoin. Hiring the right staff is essential to effectively supporting many different learning activities. The program encourages recent student graduates from our local high school (who have earned an A.A. degree at AHS in our dual enrollment program or from a nearby college). This existing relationship maintains a strong pool of staff and models the encouragement for staff to transition to higher education and continue their education. These staff members must have a desire to work in the education field and in the community. Our students in ELO program are most likely to connect with motivated staff members in which they are familiar with and able to make connections

The District provides a staffing ratio of 1 Adult Instructional Aide to every 10 Tk students.

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 programs 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)]).

Staff in the ELO program will be provided multiple opportunities for professional development and training. Professional development needs and the Quality Improvement process of site needs will be assessed so that professional development provided is strategic and intentional. Beginning of the school year training is provided in August each school year and is a full day training focused on content standards, instruction, safety, district policy and procedures, and/or strategies in working with students. RSUSD Learning Services department will provide professional development training for each ELO site on RSUSD adopted curriculum and supplemental curriculum so that the Instructional Aides in the ELO program are

familiar with these materials in order to best help students during homework tutorial time. ELO Site Leads conduct regular program meetings at the schools with instructive content that is based on the California Quality Standards for Expanded Learning and continuous quality improvement processes. These meetings also consist of refining program processes, procedures, and practices.

The ELO Staff along with the RSUSD Student Services Department provides training and resources to the ELO program staff to develop social emotional competencies. Continuous staff professional development is scheduled monthly. The ASES regional technical assistance lead is available to provide multiple trainings on an as-needed basis for ELO program staff, school leaders, managers and directors to attend which effectively create on-going collaborative learning communities.

8—Clear Vision, Mission, and Purpose

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

The needs of students are discussed and surveyed with school educational partners on an ongoing and annual basis. Interviews are conducted at all schools that involve the participation of students, parents, and staff to discuss the needs and interests of their community. The students are interviewed quarterly; the parents are interviewed at the beginning and at the end of each school year; the staff are interviewed prior to the start of the school year, quarterly, and then they complete a culminating interview at the completion of the school year. A variety of interests were identified in interviews that include: increase in the robotics course offerings; an increase in science and engineering applications; an increase in gaming, coding, cooking, and additional music, choir or band opportunities; connecting students to the real world experiences through field trips; and an increase in academic tutoring classes for struggling students.

The educational enrichment element is designed locally with individual sites to provide engaging activities for students while aligning with district and individual site goals. The ELO programs will support the goal to have all students read at grade level by the 3rd grade. The ELO program staff works hard to monitor student reports in STAR and to provide extra time with lessons for struggling students. Parent, student, and staff survey responses are analyzed for planning activities in the educational enrichment element that includes: lesson plans that are aligned to applicable California State standards; enrichment programs to immerse students in youth development; lessons in the visual and performing arts; lessons in wellness and nutrition, science, invention, and sports. Enrichment activities change throughout the year to provide a rich variety of learning experiences.

The community represents a diverse ethnic student population that is socioeconomically disadvantaged. The ELO program plan addresses the specific needs and interests identified by the schools that support a high quality program to meet the state's Quality Standards for Expanded Learning.

Program Goals are aligned to District and Site Goals:

- By 3rd grade, all students are reading at grade level

- Students maintain proficiency or improve a minimum of one proficiency level as measured by the STAR and/or CAASPP (3rd – 6th grade)
- Students will be supported in math literacy
- Students will engage in arts, activities, and athletics
- Students will demonstrate the character and competencies for workplace success
- English Learners move towards reclassification within an appropriate timeframe
- Students will stay in school and be on track to graduate

ELO program effectiveness is measured through evaluation data compiled by RSUSD using state and local assessment data. Outcome measures include: student academic achievement, various program attendance statistics and behavior.

The ELO program engages stakeholder meetings that include the principal, instructional day teachers and staff, families, students, program staff, community and partners. The participation of all educational partners is an important process to build a high quality program that reflects the stakeholder input to drive the program design, implementation, and improvement over time.

The ELO program will develop and implement a clear vision and mission that is complementary and guides the school community. Stakeholders will participate in discussions that review program goals, expectations by participants, and outcomes of the program. The ELO Program Site Leads will monitor the progress toward reaching the expected goals and outcomes of the program. The program goals and outcomes will guide the development or refinements of policies and procedures, program plan, budget, staff development and communications with stakeholders.

The ELO program will regularly communicate, review, and make appropriate changes to goals and outcomes in collaboration with all educational partners of the school community. District, school, and program staff have an important role in the mission, vision, goals, outcomes, and planned activities with families through multiple strategies. The ELO program will address these commitments through school events, meetings, orientations, parent night and other opportunities to engage families.

9—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.

Ongoing efforts to outreach to additional public and private partnerships will be in effect year-round. During educational partners meetings, an agenda item will be listed as "Potential Partners" to seek out any possible organizations, professionals, or

private companies that can be contacted for partnership. The ELO will network with non-profit organizations such as museums and science centers that are advocates of student learning. The local Chevron and Shell companies, in addition to the Wonderful Company and Waste Management, are companies that may be contacted for partnership. The Yosemite and Sequoia National Parks will also be contacted for student learning opportunities. RSUSD commits to seeking out partnerships to enhance the ELO program.

The ELO program will continue its collaborative structure of support that includes a network of institutions of higher education, regional technical assistance services for after school programming.

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.

RSUSD collaborates with partners such as the Teaching Fellows, to review, plan, and update the ELO program plan regularly and work closely with ELO staff on refined program implementations at the school sites. The District engages Community based organizations through our collaboration meetings on ELO Plan through our Community Schools Grant Collaboration Meetings. Collaboration meetings involve data review, identifying areas of positive improvements, and identifying areas for targeted improvements. These collaborations are supported through job-embedded professional learning opportunities to address critical areas identified for improvements. RSUSD maintains an MOU agreement with Teaching Fellows.

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.

The evaluation process is aligned with the California Department of Education's Expanded Learning Division and encompasses the 12 Quality Standards for Expanded Learning Programs. These twelve (12) standards include Point-of-Service and Programmatic Quality Standards. The process to review standards includes having ELO staff and site administration provide feedback on the standards they feel should be the main focus for improvement of the year. Stakeholder members are also included in this process. Collectively, the 12 Quality Standards are adopted as the focus for the academic year in the Continuous Cycle of Quality Improvement (CQI).

Teaching Fellows, with support from the district's Learning Services Department, will be responsible for data collection, analysis, on-site observation, reporting, and evaluation. The district maintains a student information system (Aeries) including but not limited to: attendance (day program & after school program), suspensions/expulsions, grades, state assessment results (CAASPP, ELPAC) and local district-level assessments (core content, grade-level content, and iReady benchmark assessments). Aeries will collect information specific to students participating in ELO, including enrollment/exit dates and attendance in their respective school-site ELO program. Custom reports can be created that merge any student data in the database with the rosters of individual site ELO programs.

This data will form the basis to initiate discussions regarding strategies for ongoing program improvement as well as refinement of the current school year between district, site, and ELO program leadership and community partners. An interim evaluation will be provided to each school site that reports and evaluates the progress of current program attendees on indicators provided in the summary report. The goal of this evaluation is to provide sites and stakeholders with timely data regarding current attendees that can be used to refine practices to accelerate the attendance growth on these indicators. A comprehensive annual evaluation is finalized in the late fall of each school year. This evaluation provides detailed data and analysis of the indicators and population identified on the initial comprehensive summary report. The purpose of this report is to provide all parties with a detailed analysis of data provided in the initial summary report that can be compared with the summary report and additional data to support discussion around continuous improvement of site practices. ELO program leadership is provided with updated summary results of local assessments, site observations, and any pertinent data as it becomes available. Discussions among educational partners provide sites with the opportunity to review their programs and receive feedback on a regular basis, leading to ongoing program improvement. This continual analysis results in refinement, improvement, and strengthening of ELO services at all sites.

Quality Improvement Process Timeline:

1: Program Walkthroughs:

Action: Conduct program walkthroughs to observe program quality standards using adopted CQI instruments.

Timeline: Initial: Sep – Nov; Midterm: Jan – Mar; Final: Apr–Jun

Responsible: Site Lead, Team Leads, site administration and Exe. Director of Learning Services

2: Self-assessment:

Action: Site Leads evaluate programs using guiding questions related to program design, projected outcomes and impact.

Timeline: May – August

Responsible: Site Leads

3: Site-Based Goal-Setting Meeting:

Action: Using program evaluation data, meet with Site Leads and their teams to develop Quality Improvement Goals.

Timeline: September

Responsible: Site Teams

4: Quality Improvement Team Meeting:

Action: Meet with all educational partners to review and finalize Quality Improvement Goals.

Timeline: Mid-Fall

Responsible: All educational partners, including, site leadership, Exe. Director of Learning Services, community partners, parents & students.

5: Attendance and Onsite Compliance Reviews:

Action: Review all attendance and registration documentation to ensure program compliance and fidelity.

Timeline: Fall: Nov - Dec, Spring: Apr–May.

Responsible: Site Leads, Site administration, Exe. Director of Learning Services

The results of our outcome measures are reported annually to the California Department of Education's Expanded Learning Division. These results are evaluated annually by RSUSD. The outcomes drive decisions and planning for the following school year in regards to which standards require more focus and emphasis based on the data from the CQI process.

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.

The program creates and annually updates practices to address fiscal management, personnel policies, and program operation. Clearly defined policies, procedures, practices, and staff/partner roles allow the programs to adhere to federal, state, and local requirements. RSUSD and Teaching Fellows have a clear organizational structure that include staff job descriptions, lines of supervision, how to access resources, and program budgets. Funding relates to the program vision, mission, and goals for each school guided by the California Quality Standards for Expanded

Learning and applies resources to build a program that is student-centered, results-driven, includes community partners, and compliments learning activities in the regular school day. Community partnerships are established to support high quality ELO programs based on input and assessment by the school community that support implementation of the state framework.

Program Goals are aligned to District and Site Goals:

- By 3rd grade, all students are reading at grade level
- Students will maintain proficiency and improve a minimum of one proficiency level as measured by the STAR and/or CAASPP (3rd – 6th grade)
- Students will be supported in math literacy
- Students will engage in arts, activities, and athletics
- Students will demonstrate the character and competencies for workplace success
- English Learners will move towards reclassification within an appropriate timeframe
- Students will stay in school and be on track to graduate

The RSUSD team meets regularly with Teaching Fellows to review and align ELO Program Plan goals, measurable outcomes, and current progress with CQI and outcome measures of the 12 Quality Standards. The meetings include how to improve the outcome measures through assessment of individual school program evaluations, and current budget/fiscal impact.

As part of the fiscal accounting and reporting requirements, the RSUSD administration, which includes the Exe. Director of Learning Services, Exe. Director of Business Services and the Fiscal Manager will meet on a quarterly basis with the Teaching Fellows Senior Site Liaison to review the following:

- Direct Costs
- Purchase of materials and supplies
- Review receipts
- Review Indirect Costs
- Review internal functions for the purchase approval process

RSUSD is responsible for submission of the following Program Administration Reports:

- Semi-Annual Attendance Reports

- Quarterly Expenditure Reports
- Close-Out Expenditure Reports
- Annual Statewide Evaluation Reports

An attendance system is in place so that information can be monitored monthly and reviewed for submission to California Department Education. Standardized forms for enrollment and early release are accessible at each ELO site. Hard copy attendance records must be stored at the RSUSD District Office for five years and are available by request for the RSUSD annual audit. Attendance is entered into the Aeries student information system, which monitors attendance and student achievement. Attendance in after school programs is submitted semi-annually to the California Department of Education (CDE) After School Support and Information System (ASSIST) for review.

It is the expectation of the District that the ELO program will operate each day school is in session. The program will operate from dismissal until 6:00 PM, and comply with all rules and policies.

Children Sign-In/ Sign-Out Process

- Each site maintains a staff designated area for ELO student Sign-In/Sign-Outs.
- ELO staff are required to verify the attendance of ELO program students at the beginning of the program session.
- Parents or other authorized adults are required to sign-out their child(ren) each day before leaving the ELO Program.
- If a student is absent or leaves without prior notification, a staff member will contact the parent or other person listed on the child's emergency card to ensure the child is safe.

Parent Pick-Up & Authorization:

- Authorized adults picking up child(ren) must sign-out each day on the form provided by staff. Child(ren) will also be released to an older sibling, friend or relative listed on the program application.
- Authorized individuals are those listed on the card as those authorized for emergency contact and/or child pick-up from the ELO Program. Parents may update the application with new contacts but must do so in-person. Parents are encouraged to keep this information updated throughout the year.
- For the safety of every child, please notify the ELO Program staff of concerns regarding unauthorized individuals attempting to pick-up your child from the program without your authorization.
- At no time will a child be released to a waiting vehicle.

- A photo I.D may be requested if the individual picking up the child is not familiar to the staff.
- ELO program staff will adhere to the most current court documents provided to the program.

The program provides staff with an annual overview of the budget and sustainability plan. The program meets regularly with a range of partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals RSUSD and Teaching Fellows are responsible for supporting, monitoring and providing professional learning and development for staff in the ELO Program

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 Program³. How does this budget reflect the needs of students and families within the community?

1. Reef-Sunset U.S.D./Teaching Fellows E.L.O.P. and A.S.E.S. Braided Services Budget
 1. Avenal ES ASP (ASES-funded positions)
 1. \$163,926.56 in staffing for 1 Site Lead and 5 Tutors
 2. \$30,600.00 in Program Supplies (\$600.00 is for the program phone)
 1. Site Leads make purchases based on lesson plans prepared by Tutors. Site Leads are accountable for following the set budget and tracking it using a budget tracker spreadsheet our Site Liaison and Finance Team manage.
 2. Avenal ES ELO (ELOP-funded positions)
 1. \$178,679.20 in staffing for 7 Tutors
 3. Tamarack ES ASP (ASES-funded positions)
 1. \$163,926.56 in staffing for 1 Site Lead and 5 Tutors
 2. \$30,600.00 in Program Supplies (\$600.00 is for the program phone)
 1. Site Leads make purchases based on lesson plans prepared by Tutors. Site Leads are accountable for following the set budget and tracking it using a budget tracker spreadsheet our Site Liaison and Finance Team manage.
 4. Tamarack ES ELO (ELOP-funded positions)
 1. \$153,153.60 in staffing for 6 Tutors

5. Kettleman City ES ASP (ASES-funded positions)
 1. \$138,400.96 in staffing for 1 Site Lead and 4 Tutors
 2. \$30,600.00 in Program Supplies (\$600.00 is for the program phone)
 1. Site Leads make purchases based on lesson plans prepared by Tutors. Site Leads are accountable for following the set budget and tracking it using a budget tracker spreadsheet our Site Liaison and Finance Team manage.
6. Kettleman City ES ASP (ELOP-funded positions)
 1. \$102,102.40 in staffing for 4 Tutors
7. Reef Sunset MS ASP (ASES-funded positions)
 1. \$149,058.44 in staffing for 1 Site Lead and 5 Tutors
 2. \$30,600.00 in Program Supplies (\$600.00 is for the program phone)
 1. Site Leads make purchases based on lesson plans prepared by Tutors. Site Leads are accountable for following the set budget and tracking it using a budget tracker spreadsheet our Site Liaison and Finance Team manage.
8. Reef Sunset MS ELO (ELOP-funded positions)
 1. \$45,664.40 in staffing for 2 Tutors (This will be moved to Tamarack ES ELO since it's not needed at RSMS)

Remaining Reef-Sunset E.L.O.P. Funded Site Budget (Outside of Partnership with Teaching Fellows):

1. Avenal Elementary School: \$1,962,291.01
2. Kettleman City Elementary School: \$690,970.60
3. Reef-Sunset Middle School: \$1,785,562.90
4. Tamarack Elementary School: \$1,298,550.89

*All E.L.O.P. expenditures follow the E.L.O.P. Plan for Goals and Actions to implement Expanded Learning Opportunities for all Tk-6th grade students in the District and ensure all costs expended with E.L.O.P. funds are reasonable, necessary, and allowable in accordance with the applicable statute, regulations and program plan. The E.L.O.P. budget reflects the working relationship with our Communities Schools Grant implementation to ensure we are surveying our parents and community members on Family Engagement opportunities braided with our Expanded Learning Opportunities Program.

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

Reef-Sunset U.S.D. will work with our Partner, Teaching Fellows to audit our E.L.O.P. plan each year to ensure the E.L.O.P. Plan is being fully implemented and followed. Teaching Fellows will provide a detailed yearly report to the RSUSD Superintendent's Cabinet and the Chief Learning Services Officer will provide the RSUSD Board a Report on the E.L.O.P. Budget and Implementation annually.

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

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.

To best serve the community, ASES and ELO-P funding will be used to increase student enrollment and participation in the Expanded Learning Program. The goal of the program is to eliminate the waiting lists and ensure that all students have access to a high-quality experience. The program is designed to follow the same schedule and guidelines to make it a comprehensive Expanded Learning Program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (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 California Teaching Fellows Foundation, CTFF, contracts with the school district based on the district's needs. Regarding staffing and employee absences, CTFF is responsible for coordinating the placement of regular and substitute staff to ensure the integrity of the program schedule, staff-to-student ratios, and safety expectations. Per grant requirements, staff-to-student ratios for 1st through 8th grade classes are 1:20 and 1:10 for TK/K classes.

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 enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Expanded Learning Program enrollment criteria are established in alignment with

district goals and the requirements the ELO-P has in place. While all students are given the opportunity to apply to the Expanded Learning Program, Homeless, and Foster Youth are given priority enrollment. Once enrollment reaches capacity, waiting lists are established for students who wish to attend the program. Upon staff placement, students are enrolled from the waiting lists. One goal of the district is to not have waiting lists in place in order to serve as many students as possible who meet the enrollment criteria.

Recruitment efforts include:

- Student Enrollment Days for parents in English and Spanish
- Fliers and digital communication through Parent Square are sent home to students in English and Spanish
- Enrollment packets are made available to parents in English and Spanish on enrollment days and after
- Expanded Learning Program participation in school-wide events (Back to School, Open House, and others)

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 coordinated around enrichment themes. These field trips will be planned throughout the school year and will align with the learning goals set by the enrichment classes offered during the Expanded Learning Program.

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.

The Expanded Learning Program is a free service provided to students who attend the schools sites where it is held. There will be no fees associated with the program.

Here is a sample program schedule - Regular School Day:

Avenal Elementary Program Schedule

TK/ KINDER THROUGH FIFTH GRADE

TIME Monday/Tuesday/Thursday TIME Wednesday (Early Out)

1:45 - 2:12 Clock-in / Prep 12:15 - 12:25 Clock-in/Prep

2:12 - 2:15 Head to check-in location 12:25 - 12:30 Head to check-in location

2:15 - 2:25 Student Check-In 12:30 - 12:40 Student Check-in

2:25 - 2:45 Snack 12:40 - 1:10 SEL Activity

2:45 - 2:50 Snack Clean up 1:10 - 2:10 Physical Activity

2:50 - 3:30 Homework 2:10 - 2:30 Snack

3:30 - 3:35 Rotation 2:35 - 2:40 Rotation

3:35 - 4:05 Enrichment 2:40 - 3:40 Homework

4:05 - 4:10 Rotation 3:40 - 3:45 Rotation

4:10 - 4:55 Physical Activity 3:45 - 4:45 Enrichment

4:55 - 5:00 Rotation 4:45 - 4:50 Rotation

5:00 - 5:25 Second Snack 4:50 - 5:20 Second Snack

5:25-5:45 Academics 5:20 - 6:00 Academics/Tutor Clean up

5:45-6:00 Student Activity/ Tutor Clean up 6:00 Dismissal

FRIDAY SCHEDULE

2:15 - 2:25 2:25 - 2:45 2:45 - 5:30 5:30 - 6:00 6:00 6:00-6:15

Line-Up/Sign-In Snack
Friday
Activities
Class Activity Dismissal
Tutor
Clean up
Minimum day break times
GRADE TEACHER NAME ROOM #
Break
Time
Program Schedule mins

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.**

Additional Legal Requirements

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):

- (A) 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.
- (B) 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 School Sites

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):**

- (A) [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.
- (B) [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 school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, 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):

- (A) 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).
- (B) 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) The arrest of an employee of a third party.

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

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 for the pupil to receive services pursuant to this article.