

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



Alta Loma
SCHOOL DISTRICT
Inspiring Learners for a Lifetime

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9390 Baseline Road

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

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

Name of Local Educational Agency or Equivalent:	Alta Loma Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Alta Loma Elementary School
2. Banyan Elementary School
3. Cernelian Elementary School
4. Deer Canyon Elementary School
5. Hermosa Elementary School
6. Jasper Elementary School
7. Stork Elementary School
8. Victoria Groves Elementary School
9. Alta Loma Junior High
10. Vineyard Junior High

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. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

To ensure student safety and well-being all staff will complete all mandatory staff training required during the hiring process. This includes but is not limited to, mandated reporter, suicide prevention and heat illness training. Additional training will be provided regarding student supervision strategies, basic first aid, family communication strategies, bully prevention, behavior intervention and restorative practices. District mental health staff will also work with program staff to provide training in social emotional strategies.

Comprehensive staff training opportunities will be held during program closure the week prior to school starting. The Educational Services department will plan and provide three professional development days. In addition to these days the Educational Services department will support the planning and implementation of one site level professional development day and one site level planning day prior to the commencing of the program. Ongoing training opportunities will be provided for newly hired staff and each staff member will spend a probationary period being trained by the ELO-Program Coordinator or designee prior to beginning service at their specific site. Substitutes will also participate in program training prior to providing service as a substitute. ELO-Program site Coordinators will plan two monthly staff meetings with a structured agenda and time allocated to review safety protocols and procedures. ELO-Program site Coordinators will participate in all school site monthly staff meetings and represent the expanded learning district community.

All ELO-Program staff will wear the appropriate program uniform and district identification badge at all times. In collaboration with site administration all staff will have a single point of entry to ensure site security at all times. Community enrichment partners will utilize the Raptor system and follow all site entry procedures when arriving to provide services offered through the ELO-Program. Front office staff will receive a monthly calendar of events. All community enrichment partners will be required to pass live-scan prior to providing services.

At the beginning of each session, registered participants will be signed in. Before school students must be signed in by an approved adult who is indicated on their registration form. When the before school program finishes in the morning, designated staff members will walk students to designated areas and release students to the school site. Students participating in the before school program will then be signed out by designated staff members. Students who participate in the afterschool program will be registered by the family. Upon completion of their school day they will be picked up/ meet designated staff members at an agreed-upon area to be determined collaboratively by site administration and ELO-Program site coordinator. ELO-Program staff will check each student in using the current attendance software. The ELO-Program will end at 5 PM at all sites, however will provide supervision services for families until 6 PM. All students must be picked up by an adult designated on the registration form. Adults picking up students will be expected to sign out and show drivers license for identity verification.

Established site safety procedures will be in place at all times and ELO-Program staff will be trained on safety protocols prior to the start of the year and also participate in ongoing training. Monthly emergency evacuation drills will be conducted. Earthquake and lockdown drills will be conducted each trimester. Each ELO-Program site coordinator will have a safety binder that provides easily accessible emergency contact information and a site map indicating locations of important areas on campus including emergency gas and water shut-off. Student emergency contacts will be accessible through our attendance/registration system and student contact information will be printed every trimester and kept in a binder to be used in the event of a power / internet outage.

The ELO-Program positive discipline model will align with Alta Loma School District Standards. They will utilize the site specific PBIS matrix of behavioral expectations at all times. Integration of site behavioral expectations will support the continuance of a safe and supportive learning environment while students participate in the ELO-Program.

While students are participating in the ELO-Program staff will maintain constant supervision of students while maintaining the outlined ratios of 10:1 for TK/K and 20:1 for grades 1-6. Staff will additionally monitor students who are transitioning from one enrichment environment to another, needing to be walked to the restroom, early dismissal or late arrival and upon any other need that may arise where a student leaves the program location. All staff will have access to two-way district radios to maintain constant communication which promotes a safe, structured environment for all students.

Student injuries will be assessed by trained staff members and established protocols will be followed. Families will be notified of all minor and major incidents/emergencies and appropriate documentation, paperwork and logs will be kept. If necessary a district LVN will be available on call for major emergencies.

In addition to physical safety of students enrolled in the ELO-Program staff will provide support for social and emotional safety and well-being. This will be accomplished through restorative practice training with a focus on developing positive relationships through mentoring. The program will also align with site specific PBIS practices. Students will be trained at the beginning of the program and practice the school-wide expectations. Staff will reinforce expectations with students. When students do not meet behavior expectations appropriate interventions will be provided and documentation will be provided to families outlining specific behavior, intervention and outcome.

Social Emotional Learning opportunities will be provided for students and all staff will be trained to implement the chosen SEL curriculum. Social emotional supportive practices will be implemented and embedded in the program time to assist students in committing practices to memory and daily life skills ultimately building habits that will be used both during core academic hours and expanded learning time.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Tutoring programs will be developed at each site and supported weekly. Explore Learning will be provided during the before school program. Here students will have access to academic support including technology. The after-school program will consist of daily academic enrichment activities that expand upon the school day and offer academic support for daily learning, homework completion and tutoring.

Literacy/Math academic support programs will be developed and offered at each site. Each site will work collaboratively with site staff to assess the needs at each site. Site specific programs will be developed and incentivized to support student success. Literacy/Math academic support programs at each site may include: reading enrichments/activities, hands-on math enrichments/activities, read aloud opportunities, writing workshops/enrichments, community goals, math competitions. Community partnerships will support the incentives at each program.

TK/Kindergarten students will participate in our KOOL2BK ELO-Program. Staff will continue to work collaboratively with our kindergarten teachers on each campus and expand the learning opportunities through creative play, center work and crafts. The focus will be on student engagement and academic play and support.

Enrichment activities that focus on building academic skills at each site will be developed based on student interest and academic need. These site specific enrichment activities will be determined by student/family surveys. Staff with

content area expertise will work with students to develop clubs. Club time will take place weekly on Wednesdays and be available on a rotation so all students have access to a variety of opportunities.

Understanding that the ELO-Program is continuously improving to meet the needs of students we will work collaboratively to identify current programs that could support student growth after school. We will also begin the process of finding and implementing a common after-school curriculum to provide specific support to our youngest students in the KOOL2BK program and Explore program in lower grades.

3—Skill Building

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

The ELO-Program will provide daily opportunities to build skills in the areas of Language Arts, Mathematics, STEAM and Social Emotional Learning.

ELA- Students enrolled will have the opportunity to participate in creative writing, poetry, and collaborative groups and games that incorporate enhancing student skills in the area of writing through enriched supplemental lessons. ALL students will be provided the opportunity to work with an assistant with expanded learning.

MATH -Students enrolled will have the opportunity to participate in various games and activities that focus on number sense and recognition, measurement including fractions and daily supplemental lessons. ALL students will be provided the opportunity to work with an assistant with expanded learning. Games that incorporate enhancing student skills in the area of Math will also be offered weekly.

STEAM - During weekly club time students will participate in various STEAM activities that focus on the grade level NGSS standards. Here students will be actively engaged in activities that reinforce and enhance what they hav

SEL

Expanding upon our current SEL adoption Second Step, the ELO-Program will provide bi-weekly lessons and activities that are aligned with the Second Step program that is taught during the school day. This SEL enrichment program is called Second Step Out of School Time Program. This program provides structured activities, discussions and lessons to build student social emotional skills and resiliency.

The ELO-Program will also partner with our in-house Behavioral and Emotional Support Team (BEST). The BEST team will provide opportunities to build resiliency through weekly after school wellness groups that focus on essential domains of wellness and practicing healthy habits on a daily basis in order to have better physical and mental health. These groups will be held during each trimester focusing on grade level cohorts.

During the groups students will explore the link between mental health and physical health improving physical health and the benefits that both provide to each other. They will learn that wellness is an intentional, ongoing and holistic approach to making healthy choices in eight major areas of life functioning. BEST hopes that by focusing on wellness they will build skills of resilience. Wellbeing and resilience are vital to developing efficient problem-solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life.

4—Youth Voice and Leadership

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

Each site will develop a collaborative group of student leaders. This group will meet each month to provide insight to the site coordinator regarding the program. They will serve as an advisory group. In addition to this group students will work to develop various clubs that are of interest. The student will be paired with an Expanded Learning Opportunity Program Enrichment/Activity Assistant. Together they will plan an outline of each club and enrichment activity. Students will also be surveyed at the end of each club or enrichment session.

5—Healthy Choices and Behaviors

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

The ELO -P will align with the District's health and wellness plan. Students who attend the before school program will participate in the school breakfast program providing healthy food choices. Snacks will also be provided for students in the after school program. This will be provided at no additional cost to students who are participating in the program.

Physical activity and fitness components will be incorporated into the daily program. This will be accomplished through physical fitness clubs/activities and intramural sports. Each site will develop site specific physical activity opportunities

The Expanded Learning Opportunity program will also utilize community partners to provide physical activity and organized athletic opportunities. To obtain community partners we will reach out to various organizations in our local community. They will interview to provide services and if chosen provide necessary insurance and documentation to work with our program.

Components of the District Wellness plan that will be met through The Expanded Learning Opportunity Program are as follows:

- All students shall be provided opportunities to be physically active on a regular basis.
- A safe, positive school environment is conducive to student physical and mental health, therefore bullying and harassment of all students is prohibited.
- Foods available on campus during the school day and extended day programs will meet nutritional guidelines consistent with current state and federal regulations.
- Access to free drinking water will be given during the ELO-Program.
- Program staff are encouraged to avoid the use of non-nutritious foods as rewards for academic performance, accomplishments, or classroom behavior.

Below is a sample of our monthly snack menu:

MONDAY 3/18	TUESDAY 3/19	WEDNESDAY 3/20	THURSDAY 3/21	FRIDAY 3/22
Salad (Boats)	Pineapples w Tajin (6oz cup)	Bean & Cheese Burritos	Applesauce w/Bug Bites	Turkey Sandwiches (½)
MONDAY 4/1	TUESDAY 4/2	WEDNESDAY 4/3	THURSDAY 4/4	FRIDAY 4/5
Poptarts	Mandarin Oranges (6oz cup)	Meatballs & BBQ Sauce	Pretzels w/String Cheese	Cereal (coffee filter)
MONDAY 4/8	TUESDAY 4/9	WEDNESDAY 4/10	THURSDAY 4/11	FRIDAY 4/12
Ritz Crackers (4/coffee filter) with String Cheese	Peaches (6oz cup)	Raviolis (6oz cup)	Granola Bars	Top Ramen (6oz cup)
MONDAY 4/15	TUESDAY 4/16	WEDNESDAY 4/17	THURSDAY 4/18	FRIDAY 4/19
Nachos with Chilli (boats)	Pineapples (6oz cups)	Elotes (6oz cup)	Applesauce & Cookies	Chips
MONDAY 4/22	TUESDAY 4/23	WEDNESDAY 4/24	THURSDAY 4/25	FRIDAY 4/26
Fruit Snack & Apples	Pretzels w/String Cheese	Raviolis (6oz cup)	Applesauce w/Bug Bites	Mandarin Oranges (6oz cup)

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Each site will utilize a program wide monthly calendar to promote and celebrate diversity. This will include monthly themes that expand upon school cultural celebrations. Art projects, literature, enrichment activities will focus on various cultural and linguistic diversity to expand students' access and knowledge of our diverse community. Providing each student the opportunity to be connected through their culture.

All students will have access to the Expanded Learning Opportunity Program. Working collaboratively with the Director of Special Education, students with unique needs will be addressed. Site Coordinators will communicate with their school administration and the Program Coordinator regarding best practices and specific needs to include students with disabilities. If needed additional support will be provided to encourage full inclusion and participation.

7—Quality Staff

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

Retaining quality staff is of the utmost importance throughout the development, implementation and ongoing operation of The ELO-Program. District administration will work directly with staff who currently supervise students to ensure that minimum requirements are met. The Program Coordinator and Site Coordinators will meet with each new staff member individually to explain the ELO-Program. During this time staff will be made aware of the minimum requirements and have the opportunity to share if they meet qualifications. Once each staff member has met with the Program Coordinator and Site Coordinator an evaluation will be shared with all staff members outlining the next steps to submit documentation to prove meeting program requirements.

Staff members who do not meet the minimum requirements will be given the opportunity to obtain a passing score on the instructional aide exam through partnership with Chaffey Adult School.

Working collaboratively with ALSD Human Resources the ELO-Program will commit to ongoing recruitment, hiring and training while the program grows to capacity with the goal of not turning any students away.

Newly hired staff will participate in a training program prior to working with students. This includes completing all mandatory requirements for employment as well passing the training period that includes but not limited to mandated reporter, suicide prevention and heat illness training. Additional training will be provided regarding student supervision strategies, basic first aid, family communication strategies, bully prevention, behavior intervention and restorative practices. Once trained the newly hired staff will work under the mentorship of a trained staff member to ensure understanding and implementation of program vision, mission and purpose.

8—Clear Vision, Mission, and Purpose

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

Vision Statement: Creating connections during out-of-school-time that will inspire learning for a lifetime.

Mission Statement: To provide equity, access and opportunity, to ALL Alta Loma School District students as they explore expanded learning opportunities in a safe, supportive and engaging environment.

Purpose: Provide a common and consistent structure for students in grades TK- 6th, ensuring a standard of excellence for expanded learning. Each site will meet the unique needs of their community through collaboration and partnership with school staff, family engagement and student voice.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The ELO-Program will work to obtain community partners through student voice allowing community partners to express interest and provide information regarding their organization and the enrichment opportunities they have to enhance the ELO-Program.

Academic support and tutoring will be provided in partnership with our teacher partners.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Continuous quality improvement is essential to the ALSD Expanded Learning Opportunity Program. This will allow the ALSD to ensure that the Explore Program is consistently being offered and implemented at each site and will identify areas of need and growth. Using the California After-School Program Quality Self-Assessment Tool (CAN-QSA)

developed by the California Afterschool Network and the California Department of Education the ELO-P Coordinator and Program Coordinator will work with a collaborative team including but not limited to site administrators, teachers, site staff, Explore staff, parents and upper grade students to evaluate program quality and areas of improvement annually. The results of this evaluation will be evaluated on a continuous basis and shared with each site.

Additional feedback will be collected at each site through a focus group concept with students, parents and staff regarding the impact of the Explore Program. Parents and students will be asked their opinions of the Explore Program. Questions will be focused on enrichment and activity offerings, community partnerships, academic support and social emotional learning for students.

Utilizing the results of the assessment and the focus group discussion the ELO-P Coordinator will work with the Program Coordinator to create an action plan to address areas of growth. Professional development will be scheduled and focused on best practices and student support specific to the areas of need.

These results will be shared yearly with the Board of Trustees and all Community Partners through an infographic that highlights the program effectiveness data that is collected.

11—Program Management

Describe the plan for program management.

A program will be implemented at each site and presented to the School Site Council, PTA and ELAC to show alignment of the ELO-P with the LCAP and the Single Plan for Student Achievement (SPSA). The Program Coordinator will communicate with the Assistant Superintendent of Educational Services to ensure program alignment with the District's vision and mission.

The Expanded Learning Opportunities Program will include at the District Support Center the an ELO-P Program Coordinator, a ELO-P Technician, ELO-P Senior Secretary. Each elementary site will be staffed with an ELO-P Site Coordinator, ELO-P Enrichment Assistant Coordinator, ELO-P Enrichment/Activities Assistants (number will vary depending upon site enrollment), Academic Tutors, and a Counseling Interns who provides wellness support. Community providers will also support the afterschool program and will be chosen through the RFI process in collaboration with our Director of Purchasing.

The ELO-P technician will work closely with the Assistant Superintendent of Education services, ELO-P Coordinator and the Director Fiscal Services to ensure that site budgets are developed and followed. This person will also ensure the operation of the online database used for enrollment and integration of the fee-based program.

The Explore Program will track attendance and participation through the use of our before and after school program software. Site staff will be responsible for ensuring the appropriate check in and out of program participants.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Alta Loma School District does not qualify for ASES or 21st CCLC Elementary/Middle School. The ELO-P funding will be used to reimagine and enhance our current before and after school program. Currently the program is fee based. The ELO-P funds will give open access to all UPP students in the Alta Loma School District at a scaled cost or no cost by integrating our fee based program into the program funded through the CDE Expanded Learning Division.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ALSD Child Care currently has specific staff members in place during the KOOL2BK program that meets the 10:1 ratio. These staff were chosen specifically due to their education and experience with early childhood development. This practice will continue with ongoing recruitment and training of staff for this specialized age group. Those staff members who are currently working with our KOOL2BK program will transition to the expanded learning opportunities program. As we add additional staff to ensure the ratio is met we will follow specific guidelines when hiring to focus on the education level of the candidate and experience with TK and K.

Curriculum has been developed through communication with site kindergarten teachers. This curriculum enhances what was taught during the day with various activities surrounding creative play, music, arts and crafts, and other activities that do not duplicate the school day. Each site will utilize this common curriculum and work collaboratively to ensure the implementation of a consistent program and curriculum.

WEST SIDE SCHEDULE			EAST SIDE SCHEDULE		
TIME	CLASS SERVED	ELOP Hours	TIME	CLASS SERVED	ELOP Hours
8:10 - 9:50 AM	TK/K (PM)	1 hr 40 min	8:30 - 10:10 AM	TK/K (PM)	1 hr 40 min
12:15 - 1:55 PM	TK/K (AM)	1 hr 40 min	12:35 - 2:15 PM	TK/K (AM)	1 hr 40 min
1:55 - 2:40 PM	TK/K	45 min	2:15 - 3:00 PM	TK/K	45 min

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

The following pages contain sample schedules for the ELO-Program. Alta Loma School District does not currently have the California State Preschool Program however, six of our eight sites have transitional kindergarten that is accessible by the entire school district community. Students enrolled in transitional kindergarten and kindergarten have access to our KOOL2BK program which is embedded in our ELO-Program.

Expanded Learning Opportunity Program Schedule

WEST SIDE SCHEDULE			EAST SIDE SCHEDULE		
TIME	GRADES SERVED	ELOP Hours	TIME	GRADES SERVED	ELOP Hours
6:30 - 7:10	ALL		6:30 - 7:30	ALL	
7:05-8:10	ALL	1 hr	7:25 - 8:30	ALL	1 hr
8:10 - 9:50	TK/K (PM Stu)	1 hr 40 min	8:30 - 10:10	TK/K (PM Stu)	1 hr 40 min
12:15 - 1:55	TK/K (AM Stu)	1 hr 40 min	12:35 - 2:15	TK/K (AM Stu)	1 hr 40 min
1:55 - 2:40	TK/K	45 min	2:15 - 3:00	TK/K	45 min
2:40 - 4:40	ALL	2 hr	3:00 - 5:00	ALL	2 hr

4:40 - 6:00	ALL		5:00 - 6:00	ALL	
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Wednesday - Minimum Day

WEST SIDE SCHEDULE			EAST SIDE SCHEDULE		
TIME	GRADES SERVED	ELOP Hours	TIME	GRADES SERVED	ELOP Hours
6:30 - 7:10	ALL		6:30 - 7:30	ALL	
7:05-8:10	ALL	1 hr	7:25 - 8:30	ALL	1 hr
8:10 - 9:50	TK/K (PM Stu)	1 hr 40 min	8:30 - 10:10	TK/K (PM Stu)	1 hr 40 min
12:15 - 1:55	TK/K (AM Stu)	1 hr 40 min	12:35 - 2:15	TK/K (AM Stu)	1 hr 40 min
1:55 - 4:40	TK/K	2 hr 45 min	2:15 - 5:00	TK/K	2 hr 45 min
1:10 - 4:40	Grades 1-6	3 hr 30 min	1:30 - 5:00	Grades 1-6	3 hr 30 min
4:40 - 6:00	ALL		5:00 - 6:00	ALL	

Junior High Schedule

Junior High		
TIME	GRADES SERVED	ELOP Hours
7:00 AM - 8:15 AM	6th	1.15 hr
2:15 PM - 6:00 PM	6th	4.45 hr

Expanded Learning Hour Totals

Grade Level	Daily Instructional M/T/TH/F	M/T/TH/F ELOP	Daily Total	Daily Instructional Wednesday	Wednesday ELOP	Daily Total
TK/K	3 hours 30 min	5 hours 30 min	9 hours	3 hours 30 min	5 hours 30 min	9 hours
1st -6th	6.5 hours	3 hours	9.5 hours	5 hours	4 hours 30 min	9.5 hours
6th (JH)	5.5 hours	4.45 hour	10.15 hours			

Potential Intersession Opportunities

Dates	Session Name	Number of Days	Hours
November	Thanksgiving	3	7 AM - 6 PM
December	Winter 1	2	7 AM- 6 PM
January	Winter 2	2	7 AM - 6 PM
March	Spring	5	7 AM - 6 PM
June	Summer 1	20	7 AM - 6 PM
July	Summer 2	10	7 AM - 6 PM

SAMPLE Intersession Schedule

TIME	Activity/Enrichment	Hours
8:00 AM - 10:00 AM	Session 1 (Academic Enrichments)	2
10:00 AM - 10:30 AM	Physical Activity	30 min
10:30 AM - 12:30 PM	Session 2	2
12:30 PM - 6:00 PM	EXPLORE Programing	5.5

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.