

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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0923

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)

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|-------------------------------------------------|-------------------------------------|
| Name of Local Educational Agency or Equivalent: | Richmond 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. Richmond Elementary School

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 ELOP. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

Richmond Elementary School is committed to helping all of our Richmond Rebels to become ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED students. In partnership with our parents and our community members, we strive to help ensure that all of our students are competent in the basic skill areas and that all of our students reach their highest potential as productive, responsible citizens in a safe and academically rigorous environment.

The main components of the Expanded Learning Opportunities Program will occur on Richmond's campus. However, practices and activities to facilitate meaningful student involvement in school will continue to evolve based on student and family needs. If there is a need to facilitate the Expanded Learning Opportunities Program in the community at large, changes will be made with communication with the school's stakeholders. Some of these changes may include participation in community programs and non-governmental organizations' activities.

Programmatic level:

Richmond Elementary School District's Expanded Learning Opportunity Program will take place on our school site. The program staff will work closely with district administration to school-aligned health and safety procedures. While the expanded learning program is on Richmond's campus, the school's safety plan procedures will be utilized to ensure the safety of students and staff. In addition, program staff will be trained in a variety of programmatic procedures including first aid, the documentation process, and communication of, any incidences to families.

Attendance/Sign-ins/Sign-outs:

When students arrive at the program whether it is after school, in the summer learning program, or other intersession opportunities, they are personally greeted by staff and checked into the program. Program attendance is collected on a daily basis. Staff will maintain a list of all participants with current emergency contacts for program activities and field trips. At the end of the program students are released from the program and an authorized adult must sign them out. An exception to this procedure will take place if the parent/guardian indicates the student is to walk home at the end of the program. Transitional Kindergarten and Kindergarten students MUST be met by a parent.

Facilities Safety:

We have ample lighting for additional safety precautions. We also have a safety plan that is updated annually and is available in the front office. This plan outlines all of our policies and procedures as well as people responsible. To ensure that we operate in coordination with this plan we participate in frequent drills and practices so that the students and staff are well aware of all procedures and practices well in the event of an emergency.

Registration:

The registration process for the expanded learning program, when combined with the school's registration, will help identify students with special needs or concerns. In addition, registration packet(s) will provide families the location of the expanded learning program activities and the health, safety, and behavior procedures for participants in the program.

Staff level:

Behavior/Expectations:

Richmond Elementary School and its expanded learning program utilizes a Multi-Tiered System of Support (MTSS) to help all students gain both academic and behavioral success. These supports and interventions help:

- 1) Teach, and reinforce, appropriate behavior to all children by identifying, modeling, and practicing expectations with students.
- 2) Allow for the early intervention of unwanted behaviors before they escalate.
- 3) Monitor student progress through the development of positive staff and student relationships that facilitate the support students need to be successful.

In addition, Richmond Elementary School subscribes to four overarching rules: Be Safe, Be Responsible, Be Respectful, and Be Kind. All classroom rules and school-wide rules can fit within one of these four central rules.

Richmond Elementary School's MTSS Professional Learning Communities (PLCs) analyze student academic and behavioral needs and then formulate a plan to help address the needs of students who are struggling.

Participant level:

Richmond Elementary School is a small school where students, staff, and families frequently know each other in both the school and community settings. These connections help establish a sense of community and belonging. It is critical, in our small community, to keep consistent and open communication between staff, students, and parents.

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.

Richmond Elementary School has three goals for the Expanded Learning Opportunities Program.

- 1) Create a safe and academically rigorous environment for students with diverse needs where they can develop social competencies, personal resilience, and school readiness,
- 2) Engage students through relevant knowledge and experiential learning opportunities that include both academic and enriching experiences beyond the academic core.
- 3) Help students engage in healthy physical activity that center on physical fitness and healthy food choices.

Programmatic level:

Richmond Elementary School's expanded learning program does not replicate the instructional day. However, it is critical for staff to work together with instructional staff, families, and students in the creation of shared goals and shared expectations for our students. Enrichment activities help students expand their understanding of the world around them. These activities may focus on visual and performing arts and/or STEM (Science, Technology, Engineering, and Math). To maximize student engagement many of the activities will include opportunities for skill building; motivating students through relevant topics; and enhancing learning activities using fun, interesting, and creative methods. In order to maintain student engagement and learning, students and families will be asked for input regarding what they would like the program to look like. Activities and thematic units will be designed based on their input.

Staff level:

Expanded learning program staff will use a variety of learning experiences to help engage multiple intelligences and senses. When possible, age-appropriate activities will include the examination of the local community, state, national, and world issues. Finally, staff will utilize both individual and small-group activities to help promote critical thinking skills and collaboration.

Participant level:

Students will learn and enforce positive collaboration skills during small-group activities. Some of these activities may include the use of technology. Richmond provides Chromebooks for student usage.

3—Skill Building

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

The Expanded Learning Opportunities Program utilizes a multi-faceted approach to helping students build skills. The after-school program dedicates part of the afternoon to tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 30 minutes. In addition, there is an educational enrichment component that consist of a minimum of 45 minutes per day of fine arts, STEM, and/or prevention activities that reinforce and complement the school's academic program. Finally, an integral component of the after-school program is physical fitness. Through both structured and free-play students learn and grow through recreation. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills with a variety of students from different grade-levels and ages.

Programmatic level:

Many of Richmond Elementary School District's Expanded Learning Program activities are designed to foster the development of 21st century skills. These skills include creativity, innovation, critical thinking, problem solving skills, and collaboration. The activities and lessons are designed to support students at their current level of performance and move them towards mastery of skills they have not yet learned.

Staff level:

Richmond Elementary School's Expanded Learning Program staff will design activities that are both relatable and engaging. As students learn new skills, it is inevitable they will have opportunities to struggle. In supporting students and helping to move their learning forward, it is critical for them to practice their developing skills and for staff to offer constructive feedback when students try and fail. In addition, when a student is unsuccessful, they are given an opportunity to reflect and grow from their experiences.

Participant level:

The activities and events that are integrated into the after-school and intersession programs provide support to engage students in 21st century skills. Staff will strive to create opportunities for students to work collaboratively in multi-age groups that help them build higher level communication and collaboration skills.

4—Youth Voice and Leadership

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

Students are placed within grade-level groupings to help facilitate participation and meet common interests. During enrichment time, students are allowed to choose from activities and projects that address the monthly themes.

Programmatic level:

Student leadership and voice is an important part of our program. In recognition of this, Richmond Elementary School's Extended Learning Program will seek student input to develop engaging thematic units and activities. One of the program's goals is to help students develop and refine their leadership skills and to develop essential character

traits including responsibility, respect, and kindness. As the students work and grow in these skills, they use their knowledge and empowerment to help others.

Staff level:

Richmond Elementary School's Extended Learning Program staff offer students the opportunity to share their opinions and take on leadership tasks. As the program continues to grow and be refined, staff intends to expand leadership opportunities to individuals in an effort to foster teambuilding and engagement.

Participant level:

The use of our formal and informal means of collecting data related to program offerings allows the students the opportunity to provide feedback, participate in discussions and participate in developing the program. Additional opportunities will be made available for students to take responsibility for the completion of any projects and participate in culminating events that help them show what they know.

5—Healthy Choices and Behaviors

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

The health and safety of all students begins with a smooth transition from the regular school day to the after-school program. Students report directly to the after-school program after the end-of-the-day bell rings. Attendance is tracked on both a daily and monthly basis. After-school program staff monitor student behavior to ensure that all students follow the four Be's: Be Safe, Be Responsible, Be Respectful, and Be Kind. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after-school program classes.

As mentioned previously, students participate in both structured and free-play activities to help students build fitness and social skills with a variety of students from different grade-levels and ages.

Programmatic level:

Richmond Elementary School's program strives to promote student well-being through opportunities to learn about, and practice, balanced nutrition and physical activity in a manner that supports a healthy lifestyle. Program staff utilize actions, intentional learning opportunities and activities to help students develop, learn, and continue to live a healthy lifestyle. Nutritious snacks are provided daily for every student in attendance. The Richmond Elementary School District food service staff selects and prepares the snacks served in the after-school program. Selections are based on the national school lunch nutrition guidelines consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. In addition to learning about balanced nutrition, physical activity, and positive behaviors, students are also provided with age-appropriate instruction regarding things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

Staff level:

Richmond Elementary School's Extended Learning Program staff provide daily opportunities for students to have nutritious snacks and engage in age-appropriate physical activities that support the program's goals. In addition, staff will receive professional development that helps members understand the connections between health, academic achievement, and a positive socio-emotional lifestyle.

Participant level:

During various extended learning program activities, students will be encouraged to make healthy choices and to extend their learning beyond just the program.

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.

To accomplish the school's goal of creating a safe and academically rigorous environment and closing the achievement gap, our program actively invites diverse student participation and uses research recommendations to reach a broad network of students. As such, the school aims to learn about any cultural or community perceptions and/or barriers that might deter enrollment. With a better understanding, Richmond Elementary School can devise a more targeted outreach effort to families in our service areas.

The Expanded Learning Opportunities Program prioritizes the distribution of information regarding the program and enrollment forms to priority families. Some of the priority families include those with students in foster care, families experiencing homelessness, low-socioeconomic families, and English Learner families.

Starting next year, Richmond Elementary School families will be invited to attend informational meetings via invitations in school newsletters and telephone calls.

Programmatic level:

Richmond's Expanded Learning Program welcomes all students interested in enrolling in the program. If students have any special needs, administration communicates with extended learning program staff to ensure they are aware and provide resources for serving those students. Student enrollment in the Extended Learning Program may be delayed and/or limited if the program does not have enough staff to support the staff to student ratios. Richmond's Expanded Learning Program is committed to diversity and equity in the program's outreach materials and/or policies. The school and staff recognize that each student is unique with individual needs and strives to help all students feel welcome and connected.

Staff level:

Richmond Elementary School strives to ensure that staff are well trained to serve all students. They are also equipped with resources and supports to meet the needs of all students in the program.

Participant level:

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7—Quality Staff

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

Richmond Elementary School strives to recruit and retain high quality staff that help a positive learning environment.

Programmatic level:

Staff members are recruited primarily from the existing pool of regular school district employees. This allows for a continuity of staff and relationships between the regular school day and the Expanded Learning Opportunities Program. Hiring notices are posted in a central location. If there are additional Expanded Learning Opportunities Program staffing needs beyond the Richmond Elementary School staff, recruitment will be conducted through emails and local media.

Richmond Elementary School staff receives in-service professional development to help meet the needs of our students. Administration is currently examining professional development opportunities that address the unique needs of our after-school program and intercession program.

Staff level:

Expanded Learning Program staff and school administration meet monthly to ensure open communication and adherence to the Expanded Learning Program Plan. Part of the staff's evaluation is their ability to develop and implement activities that engage students in active and meaningful experiences along with demonstrating integrity, professionalism, and kindness.

Participant level:

Richmond Elementary School Expanded Learning Program staff are part of Richmond Elementary School District's instructional day staff. As such, they are able to develop and maintain positive and trusting relationships with students.

8—Clear Vision, Mission, and Purpose

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

Programmatic level:

Richmond Elementary School Expanded Learning Program is directly aligned with the district's vision, mission and purpose. As such, the Expanded Learning Program's staff professional development, policies, procedures, and budget are linked to the district' vision, mission and purpose.

Vision:

ALL REBELS are ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED.

Mission:

The Richmond Elementary School District, in partnership with parents and community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens.

The Richmond Community Believes:

- To move our community and nation forward, students must receive a world class education.
- Every student must be prepared for success in college and/or career.
- Students, families, schools, businesses, and the community must work in partnership to relentlessly pursue academic excellence.
- We must recruit, empower, and retain the most effective educators and staff.
- That every student must have the opportunity to excel.
- That each student must be empowered to achieve a healthy physical, emotional, and social lifestyle.
- That every student must continue to learn beyond the traditional school day.
- That all learners must have something to look forward to at the beginning and end of each school day.

Purpose:

The Expanded Learning Program's purpose has several components.

1. Provide a safe and challenging environment for students after-school and when school is not in session.
2. Provide fun and engaging activities that support the intellectual, behavioral, and emotional development of our students.
3. Support academic achievement through intellectual and enrichment activities that are aligned with the regular school day

Staff level:

Expanded Learning Program's staff facilitates a parent orientation at the beginning of the school year so that students, parents, and staff members all have the opportunity to meet, address any specific needs of students, and begin to build a trusting relationship if they are not familiar with each other already. This meeting provides an opportunity for sharing the program's mission, vision and goals. Expanded Learning Program's staff also participate in one of Richmond's School Community Virtual Roundtable event. Finally, school administration and Expanded Learning Program's staff will hold parent informational meetings when needed.

Participant level:

Richmond Elementary School's Expanded Learning Program and instructional program share the same vision and mission. This will help students and families in becoming familiar with the core contents of the program.

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.

Currently, there are very few non-LEA entities within the surround communities. However, Richmond Elementary School will continue to monitor the availability of community organizations in an effort to further expand the number of opportunities Richmond Elementary School District students are able to access.

Programmatic level:

The Expanded Learning Program’s staff will continue to ensure that we are all working together to serve our students. Support of the Richmond Elementary School District Board of Trustees and instructional day staff is a vital piece to the success of the Expanded Learning Program. The district will also continue to reach out to community and county agencies in an effort build collaborative partnerships in the future.

Staff level:

Richmond Elementary School recognizes that communication is a vital part of the Expanded Learning Program and our school community as a whole. This link is a two-way path that allows for families and students to stay informed and program staff to modify programmatic elements based on feedback and input. In the past we have utilized our website, Facebook page, phone calls, and hard copy notifications to send out and gather information.

Participant level:

Student’s feedback and input regarding thematic units and activities is critical to the success of the Expanded Learning Program. Informal feedback and input will be elicited by Expanded Learning Program staff. In addition, Richmond Elementary School’s student council will have an opportunity to provide Expanded Learning Program’s staff and administration input and feedback.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Richmond Elementary School District will utilize variety tools to make a holistic evaluation of the quality of its Expanded Learning Opportunities Program. Some of these tools include collecting input and feedback in a variety of ways which will include surveys, informal interviews, observations, and self-assessments. The information will be collected from students, parents, and staff. The results will be used to drive improvement of the program. In addition, Richmond Elementary School will assess the suitability of the California After School Network tools and California Department of Education’s Quality Standards for Expanded Learning in evaluating the Expanded Learning Opportunities Program.

Richmond Elementary School administration and after-school staff will meet at the beginning of the school year to review the data collected to identify past successes and improvement needed. In addition, the administration and program staff will meet at least quarterly to review the program and discuss possible changes.

Programmatic level:

Richmond Elementary School’s Expanded Learning Program will implement an improvement cycle to develop, implement, review, and adjust our programmatic elements in order to provide the best possible services to students.

In addition, Richmond Elementary School will utilize a data-driven decision-making process that will focus on the development of a program that will meet the needs of the school's community, families, and students. The data utilized in this process will come from self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, students, families, and other stakeholders, and observation of program activities.

In addition, Richmond Elementary School's Expanded Learning Program will utilize the California Afterschool Program Quality Self-Assessment Tool (QSA). This tool will be used to help engage families and students in meaningful conversations regarding the quality of the program and means to improve it. In addition, the tool will be used to develop a plan that can be used to revise and refine programmatic strategies and goals, to guide resources towards areas that need improvement, and to guide professional development for staff. The plan will be reevaluated on an annual basis.

Staff level:

Expanded Learning Program's staff will help gather and analyze the data on a quarterly basis in order to understand strengths and weakness in programming. Expanded Learning Program's staff recognize they are active participants in determining the quality of the Expanded Learning Program. Expanded Learning Program's administration will regularly gather staff feedback about program activities and student engagement. This feedback and other data will be used to develop, and modify the program's design, professional development, and practices.

Participant level:

Expanded Learning Program's staff will facilitate the gathering of age- appropriate student feedback reading the program's strengths and weaknesses, and ideas for potential improvement.

11—Program Management

Describe the plan for program management.

Richmond Elementary School District's Expanded Learning Opportunities Program uses a grade-level cluster binder that consists of documents recording attendance and activities.

Richmond Elementary School's Expanded Learning Program utilizes Richmond Elementary School District staff and administration to run the program.

Programmatic level:

Attendance is recorded on both a daily and monthly basis. The Richmond Elementary School District Board of Trustees will receive a quarterly report from the administration regarding the student attendance and select activities. All expenditures will utilize the district's established requisition procedures. All fiscal management of the Expanded Learning Program is conducted by the Richmond Elementary School District Chief Business Official using the SACS coding system and tracked the district's budget software. A variety of funding sources are utilized to enable the development and implementation of the Expanded Learning Program. Some of these funding sources include Expanded Learning Opportunities Grant (ELOG), Expanded Learning Opportunities Program (ELOP), Local Control Funding Formula (LCFF), and district's general fund. Per state regulations, an independent auditor audits Richmond Elementary School District's fiscal records.

Staff level:

Richmond Elementary School District Expanded Learning Program's staff will meet prior to the beginning of the school year to review all policies, procedures, and expectations.

Expanded Learning Program's staff will communicate with instructional staff to help identify the needs of the students enrolled in the program. In addition, Expanded Learning Program's staff and site administration will meet at least quarterly to monitor the evolving needs of students enrolled in the program.

The Expanded Learning Program's budget is established through conversations between the program's staff, the district's Superintendent/Principal and Chief Business Official. Expenses will be tracked and aligned with the program's purpose, mission, and goals.

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.

Richmond Elementary School District does not participate in the ASES or 21st CCLC grant programs.

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?

Services will be provided for both Transitional Kindergarten and Kindergarten students.

Sample Transitional Kindergarten & Kindergarten daily schedule:

7:00 – 2:45 pm Regular grade level curriculum with classroom teacher
2:45-3:00 pm After-school program receive students on site and snack time
3:00- 3:30 pm Expanded curriculum activities
3:30-4:00 pm Structured and free-play activities
4:00- 4:30 pm Expanded curriculum activities
4:30 – 5:00 pm Parent pick up /sign out
Restroom breaks are given as needed

Recruitment:

- Staff will be recruited primarily from internal sources. However, external recruitment may occur to meet the needs of the program.
- Current staff has experience working with transitional kindergarten and kindergarten students.

Training Staff:

- We are coordinating training with our transitional kindergarten and kindergarten classes, along with the County Office of Education with regards to developmentally appropriate curriculum, instruction, activities, and assessments for TK students.

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.

Richmond Elementary School District does not have a California State Preschool Program. However, the following sample schedule would be for all students attending Richmond Elementary School.

Sample schedule with Expanded Learning Opportunities Program supports:

- Classroom opens for student access for twenty-five minutes prior to school start = 7:00 am - 8:00 am (includes breakfast)
- Regular six-and-a-half-hour school day = 8:10 am - 2:40pm (includes lunch)
- Expanded Learning Opportunities Program for two hours and twenty minutes = 2:45 pm – 4:30 pm (includes snacks).

Sample Intersession, Summer Academy and Expanded Learning Opportunities Program supports:

- Morning ~ reading/math, academic/intervention and supports
- Afternoon ~ enrichment program
- All Day ~ enrichment program

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 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 those 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 no schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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