

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
Expanded Learning Division

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

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

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

Local Educational Agency (LEA) Name: The Mission Preparatory School

Contact Name: Valeria Miranda

Contact Email: Info@missionpreparatory.org

Contact Phone: 415-508-9626

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. Mission Preparatory school (Single site charter)

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

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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

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1—Safe and Supportive Environment

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

Mission Preparatory School strives to provide a safe, accessible, and equitable experience for all students. To ensure quality programming, we have partnered with the Boys and Girls Club of San Francisco (BGCSF) in order to provide academic support, tutoring, leadership opportunities, and run enrichment programs for students, BGCSF will utilize my club hub, a system that tracks enrollment and daily attendance, to ensure Mission Preparatory students are able to participate in the Extended Learning Opportunities Program (ELO-P) and full time the After school Education and Safety Program (ASES). Procedures will be in place to ensure that students' attendance gets recorded properly. During our morning programming, kids are signed-in electronically upon arrival, and then signed in manually to make sure every student is accounted for. Phone calls are made home if a student is not at the program.

In order to provide an equitable opportunity for all students, Mission Preparatory has a strict attendance policy; any student who misses a minimum of 10 days at either program will be put back on the waitlist. We recognize that many families experience several obstacles, which is why we communicate with families (through a call and/or email), so we can better understand what is going on, and see how we can best support them. Depending on the conversation (i.e. the reasoning), and whether the student's absences diminish, it will then be decided whether the student will be put back on the waitlist or not. Any student put back on the waitlist, is eligible to re-enroll the following quarter.

To ensure that every child is accounted for, every teacher is given a list of where each of their students are supposed to go at the end of every school day (including early dismissal days). At the end of the school day, each teacher will drop their students off at the designated areas set for each after school option. This includes our onsite BGCSF program - this is where the teacher checks in with after school staff in order to ensure that our students are always accounted for.

Students will be signed in at the beginning of their program that they attend each day. In the after school program, students will be signed out to a parent/guardian or approved adult over the age of 18 in order to be dismissed from the program. Some students are allowed to walk home with permission from their parents. The after-school program schedule will include times and location with assigned staff; it will be referenced with staff and their assigned grade groups so that staff has an exact location for every child while on campus. Staff will frequently monitor grade groups rosters, conducting headcounts before and after each transition. Staff will use two way radios to communicate with one another throughout the afterschool program day. Communications include, but are not limited to, ensuring safety and location of all students, student pick up by authorized adults, as well as any time that extra support might be needed.

We have many on campus resources readily available such as counseling for behavioral issues. We have also implemented a detailed rich, age appropriate, curriculum that engages children to work individually, and cooperatively. We provide a 1:15 staff to student ratio in order to ensure that every student is given the opportunity to access adequate support in their academic, social and emotional learning needs in our programs.

Mission Preparatory has a detailed action plan for different types of scenarios in case of emergencies. In the case of an incident occurring involving a student(s), detailed documentation is filed, including statements (by those involved, witnesses, and staff reporting), and actionable steps that will be taken (including dates for when actions will be taken). We always have a follow up with families (no matter how light the issue might seem) and students to ensure that they are feeling safe and supported in the spaces they are occupying.

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.

The Boys and Girls club Staff will make it a priority to maintain weekly communication with school administrators and staff in efforts to identify the materials students learn during the school day – this information will be used to plan for structured activities and additional academic support. Academic support provides students with small group or one-on-one support for those who have higher academic needs.

The planning of educational enrichment activities will involve Mission Preparatory Administrators, Community partnerships and Student interest. Programs that focus on computer science, STEM, physical education, and Arts will be at the forefront of ELO-P. Mission Preparatory's ELO-P reinforces our learning environment but more importantly, it creates 'play' environments for the children they serve. Making daily physical activity accessible, inclusive and engaging for every child. The ELO-P is unique with its groundbreaking multidisciplinary approach by involving and combining several professional specializations.

The recruitment and enrollment phase will ensure that all students and families are informed about the programs being offered on site and will give an equitable opportunity for all students to be able to self-select and participate in the enrollment process. If students are unable to participate due to capacity limitations, a waitlist will be established to ensure students are given a chance to enroll in the program when available.

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3—Skill Building

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

The ELO-P's educational and literary elements include tutoring and homework assistance designed to help students meet grade-level expectations; homework assistance is provided Monday through Friday. School provided chromebooks will be used to assist students that have online homework. There will be an educational enrichment component of arts, physical activity, and prevention activities that reinforce and complement the school's academic program.

Students are grouped according to grade level, ability level, and interests. All program activities provided by Boys and Girls club staff are intended to keep students motivated and actively engaged. Planned educational activities include math, art, physical activities, and other educational activities that students will identify as areas of interest.

The ELO-P helps build social skills within the children. Older students adopt a mentor type role for the younger students. The ELO-P provides a diverse choice of extracurricular activities allowing the students to develop skills and a love for enrichment activities; this allows them to successfully build specific skill sets, further develop critical thinking and refine how they evaluate and learn new things. The activities offered are not all strictly academic, but promote self-esteem, relationship building, and positive environments through projects and play.

4—Youth Voice and Leadership

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

Through the B&GC, our students are afforded the opportunity to be a part of their Leaders in Training Program (LITs) – an internship program. This program allows our students to focus on leadership development – with the opportunity to build connections – discover what interests them, and learn what is necessary to set themselves up for high school success and beyond. Specific to our site, students have been given the opportunity to partner with other students in order to mentor and support their younger peers. Mentoring includes support with homework, support with activities, as well as input into the different activities that the program provides. This includes the enrichment programming provided (i.e. soccer, cooking, video editing).

In order to gain input from all students in the programs, surveys will be given where students can provide honest and anonymous feedback on current and future programming. Student's feedback includes reflections on what they learned and on the activities they worked on for the week. The information gathered not only helps us improve the program, but also serves as a guide for future programming. For our younger students, we carve some group time where they are invited to share during a circle type format or a quick-write activity to give feedback.

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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.

Aligned with Mission Preparatory values, the ELO-P will focus on its four values: prepared, respectful, engaged, and persevering. Each student is expected to hold up these values during and after school. Although, we do acknowledge that there are times that students need additional support in order to meet such expectations. That is why we always have additional staff to provide social and emotional support for our students. This includes having additional counselors and scheduling time for wellness and physical activity (including the soccer program). Other staff members are given SEL training to better support our students. In our programs, we create intentional spaces and practices where supporting our students looks like supporting them in the development of becoming self-directed learners that are able to advocate for themselves & their communities.

We also recognize that a healthy balanced meal is something that every child should have access to. Which is why our students are served nutritious meals throughout the day including breakfast, two snacks, lunch and dinner. All of which follow the Federal free & reduced lunch guidelines for nutrition and portions. Such meals include strawberry yogurt parfait with granola, pepperoni pizza, cheese enchiladas with rice and beans, etc. All meals give our students the opportunity to access healthy food with high-quality ingredients. This high quality menu comes with; no artificial colors, flavors, or sweetness; no high fructose corn syrup, MSG benzoates, bromates, or sulfites; no partially or fully hydrogenated fats/oils; and no BHA, BHT, TBHQ, or sodium nitrites/nitrates.

The ELO-P follows the California Afterschool Physical Activity Guidelines from the California Department of Education, ensuring that each child has the opportunity to engage in an active lifestyle. ELO-P utilizes games/activities that involve nutrition and healthy habits with worksheets and fun facts for children; helping them better understand and become more aware of the risks of childhood obesity.

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.

Staff participates in weekly professional development sessions that focus on instructional and environmental accommodations and modifications for students with IEPs or 504 Plans. Our school uses a Multi-Tiered Systems of Support (MTSS) framework for developing academic, behavioral and social-emotional plans. Staff are regularly instructed in the MTSS framework and use classroom culture plans to ensure that they are meeting the specific needs of each of their students. Our professional development also focuses on bringing restorative practices into each facet of our work. Staff are instructed in the how/why/what of restorative practices and are given opportunities to weave them into their work.

Our professional development also focuses on culturally responsive methods, ensuring that our students are well-represented in the building. Our professional development opportunities are multifocal and include best practices for working with diverse populations.

Learning environments are designed to encourage intellectual curiosity. Staff works together to make sure that they are aligning their projects to support students' intellectual and emotional development. Classes have "Peace Corners" where students can decompress or regulate; Classes regularly start in a circle (another restorative practice) in order to build relationship and community. Students are also given opportunities to provide input on what they're learning, how to set goals, and how to meet those goals.

All staff have access to our Discipline Guidebook, which includes information and resources on how to address conflicts through the lens of restorative practices and restorative justice, and trauma and healing centered practices. The Guidebook also features "Tier 1" methods and support plans for managing class environments effectively and responsibly.

Staff instruct and model our Mission Preparatory core "PREP" values (Prepared, Respectful, Engaged, Persevering). Our students (TK-8) participate in weekly assemblies to build schoolwide culture and to celebrate students who exemplify these values.

Staff uses Class Dojo in class to reward positive choices in real time (TK-8), working toward whole-class goals and individual goals. Class Dojo allows us to differentiate between students so that they can focus on developing skills on an individual and specific basis.

Mission Preparatory School's cultural diversity is celebrated during monthly

performances and assemblies showcasing students' talents and pride in their heritage and identities. Our staff is also encouraged to celebrate themselves, their backgrounds and their cultures, and are invited to bring those important pieces of themselves to their work.

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7—Quality Staff

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

Mission Preparatory Extended Learning Program provides safe and supportive environments for its students by hiring quality staff that are fully trained by providing an extensive onboarding process (including First aid and CPR certification). As well as hiring staff that have a passion for working with youth and intend to continue to further their education in an area of study involving working with kids. All of the training staff complete during their onboarding, and the professional development training staff complete on a weekly basis, are all culturally responsive in order to support our diverse student population. These include PD's in social and emotional learning, student safety, restorative justice, classroom management, and supporting diverse learners. Additionally, staff received yearly and ongoing professional development on best practices to build nurturing and supportive relationships with students.

We also conduct targeted outreach to ensure that we are recruiting mission-aligned effective teachers. We are intentional in looking for applicants with diverse interests and skill sets that can be utilized to engage students. Each staff member has to complete a background check and align with both Mission Preparatory's mission and values, as well as the B&GC's.

8—Clear Vision, Mission, and Purpose

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

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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-P will collaborate with community partnerships that will bring enrichment programs to students on site. These partnerships include Cooking Matters, Baycat Academy and America Scores; one specifically from Mission District’s neighborhood, Bay City Football Club. Bay City Football Club has had success in using soccer to help kids develop the many skills needed on and off the soccer field. With a proven track record, Bay City Football Club has had six former players attend Division one colleges and three former players move on to play soccer professionally. Not only do they get students hands-on experience, but students get to know a community organization that is in their own neighborhood – giving them a community resource and place to belong. We will continue to engage potential community partnerships to sustain and expand the offering of services we are providing for our students in the ELO-P.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Mission preparatory school has a proven track record of ensuring student success by providing quality education and programming. We seek to bridge the systemic gaps that have historically created obstacles for our community. We have done our research and identified a variety of strategies that have been effective in many communities similar to ours. Yet, outside research only does so much as one strategy does not fit all. This is why we have executed a variety of surveys given to our families to understand what our students and families need. These surveys do not just encompass academics – or just our students – but their families as well. Said surveys have helped us connect with our families, and ensure that our programming is providing what our families expect from our programs.

This is not the only data we collect, as we keep track of student attendance and student improvement. We do this to track what barriers could potentially be barring our students from being able to access our programs, as well as taking a deeper look into the accessibility of our program. As for attendance, we want to provide an equitable opportunity for all of our students to be able to access our afterschool programs; that is why we track attendance. There might be families that no longer need the program, while other families do but are still waiting for an open spot. Our academic tracking gives us an idea as to the success of our programming. A student's grades don't just determine the academic support a student needs but as well as their social and emotional needs. Are students feeling comfortable enough with our staff to tell them when they are struggling academically? Do they have a trusted adult who can check in with them? These are all questions that program managers discuss with their staff to assess the quality of the environment that is being provided not only for our students, but their families and our staff. Without ELO-P being a quality environment for their families and our staff, it simply cannot be a quality environment for our students.

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11—Program Management

Describe the plan for program management.

The program director oversees the program in its entirety – including the logistical aspects of each program. The point of contact for each program works directly with program staff to coach, and support them. This includes reviewing the standards of the program to make sure that there is a clear understanding of the work they need to do in the program. These meetings include weekly 1:1 meetings as well as weekly all-staff meetings. Communication is done through face-to-face meetings, phone calls, text messages, email, and web conferencing.

The assistant site director is in charge of all the data that is accumulated, and the communication to the appropriate parties. Each staff member is responsible for a section of the program, and the activities that happen. This includes physical activities, homework support, academic and literacy activities/games, songs, chants, and arts & craft projects. Sections are divided by grade level and are given age appropriate activities to support each student. Program plans are reviewed monthly; surveys are sent to families in order to receive their input on the services that programming is providing.

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.

Mission Preparatory's ASES program will provide supplemental opportunities for our students to access extracurricular activities including soccer, cooking, tutoring, video editing workshops, etc.. Each program will run until 6:00 pm allowing working parents and their students to access aforementioned extracurricular activities. The ASES program will be operating at Mission Preparatory School giving students access to resources provided for them during the school day.

As for our ELOP program, we will provide enrichment activities starting in the morning going throughout the day. We will provide an early morning program for our working parents to be able to drop their students off at 7:30 am. During the time before school, students will have the opportunity to participate in soccer and different arts and crafts activities with enrichment staff. Enrichment staff will provide other enrichment activities throughout the school day.

In both programs, older students will have the opportunity for an internship where they will serve as mentors for younger students.

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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?

Mission preparatory has maintained a student to staff ratio of 5 to 2 in our transitional kindergarten and kindergarten programs. Giving each student the opportunity to receive proper support, and for each activity to be played out properly. Mission Preparatory will continue using its current successful recruiting strategies to maintain our student to staff ratio. Each staff goes through an extensive onboarding process where they are given the proper tools to better support our younger students in becoming independent learners.

The curriculum and program activities have been created to meet all state and federal regulations and will reflect early childhood education. The curriculum will also include literacy enrichment and education enrichment activities adapted to meet the needs of early childhood education.

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.

DAILY SCHEDULE 202									
TK-ASU (Exum/Abril)			K-FSU (Correa/Fortenberry)			K-UCSB (Quijada/Maritzo)			
Time	Mon, Tue, Thu, Fri	Staff	Time	Mon, Tue, Thu, Fri	Staff	Time	Mon, Tue, Thu, Fri	Staff	
7:40-8:18	Prep	Candice	7:40-8:18	Prep	Corea	7:40-8:18	Prep	Quijada	
8:20-8:35	Arrival / Breakfast	Candice/Abril	8:20 - 8:30	Arrival / Breakfast	Corea/Christina	8:20 - 8:30	Arrival / Breakfast	Quijada/Maritzo	
8:35-9:00	Community Meeting	Candice/Abril	8:30 - 8:50	Community Meeting	Corea/Christina	8:30 - 8:50	Community Meeting	Quijada/Maritzo	
9:00-9:20	Phonemic Awareness	Candice/Abril	8:50-10:15	Literacy Rotations	Corea/Christina	8:50-10:15	Literacy Rotations	Quijada/Maritzo	
9:20-9:45	Handwriting	Candice/Mel	10:15-10:25	Bathroom	Corea/Christina	10:15-10:25	Bathroom	Quijada/Maritzo	
9:45-10:15	PE	Coach Adrian/Abril	10:25-10:35	Snack	Christina	10:25-10:35	Snack	Maritzo	
10:15-10:25	Bathroom	Candice/Abril	10:35-11:20	Writing	Corea/Christina	10:35-11:20	Writing	Quijada/Maritzo	
10:25-10:50	Read Aloud	Candice/Abril	11:20-11:40	SEL	Corea/Christina	11:20-11:40	SEL	Quijada/Maritzo	
10:50-11:10	Writing	Candice/Abril	11:40-12:05	Lunch	Christina/Marjorie	11:40-12:05	Lunch	Maritzo/Marjorie	
11:10-11:40	Lunch	Abril	12:05-12:30	PE	Coach Adrian/Corea	12:05-12:30	Enrichment	Maritzo/Qujada	
11:40-11:55	Free Play	Candice	12:30-12:55	Enrichment	Abril/Enrichment teacher	12:30-12:55	PE	Coach Adrian/Maritzo	
11:55-12:40	Math	Candice/Mel	12:55-2:15	Math	Corea/Christina	12:55-2:15	Math	Quijada/Maritzo	
12:40-1:40	Literacy	Candice/Abril	2:15-2:50	S.S/Science	Corea/Christina	2:15-2:50	S.S/Science	Quijada/Maritzo	
1:40-2:25	Choice Time	Candice/Abril	2:50-3:00	snack	Corea/Christina	2:50-3:00	snack	Quijada/Maritzo	
2:25-2:45	Community Meeting	Candice/Abril	3:00-3:30	Enrichment	Christina	3:00-3:15	Free Play	Maritzo	
2:45-3:00	Pack up/Dismissal	Candice/Mel	3:30-3:45	Free Play	Christina	3:15-3:45	Enrichment	Maritzo	
3:00-4:00	TK After School	Abril/Enrichment teacher	3:45-4:00	Pack Up / Dismissal	Christina	3:45-4:00	Dismissal	Maritzo	

2-23 3RD GRADE									
TK Exum-Daily Schedule			K Correa-Daily Schedule			K- Quijada Daily Schedule			
Time	Mon, Tue, Thu, Fri	Staff	Time	Mon, Tue, Thu, Fri	Staff	Time	Mon, Tue, Thu, Fri	Staff	
7:40-8:18	Prep		7:40-8:18	Prep	Corea	7:40-8:18	Prep	Quijada	
8:18-8:20	Pick up students outside		8:18-8:20	Pick up students outside		8:18-8:20	Pick up students outside		
8:20-8:35	Arrival / Breakfast	Candice/Abril	8:20 - 8:30	Arrival / Breakfast	Corea/CF	8:20 - 8:30	Arrival / Breakfast	Quijada/Maritzo	
8:35-9:00	Community Meeting	Candice/Abril	8:30 - 8:50	Community Meeting	Corea/Christina	8:30 - 8:50	Community Meeting	Quijada/Maritzo	
9:00-9:20	Phonemic Awareness	Candice/Abril	8:50-10:15	Literacy Rotations	Corea/Christina	8:50-10:15	Literacy Rotations	Quijada/Maritzo	
9:20-9:45	Handwriting	Candice/Abril	10:15-10:25	Bathroom	Corea/Christina	10:15-10:25	Bathroom	Quijada/Maritzo	
9:45-10:15	Walk students to PE & Prep		10:25-10:35	Prep (Snack for K)	Corea	10:25-10:35	Prep (Snack for K)		
10:15-10:25	Bathroom	Candice/Abril	10:35-11:20	Writing	Corea/Christina	10:35-11:20	Writing	Quijada/Maritzo	
10:25-10:50	Read Aloud	Candice/Abril	11:20-11:40	SEL	Corea/Christina	11:20-11:40	SEL	Quijada/	
10:50-11:10	Writing		11:40-12:05	Prep (Lunch for K)	Corea	11:40-12:05	Lunch	Maritzo/Marjorie	
11:10-11:40	Prep	Abril/Enrichment	12:05-12:30	Prep (PE for K)	Corea	12:05-12:30	Enrichment	Maritzo/Qujada	
11:40-11:55	Free Play	Candice	12:30-12:55	Enrichment	Corea/Enrichment Teacher	12:30-12:55	Prep (PE for K)	Corea	
11:55-12:40	Math	Candice/Abril	12:55-2:15	Math	Corea/Christina	12:55-2:15	Math	Quijada/Maritzo	
12:40-1:40	Literacy	Candice/Abril	2:15-2:50	S.S/Science	Corea/Christina	2:15-2:50	S.S/Science	Quijada/Maritzo	
1:40-2:25	Choice Time	Candice/Abril	2:50-3:00	Snack	Corea/Fortenberry	2:50-3:00	snack	Quijada/Maritzo	
2:25-2:45	Community Meeting	Candice/Abril	3:00-3:30	Prep		3:00-3:15	Prep		
2:45-3:00	Pack up/Dismissal		3:30-3:45	Prep		3:15-3:45	Prep		
3:00-4:20	Prep	Abril/Enrichment teacher	3:45-4:20	Prep		3:45-4:20	Prep		

Early Release 12:30 Schedule TK-2nd								
TK-ASU (Exum/Abril)			K-FSU (Correa/Fortenberry)			K-UCSB (Quijada/Maritza)		
8:20-8:35	Arrival/Breakfast	Exum/Abril	8:20-8:35	Arrival/Breakfast	Correa/Fortenberry	8:20-8:35	Arrival/Breakfast	Quijada/Maritza
8:35-9:00	Community Meeting	Exum/Abril	8:35-8:50	Community Meeting	Correa/Fortenberry	8:35-8:50	Community Meeting	Quijada/Maritza
9:00-9:20	Phonemic Awareness	Exum/Abril	8:50-9:50	Literacy Rotations	Correa/Fortenberry	8:50-9:50	Literacy Rotations	Quijada/Maritza
9:20-9:50	PE	Coach Adrian + Teacher	9:50-10:00	Snack	Fortenberry	9:50-10:00	Snack	Maritza
9:50-10:00	Bathroom	Abril	10:00-10:10	Bathroom	Fortenberry	10:00-10:10	Bathroom	Maritza
10:00-10:25	Handwriting	Exum/Abril	10:10-10:40	PE	Coach Adrian + Correa	10:10-10:45	Math	Quijada/Maritza
10:25-10:50	Read Aloud	Exum/Abril	10:40-11:15	Math	Correa/Fortenberry	10:45-11:15	PE	Coach Adrian + Quijada
10:50-11:15	Writing	Exum/Abril	11:15-11:40	Lunch	Fortenberry	11:15-11:40	Lunch	Maritza
11:15-11:30	Free Play	Abril	11:40-11:55	Free Play	Fortenberry	11:40-11:55	Free Play	Maritza
11:30-11:55	Lunch	Abril	11:55-12:25	Read Aloud/Vocab/ Writing	Correa	11:55-12:25	Read Aloud/Vocab/ Writing	Quijada
11:55-12:25	Choice Time	Exum	12:25-12:30	Pack Up/Dismissal	Correa	12:25-12:30	Pack Up/Dismissal	Quijada
12:25-12:30	Pack Up/Dismissal	Exum						

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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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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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

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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.