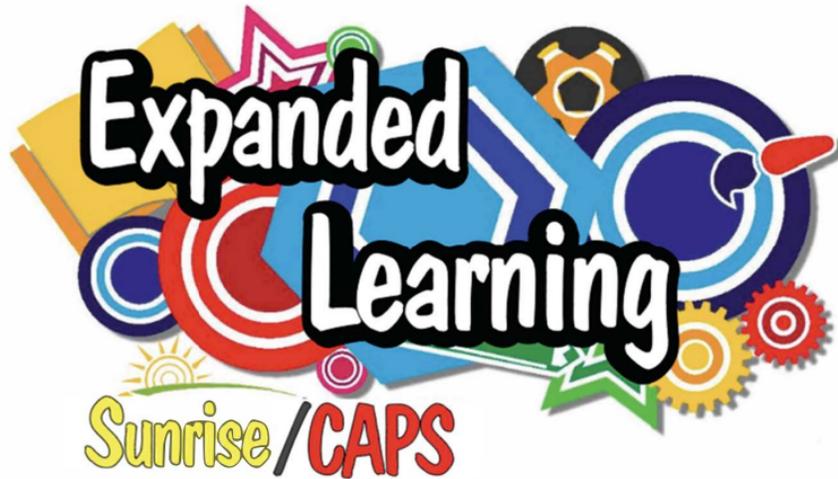


**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
Ann Pearson, Director

San Bernardino City Unified School District (SBCUSD)
Expanded Learning Department-Sunrise/CAPS
4030 Georgia Blvd.
San Bernardino, CA. 92407



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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: San Bernardino City Unified School District

Contact Name: Ann Pearson

Contact Email: ann.pearson@sbcusd.k12.ca.us

Contact Phone: (909) 880-6843

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

2021-2022
1. Arrowhead Elementary After School
2. Arrowhead Elementary Before School
3. Arrowview Middle After School
4. Arrowview Middle Before School 23-24
5. Barton Elementary After School
6. Barton Elementary Before School
7. Belvedere Elementary After School
8. Belvedere Elementary Before School
9. Bing Wong Elementary After School
10. Bing Wong Elementary Before School
11. Bob Holcomb Elementary After School
12. Bob Holcomb Elementary Before School
13. Bradley Elementary After School

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2021-2022
14. Bradley Elementary Before School
15. Bonnie Oehl Elementary After School
16. Bonnie Oehl Elementary Before School
17. Captain Leland Norton Elementary After School
18. Captain Leland Norton Elementary Before School
19. Cesar E. Chavez Middle After School
20. Cesar E. Chavez Middle Before School 23-24
21. Cole Elementary After School
22. Cole Elementary Before School
23. Colonel Joseph C. Rodriguez PREP Academy After School
24. Colonel Joseph C. Rodriguez PREP Academy Before School 23-24
25. Cypress Elementary After School
26. Cypress Elementary Before School
27. Davidson Elementary After School
28. Davidson Elementary Before School
29. Del Rosa Elementary After School
30. Del Rosa Elementary Before School
31. Del Vallejo Middle After School
32. Del Vallejo Middle Before School 23-24
33. Dr. Mildred Dalton Henry Elementary After School
34. Dr. Mildred Dalton Henry Elementary Before School
35. E. Neal Roberts Elementary After School

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2021-2022
36. E. Neal Roberts Elementary Before School
37. Emmerton Elementary After School
38. Emmerton Elementary Before School
39. Fairfax Elementary After School
40. Fairfax Elementary Before School
41. George Brown Jr. Elementary After School
42. George Brown Jr. Elementary Before School
43. Golden Valley Middle After School
44. Golden Valley Middle Before School 23-24
45. Graciano Gomez Elementary After School
46. Graciano Gomez Elementary Before School
47. H. Frank Dominguez Elementary After School
48. H. Frank Dominguez Elementary Before School
49. Hillside Elementary After School
50. Hillside Elementary Before School
51. Howard Inghram Elementary After School
52. Howard Inghram Elementary Before School
53. Highland Pacific Elementary After School
54. Highland Pacific Elementary Before School
55. Hunt Elementary After School
56. Hunt Elementary Before School
57. Juanita Blakely Jones Elementary After School

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2021-2022
58. Juanita Blakely Jones Elementary Before School
59. Kendall Elementary After School
60. Kendall Elementary Before School
61. Kimbark Elementary After School
62. Kimbark Elementary Before School
63. Lankershim Elementary After School
64. Lankershim Elementary Before School
65. Lincoln Elementary After School
66. Lincoln Elementary Before School
67. Lytle Creek Elementary After School
68. Lytle Creek Elementary Before School
69. Manuel A. Salinas Creative Arts Elementary After School
70. Manuel A. Salinas Creative Arts Elementary Before School
71. Marshall Elementary After School
72. Marshall Elementary Before School
73. Monterey Elementary After School
74. Monterey Elementary Before School
75. Mt. Vernon Elementary After School
76. Mt. Vernon Elementary Before School
77. Muscoy Elementary After School
78. Muscoy Elementary Before School
79. Newmark Elementary After School

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2021-2022
80. Newmark Elementary Before School
81. North Park Elementary After School
82. North Park Elementary Before School
83. North Verdemont Elementary Before School
84. North Verdemont Elementary After School
85. Paakuma K-8 After School
86. Paakuma K-8 Before School 23-24
87. Palm Avenue Elementary After School
88. Palm Avenue Elementary Before School
89. Parkside Elementary After School
90. Parkside Elementary Before School
91. Ramona-Alessandro Elementary After School
92. Ramona-Alessandro Elementary Before School
93. Richardson PREP HI Middle After School
94. Richardson PREP HI Middle Before School 23-24
95. Riley College Prep Academy Elementary After School
96. Riley College Prep Academy Elementary Before School
97. Rio Vista Elementary After School
98. Rio Vista Elementary Before School
99. Roger Anton Elementary After School
100. Roger Anton Elementary Before School
101. Roosevelt Elementary After School

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2021-2022	
102.	Roosevelt Elementary Before School
103.	Shandin Hills Middle After School
104.	Shandin Hills Middle Before School
105.	Thompson Elementary After School
106.	Thompson Elementary Before School
107.	Urbita Elementary After School
108.	Urbita Elementary Before School
109.	Vermont Elementary After School
110.	Vermont Elementary Before School
111.	Warm Springs Elementary After School
112.	Warm Springs Elementary Before School
113.	Wilson Elementary After School
114.	Wilson Elementary Before School

2022-2023 additional Secondary Schools*	
1.	Arroyo Valley High After School
2.	Arroyo Valley High Before School 23-24
3.	Curtis Middle After School
4.	Curtis Middle Before School 23-24
5.	Cajon High School After School
6.	Cajon High School Before School 23-24
7.	Indian Springs High School After School
8.	Indian Springs High School Before School 23-24
9.	Martin Luther King Jr. Middle After School

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2022-2023 additional Secondary Schools*
10. Martin Luther King Jr. Middle Before School 23-24
11. Middle College High After School
12. Middle College High Before School 23-24
13. Pacific High After School
14. Pacific High Before School 23-24
15. San Andreas High After School
16. San Andreas Before School 23-24
17. San Bernardino High After School
18. San Bernardino High Before School 23-24
19. San Geronio High After School
20. San Geronio High Before School 23-24
21. Serrano Middle After School
22. Serrano Middle Before School 23-24
23. Sierra High After School
24. Sierra High School Before School 23-24

*Starting in the 2022–23 school year, LEAs receiving ELO Program funding must meet all TK/K–6 requirements, which includes offering a minimum of no less than nine hours of combined instructional time and expanded learning opportunities per instructional day for all students in TK/K–6. Once that requirement is met, an LEA may exceed the requirements and serve additional grade spans and/or provide expanded hours of programming. (EC Section 46120[b][4])

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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

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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>.

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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.

The SBCUSD Expanded Learning Opportunities Program (ELO-P) will be held on school campuses.

All staff will be trained in restorative practices and how to develop positive mentoring relationships with students. Additionally, all program sites will implement PBIS practices that align program-wide expectations with the school day expectations (e.g. Safe, Respectful and Responsible).

All students will learn and practice PBIS expectations daily. Expectations will be reinforced by staff and retaught, if needed. When expectations are not met, interventions will be provided with documentation in a tiered approach that allows for staff to differentiate interventions based on data and student need. In order to ensure the safety of students on high school campuses, Campus Security Officers will be made available to provide extra coverage past their normal work day.

All Expanded Learning Opportunities CAPS and Sunrise programs will include welcoming/inclusion activities, engaging strategies, brain breaks, structured transitions, and optimistic closures.

In addition to these measures to ensure our students are safe and supported, SBCUSD's Expanded Learning Department will work with our CBOs to create swim lesson opportunities to ensure our students are able to swim. Drowning is the number one cause of accidental death in children under four and the number two cause of death in children under fourteen. Using our comprehensive high school's pools, SBCUSD will be working toward lowering these statistics in our community.

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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 planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of these activities.

Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. These site student google surveys and/or focus groups will consist of a series of questions that will be focused around enrichment interests and suggested clubs. The surveys and/or focus groups will be administered at the beginning of the ELOP planning to support in identifying the site's educational enrichment focuses for the school year. This will give an opportunity for student voices to drive the selection of these activities.

Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self identity. In addition, each principal will complete an ELOP "Dream" Action Plan that will have specific activities based on their vision for their school and their expanded learning program.

3—Skill Building

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

A STEAM (Science, Technology, Engineering, Art, and Mathematics) Academy will be offered weekly to improve academic achievement and overall student success. Each month there will be a focus on an aspect of STEAM (e.g., Science, Technology, etc.). The STEAM Academy will target Kinder to 6th grade students in the 2021-22 school year and expand to TK-12 in the 2022-23 school year. During this rotation, students will work on STEAM based activities and projects where they will apply their science, technology, arts, and math skills. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned in order to finish the task and/or project. Possible projects include: Coding, Musical Theatre, Fine Arts supported by site staff with STEAM training or CBOs.

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4—Youth Voice and Leadership

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

Enrichment cycles will be developed and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the District will establish partnerships with community-based organizations who provide services in the areas that are sought after.

Student input is critical to program design. If a student advisory group does not already exist at school sites, a student advisory group will be established with a diverse group of students in upper grades (at the elementary level) and will meet monthly at each school site. The advisory group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The advisory group will also participate in leadership development.

Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after school activities.

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.

Health and Wellness are a major concern for our community. According to the Dignity Health 2019 Community Health Needs Assessment (CHNA), Access to Healthcare, Behavioral Health, Housing Insecurity, Obesity, and Safety were the top five priorities for the community that the SBCUSD serves.

SBCUSD Nutrition Services (NS) provides daily breakfast and snacks to all CAPS participants in addition to regular day lunches and "Grab 'n Go" meals for families in need. The NS participates in a Harvest of the Month program from a USDA grant and Board of Education grant to provide fresh fruits and vegetables to CAPS students and families.

Health and Wellness partners such as Big Brother, Big Sisters provide much-needed mentors, and the Student Wellness and Support Services Department (SWSS) ensures that mental-health and SEL counselors are available to help students.

In addition, athletics and sports also encourage a healthy lifestyle. SBCUSD's expanded learning program incorporates physical activity into their recreation block on a daily basis offering activities such as: yoga, soccer, basketball, etc...

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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.

The Expanded Learning Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The Expanded Learning Department will also consult with the district's Equity, Access, and Innovation Department to develop activities that are meaningful and culturally relevant to SBCUSD students.

Access to Expanded Learning Programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation. The Expanded Learning Department will also consult with the district's Special Education Department and Multilingual Department.

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7—Quality Staff

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

Increasing staff quality is part of the continuous improvement cycle. Staff receive observations and coaching according to a Community of Practice unique to the SBCUSD afterschool programs. In cooperation with the California AfterSchool Network, the CAPS Program has developed a Community of Practice process grounded in the Quality Standards.

Program Specialists host monthly Site Lead and Sunrise Rep meetings to keep them up to date on the latest CAPS Central protocols. They also troubleshoot questions and offer assistance as needed during these meetings. In addition to the monthly Site Lead/Sunrise Rep meetings, the program specialists also facilitate collaboration amongst the leads through monthly collaborations that are grouped by elementary, middle and high school programs. Monthly “triad” meetings will start in July with the site administrator assigned to expanded learning, the program specialist assigned to the school and the site lead. These monthly meetings will ensure open communication, brainstorming and collaboration opportunities and a check in to make sure the site administrators vision of expanded learning is being implemented.

Program Specialists also build the capacity of all of our site leads, youth leaders and interns through a training series which covers Restorative Justice, SEL, PBIS, district offered Digital Curriculum and a Site Lead Academy (SLA) for current and upcoming site leads. A summer week-long “CAPS (Creative before and After School Programs for Success) Symposium” will be held two weeks prior to the start of school to build the capacity of our site leads and youth leaders. Regular site visits occur in order for CAPS Central program specialists to coach site leads and youth leaders and build their capacity. Expanded Learning will also implement instructional rounds with other site leads to visit exemplary or model programs in the district.

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8—Clear Vision, Mission, and Purpose

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

SBCUSD CAPS Mission and Vision: CAPS is committed to providing children in our communities with high quality, no-cost expanded learning programs and opportunities beyond the traditional school day that empower students to build academic skills and strengths, grow socially and personally, discover their independence and self-worth, explore interests and talents in a safe and supervised environment, encounter new and exciting experiences, engage in their communities and beyond, and reach their full potential in school and in life.

Informing this clear sense of purpose is the severe and urgent needs among our students in every community related to academic achievement, poverty, housing insecurity, health and wellness, and safety.

The SBCUSD CAPS is an integral part of solving these problems and marshals resources to help students and their families.

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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.

There should be a seamless and integrated partnership between the instructional day and the expanded learning program (Sunrise and CAPS). Facilitating continuity and intentional coordination between school-day and expanded learning programs is critical to student and program success. Staffing, curriculum, and communication strategies ensure that the expanded learning program supports and strengthens student proficiency with the regular school curriculum. The expanded learning curriculum is aligned with regular school day performance standards and instruction.

Currently, SBCUSD has an MTSS model which clusters the 70 schools into 8 clusters. In order to ensure communication between site leaders, CBOs, youth leaders, and CAPS Central; a program specialist and student intern has been assigned to each cluster to act as a point of contact. Site-level meetings with staff will occur weekly. These meetings will ensure open and clear lines of communication and supervision to the Program Specialists and Youth Leaders.

In addition, CAPS Central is funding extra duty time for a certificated teacher liaison at every site to assist in the seamless partnership goal.

The process of building a collaborative partnership is multifaceted and includes the perspectives and voices of all stakeholders: students, families, school representatives, governmental agencies, community and faith-based organizations, and the private sector. By thinking, planning, and working together, the individuals and groups that make a community can accomplish goals that the CAPS Program could not achieve alone.

In order to facilitate these partnerships, CAPS Central will share a Coordinator of Community and Family Engagement with the district's Family Engagement Department. This coordinator will seek collaboration with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. As gaps in services are identified the Coordinator will actively reach out and engage potential partners (public and private) in order to expand program services to support student success.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Measuring and synthesizing quantitative and qualitative data into actionable steps is a core component of the Continuous Quality Improvement (CQI) program practices at the San Bernardino City Unified School District's Expanded Learning Department (CAPS Central).

Annual outcome-based data for evaluation is collected to help the CAPS Program assess and improve the quality of academic enrichment opportunities. Collected data sets include:

- (a) student-level school day attendance on an annual basis,
- (b) data-driven program quality improvement process.

Program attendance is cited by the California Department of Education as a key measure of a program's effectiveness. In fact, poor and sporadic attendance is often considered a reflection of more systemic problems in a program's operations. There is a direct link between attendance and program quality that requires programs to engage in a data-driven program quality improvement process.

This cycle revolves around twelve critical standards—the Quality Standards for Expanded Learning in California—which were developed in partnership between the California Department of Education's (CDE) Expanded Learning Division and the California AfterSchool Network (CAN) Quality Committee.

As recommended by CDE in their Guidance for a Quality Improvement Process the CAPS program focuses on the improvement of two or three of the Quality Standards for Expanded Learning in California at each program site. The results of the assessments lead to site-specific improvement plans as staff share collected data about program strengths. From this, staff and management collaborate and plan for improvement with students and receive feedback from them about improvement plan activities.

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11—Program Management

Describe the plan for program management.

The district has operated Expanded Learning programs at 63 school sites. These programs are centrally managed and known collectively as Creative Before and Afterschool Programs for Success (CAPS). The funding from this Expanded Learning Opportunity Program grant (ELO-P) will address the waiting lists currently being experienced at sites as well as provide services to every school in the district both before and after school as required by the grant's 9 hour day expectation.

The CAPS Program is designed to have a clear organizational structure, which allows staff to focus on the needs of participants, and includes staff job descriptions and lines of supervision. Staff at the CAPS Program and site-level keep up-to-date and accessible records on all participants and employees.

The SBCUSD Expanded Learning Department's organizational structure is as follows in descending order:

Director, Expanded Learning-Creative Before and After School Programs for Success (CAPS): Oversees and is responsible for all aspects of expanded learning operations including strategic planning, program delivery, sustainability, personnel management, vendor management, contracts, and resources development, and records management.

Expanded Learning-CAPS Central Staff: composed of two Coordinators, eight Program Specialists, one Secretary III, one Bilingual Secretary I, two Secretary I, one Clerk II, and ten student interns; responsible for day-to-day, task-oriented deliverables as directed to ensure seamless program delivery and accurate time as well as fiscal accounting.

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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.

San Bernardino City Unified School District (SBCUSD) currently holds these additional grants. We will be emulating the model program offered at several of our high school programs as we use the ELO-P funding to include expanded learning in all of the schools in the district. The expectation will still be 85% ADA and adherence to the 12 Quality Standards for Expanded Learning. Those schools that have not been funded from ASES or the 21st CCLC Elementary/Middle School, will now be funded using the ELO-P funding source and emulate the current models for both before and after school used by SBCUSD..

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?

Currently, the SBCUSD Expanded Learning Department known as CAPS (Creative before and After School Programs for Success) is embarking on the Request for Proposals (RFP) process this year. We believe that this will enable us to fully staff those schools that will need a 10 to 1 ratio in relation to transitional kindergarten or kindergarten pupils. The Expanded Learning Department-CAPS is currently recruiting Program Specialists to assist in curriculum development for our programs. The department is working closely with the Educational Services Department as well as Preschool and the Child Development Department and their early learning specialists to address the younger age group. Specific training for our youth leaders assigned to TK and Kindergarten students will occur during the symposium as well as throughout the year.

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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.

TK Sample Schedule

AM Students

Expanded Day (Sunrise)

7:15-8:25am

Breakfast

8:25-8:50am

Instruction AM

8:50-12:10p

Lunch

12:10-12:40pm

Expanded Day (CAPS)

12:40-6:00 pm

PM Students

Expanded Day (Sunrise)

7:15-8:25am

Breakfast

8:25- 8:50am

Expanded Day

8:50 - 11:40am

Lunch

11:40-12:10pm

PM Instruction

12:10-3:30pm

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Expanded Day (CAPS)

3:30-6:00 pm

Summer School/Intersession-9 hours

Daily Schedule

8:00 – 8:30	Breakfast
8:30 – 10:30	Remediation-Math/Language Arts
10:30 – 10:45	Recess
10:45 - 12:00	Remediation-Math/Language Arts
12:00 – 12:45	Lunch
12:45 – 3:00	STEAM
3:00 – 3:30	Snack/Recess
3:30 – 4:15	Recreation Block
4:15-5:00	Academic Block
5:00-6:00	Enrichment Block

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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.

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

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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 child care 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

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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:

(E) 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.

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