

Expanded Learning Opportunities Program Plan Guide



KIT CARSON UNION ELEMENTARY SCHOOL DISTRICT

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Kit Carson Union 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. Kit Carson Elementary School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date: October 15, 2025

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program provides students with a safe and supportive environment by being located directly on the Kit Carson Elementary School site. Students do not need to travel to participate, as the program utilizes existing school facilities including three classrooms, the cafeteria, the library, and the outdoor playground. Transportation is provided for field trips and other extended learning opportunities. All program staff are members of the Kit Carson team and receive regular training through Keenan, as well as participate in instructional aide meetings led by the Learning Director. Staff are fully familiar with school safety procedures, including lockdown protocols, and follow established processes for completing and submitting incident reports to the Learning Director and Teacher on Special Assignment. Student health records are maintained by the school nurse, who remains on campus until the end of the program to provide continued health support and care as needed. Through these measures, the program ensures that all students are cared for in a safe, consistent, and nurturing environment.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Social-Emotional Learning as a core component. The program weaves SEL into daily routines, using structured activities such as check-ins and guided reflection opportunities. Through these practices, students are encouraged to name their feelings, practice self-regulation strategies (e.g. breathing, mindfulness, calm-down corners), and engage in peer-to-peer discussions of empathy and perspective-taking.

Trusted relationships and consistent adult support. Because the staff are drawn from the existing Kit Carson team and receive ongoing training (e.g. via Keenan, instructional aide sessions), students interact with familiar, caring adults who understand their history, needs, and learning styles. Staff regularly meet with the Learning Director and each other to reflect on students' progress, share observations, and adjust supports. This consistency helps cultivate trust and safety, making students feel known and valued.

Restorative practices and conflict resolution. Rather than relying solely on punitive discipline, the program emphasizes restorative approaches—facilitated dialogues, peer mediation, and reflection circles—when conflicts arise. Facilitators guide students in identifying harm, taking responsibility, and collaboratively/mediating. This helps maintain relational safety, teach socio-emotional skills, and restore community.

2—Active and Engaged Learning

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

In addition, the program provides opportunities for students to experience active and engaged learning that complements—but does not duplicate—the instructional day. Students participate in enrichment activities such as dance, theater, karate, and other hands-on experiences brought to them after school. These activities promote creativity, collaboration, and physical wellness while exposing students to new skills and interests. The program also offers study hall and tutoring support to reinforce academic concepts, providing individualized help with homework in a relaxed and supportive setting. Students attend field trips that extend their learning beyond the classroom, offering real-world experiences that connect to the curriculum in meaningful ways. Through this balance of enrichment and academic support, the program encourages curiosity, engagement, and a love for learning that extends beyond the school day.

3—Skill Building

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

An Expanded Learning Opportunities Program (ELOP) plan provides students with meaningful opportunities to build and strengthen essential skills through hands-on, engaging activities. These activities are designed to extend learning beyond the traditional school day, helping students develop academic, social, creative, and physical skills. Through enrichment experiences such as arts, STEM projects, teamwork activities, and tutoring, students practice problem-solving, communication, and collaboration—skills that support their overall growth and future success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth

voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Expanded Learning Opportunities Program provides students with opportunities to engage in youth voice and leadership through intentional feedback and participation in program planning. Students are encouraged to share their interests and ideas for new enrichment activities they would like to see offered in the after-school program. Throughout the year, students complete surveys to provide input on program activities, allowing them to reflect on their experiences and suggest improvements. This process ensures that student perspectives are valued and incorporated into ongoing program assessment and quality improvement efforts.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Expanded Learning Opportunities Program (ELOP) provides students with daily opportunities to make healthy choices through nutritious snacks and regular physical activity. Each day, students receive healthy snacks that promote good nutrition and energy for learning. Physical education is incorporated into the daily schedule to ensure students stay active and develop lifelong fitness habits. In addition, enrichment activities such as dance and karate further support physical health by encouraging movement, coordination, and discipline. Through these opportunities, students learn the importance of maintaining healthy behaviors that contribute to their overall well-being.

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. Include how the ELO-P will provide access for students with disabilities.

The ELO-P program is intentionally designed to honor and celebrate cultural and linguistic diversity while ensuring equitable access for all students. Activities are inclusive, culturally responsive, and provide opportunities for students to learn from and about different backgrounds and perspectives. The program is also accessible to students with disabilities, with accommodations and support in place to ensure full participation in enrichment, academic, and social-emotional learning activities. Through these practices, ELO-P fosters a welcoming environment where every student feels valued, supported, and empowered to succeed.

7—Quality Staff

Staff Engagement

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

The ELO-P program ensures students engage with high-quality staff, including certificated teachers and instructional aides, who are committed to creating a positive and supportive learning environment. Staff build strong, trusting relationships with students, fostering engagement, motivation, and a sense of belonging. Through these connections, students receive individualized support, encouragement, and guidance, allowing them to thrive academically, socially, and emotionally while participating in meaningful enrichment and learning activities.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All instructional aides in the ELO-P program meet the qualifications established by the LEA, ensuring they are properly trained to support student learning and safety. Staff complete required health and safety screenings, including background checks, and participate in Keenan Training to reinforce best practices for student safety and risk prevention. The learning director has monthly staff meetings with all ELO-P staff. The program maintains appropriate staffing ratios in accordance with EC Section 46120(b)(2)(D) to ensure individualized attention and supervision. Job openings are advertised through EdJoin, allowing the program to reach a broad community of qualified candidates committed to supporting students' academic and social-emotional growth.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The Annual Training Focus Areas for staff are designed to ensure a comprehensive approach to student support, safety, and engagement throughout the school year.

Tutoring and Academic Support Training focuses on strengthening staff skills in providing targeted academic assistance aligned with classroom instruction. Training includes effective small-group and one-on-one tutoring techniques, the use of diagnostic data to guide instruction, literacy and math intervention strategies, and implementation of adaptive learning tools and progress monitoring systems. This training is held at the beginning of the year with a midyear refresher.

De-escalation and Positive Behavior Strategies training ensures safe and supportive environments by equipping staff with tools to manage challenging behaviors calmly and respectfully. Staff receive instruction in CPI (Crisis Prevention Institute)-informed de-escalation methods, restorative practices, positive discipline, trauma and stress behavior recognition, and effective communication techniques that promote student regulation and trust. These sessions occur at the beginning of the year with quarterly refreshers.

Student Engagement Strategies training builds staff capacity to engage all learners through meaningful, hands-on, and culturally relevant experiences. Topics include interactive instructional practices, cooperative learning, movement-based engagement, arts integration, project-based learning, and techniques for fostering student voice and choice. This training occurs three times per year.

Social-Emotional Learning (SEL) training supports whole-child development and strengthens relationships. Staff learn to integrate SEL into daily activities, conduct emotional check-ins, promote mindfulness, and build resilience and empathy among students. These sessions are provided in the fall and spring.

Safety and Compliance Training ensures safe operations and adherence to regulatory requirements across all ELO-P sites. Training includes Keenan SafeSchools modules, mandated reporter awareness, emergency response procedures, and First Aid and CPR certification. These trainings occur annually and as required.

Community and Cultural Partnerships training strengthens collaboration with local organizations offering enrichment experiences such as art, karate, and drama. Staff and partners participate in orientation sessions focused on alignment with district expectations and co-facilitation practices to enhance student enrichment opportunities. This training is held annually before the program begins.

8—Clear Vision, Mission, and Purpose

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

Vision: To create an inclusive, safe, and inspiring learning environment where all students can reach their full potential academically, socially, and emotionally. The program envisions youth who are confident, resilient, and engaged members of their communities, empowered to pursue their goals and dreams.

Mission: The mission of the Expanded Learning Opportunities Program (ELO-P) is to extend learning beyond the regular school day by providing high-quality academic support, enrichment opportunities, and social-emotional development experiences. Through hands-on learning, arts, physical activity, and community partnerships, the program promotes holistic growth, positive relationships, and meaningful engagement for every student.

Purpose:

1. Enhance academic achievement by providing targeted tutoring, homework support and STEM activities aligned with classroom learning.
2. Foster positive youth development through programs that build competence, confidence, connection, character and caring.

3. Provide safe and structured environments where students develop social emotional skills, self-regulation, and healthy habits.
4. Offer enrichment experiences including arts, drama, karate, field trips, and community engagement to cultivate creativity, cultural awareness and lifelong skills.
5. Support families and communities by providing reliable extended-day programming that complements the instructional day and strengthens family engagement.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Collaborative partnerships with students and families are essential to the success of our program. Input from families and students was gathered through Parent Surveys, feedback shared in School Site Council meetings, and ongoing communication via ParentSquare. These channels ensure that family voices are heard in shaping the program plan and that engagement continues throughout the year through updates, invitations to participate in events, and opportunities to provide ongoing feedback and collaboration.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Expanded Learning Opportunities Program (ELO-P) integrates a Multi-Tiered System of Support (MTSS) to address the academic, social-emotional, and behavioral needs of all students through hands-on, engaging activities. Academically, students receive targeted tutoring, enrichment, and small-group instruction aligned with classroom learning. Social-emotional learning (SEL) is embedded through relationship-building, teamwork, and activities that promote self-awareness, empathy, and resilience. Positive behavior supports are reinforced through clear expectations and recognition systems that align with schoolwide PBIS practices. Together, these supports create a comprehensive, inclusive environment where every student is empowered to learn, grow, and thrive.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily

limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Continuous Quality Improvement (CQI) in the ELO-P program is guided by ongoing reflection, data collection, and intentional program adjustments to support student growth and engagement. Staff collect and review data related to students' social, behavioral, and skill development—such as social skills, perseverance, self-control, and school connectedness—to evaluate the effectiveness of activities and supports. By building strong relationships with students, maintaining open communication with parents, and fostering a positive environment where students enjoy attending, the program has seen increased participation and engagement. Enrichment activities are thoughtfully designed to promote social-emotional learning (SEL), providing opportunities for teamwork, creativity, and confidence-building that strengthen students' overall well-being and connection to school.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Kit Carson Union Elementary School District's ELO-P has a clearly defined organizational structure that outlines staff roles and responsibilities, who to contact in various situations, and the guidelines for the enrichment program offered by the school. This structure is shared with staff at the start of each school year to ensure clarity and consistency. The district maintains a well-established budget and processes for allocation decisions, with stakeholder input collected and considered as part of the review process before any programmatic or budgetary decisions are finalized. Kit Carson School District will provide funding and collaborate with the agency on programs and policies based on Kit Carson Union Elementary School District parent-student handbook that clearly defines policies, procedures, practices, and staff responsibilities. kitcarsonschool.com

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The after-school program budget is allocated across several key categories to ensure comprehensive support for students. Credentialed teacher oversight and instructional support account for 5% of the total budget (\$21,782), while instructional aides—five

aides working four hours per day—provide direct student support, supervision, and academic assistance, totaling \$72,000. Extracurricular enrichment programs, including dance, drama, karate, and art with community partnerships, are estimated at \$35,000. Field trips, consisting of three educational experiences aligned with enrichment goals such as visits to museums, science centers, and arts venues, are budgeted at \$12,000. Facility costs, covering utilities, maintenance, and the use of district facilities during program hours, represent 2% of the total budget (\$8,713). Program supplies and materials, including academic resources and art equipment, are allocated \$25,000, while healthy daily snacks are budgeted at \$10,000 to promote student wellness and readiness to learn. Professional development for staff, focused on enrichment, social-emotional learning, and safety requirements, is allocated \$5,000.

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

The LEA will ensure proper implementation of the above requirements through a structured system of oversight, monitoring, and continuous support. Superintendent, CBO and Learning Director will provide ongoing guidance to instructional aides and enrichment providers, ensuring that academic and extracurricular activities align with program goals and student needs. Daily operations will be monitored through regular check-ins, classroom observations, and review of student progress data to confirm that tutoring, enrichment, and field trips are executed as planned. Budget adherence will be tracked through routine financial reviews, ensuring that allocations for staffing, supplies, snacks, and administrative costs remain within the approved amounts. Professional development will be provided at key intervals throughout the year to reinforce best practices in academic support, social-emotional learning, safety protocols, and enrichment delivery. Communication with families and community partners will be maintained to gather feedback, address concerns, and make timely adjustments through Parentsquare and surveys. The LEA will also maintain detailed documentation of program activities, attendance, expenditures, and outcomes, which will be regularly reviewed by leadership to ensure compliance, effectiveness, and continuous improvement of the after-school program.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

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

We ensure that the program is 10 to 1 for our TK ratio of pupil-to-staff. The curriculum and program will be developmentally informed by aligning activities and instruction to meet the specific social, emotional, and academic needs of younger students. Lessons and enrichment opportunities will be hands-on, engaging, and designed to build foundational skills through play-based and experiential learning. Staff will use age-appropriate strategies that promote curiosity, cooperation, and positive behavior. Activities such as art, music, movement, and guided exploration will support fine and gross motor development, language growth, and problem-solving skills. Additionally, routines and expectations will be structured to provide consistency and support emotional safety, helping younger students develop confidence and a love for learning.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Kit Carson Union Elementary School District ensures equitable access to the program by providing multiple avenues for communication and enrollment. Families receive information through ParentSquare, which offers multilingual support to accommodate diverse language needs. In addition, bilingual instructional aides are available to assist students and families, ensuring clear communication and understanding. Enrollment is streamlined and accessible, with parents able to sign up either in the school office or online through Schoolwise, the district's secure platform for registration forms and required signatures. While the program offers comprehensive support and resources, transportation is not provided, so families are responsible for arranging student drop-off and pick-up.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Kings Art Center- Located in Hanford, CA. Students are going to learn about local artists.

The Patch- Located in Hanford, CA. Students are going to learn about the life cycle of a pumpkin.

Imagine U Museum- Located in Hanford, CA. Students are going to learn about how things are made and how fruit/vegetables are produced and given to the public.

Program Fees

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

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

We do not have program fees for ELOP.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Start of School

7:30-7:55—Breakfast

8:05-2:40 Instructional Day (180 days)- 1st-8th—MTTHF

8:05-2:00 Instructional Day (180 days) TK-K—MTTHF

8:05-1:30 Instructional Day (180 days) TK-8th—W

ELO-P—TK—K Program Schedule

Time	Activity	Focus Area
2:00–2:40 (M/T/Th/F) 1:30–2:00 (Wed)	Snack & Outdoor Play	Health, Wellness, Social Skills
2:40–3:30	Academic Enrichment – Foundational literacy, storytelling, and number games	Academic Support
3:30–5:00	Creative Enrichment – Art, music, and movement; Thematic Exploration – STEM discovery, sensory play, or SEL activities	Enrichment
5:00–5:30	Outdoor Recreation & Reflection Circle	Physical Development & Community Building

ELO-P 1st-K: Grades 1–8 Program Schedule

Time	Activity	Focus Area
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2:00–2:30 (M/T/Th/F)	Snack & Outdoor Recess	Health & Wellness
1:30–2:00 (Wed)		
2:30–3:15	Homework Help & Academic Support (Reading, Math, Projects)	Academic Support
3:15–4:45	Enrichment Rotation #1 • Monday: Art Enrichment • Tuesday: Dance or Drama • Wednesday: Karate (Community Partner) • Thursday: STEM/Science Lab • Friday: Creative Writing or Music	Enrichment (Arts, Culture, Physical Skills)
4:45–5:15	Physical Activity – Team sports, cooperative games, or movement stations	Health & Teamwork
5:15–5:30	Reflection & Dismissal	SEL & Closure

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

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

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

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

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.