

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



COTATI-ROHNERT PARK
UNIFIED SCHOOL DISTRICT

Prepared by:
Expanded Learning Department

Cotati-Rohnert Park Unified School District
7165 Burton Drive
Rohnert Park, CA 94928

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

Prepared May 2025

Local Educational Agency Information

Local Educational Agency (LEA) Name: Cotati-Rohnert Park Unified School District

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Expanded Learning Opportunities Program Sites

Instructions: *Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).*

1. Evergreen Elementary, 1125 Emily Avenue, Rohnert Park, CA 94928
2. John Reed Elementary, 390 Arlen Drive, Rohnert Park, CA 94928
3. Marguerite Hahn Elementary, 825 Hudis Street, Rohnert Park, CA 94928
4. Monte Vista Elementary, 1400 Magnolia Avenue, Rohnert Park, CA 94928
5. Richard Crane Elementary, 1290 Southwest Blvd., Rohnert Park, CA 94928
6. University Elementary at La Fiesta, 8511 Liman Way, Rohnert Park, CA 94928
7. Thomas Page Academy, 1075 Madrone Avenue, Cotati, CA 94931 (TK-8)
- 8: Technology Middle School, 7165 Burton Drive, Rohnert Park, CA 94928
- 9: Lawrence Jones Middle School, 5154 Snyder Lane, Rohnert Park, CA 94928

Purpose

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

Definitions

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

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

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website. The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

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

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

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

An Overview of Expanded Learning Opportunities at Cotati-Rohnert Park Unified School District

Cotati-Rohnert Park Unified School District (CRPUSD) is committed to providing high-quality Expanded Learning Programs (ELO-Ps) year-round through a multifaceted and inclusive approach. In partnership with the Sonoma County Family YMCA and the Boys & Girls Clubs of Sonoma-Marin, we offer onsite and offsite programs that meet or exceed the required 9 hours per day, including a minimum of 30 non-school days throughout the academic year.

Year-Round Access Each July, registration opens for all eligible ELO-P (Expanded Learning Opportunities Program) students. These programs are provided at no cost to all qualifying families. In addition to regular school days, programming is also available during holiday breaks, no-school days, and over the summer—ensuring students have access to safe, engaging, and enriching experiences year-round (excluding holidays).

Academic Enrichment Opportunities Beyond childcare, CRPUSD provides robust academic enrichment programs across all nine school campuses during the school year. These offerings are delivered by a mix of district staff (certificated and classified) and trusted community-based organizations.

Enrichment sessions are offered three times per year—Fall, Winter, and Spring—with priority enrollment for ELO-P qualified students. While these programs are free for qualifying families, those not eligible for ELO-P may participate for a nominal fee to help offset program costs. A sliding scale and flexible payment plans are available upon request to ensure equity and accessibility for all families.

Summer Enrichment Academy (SEA) To further enhance our year-round offerings, CRPUSD has developed SEA—a dynamic model that brings curriculum to life through engaging, hands-on summer learning experiences. This program is built in collaboration with our dedicated CRPUSD certificated staff, who are invited to design and lead enrichment courses that connect meaningfully to academic content and student interests.

Course offerings vary each summer and may include creative writing, robotic programming, math foundations, social-emotional learning (SEL), and problem-solving workshops, among others. These enrichment classes provide students with opportunities to explore new interests, deepen existing skills, and stay engaged in their learning over the summer.

Attendance Recovery Starting in the 2025–26 school year, the Expanded Learning Department will launch optional Attendance Recovery opportunities to support chronically absent students. This early-stage initiative aims to re-engage students through academic enrichment, help the district recover attendance funding, and enhance students' overall educational experience. This program will take place under the direct supervision of a certificated teacher with lesson plans that will be linked to the student's school day learning.

At the heart of this model is a simple belief: **when both students and educators are inspired and engaged, learning is amplified exponentially.**

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 the students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting and maintenance of health records:

Physical Safety

The Cotati-Rohnert Park Unified School District (CRPUSD) is committed to providing safe, supportive, and inclusive Expanded Learning Opportunities (ELO) to all students, with priority given to students who are experiencing homelessness, in foster care, designated as English Learners, or eligible for free or reduced-price meals. Our goal is to offer robust, enriching programs that are accessible regardless of a family's ability to pay.

Program Location & Access

ELO programs are primarily offered onsite at CRPUSD campuses, ensuring a secure and familiar environment for students. Offsite opportunities may be considered when they are accessible, equitable, and aligned with district safety expectations. Offerings are tailored to each school site, informed by student interest, family feedback, and staff input, to maximize engagement and accessibility.

Program Structure & Student Choice

Our Expanded Learning offerings include no-cost childcare for qualifying families, provided in partnership with the Sonoma County Family YMCA, as well as academic and enrichment programs led by CRPUSD staff and vetted community partners. Students are encouraged to choose activities based on their interests, needs, and schedules, promoting autonomy and engagement during critical out-of-school hours.

Staffing, Training & Ratios

All staff working in ELO programs meet or exceed the qualifications for CRPUSD Instructional Assistants. Staff-to-student ratios are maintained at 1:20 for grades 1–6 and 1:10 for TK–Kindergarten to ensure proper supervision and support. All District ELO staff complete district mandatory training.

Additional professional development may include:

- Student supervision and safety protocols
- Family communication strategies
- Bullying prevention
- Positive Behavioral Interventions and Supports (PBIS)
- Restorative practices

Health Records, Incident Reporting & Oversight

The Sonoma County Family YMCA maintains all student health records, YMCA employee records, staff training logs, and incident reporting documentation related to its programming. This information is made available to CRPUSD upon request. Internally, CRPUSD uses a centralized registration and attendance system to give District administrators, site leaders, and program staff real-time access to critical student data, ensuring proper safety oversight.

All **independent contractors, community partners, and enrichment providers** have a reporting process to document behavior incidents, injuries, and other concerns. This allows for prompt follow-up and ensures alignment with district protocols.

Facilities & Long-Term Planning

To ensure ELO programs are housed in adequate, safe, and developmentally appropriate spaces, CRPUSD is evaluating campus facility needs. Long-term plans may include securing additional classroom spaces or purchasing/leasing portable buildings to meet growing demand for before and after school programming.

Emotional Safe and Supportive:

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

Emotionally Safe and Supportive Environment

CRPUSD's Expanded Learning Opportunities are designed to create emotionally safe, inclusive, and supportive spaces where all students feel seen, valued, and empowered to grow. All programs are **student-centered and built on strong relationships**, fostering a sense of belonging, trust, and consistency during critical out-of-school hours.

Integration of Social-Emotional Learning (SEL)

SEL is embedded across all ELO programming, using developmentally appropriate language, strategies, and curriculum aligned with both classroom learning and district-wide initiatives.

Programming reflects the principles of **CASEL’s SEL framework**, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The ELO program is aligned with the district’s **Positive Behavioral Interventions and Supports (PBIS)** framework, which is implemented consistently during and after school hours. This alignment ensures that students experience **continuity in behavior expectations, emotional regulation strategies, and supportive adult responses** throughout their day.

Collaboration and Communication for Student Support

Regular and ongoing communication between **district leadership, site administrators, community partners, and ELO staff** ensures a coordinated approach to student success.

- **ELO staff** are included in student success plans and receive relevant training or updates to support individual student needs.
- **School administrators** meet regularly with program directors from YMCA, ASES, and other key partners (e.g., Boys & Girls Club) to assess program effectiveness and identify areas for additional support.
- **ELO leadership visits each site at least once per month**, fostering collaboration, offering coaching or support, and maintaining strong, trusting relationships with staff and students.

This proactive, collaborative approach ensures that each site nurtures not just academic growth, but also the emotional well-being of every student.

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.

Active and Engaged Learning

At CRPUSD, enrichment is the heart of our Expanded Learning program, designed to provide students with opportunities that support and extend learning beyond the traditional instructional day, without duplicating classroom content. We prioritize active, hands-on, project-based experiences that promote curiosity, creativity, and real-world problem-solving.

Working with both internal district faculty and community partners, we offer a wide range of high-quality enrichment activities that include:

- STEAM-based learning (Science, Technology, Engineering, Arts, and Math)
- Performing arts and music (e.g., theater productions, instrumental instruction)

- Physical movement and discipline (e.g., dance, Taekwondo, team sports)
- Critical thinking and strategy games (e.g., chess, robotics, coding)

These enrichment opportunities are especially vital for students who may not otherwise have access due to financial or logistical barriers, and they are designed to spark joy, engagement, and lifelong learning.

School Year Programming

During the school year, each site will offer a rotating menu of enrichment classes available once or twice per week over defined sessions. Students register through the Expanded Learning Department, which verifies eligibility under the ELO-P criteria. For those not meeting the criteria, a nominal fee may be applied, with sliding scales and payment plans available to ensure equity.

To complement these classes and extend the learning day, our community partners—the Sonoma County Family YMCA and the Boys & Girls Clubs of Sonoma-Marin—provide safe, welcoming, and supervised environments until 6:00 PM daily. Healthy meals are offered before and after school to support student well-being.

Summer & Intersession Programming

During the summer and other non-school days, students participate in full-day programming (7:00 AM–6:00 PM) that blends recreation, creative projects, games, and structured enrichment classes:

- **Morning sessions** offer age-appropriate games and hands-on activities.
- **Midday enrichment blocks** focus on academic-related experiences like creative writing, math games, SEL, and science exploration.
- **Afternoon recreation** is led by community partners, emphasizing social connection and physical activity.

For families preferring a more traditional day camp experience, CRPUSD also offers full-day recreation-based enrichment, ensuring there is choice and flexibility to meet varying student interests and family needs.

Attendance Recovery

Starting in the 2025–26 school year, the Expanded Learning Department will launch optional Attendance Recovery opportunities to support chronically absent students. This early-stage initiative aims to re-engage students through academic enrichment, help the district recover attendance funding, and enhance students' overall educational experience. This program will take place under the direct supervision of a certificated teacher with lesson plans that will be linked to the student's school day learning.

By blending enrichment with academic relevance and student choice, CRPUSD's Expanded Learning Programs keep students actively engaged, socially connected, and excited about learning year-round.

3 - Skill Building

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

The Expanded Learning Opportunities Program is designed to empower students with essential 21st Century skills that are vital for success in both academics and life. We prioritize critical and creative thinking, problem-solving, collaboration, and personal and social responsibility in all our programming. By integrating these core competencies, we ensure that students are prepared to thrive in an increasingly complex world.

Project-Based Learning

A hallmark of the ELO program is the focus on skill-building through goal-oriented projects. Students will often work toward a final product or presentation, offering tangible milestones that reinforce the skills they're developing. For example:

- **Taekwondo students** work toward achieving a **belt exam**.
- **Music students** prepare for a **final performance**.
- **Chess students** hone their strategies to compete in a **culminating tournament**.

These projects not only foster discipline, focus, and perseverance, but also encourage self-confidence as students take pride in their progress and achievements.

Community Partnerships for Engaged Learning

We collaborate closely with community partners who share our vision and contribute to skill development in unique ways. These partners provide engaging, real-world activities that challenge students to think critically, communicate effectively, and work collaboratively. Course descriptions and learning objectives will be clearly communicated to district stakeholders, parents, and students, ensuring alignment and transparency.

We also continually evaluate all programs to ensure their effectiveness, engagement, and alignment with the evolving needs of our students.

Leveraging CRPUSD Talent for Enrichment

A significant portion of our academic enrichment programming is delivered by our talented CRPUSD staff and faculty. These instructors design and teach before and after-school courses that target essential skills in subjects like math, language arts, and homework support.

Specialized programs such as Lexia (reading intervention) and targeted academic intervention help students strengthen foundational skills.

Additionally, we offer unique skill-building courses, such as:

- Life skills (e.g., cooking, crocheting, and art)
- 3D printing and design These activities provide students with opportunities to develop new interests and acquire practical, hands-on skills they can apply both inside and outside the classroom.

Community Partner Contributions

Our community partners, including the Sonoma County Family YMCA and the Boys & Girls Clubs of Sonoma-Marin, weave 21st Century skills into their programming on a daily basis. These organizations help students:

- Develop personal responsibility through guided activities.
- Use space and equipment safely in physical and recreational activities.
- Collaborate to solve problems and work together productively, fostering a sense of community and teamwork.

These partnerships, combined with the student-centered, project-based focus of the ELO program, create a rich environment where students can build confidence, develop transferable skills, and explore new interests that contribute to their academic and personal growth.

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 the program quality assessment and improvement.

At CRPUSD, empowering students to recognize and use their voice is a foundational component of our Expanded Learning Program. We are committed to creating environments where students feel comfortable and encouraged to express their opinions, offer suggestions, and take on leadership roles in both district-run and community-partnered programs. This process of actively involving students in decision-making not only enhances their engagement but also fosters a sense of ownership over their learning experiences.

Opportunities for Leadership and Mentorship

Our program provides structured opportunities for students to lead activities, mentor peers,

and shape the direction of their own learning. We believe that leadership is a skill that can be developed at every age. For example:

- National Academy of Athletics programs encourage students to lead by developing new games and activities, with their own set of rules and outcomes. These experiences help students gain confidence in their leadership abilities and develop positive communication and feedback skills.
- YMCA and Boys & Girls Club participants are given opportunities to plan and lead activities, empowering them to take responsibility for the success of their programs while fostering a sense of community and collaboration.

We ensure that students are actively involved in shaping their own experiences, with age-appropriate opportunities for mentorship and peer feedback built into the program. Older students may mentor younger students, providing leadership experiences that help develop responsibility, communication, and interpersonal skills.

Feedback and Continuous Improvement

Student feedback is a vital part of program development and improvement. We actively solicit input from students through:

- Suggestion boxes and end-of-session surveys, allowing students to share their thoughts on program successes and areas for improvement.
- One-on-one discussions with instructors, site administrators, and the Expanded Learning administration, where students can voice their opinions directly and provide constructive feedback.
- Anonymous feedback options ensure that all students have a comfortable way to share their thoughts, especially when discussing sensitive topics.

For our younger students, we ensure that feedback is gathered through parent questionnaires and surveys, so that their voices are still considered in program assessments.

Community Partnership and Mission Alignment

Aligning with partners who support youth leadership and voice is a priority for our program. We work closely with community partners to ensure that their staff are trained to foster positive relationships with students and encourage active participation in leadership and feedback opportunities.

Our community partners, such as the Sonoma County Family YMCA and the Boys & Girls Clubs of Sonoma-Marin, provide additional platforms for youth to engage in leadership roles within their programs. These partners cultivate environments where students are invited to

take initiative, lead group activities, and offer feedback, ensuring that students feel heard and valued.

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 Program at CRPUSD is committed to providing students with opportunities to engage in healthy choices and develop positive behaviors that contribute to their overall well-being. We prioritize nutrition, physical activity, and wellness education as essential components of our program.

Nutritious Meals and Snacks

Students will have access to healthy, nutritious meals and snacks before and after school, in line with local, state, and federal nutritional guidelines. The meals will focus on providing balanced options, including fresh fruits, vegetables, and water to keep students energized and engaged throughout the day.

- The YMCA provides a daily snack sourced from the Redwood Empire Food Bank, following the same nutritional standards as the CRPUSD lunch programs. Snacks will be provided ensuring that students have access to healthy, age-appropriate food options.
- CRPUSD Enrichment classes provide healthy snacks for all participants.

Physical Activity and Movement

Physical activity is integral to promoting a healthy lifestyle. Programs encourage daily movement through both structured activities and self-directed play. Students will have access to:

- Small and large group activities that encourage teamwork, physical fitness, and personal responsibility.
- Active playtime both before and after school, giving students the freedom to engage in outdoor games and physical activities that promote coordination, strength, and cardiovascular health.

These opportunities allow students to develop habits that contribute to **lifelong fitness** and an active lifestyle.

Partner Examples:

- **National Academy of Athletics:** This program offers students a variety of activities designed to improve their **health-related fitness**. Students will learn to recognize activities that help boost their physical activity levels and will understand the

importance of a **healthy diet** in maintaining overall health. Through these activities, they will also build **self-confidence** and an appreciation for physical fitness.

Wellness Education

In addition to physical activity, the YMCA incorporates lessons on healthy eating and wellness as part of the program. Each month, during the Y Activate Youth and Nutrition Days, students will participate in a lesson from the Essential Healthy Eating Topics in the Health Education curriculum. These lessons will reinforce the importance of nutrition, making healthy choices, and staying active.

By providing a holistic approach to health, CRPUSD's Expanded Learning Program ensures that students are equipped with the knowledge, skills, and opportunities to make healthy choices that contribute to their academic success and personal growth.

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.

At Cotati-Rohnert Park Unified School District, we believe that the diversity of our students and staff is one of our greatest strengths. It enriches the learning environment, promotes cultural awareness and acceptance, and serves as a model for global citizenship. We are committed to creating an inclusive and equitable learning experience for all students, and our Expanded Learning Program (ELO) is designed with these values in mind.

Commitment to Inclusion

Our partnership with the Sonoma County Family YMCA aligns seamlessly with our vision for promoting inclusion. The YMCA embraces a wide range of cultures, identities, and backgrounds, and is dedicated to providing opportunities for every individual to reach their full potential with dignity and respect. Their commitment to inclusion is captured in the following statement:

“The YMCA is made up of people of all ages and from every walk of life, working side by side to strengthen communities. Together, we work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race, or sexual orientation, has the opportunity to reach their full potential with dignity. Our core values of caring, honesty, respect, and responsibility guide everything we do.”

In alignment with this mission, the YMCA ensures that all staff complete diversity training, and they have a staff-driven Diversity and Inclusion Committee to continually foster inclusive practices across their programs.

The Boys & Girls Clubs of Sonoma-Marín also prioritize creating a culture of belonging, where every child feels safe, accepted, and supported. Through their programs, children are encouraged to share and celebrate their cultural heritages, ensuring that diversity is woven into the fabric of the club's daily activities. Their approach aligns with CRPUSD's values of inclusivity and respect.

Access and Equity in Communication

Access to information and program participation is a top priority for CRPUSD. We are committed to making sure that all families, regardless of language or communication barriers, have equal access to program opportunities.

- **Communication in Multiple Languages:** CRPUSD ensures that program plans, policies, and procedures are available in both English and Spanish on our website. We also use email, phone calls, QR codes, and ParentSquare posts to communicate important information. When needed, paper forms are provided, and we ensure that translations are available through our dedicated translation staff, enabling families to receive accurate and up-to-date information in their native language.
- **Equity in Participation:** We are committed to eliminating barriers to participation, ensuring that all students can access ELO programming, regardless of their family's language, online registration access, or financial situation.

Support for Students with Disabilities

Ensuring access and opportunities for students with disabilities is a priority for CRPUSD. We work closely with site leadership, the Special Education Department, and families to create an inclusive environment where every student feels welcomed and supported.

- **Collaboration for Success:** The **Special Education Department** plays a critical role in advocating for students with disabilities. We collaborate with this team to ensure that necessary accommodations are made, and we provide the tools and support needed for each student to succeed in the ELO program.
- **Inclusion for All:** Our ELO programs are designed to be accessible to all students, regardless of their abilities. Every effort is made to ensure that students with disabilities can fully participate in the activities offered, and we are committed to making reasonable accommodations to support their participation and success.

We would like to extend special thanks to the **Cotati-Rohnert Park Unified School District's Special Education Department** for their dedication to the **inclusion** and **success** of all students, ensuring that every student has the opportunity to thrive in our Expanded Learning Program.

7 - Quality Staff

Staff Engagement: *Detail how the program will provide opportunities for students to engage with quality staff.*

At Cotati-Rohnert Park Unified School District, we recognize that quality staff is the cornerstone of any successful program. We are committed to recruiting, training, and retaining a highly skilled and dedicated team to deliver impactful Expanded Learning Opportunities.

Recruitment and Retention of Quality Staff

CRPUSD takes great pride in our staff, both district employees and community-based partners, who work together to create enriching learning experiences for students. Our staff members lead both academic and recreational enrichment activities, and they serve as positive adult role models in non-traditional classroom settings.

To ensure the success of our ELO programs:

- All district employees who meet or exceed the qualifications for the Instructional Assistant position are eligible to lead an ELO-P activity. These staff members are selected for their expertise and commitment to supporting students outside of the traditional school environment.
- All CRPUSD ELO instructors are compensated at the competitive, negotiated Certificated Extra Duty rate, regardless of class or position, to attract and retain top-quality educators.

Engagement with Community Partners

We also collaborate with community-based organizations to expand program offerings across the district. These partnerships create additional opportunities for students to engage with professionals who bring unique expertise and experiences.

Before entering into a partnership, the Expanded Learning Department conducts thorough interviews and vetting of independent contractors or outside vendors to ensure they meet CRPUSD's high standards. These contractors are then submitted to Human Resources for final approval. At the completion of each course or session, all community-based organizations are evaluated to ensure the quality of their programming aligns with our district goals and expectations.

Program Expectations and Evaluation

All instructors, whether from district staff or community-based organizations, are provided with clear expectations outlined in the ELO-P program plan. These expectations emphasize:

- Conducting themselves with integrity and professionalism.
- Actively engaging students and building positive relationships.
- Fostering a safe and supportive environment where students feel valued and respected.

We believe that feedback from all stakeholders is critical to ensuring the continuous improvement of our programs. To that end:

- All programs will undergo regular evaluation, including feedback from district leadership, community partners, parents, and students.
- End-of-session surveys will be distributed to all participants to gather insights on program effectiveness and areas for growth.

By prioritizing the engagement of quality staff and valuing feedback, CRPUSD ensures that our Expanded Learning Programs remain dynamic, effective, and responsive to the needs of our students.

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)]).*

Minimum Staff Qualifications:

Instructional aides and Enrichment Teachers employed by CRPUSD must meet the minimum qualifications as outlined by the District and in alignment with California Education Code. These qualifications include a high school diploma or equivalent, or successful passage of the District's paraprofessional exam. All instructional staff must also demonstrate the ability to support student learning, effectively manage small groups, and work collaboratively with certificated teachers and site staff.

Partner organizations are required to ensure their employees meet CRPUSD's minimum staff qualifications, which must comply with applicable state licensing and safety regulations. CRPUSD reviews and approves these qualifications as part of the partnership agreement.

The process for prospective YMCA employees is as follows: applicants must submit a signed job application acknowledging and consenting to a background check. They are required to provide references and participate in an interview with the hiring manager. If offered employment, candidates must complete fingerprinting through Live Scan. Employment may only begin after fingerprint clearance is received.

Additionally, all employees must complete Child Abuse Awareness training and are screened

against the National Sex Offender Public Website (NSOPW) registry prior to their first day of work. The YMCA also participates in the California Department of Justice's Subsequent Arrest Notification Program, which alerts us if an employee is arrested after hiring.

Staff are required to complete a Tuberculosis (TB) Risk Assessment Questionnaire, which is reviewed and cleared by the school nurse or other qualified medical personnel before they can begin work.

To maintain staffing ratios, the Y staffs at a ratio of 1:10 or lower for transitional TK/K and 1:20 or lower for grades 1–8. Site Directors are kept out of ratio whenever possible. If a staff member is absent, the Y utilizes multiple strategies to maintain ratios, including:

- Site Directors temporarily stepping into ratio
- Calling in substitute staff
- Reassigning staff from another site
- Sending a Program Manager to cover shifts

Health and Safety Screening:

All CRPUSD employees, including Enrichment Teachers and instructional aides, complete mandatory onboarding and health and safety screening through the District's Human Resources Department. This process includes fingerprinting and Department of Justice (DOJ) clearance, tuberculosis (TB) testing, verification of eligibility to work in the United States, and review of any credential or certification requirements.

Staff from community-based partner programs undergo a comparable onboarding and screening process administered by their respective organizations. Each partner is responsible for maintaining employee records, including health and safety documentation, which are made available to CRPUSD upon request to ensure compliance.

Maintaining Staffing Ratios:

CRPUSD is committed to maintaining the minimum staffing ratios required by EC Section 46120 (b)(2)(D), which includes a staff-to-student ratio of no more than 1:20 for expanded learning programs (1:10 for TK/K students). Site leads and program coordinators monitor daily attendance and staff coverage to ensure compliance. Adjustments are made in real time through the deployment of substitute staff or support from partner organizations to maintain safe and effective student supervision.

The District collaborates with each site and partner to regularly evaluate staffing needs, especially during high enrollment periods, to ensure ratios are sustained throughout the duration of programming.

For CRPUSD led Enrichment Classes, ratios are established during the enrollment period. Registrations exceeding the ratio limits will be placed on the waitlist, offered alternative programming, or additional staffing will be secured to accommodate the additional students.

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 the program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120 (b)(8)]).

Upon hire, YMCA staff must complete Child Abuse Awareness Training, CPR certification, and First Aid certification. Throughout the year, staff participate in ongoing professional development, including trainings on:

- Student Goals and Outcome Planning
- Risk Management
- Conflict Management Techniques
- Age Group Developmental Characteristics
- STEM Curriculum Integration
- Planning and Leading Student Groups
- Enrichment Activity Development
- Inclusion Strategies
- Character Development

Staff are also supported through the YMCA's Employee Assistance Program, which offers access to medical, mental health, and legal resources, and through the Bill Hart Scholarship Program, which provides financial assistance for employees seeking continuing education or professional development. This may include college coursework or external training programs that enhance their skills for work within the YMCA.

Currently, the YMCA does not close program operations for staff development days. Instead, training is scheduled during evening hours, non-school days, or when substitute staff are available to provide site coverage, ensuring staff can participate in development opportunities without disrupting student programming.

Boys & Girls Clubs (BGC) prioritizes hiring diverse, bilingual staff who reflect the communities they serve. Over the past 16 years, the organization has grown from 24 to over 350 employees. BGC exceeds grant requirements by requiring staff to pass the Instructional Assistant Proficiency Exam and by staffing at better than a 1:20 ratio, with each site led by a full-time Club Lead.

Recruitment includes targeted postings, an employee referral program, and offers competitive wages—especially for bilingual and rural staff. Three HR specialists manage a rigorous process that includes behavior-based interviews, trial instruction, and placement based on interest and youth age preference. Site leader candidates are also interviewed by school and organizational leaders. Over half of site leaders are promoted internally, with retention strategies including merit-based raises and premium pay.

BGC staff receive a minimum of 80 hours of training annually. New hires complete orientation and BGC 101 before working with youth. Professional development includes quarterly youth development conferences, monthly team training, and access to national online training through Spillett Leadership University. Fall and summer institutes offer intensive training aligned with program goals, while ongoing support is provided through weekly coaching, team meetings, and bi-monthly leadership gatherings. Staff development is continually informed by performance evaluations and individualized growth plans, with select staff attending major conferences like BOOST and Boys & Girls Clubs of America events.

8—Clear Vision, Mission, and Purpose

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

- **Mission:**

The Cotati-Rohnert Park Unified School District is a district where all students are welcomed, valued, engaged and excited about learning. Students graduate with excellence in critical thinking, a love of learning and are prepared to move successfully in the world and life. Every staff member, working as a team, helps to create a community of continuous learning, equity and opportunity for all.

- **Vision:**



COTATI-ROHNERT PARK
UNIFIED SCHOOL DISTRICT
inspire • connect • ignite

Inspire • Connect • Ignite: A welcoming community that inspires possibilities, connects people, and ignites learning!

- Through our vision, we strive to provide high-quality out-of-school-time programs that support the development of the whole child - academically, socially, emotionally, and physically. We aim to build a community where students not only thrive in their academic pursuits but also develop skills in critical thinking, creativity, collaboration, and personal responsibility. By partnering with families, staff, and community organizations, we ensure all students have equitable access to opportunities that enhance their learning, well-being, and personal growth.
- **Purpose:**
The purpose of the CRPUSD Expanded Learning Program is to complement and extend the school day by providing enriching opportunities that reinforce academic learning and foster personal development. Through activities like arts, STEM, physical education, and academic support, we provide students with the tools to grow as lifelong learners and engaged citizens. We are committed to creating a safe, inclusive, and supportive environment where all students can explore their interests, develop essential life skills, and build meaningful relationships with peers and caring adults. By doing so, we work to ensure students graduate ready to move successfully in the world and life, with a love of learning and the confidence to face future challenges.

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.

Students and Families:

At Cotati-Rohnert Park Unified School District, we believe in the importance of collaborative partnerships to ensure our Expanded Learning Program (ELO-P) is shaped by the needs and feedback of students and families. The creation and ongoing development of our program plan have been deeply influenced by input from both students and families. Throughout the year, we actively engage our families through surveys, feedback sessions, and family meetings to understand their needs, preferences, and suggestions for program improvement. This engagement ensures that our programming remains responsive and aligned with the community's values and priorities.

Our primary community partnership is with the Sonoma County Family YMCA, which provides high-quality before- and after-school childcare services at each of our elementary schools. The YMCA's commitment to providing enriching, safe, and supportive spaces for students aligns perfectly with our mission to foster academic growth, social-emotional development, and

physical well-being for every student. At John Reed Elementary and Thomas Page Academy, YMCA administers ASES programs and also runs ELO-P funded before-school programs. The YMCA leadership meets monthly with CRPUSD to address program operations, staffing, registrations, and waiting lists, as well as to identify opportunities for growth and improvement. We deeply value their ongoing commitment to excellence in serving our students, especially their flexibility in adapting to meet the needs of our community.

In addition to our work with the YMCA, the Expanded Learning Department continually seeks additional partnerships with community-based organizations that share our commitment to access, inclusivity, and cultural acceptance. These partnerships are carefully vetted to ensure alignment with the district's core values. All partnerships are subject to Board approval, and formal Memorandums of Understanding (MOUs) are maintained to ensure clear expectations and responsibilities.

The collaboration between Expanded Learning Administrators and community organization leadership is ongoing. Regular meetings are held to evaluate program goals, review performance, and ensure sustainability. This constant collaboration ensures that our programs meet the evolving needs of our students and families while maintaining high standards of quality and effectiveness.

Community Based Organizations: 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.

Community-Based Organizations

Collaboration with Community-Based Organizations (CBOs) and non-LEA partners is essential to creating a robust, inclusive, and comprehensive Expanded Learning Program. We actively engaged a wide array of community partners to help design and shape our program plan. Through ongoing discussions, feedback sessions, and collaborative planning, these partners have contributed to the creation of programs that are responsive to the diverse needs of our students, families, and community. These community partnerships are integral to the successful administration and implementation of the program.

Our community partners, such as Move Over Mozart, Miramonte Taekwondo, National Academy of Athletics, Sonoma State University, and many others, bring specialized knowledge and skills to our afterschool programs. For example, Move Over Mozart offers a combination of music, science, technology, arts, and engineering classes, providing students with creative and critical thinking opportunities. Miramonte Taekwondo and National Academy of Athletics offer students physical activity, teamwork, and sportsmanship, fostering a healthy and active

lifestyle. Programs like Study Buddies and Reading Rescue focus on academic enrichment, providing tutoring and reading intervention to support our students' academic success.

In addition, organizations like Sonoma State University Excel for Youth and SSU Seawolves baseball and basketball clubs offer valuable enrichment programs, including academic tutoring and recreational activities, further expanding the learning opportunities available to our students. The Boys and Girls Club of Sonoma-Marin, Sonoma County Family YMCA, and the City of Rohnert Park also provide after-school care, enrichment, and recreation, creating a well-rounded support system for students.

To ensure alignment and synergy, all partnerships are designed with a shared vision: to create inclusive, equitable, and engaging learning environments that support academic, social-emotional, and physical development. These partnerships allow students to have access to a wide range of programs that complement their learning experiences during the school day.

Coordination with Other Initiatives

The ELO-P program is strategically coordinated with other district initiatives, including Community Schools and the Multi-Tiered Systems of Support (MTSS) framework, to maximize resources and create a seamless experience for students.

- **Community Schools:** ELO-P works closely with Community Schools to ensure that both academic enrichment and social-emotional learning initiatives are integrated across programs. Our ELO-P offerings supplement the work of Community Schools by providing extended opportunities for learning and engagement beyond the school day, especially for students who may need additional support.
- **MTSS (Multi-Tiered Systems of Support):** The ELO-P programs are aligned with CRPUSD's MTSS framework, which supports students at different levels of need. Whether through Tier 1 universal programming (like afterschool activities), Tier 2 targeted interventions (such as academic tutoring and social-emotional support), or Tier 3 intensive individualized support (like specialized behavioral services or reading interventions), the ELO-P program helps ensure that each student receives the support they need. Our community partners play a critical role in delivering these multi-tiered supports, ensuring students have access to a wide range of enrichment and academic support options.

Ongoing Collaboration

To ensure the ongoing success of the ELO-P program, the Expanded Learning Department holds regular meetings with community partners to evaluate program effectiveness and adjust offerings based on student needs and feedback. This collaborative approach ensures that

programs remain dynamic and responsive to the evolving needs of students and families. Partners also participate in professional development, program evaluation, and data-sharing efforts to continuously improve the quality of the programs.

The Board of Education approves all community partnerships, and formal MOUs are established to ensure clear roles, responsibilities, and expectations for each partner. This formalized partnership structure strengthens the foundation of the ELO-P program and enhances its ability to provide high-quality, inclusive learning experiences for students.

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 webpage, as previously provided.

Continuous Quality Improvement (CQI) is a central focus of our Expanded Learning Opportunities Program (ELO-P). We understand that effective programs require ongoing reflection and improvement, especially when it comes to meeting the diverse needs of our students. To ensure that the ELO-P delivers high-quality, impactful experiences for students, we will use a data-driven approach to monitor progress, identify areas of growth, and refine our practices.

The ELO-P CQI process will consist of the following key components:

1. **Observation:** We will conduct regular classroom observations to assess student engagement, the quality of interactions between students and staff, and the overall learning environment. These observations will be used to gather qualitative data that helps us understand how well the program is meeting students' academic, social, and emotional needs.
2. **Feedback Gathering:** To ensure we are continuously listening to all stakeholders, we will gather feedback from students, families, staff, and community partners. Feedback will be collected through surveys, interviews, suggestion boxes, and informal check-ins. This information will guide program improvements, ensuring that the voices of those directly impacted by the program are heard and valued.

3. **Evaluation:** The California After School Program Quality Self-Assessment Tool (CASP-Q), along with Quality Standards for Expanded Learning in California, will be used as foundational tools to evaluate the program's effectiveness. This will allow us to assess the alignment of our programs with state standards, and to measure critical aspects such as student engagement, instructional quality, and socio-emotional development. These evaluations will help us determine whether our programs are meeting the desired outcomes for students and the community.
4. **Goal Setting:** Based on collected data, we will establish rigorous, measurable goals for both short-term and long-term improvement. These goals will be focused on addressing specific areas of growth, such as enhancing social-emotional competencies, improving academic performance, fostering school connectedness, and increasing student perseverance. We will set clear targets, monitor progress regularly, and make adjustments as necessary to ensure that we continue to meet the evolving needs of our students.

Data-Driven Decision Making

To effectively use data for CQI, we will collect a range of data points that focus on both social-emotional learning (SEL) and academic skills. These may include:

- **Social Skills:** This will be assessed through observations, surveys, and feedback from program staff and participants.
- **Self-Control and Behavior:** We will monitor student behavior through behavioral checklists and incident reports. Positive behavior support strategies will be tracked to evaluate the effectiveness of SEL programs and ensure that students develop self-regulation skills.
- **Academic Mindset and Perseverance:** Data will be collected through assessments, self-reports, and instructor observations regarding students' attitudes toward learning, persistence in overcoming challenges, and willingness to take academic risks.
- **Conflict Resolution and School Connectedness:** We will use surveys and observations to track student growth in resolving conflicts peacefully and building strong connections with peers and school staff. This data will help us understand how well our programs contribute to creating a safe, supportive environment that promotes student success.

Reflective Practice and Program Management

Our CQI process is designed to foster a culture of reflection and intentional program management. By continuously collecting and analyzing data, we will be able to:

- **Engage in Reflective Practices:** Regular review of data will allow us to reflect on the effectiveness of the program and make informed decisions to adjust activities or interventions as needed.
- **Enhance Program Delivery:** Data-driven insights will guide staff development and training, ensuring that instructors have the tools they need to effectively support student learning and growth.
- **Drive Improvements in Student Outcomes:** By using data to set and adjust program goals, we will work toward improving the long-term success of students, including enhancing their academic performance, social-emotional competencies, and overall well-being.

We are committed to an evolving process of quality improvement, where **data** and **feedback** are integral to designing, managing, and enhancing our ELO-P programs to ensure all students have access to high-quality, engaging learning opportunities.

Using the [California After School Program Quality Self-Assessment Tool](#) and [Quality Standards for Expanded Learning in California](#) as cornerstones of our evaluation process.

11—Program Management

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

Policies and Procedures

CRPUSD Expanded Learning is committed to maintaining transparent and efficient program operations. This includes consistent policies, procedures, and documentation practices that align with district, state, and partner guidelines.

An addendum (or hyperlink) to this Program Plan will be provided to include Expanded Learning policies and procedures. This will include:

- Enrollment and registration procedures
- Attendance tracking guidelines
- Health and safety protocols
- Communication and sign-out policies
- Emergency and incident reporting

- Data security and record-keeping practices

These documents serve as a reference for families, staff, and community partners to ensure consistent expectations and accountability across all program sites.

Attendance & Documentation Practices

For the safety and success of all students, **regular attendance is required** for all Expanded Learning programs including Attendance Recovery. Consistent attendance:

- Builds student relationships and routine
 - Ensures funding requirements are met
 - Maximizes program availability for families in need
-

New System: ActivityHero (Starting 2025–26 School Year)

Beginning with the 2025–2026 school year, CRPUSD Expanded Learning will implement ActivityHero as the official platform for:

- Program Registration
- Attendance Tracking
- Real-Time Reporting and Communication

Benefits of ActivityHero:

- Families can register for multiple programs through one centralized platform
- Enrichment instructors, YMCA staff, and community partners will have real-time access to attendance data
- Streamlined communication between families and program providers
- Improved data accuracy for annual reporting, planning, and grant compliance
- Enhanced ability to identify trends in participation and attendance

This upgrade will significantly improve how we monitor student engagement and deliver services district-wide.

Handbooks

- [CRPUSD ELO-P HANDBOOK](#)
- [YMCA HANDBOOK](#)
- [Boys & Girls Club Guidelines](#)

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 the applicable statutes and regulations, and program plans for the Expanded Learning Opportunities Program. (EC 46120 [b][8]; 46120 [d][3]; 46120[d][8][A-B])

Fiscal year: 2024-2025				
Local Educational Agency (LEA): Cotati- Rohnert Park Unified School District (CRPUSD)				
Category	Description	ELO-P Funds	Cost Share	Total Cost
Personnel	Enrichment instructors, academic support staff, attendance recovery	\$375,000.00		\$375,000
Before & After School Care	ASES YMCA, Boys & Girls Club, Middle School YMCA, Middle School B&G	\$925,000.00	\$305,000.00	\$1,230,000
Enrichment Programs	Community Partners conducting enrichment classes on site	\$225,000.00		\$225,000
Professional Development	Conferences, training & support relevant to program needs,	\$10,000.00		\$10,000
Supplies & Materials	Instructional supplies and materials	\$75,000.00		\$75,000
Summer Enrichment Academy	classified and certificated staff	\$100,000.00		\$100,000
Summer Child Care	YMCA, Boys and Girls Club for qualified students	\$350,000.00		\$350,000
Meals & Snacks		\$40,000.00		\$40,000
Technology	software, hardware	\$35,000.00		\$35,000
Outdoor Education	For ELO qualified 5th grade students: may not fund more than 1/3 tuition per qualified student	\$27,000.00		\$27,000
Transportation		\$5,000.00		\$5,000
			Expense	\$2,472,000
			ASES Funding	\$305,000
			ELO-P Funding	\$2,174,451

The Cotati-Rohnert Park Unified School District formed the Expanded Learning Program Department in the Spring of 2022. The district saw this as an opportunity to seamlessly integrate a new department into the fold of the district operations. The goal was to have a robust Expanded Learning Program at each of the elementary schools and offerings at the middle schools to support our TK-6th grade students consisting of academic and recreation enrichment programs and quality child care opportunities.

The Director of Expanded Learning role has been designated as a Cabinet level position which reports to the Assistant Superintendent of Educational Services. At the completion of the program roll out, there will be two [District Coordinators](#) (link for job description) who will oversee the daily after school opportunities for multiple sites. In addition, there will be administrative support with a staff secretary within the department.

The Director of Expanded Learning is responsible for development and oversight of the ELO-P program district wide which includes ELO-P Program Plan development for Board approval.

A primary role for the Director of Expanded Learning is to oversee community partnerships and subcontractors ensuring the proper documentation is on file. Any organization or independent contractor who works on any of our campuses will be required to submit to a background check, complete a TB test, submit the required insurance documentation, and file an updated W9 for district records.

Business Services is instrumental in supporting the Expanded Learning Department by ensuring that the fiscal records are monitored and maintained in accordance with grant requirements. Adherence to internal controls and program revenues and expenditure are accounted for in accordance with the ELO-P guidelines and the appropriate fiscal reporting requirements are filed in a timely manner. The Director of Expanded Learning works closely with each department: Business Services, Fiscal Services, Facilities, Maintenance and Operations, Technology, and Human Resources.

Site management is for our community partners at the YMCA and delegated to the YMCA leadership and directors at each site which oversees a team of qualified front line staff. The YMCA has well established hiring and training procedures. The YMCA staff will work closely with the site administrator and Expanded Learning Department to develop and deliver quality programming year round.

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.

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.

The CRPUSD ELO Program is designed to be a comprehensive umbrella program which will seamlessly integrate our ASES programming. ELO-P funding allows our district to enroll additional students into the YMCA ASES programs who are eligible for services. ELO-P funding allows for the district to enhance student enrichment opportunities for those registered in the ASES program. Where ASES funding stops, the ELO-P funding comes in to ensure we have the proper supplies, staffing and opportunities. It has been an incredible enhancement for our ASES sites to receive much needed and deserved funding for adequate furnishings and equipment. We aspire to have our two ASES locations to be flagship programs district wide.

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?

CRPUSD TK-K students are dismissed an hour before students in grades 1-6. Our programs are open and available to receive our youngest students at that time. The YMCA provides onsite programming for all students TK-5th grade. The Boys and Girls Club provides off-site programming for students in K-8. Both community partners provide support and professional development for staff working with younger children.

For our community partners who offer enrichment programs geared toward the youngest students, their respective organizations provide additional training on working with TK students. In most cases, we take this opportunity to bring in additional staffing so that we far exceed the 1:10 ratio limit.

How will the lower pupil-to-staff ratio be maintained?

Strict adherence to 10:1 staffing ratios will be required. Leveraging our community partnerships is critical with regard to pupil-to-staff ratios. Organizationally, each program has a deep pool of staff who will be made available to ensure that the appropriate number of staff is present to safely operate. In the event that there is a staffing shortage, program leadership will be available to support.

How will the curriculum and program be developmentally-informed to address this younger age group?

Community partners, in collaboration with District Leadership, Site administrators and faculty will work together to make sure that programs and enrichment activities are geared toward the younger students. We seek out educators and enrichment instructors who have experience with our youngest students to lead and manage TK-K programming.

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.

School Day Schedule:

Start Time	End Time	Activity
7:00AM	8:10AM	Arrival and Breakfast (all grades)
8:15AM	2:00PM	Students in school
2:00PM	2:15PM	TK and K students check in
2:15PM	2:45PM	TK and K snack and inside play/games
2:45PM	3:25PM	TK and K outside playtime
3:00PM	3:40PM	Grades 1-6 snack and outdoor play
3:30PM	4:30PM	TK-K Breakout projects (in the TK-K YMCA Room) - Art, crafts, story theater, etc
3:45PM	4:30PM	Grades 1-6 rotate through breakout projects: study hall, arts, crafts, academic enrichment lessons, outside enrichment class opportunities, etc.

4:30PM	5:30PM	All students: inside/outside choice time
5:30PM	6:00PM	Student Choice time and dismissal

Summer Enrichment Academy (10 hours)

Start Time	End Time	Activity
7:00AM	8:15AM	Arrival and Breakfast (all grades)
8:20AM	12:20PM	Academic Enrichment Classes (grade specific)
12:20PM	1:20PM	Lunch/Recess
1:25PM	2:25PM	YMCA Camp Rotation Block 1
2:30PM	3:30PM	Snack/Recess/Free Choice Time
3:30PM	4:30PM	YMCA Camp Rotation Block 2
4:30PM	5:00PM	Self directed play, clean up, pack up and dismissal

Attendance Recovery Sample Schedule

Start Time	End Time	Activity
7:00AM	8:15AM	Arrival and Breakfast (all grades)
8:20AM	12:20PM	Academic Enrichment Classes (grade specific)
12:20PM	1:20PM	Lunch/Recess
1:25PM	2:25PM	YMCA Camp Rotation Block 1
2:30PM	3:30PM	Snack/Recess/Free Choice Time
3:30PM	4:30PM	YMCA Camp Rotation Block 2
4:30PM	5:00PM	Self directed play, clean up, pack up and dismissal

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 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):

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

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

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

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

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

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