

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM
PLAN GUIDE
2023-2026**



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, 2023

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>.

1 - Safe and Supportive Environment

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

Expanded Learning Opportunities will be provided to all students in the Cotati-Rohnert Park Unified School District with priority given to students who are: homeless, foster youth, designated as English Language learners and those who qualify for free or reduced meals. It is a goal of this district to provide robust offerings regardless of a family's ability to pay. Program offerings will be tailored to individual site needs taking into consideration student interest, parent feedback and site requests. Programs will primarily be offered onsite, though off site opportunities will be considered provided they are accessible and equitable for students. ELO programming will provide students with the opportunity to engage during critical out of school times.

Safe:

- CRPUSD will ensure safety of the students by conducting extensive background checks for all programs, individuals, and independent contractors who will be working with our students.
- Sites will be kept up to date regarding programs occurring on each campus for emergency preparedness purposes.
- Accurate rosters will be kept and easily accessible with emergency contact information for all participants.
- All vendors/independent contractors/individuals providing programming on site will be provided with a list of emergency contacts for site and district administrators.
- All programs will be observed and evaluated by district leadership.
- Clear policies and procedures regarding health, accident reporting, safety and behavior expectations.
- All staff will meet at least minimum qualifications for CRPUSD Instructional Assistants. ([Job Description](#))
- Staff to student ratios will adhere to at least 1:20 for grades 1-6 and 1:10 for grades TK-K.
- The District will explore and select a student registration and attendance system which will support our ELO programming providing District, Site Leadership, Direct Service Providers and Enrichment staff with up to date information to ensure safety throughout the program.
- Students will be welcomed and dismissed by attentive ELO staff.
- Independent contractors, community partners and enrichment providers will have a process by which they will provide feedback, document behaviors or accidents so the District can support and follow up to the ELO program.
- Transportation will be provided for off site opportunities.

- Long term goals for the ELO program are to ensure district facilities used for our programming are adequate and safe. This may require securing additional spaces on school campuses to safely house ELO programs. This may include purchasing or leasing portable buildings.
- ELO staff will complete all mandatory staff training required during the hiring process. This includes mandated reporter, ProACT, first aid/CPR training. Additional training may be provided regarding student supervision strategies, family communication strategies, bully prevention, PBIS and restorative practices.

Supportive:

All CRPUSD offerings will be student centered, engaging opportunities which will incorporate social emotional learning (SEL) curriculum and language. Programming will be aligned with PBIS (Positive Behavior Intervention & Support) framework which will be integrated during and after school. District, site administrators and program instructors will be in close communication to ensure student success. ELO staff will be included in student success plans. School site administrators will meet regularly with YMCA and ASES program directors to identify areas of support. Other community partners, Boys and Girls Club, etc will be in communication with ELO leadership to make sure the district-community partner relationships are supporting student success. ELO leadership will visit each site at least once per month to provide opportunities for connection and collaboration.

2 - Active and Engaged Learning

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

Enrichment is the driving force behind the development of Expanded Learning. CRPUSD looks for opportunities internally and with community partners which showcases project-based enrichment activities for our students. Critical learning comes in the form of playing an instrument, performing in a theater production, engaging in Science, Technology, Engineering, Arts, and Math (STEAM) lessons, learning the art of dance, chess, the discipline of Taekwondo, or being part of a team sport. These are just a few of the opportunities that we will provide to all of our students who may not otherwise have the means or opportunity to participate in.

During the school year, this will be achieved by adding a menu of available enrichment classes to each site which may occur once or twice a week for a determined amount of time. Class registration will be handled through the Expanded Learning Department which will verify ELO eligibility for each participant. For students who do not meet the ELO-P qualifying criteria, CRPUSD will charge nominal fees for participation. To round out our nine hour day, our

community partners, Sonoma County Family YMCA and Boys and Girls Club of Sonoma-Marin, will provide a safe, inviting environment for students until 6pm daily. Healthy meals will be offered before and after school for all students.

During the summer and intersession, this will be accomplished by providing morning care sessions which would include games, projects, and activities, a mid day academic enrichment class opportunity, followed by an onsite recreational after summer school program offered by our community partners.

3 - Skill Building

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

The ELO prioritizes programs and activities which promote 21st Century skills. These skills are vital to the success of all students. Designing our ELO programs around critical and creative thinking opportunities, problem solving skills, collaboration, while focusing on a sense of personal and social responsibility is a primary focus. Whenever possible, students will be working toward a final project, goal or presentation. For example, Taekwondo students will work toward a successful belt exam, music students will work toward a final performance, and chess students will work toward a culminating competition.

We seek community partners who align with our vision, and through their own mission and guiding principles, provide opportunities for our students to engage in intriguing, informative activities. Course descriptions and goals will be communicated with all stakeholders (district, parents, students). All programs will be subject to continuous evaluation to determine their effectiveness and engagement.

Sonoma State University is located a short distance from all CRPUSD campuses. We are proud to build a partnership with SSU students to provide reading intervention, academic tutoring programs and academic enrichment opportunities for our students. These programs are developed with scope and sequence as a priority while our students gain much needed support after school. We view this as a full circle partnership with a positive outcome for both organizations.

Community Partnership Examples:

Sonoma County Family YMCA, weaves these skills throughout their curriculum and opportunities on a daily basis. The National Academy of Athletics designs programs that encourage students to learn to use space and equipment safely. Students will recognize personal space and boundaries during game activities and will be able to work productively to solve problems with other students in a responsible manner. The Boys and Girls Club fosters

and facilitates autonomy and academic growth with their guided curriculum. These programs are highly engaging and thoughtfully designed to meet the needs of our students.

4 - Youth Voice and Leadership

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

Empowering our students to recognize their voice is a critical component of our Expanded Learning Program. Providing opportunities for students to voice their opinions and offer suggestions in a safe environment is an expectation for both district programs and community partner opportunities. Our goal is to provide classes and programs that students want to engage in and asking for ideas, suggestions, and feedback is a vital part of the planning process.

Students are given the chance to provide feedback on their experiences through suggestion boxes and end of session surveys. They are provided with the opportunity to share their experiences on program successes or areas for improvement with the instructor, site administrator, and Expanded Learning Program Manager/Coordinator. In addition, students will have the chance to provide feedback anonymously. Our youngest students will be asked to provide feedback through parent questionnaires and surveys.

Mission alignment within community partnerships is paramount. As such, we seek partnerships with organizations that will effectively train and support staff to promote positive relationships within the program and call on participants to use their voices to make a positive impact.

Community Partner Examples:

National Academy of Athletics programs are designed to encourage students to improve their skills while asking for peer feedback and evaluation. This provides students with the chance to learn to use their voice, feedback and encouragement in a positive manner. Students will use their leadership skills to develop new games and activities with their own set of rules and outcomes. YMCA and Boys and Girls Club participants will have an opportunity to plan and/or lead an activity within their respective programs. Community parents promote open door policies which welcome feedback.

5 - Healthy Choices and Behaviors

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

The Expanded Learning Program aligns with the CRPUSD Wellness Plan. Students will have access to healthy meals before and after school which meets or exceeds current nutritional requirements established by local, state and Federal statutes and regulations. Students will have ample access to fresh fruits, vegetables, and water. Physical activity will be encouraged and modeled daily both in small and large group activities. Students will have self directed, active, play time both before and after school.

Partner Examples: At the YMCA, a daily snack is provided by the Redwood Empire Food Bank. They have guidelines that coincide with the lunch programs at CRPUSD. We align our Tuesday Activate Youth and Nutrition Program with each schools' Health and Wellness plan. Practicing the smarter lunchroom techniques as described in the district's Wellness Plan during our snack time. The afterschool program provides healthy, kid friendly recipes and family resources in our site newsletters. The program uses resources from the Alliance for a Healthier Generation and The YMCA of the USA. A lesson from the Essential Healthy Eating Topics in Health Education will be presented monthly during The Y Activate Youth and nutrition days.

The National Academy of Athletics: Students will participate in a variety of activities to improve their health-related fitness. Students will be able to recognize activities that will help them increase their activity levels. Students will be able to explain the importance of a healthy diet on their overall health.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Cotati-Rohnert Park Unified School District believes that the diversity of the student body and school staff enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society. We find our partnership with the YMCA in alignment with our vision for our students and staff.

The YMCA is an organization that promotes diversity and welcomes all students and families. Below is their commitment to inclusion 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 are caring, honesty, respect and responsibility - they guide everything we do.”

Through this passion, the YMCA has many resources to provide to our students and their families. All staff are required to complete diversity training. The YMCA also has a staff driven Diversity and Inclusion Committee.

The Boys and Girls Club creates a culture of belonging. At school, at home and at the Boys & Girls Club, foster an "everyone belongs" culture. **Being safe and feeling a sense of belonging** is the foundation to having fun, learning and growing, and connecting with others.

All children and families are welcome in all programs. Activities are planned that encourage children to share their cultural heritages. Our program plan, as well as all policies and procedures will be available on our website in English and Spanish. Access is a priority for CRPUSD. We use email, phone calls, QR codes, Parent Square posts, and if needed paper forms and information to make sure all students have access to available programs. Families will receive communications and registration information translated into their spoken/written language. CRPUSD has incredible translators on staff to ensure that families are receiving up to date information in their native language.

Access and opportunities for our students with disabilities begins with a close partnership with site leadership, the Special Education Department and families. All students, regardless of their abilities, are welcomed into the ELO program. We are deeply committed to providing each student with the tools needed to be successful and we work collaboratively to make accommodations when needed. A special acknowledgement to the Cotati-Rohnert Park Unified School District’s Special Education Department for being true champions and advocating for the inclusion and success of all students.

7 - Quality Staff

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

Quality staff is the cornerstone of any successful program. Cotati-Rohnert Park Unified School District takes great pride in effective recruitment, training and retention of qualified staff to deliver programs. CRPUSD staff provides both academic and recreational enrichment programs after school. Working with our own skilled staff enhances student teacher relationships by developing opportunities for students to engage with adults in our community in a non-traditional classroom setting. All district employees who meet or exceed the requirements of the Instructional Assistant position are eligible to lead an ELO-P activity. All ELO instructors are paid at the competitive, negotiated Certificated Extra Duty rate, regardless of class or position.

Partnerships with outside community based organizations also provide opportunities for our students district wide. The Expanded Learning Department conducts extensive interviews and

vetting prior to submitting independent contractors or outside vendors through to Human Resources for final review. All community based organizations are evaluated at the completion of each course or session.

District ELO-P program plan and expectations will be shared with all instructors (district or community based). Instructors will be expected to conduct themselves with integrity, professionalism, engagement with a goal of developing positive relationships with our students. All programs will be evaluated by stakeholders: District, community organizations, parents, and students. End of session surveys will be sent to all participants in the program.

8—Clear Vision, Mission, and Purpose

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

Over the course of the 2023/24 school year, CRPUSD will be working with site administrators, district leadership, parents and community, to develop a meaningful Expanded Learning Program mission statement and guiding principles which align with the Cotati-Rohnert Park Unified School District mission statement of:

Achieving Excellence by Nurturing a Love of Learning

We’re proud to be 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.

The ELO-P Program Plan is designed to be a living document that will be continuously reviewed and revised. Our primary administrative goals for the 2023/24 school year are:

- Development of policies and procedures
- Board approved ELO-P Plan
- Budget
- Communication and marketing plan
- Website design and development

It is important for all Expanded Learning to consider our district wide Local Control and Accountability Plan (LCAP) when developing programs and opportunities. The Expanded Learning Program closely aligns with LCAP Goals 4 and 5.

LCAP Goals:

Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.

Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

9 - Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Relationships with outside community based organizations enhance opportunities for our students. Our primary partnership is with Sonoma County Family YMCA which provides quality before and after school childcare services at each of our elementary schools. John Reed Elementary and Thomas Page Academy are administered as ASES programs, though they also run ELO-P funded before school programs. Program leadership meet monthly to address program and staffing needs, registrations and waiting lists, and areas for growth and development. CRPUSD acknowledges the YMCA for their commitment to excellence for our students. Their willingness to stretch to meet the needs of our community is commendable.

The Expanded Learning Department is always seeking additional quality partnerships to support the ELO-P vision. Community partnerships must align with the district regarding access, inclusivity, and cultural acceptance. All partnerships require Board approval and a valid MOU on file with the district. Expanded Learning Administrators and community organization leadership meets frequently to evaluate program goals and sustainability.

Examples of CRPUSD Community Partnerships:

- Move Over Mozart - provides after school music, science, technology, arts and engineering classes.
- Miramontez Taekwondo - after school sports program.
- National Academy of Athletics - after school sports, games and athletic activities.
- Sonoma State University
 - Study Buddies - tutoring program
 - Reading Rescue (John Reed and Richard Crane Elementary)
 - SSU Seawolves baseball and basketball programs after school clubs
 - Sonoma State University Excel for Youth - after school and summer enrichment programs
- City of Rohnert Park - Recreation classes
- Boys and Girls Club of Sonoma-Marin
- Play-Well Teknologies
- Sonoma County Family YMCA

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO-P CQI process will consist of observation, feedback gathering, evaluation and rigorous goal setting. During the program development phase (2023/24), we will begin piloting systems that will provide the most accurate, useful data. While we want all of our programs to be successful, it is important, especially at the beginning, to genuinely seek out ways to improve. 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

Describe the plan for program management.

The Cotati-Rohnert Park Unified School District formed the Expanded Learning Program Department in the Spring of 2022 with the hiring of the Board approved position for the [Expanded Learning Program Manager](#) (link for job description). The district saw this as an opportunity to seamlessly integrate a new department into the fold of the district operations. The expectation is to have a robust Expanded Learning Program at each of the elementary schools and offerings at the middle schools to support our 6th grade students consisting of academic and recreation enrichment programs and quality child care opportunities.

The Expanded Learning Program Manager role has been designated as district leadership and currently reports to the Chief Business Official (CBO). 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 Expanded Learning Program Manager is responsible for development and oversight of the ELO-P program district wide which includes ELO-P Program Plan development for Board approval. The 2023/24 school year will be a developmental year to establish policies and protocols specific to ELO-P.

A primary role for the Expanded Learning Manager 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 W 9 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 Expanded Learning Program Manager 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 Program Manager to develop and deliver quality programming year round. [The YMCA has developed a parent handbook for your reference.](#)

General Questions

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

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

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

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.

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 TK-8. Both community partners provide support and professional development for staff working with younger children.

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 will seek educators who have experience with our youngest students to lead and manage TK-K programming.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

School Day Sample 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

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.