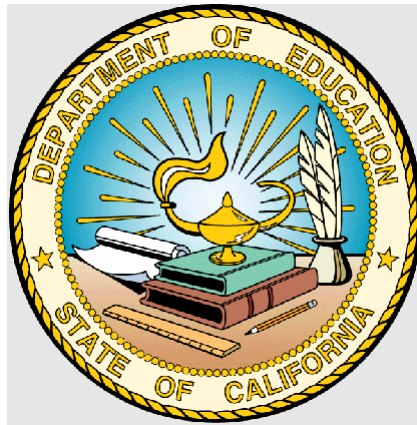


Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Wonderful college prep academy™

Lost Hills



Prepared by: Expanded Learning Division

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

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

Local Educational Agency (LEA) Name: Wonderful College Prep Academy -Lost Hills

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Contact Phone: (661) 721-2887

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

1. Wonderful College Prep Academy-Lost Hills

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])

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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>

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1—Safe and Supportive Environment

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

Wonderful College Prep Academy-Lost Hills (WCPA-LH) is a WASC-accredited college preparatory charter school founded in 2017, situated in the agricultural community of Lost Hills. WCPA-LH offers all students a longer school day and longer school year, providing a rigorous standards-aligned curricular program. The core features of Lost Hills include in-depth literacy instruction, a strong STEAM foundation, a focus on internal assessments, and access to career-focused, dual enrollment. In partnership with Bakersfield Community College, Wonderful College Preparatory Academy-Lost Hills provides high school students with access to the Agricultural Business Pathway, through a 4-year dual enrollment program, where upon graduation students may earn a high school diploma and an associate degree. Through its commitment to ensuring every student is college and career-ready, WCPA-LH has implemented a Multi-tiered System of Support to address the academic, social-emotional, behavioral, and mental health needs of its students.

Currently, Wonderful College Prep Academy – Lost Hills serves approximately 535 students in grades TK-12. Our student demographics are reflective of the community we serve 97% Hispanic, 2% White, 6% Students with Disabilities, 53% English Learners, 0.2% Foster Youth, and 71% who qualify for free/reduced lunch.

Wonderful College Prep Academy – Lost Hills' (WCPA-LH) Expanded Learning Opportunities Program (ELOP) is committed to provide a safe and supportive environment for all scholars that meets their developmental, academic, physical, and social-emotional needs of our scholars. The ELOP will take place onsite at WCPAs campus which includes enhanced security measures. All ELOP staff will receive training in school safety protocols including the school's Comprehensive School Safety Plan, utilizing the same safety protocols and measures during the instructional day.

All Program staff will be required to wear a lanyard with WCPAs badge daily to ensure identification. ELOP staff will be provided with two-way radios to ensure prompt communication with ELOP staff, campus security and Program Manager, as part of emergency and safety procedures.

The ELOP staff will be tasked with documenting daily scholar attendance using AERIES (Student Information System). All scholars must be signed out to a designated parent/guardian or approved adult, over the age of 18 in order to be dismissed from the ELOP, as instructed in the ELOP enrollment form.

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The afterschool, intersession, and summer program schedule will include times, room location and the assigned staff with classroom rosters, so that staff has an exact location for every scholar while on campus. ELOP will take place onsite. WCPA-LH scholars will be provided with transportation for ELOP activities.

ELOP staff will continuously monitor classroom rosters, conducting headcounts before and after each transition. When addressing student injuries, staff will follow established protocols in dealing with incidents. In the event of an emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, site administration, regional administrator, and paramedics.

To effectively communicate with families, our staff will have access to the school's Student Information System (Aeries, or equivalent) database to retrieve additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and school administrators.

During ELOP programming, all ELOP staff will be expected to maintain a line of sight of their students. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. In addition, Site Leads will provide contact information to families, site administration, and regional administrator to be reached during intersession programs, and/or summer programs when only ELOP staffing is on-site.

ELOP staff will align and bridge the gaps between the school day and extended learning practices by implementing SEL practices, play-based programming, and healthy choices. Our school will implement an MTSS, Community Schools, and whole child approach, a student-centered, social, and emotional learning approach to teaching and discipline.

ELOP staff will treat students in a fair and impartial manner by modeling the appropriate behaviors of staff when leading activities with students. ELOP staff will document and communicate all incidents that impact safety through written reports, email and/or telephone records.

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.

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WCPA-LH will provide a multitude of learning activities tailored to student interests. The ELOP will implement active, meaningful, and engaging methods that promote collaboration and a growth mindset that supports and/or supplements the instructional day. Students will have access to enrichment activities that will incorporate STEAM-focused, inquiry-based, project-based, interactive, hands-on activities that support and/or supplements the instructional day, also focusing on focusing on closing achievement gaps and opportunities to participate in real world experiences through hands-on learning. WCPA-LH's ELOP will promote positive youth development through a focus on skill building, social emotional learning, movement such as athletic sports, and collaboration that will introduce scholars to a variety of new experiences, including field trips that will expose them to multiculturalism.

WCPA-LH's ELOP will not duplicate the instructional day but rather will serve to enhance scholars learning experience through culturally relevant and culturally responsive teaching.

3—Skill Building

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

The expanded learning program will provide opportunities for students to experience skill building by offering enrichments that will develop 21st Century Skills of Communication, Collaboration, Creativity, and Critical thinking. Scholars will engage in project-based learning activities and further strengthen foundational skills.

Opportunities for students to experience skill building include but are not limited to:

- Evidence-based high dosage tutoring in core academic subject areas, including homework assistance, small group instruction.
- Independent reading, reading clubs and/or Socratic seminars – focusing on language development, reading comprehension, academic vocabulary, and critical thinking.
- Project-based learning integrating STEAM programming
- Enrichments that include Visual and Performing Arts (VAPA); including Drama, Music, and Art.
- Social-emotional Learning activities with peers encouraging active play, focus on socialization, self-regulation, culture building, and conflict resolution.
- SEL – communicating and managing “Big Feelings” – When we can't explain how we feel or shake the feeling. “Big feelings” (emotions) can include worry, anxiety, fear, frustrations, anger, and excitement.
- Provide students education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness.

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- Physical activity, education, fitness, recreational sports, and promoting healthy eating habits.

4—Youth Voice and Leadership

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

Student input is critical to program design including input from Unduplicated Students (English Learners, Low income, foster youth); scholars identified Students with Disabilities (SWD). Our students will play a meaningful role in program design and implementation of the ELOP. The ELOP will provide opportunities for students to engage in youth voice and leadership, through student surveys and a Student Advisory Committee.

Planning of the educational enrichment activities will consist of compiling and reviewing student and school data that will be used to inform and drive the selection of educational enrichment activities. Soliciting student input is essential to the success and participation of the ELOP. In addition to initial surveys, students will be surveyed throughout the year to engage and give students a formal voice in the development and impact of program practices, curricula, policies, and student leadership ELOP.

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.

WCPA-LH's ELOP will integrate health and wellness, community circles, in combination with PBIS, culture-building activities and mental health awareness. Our scholars will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment.

The ELOP will provide opportunities for students to engage in healthy choices and behaviors by incorporating physical fitness/activities, sports, and social-emotional learning activities into the daily programming. These activities will be structured and

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will teach specific skills that students can develop throughout the year. Activities will be rotated so that students will be exposed to a variety of options.

The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such as COVID-19 testing, which impacts our scholar's academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our scholars, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates and increasing student engagement and learning.

WCPA-LH will provide scholars with nutritious meals – breakfast, lunch, supper, and/or snacks that conform to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions and WCPA-LH's School Wellness Policy.

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.

WCPA-LH's leadership team and educators collaborate regularly to ensure that programs are accessible to all students and that all students are successful. The ELOP will promote cultural and linguistic diversity by providing opportunities for all students to experience diversity, access, and equity, through a variety of activities including but not limited to guest speakers, cultural events, arts programming, and field trips.

Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), and English Learners, that could limit their participation. The Special Education Department will communicate, collaborate and train ELOP staff to ensure appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP are met.

To increase services for English Learners; educators will participate in extensive professional learning with Instructional Coaches (Curriculum & Instruction Team), EL Coordinator, on integrated/designated ELD and strategies to engage ELs and support them with language instruction and provide a language-rich learning environment to accelerate English Language proficiency. The work will focus on increasing the

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strengthening services for EL and using data to inform instruction and design a plan for student achievement, school culture, and ongoing continuous improvement.

ELOP funds will be used to expand our ASES program to serve additional students and meet ELOP requirements. WCPA-LH staff will communicate with families; and conduct additional outreach to low-income families (including homeless and foster youth), that may benefit from having their child in the ELOP.

Communication made to parents will be available and translated to Spanish when 15% of the students enrolled speak a language other than English. Ongoing communication with parents is vital to ensure student participation, engagement, and success of our program.

Celebrating cultural and linguistic diversity is at the core of our program, and ELOP will provide our scholars with opportunities to participate in projects connected to different cultures through our monthly cultural celebrations that focus on diversity, access and equity.

- September - Latino Heritage Month
- October – Bully Prevention Month “Be Kind”
- November – Gratitude – What are you thankful for?
- December – Winter Holiday Celebrations (Fiestas and Posadas, Kwanza, Christmas, Hanukah, etc.)
- January – Self-Care & Mental Health Awareness
- February – Black History Month
- March – Women's History
- April – Social Justice
- May – College Access
- June – Diversity, Equity, and Inclusion Month

7—Quality Staff

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

WCPA-LH’s Human Resource Department will collaborate with the ELOP Team to develop a comprehensive recruitment plan for the hiring of high-quality teachers and staff; and to maintain lower pupil-to-staff ratio. This will include advertising in career portals, social media, Institutes of Higher Education, job fairs and ECE centers. Our goal is to recruit, develop, and retain a strong team of effective staff who will uphold WCPA-LH’s mission and vision.

ELOP staff will participate in professional learning opportunities to build staff capacity, knowledge, expertise, and to improve scholar outcomes ELOP. All ELOP staff will

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participate in summer professional development that will focus on curriculum, instruction, assessments, classroom management, SEL, PBIS, early literacy and training applicable to early childhood education. Activities and projects for students in TK/K will be age-appropriate and aligned to reinforce relevant academic skills.

WCPA-LH will establish a Learning Center to be used by ELOP staff for professional development, staff development, and to conduct workshops for students during ELOP.

8—Clear Vision, Mission, and Purpose

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

Wonderful College Prep Academy- Lost Hills (WCPA-LH) promotes a rigorous, inspiring, and community-based learning environment that ensures all students are cared for and graduate with college-level academic knowledge, critical thinking skills, healthy habits, and personal efficacy to thrive - and to be transformational leaders in the Central Valley and beyond.

WCPA-LH's ELOP will provide a nurturing, engaging, community-centered school environment, built on top of a strong and well-rounded academic foundation. Our graduates leave Wonderful College Prep Academy as critical thinkers and lifelong learners, equipped to earn a college degree, and become the next generation of leaders in the Central Valley.

The ELOP will provide enriched learning activities that support growth in all core academic areas; create experiences that build leadership, citizenship, and service; and create space where students can develop skills and strategies to support their mental wellbeing. The ELOP will enhance students' physical, emotional, academic, and social development through meaningful and purposeful activities built around education, family, and community.

Our goal for the Expanded Learning Opportunities Program is to expose our scholars to a multitude of hands-on learning experiences that will support their growth through critical thought, sense of community, and enthusiasm for learning. Additionally, this program will support the social-emotional growth of our scholars that will impact scholar success.

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.

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WCPA-LH has developed collaborative partnerships with the following entities to administer and/or implement the ELOP program:

- Wonderful Student Wellness Center – provides health care and mental health services by medical professionals situated onsite.
- Partner with local entities to provide summer enrichment and athletic programming opportunities for scholars.

WCPA-LH will continue to establish new partnerships to work in collaboration with and support of the school's ASES, and ELOP program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

As part of the program's Continuous Quality Improvement Plan, WCPA will implement components outlined in CDE's [Guidance for developing and implementing a data-driven quality improvement process for Expanded Learning Programs](#)

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Multiple types of data will be collected including surveys, interviews, observations, and state-mandated and local assessments, which will be reviewed, analyzed, and discussed with the ELOP and the Leadership Team. Data will be collected and used to inform programming and the CQI plan.

To assess learning gaps, monitor student progress and develop annual growth targets, our school will utilize findings from the following to assess and evaluate the effectiveness of the ELOP.

- NWEA MAP Reading & Math: 3 times/year
- DIBELS assessments
- Student, staff, and parent surveys
- Attendance data (AERIES)
- SBAC ELA, Math; CAST, and ELPAC assessments
- Reclassification rates – ELs
- Student Attendance
- Enrollment & participation

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families, and the governing board and may be used to make mid-year modifications if necessary.

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The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

Student achievement data will be used to inform the types and frequency of academic intervention offerings, student groupings and enrichment offerings, with the primary goal of improving student outcomes, and narrowing achievement gaps.

11—Program Management

Describe the plan for program management.

The Program Manager will lead the Expanded Learning Opportunities Program; and program management will mirror management of the ASES Program; and the additional requirements that apply to the ELOP and outlined in this plan.

ELOP Team meetings will take place bi-weekly led by the ELOP Program Manager, Site Leaders, ELOP Coordinator, Counselor, Family Liaison, EL Coordinator and Director of Special Education.

Director of Student Experience: will oversee the strategic planning of the Expanded Learning Program and will ensure that all program staff receive the necessary professional development training to support academic growth for students participating in the ELOP program. The Director will create and ensure instructional alignment from the school day to afterschool programming in support of closing student achievement gaps.

Program Manager: will provide program oversight, meet with site leads for both WCPA Charter Schools, lead ELOP Team meetings, and ensure compliance with ELOP requirements. In addition, the Program Manager will guide the CQI process, monitor enrollment, participation, attendance, and complete all required reporting, and conduct observations/walkthroughs to ensure program implementation.

Expanded Learning Site Leads: will monitor and assign mentors that will provide academic support/enrichment for the ELOP. The Site Leads will be tasked with designing the programmatic schedules, staffing and assignments. The Site Leads will ensure overseeing student dismissal and safety.

ELOP Coordinator: will ensure continuity with the ELOP program and support any major

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discipline issues that arise, support the Program Manager with leading team meetings, ensure compliance and monitor student enrollment, participation, and attendance.

ELOP Instructional Coordinator: will support coordination and implementation of quality lessons and instruction.

Director of Special Education: will ensure Students with Disabilities (SWD) are able to participate in the ELOP; and will also provide professional development for ELOP staff to support the learning needs of Students with Disabilities.

EL Coordinator: will ensure English Learners are able to participate in the ELOP; and provide professional development for ELOP staff on strategies to support the learning needs of English Learners.

Family Liaison: will provide engagement opportunities for families, staff and students; and promote the ELOP to families to maximize student enrollment.

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.

ELOP funding will be used to expand our ASES program to serve additional students, meet ELOP requirements; and move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the Expanded Learning Program and increase service offerings in academics, provide academic intervention and enrichment, health and wellness and will allow students to participate based on their needs and interests.

Currently, the ASES Program limits the number of students that participate in the afterschool program, based on the funding level. By increasing access to educational and enrichment services, it will enhance our school's mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our students.

ELO funding will also promote active and engaged learning opportunities for students currently not enrolled in ASES Programming. Our partnerships with community-based organizations and external agencies will allow for students to gain access to academic

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support, project-based learning opportunities in STEAM, athletic enrichment activities, visual and performing arts, cultural activities, and social-emotional learning.

ELOP Funds will also be used to fund ELOP personnel, transportation, professional development, including instructional materials/supplies for the afterschool, summer, and intersession ELOP Program, and fund student enrichment activities. In addition, ELOP funds will be allocated to establish a dedicated expanded library to support ELOP programming for our scholars to access curriculum (textbooks) and digital literacy.

ELOP funds will be used to purchase play-based learning instructional materials. The goal of play based self-directed learning is to create a space for students to broaden their background knowledge with language by following children's leads in creating learning experiences that are rigorous and developmentally appropriate. Additionally, ELOP funds will be used to purchase facilities-related equipment to provide a safe learning environment in the late afternoon and evening hours.

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.

WCPA's Human Resource Department will collaborate with the ELOP Team to develop a comprehensive recruitment plan for the hiring of high quality teachers and staff; and to maintain lower pupil-to-staff ratio as it applies to the 10:1 pupil to staff ratio for TK/K. This will include advertising in career portals, social media, Institutes of Higher Education, job fairs and ECE centers. Our goal is to recruit, develop, and retain a strong team of effective staff who will uphold WCPA's mission and vision.

All ELOP staff will participate in summer professional development that will focus on curriculum, instruction, assessments, classroom management, SEL, PBIS, early literacy and training applicable to early childhood education.

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?

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The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation. Curriculum adopted and/or created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

ELOP will collaborate with the UPK Coordinator to ensure activities and projects for students in TK/K are age-appropriate and aligned to reinforce relevant academic skills across all content areas. Curriculum will be scaffolded to ensure age-appropriate materials are identified.

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Sample Program Schedule

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

The following are sample program schedules which are subject to change due to programmatic planning, and/or modifications/changes to human, financial, physical resources.

Daily Regular Academic Schedule

8:00-3:30 Regular School Hours
3:30-4:15 Homework Assistance/ tutoring
4:15-4:30 Snack; Recess; Brain Break
4:30-5:00 Movement; Health & Wellness
5:00-6:00 Enrichment (Art, Music, STEAM, PE, Drama, Clubs)
6:00-6:30 Pickup/parent sign out

Early Release Academic Schedule

8:00-12:30 Regular School Hours
12:30-1:30 Enrichment 1 (Art, Music, STEAM, PE, Drama, Clubs)
1:30-2:00 Snack; Recess; Brain Break
2:00-3:00 Movement; Health & Wellness; Dance
3:00-4:00 Enrichment 2 (Art, Music, STEAM, PE, Drama, Clubs)
4:00-4:30 SEL; Story time
4:30-5:30 Enrichment 3
5:30-6:00 Pick Up-Parent Sign Out

Before School

5:00AM-7:30AM Yoga, board games, homework assistance, read out louds.
7:30AM-8:00AM Breakfast

Intersession (Summer School)

7:30-8:00 Before School- Calming activities (SEL; Yoga; Mindfulness) and Breakfast
8:00-1:00 Summer Academy – Summer enrichment and academic instruction that includes ELD, Math, Physical Activity, and Enrichments.
11:30-12:00 - Lunch Time
1:00 - 2:15 Enrichment 1 (may include any or all of the following: Art, Music, STEAM, PE, Drama, Clubs)

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2:15-2:30 Snack; Recess; Brain Break
2:30-3:00 Movement; Health & Wellness; Dance
3:00-3:45 Social Emotional Learning
3:45-4:00 Pick Up/Parent sign out

Intersession (Spring Camp)

7:30-8:15- Campus Opens/Breakfast
8:15-9:45 Rotation #1 (Art, Music, STEAM, PE, Drama, Clubs)
9:45-10:00 Morning Break
10:00-11:30 Rotation #2 (Art, Music, STEAM, PE, Drama, Clubs) 11:30-12:00 Lunch
12:00-12:30 Lunch Break
12:30-1:45 Rotation #3 (Art, Music, STEAM, PE, Drama, Clubs)
1:45-3:00 Rotation #4 (Art, Music, STEAM, PE, Drama, Clubs)
3:00-3:15 Snack/Break
3:15-4:15 Yoga, Meditation, SEL, Game Club, Book Club
4:15-4:30 Clean-up/Parent sign out

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

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

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

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

EC Section 46120(b)(1)(B):

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For at least 30 nonschooldays, 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 childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

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

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

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program

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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.