EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Ballington Academy for the Arts &Sciences- San Bernardino

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Local Educational Agency (LEA) Name: _Ballington Academy for the Arts & Sciences- San Bernardino_

Contact Name: _Shannon Brandner, Principal_

Contact Email: _sbrandner@voa-swcal.org_

Contact Phone: _909-332-6699_

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. _Ballington Academy for the Arts & Sciences- San Bernardino_

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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.

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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.

Prior to the start of the school year, ELO-P staff met with teachers and school personnel for an orientation meeting to review school procedures, staff roles and responsibilities, and to communicate established school approaches to working with children. School wide student expectations as well as staff expectations discussed and the parent handbook was reviewed on areas such as health and safety, student code of conduct, the school discipline policy, and student's rights and responsibilities. The ELO-P Coordinator and staff have been provided and reviewed the school's Covid-19 School Guidance checklist as well as the school's Safety Plan. ELO-P staff have been trained in evacuation and emergency procedures. The ELO-P Coordinator stays informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, classroom management, and SEL activities.

Professional developments provide understanding of the 12 quality standards for expanded learning programs, to deepen understanding of the social emotional component of the program, to read and reflect, and to assess the programs progress.

Ballington Academy's ELO-P program will take place at the school and will seamlessly begin at the end of the day. A typical day might be one where students gather in the cafeteria/multi-purpose room for attendance and a snack, followed by an SEL/ student socialization hour, followed by an academic intervention hour and ending the day with an hour of STEAM related offerings.

Ballington Academy has implemented a school wide social emotional curriculum, *Second Step.* Second Step teaches specific skills that strengthen students' growth mindset, emotion management, empathy, and problem solving. With the ability to focus, listen, and stay calm and in control, students are better able to meet school wide behavioral expectations and attend to their learning. This school-wide initiative provides the school with a common vocabulary as well as daily class conversations on various social emotional learning topics that provide a container for social interactions that occur. This approach to student well-being is also implemented during our after school programs as well. The structured and interactive design of the ELO-P program provides a container for students to engage in safe and supervised interactions. Further, ELO-P Coordinator, aides, tutors and interventionists have attended a professional development providing a foundation of understanding social emotional learning.

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2—Active and Engaged Learning

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

The ELO-P program at Ballington Academy will provide students with targeted academic intervention, tutoring and enrichment opportunities, as well as additional activities designed to complement Ballington Academy's regular school day activities. It will offer a range of high-quality services to support student learning and development. Services will include academic intervention and mentoring, homework help, academic enrichment; such as robotic coding, engineering, maker space projects, visual art, IMovie, or a Minecraft class. At the same time, the program will assist working parents by providing a safe environment for students. The program will be based on goal setting, strong management, and sustainability. It will offer high linkages between regular school day and after school components, offer a safe physical and emotional environment, support strong family involvement, build effective partnerships with community members, and implement an evaluation system to determine success and areas of improvement. The proposed program design is based on parent inputs on needs through formalized surveys and informal discussions.

The ELO-P program will have its foundation in current curriculum offerings and approaches during the regular school day at Ballington Academy. The overall foundation and approach will use strategies based on project based learning to foster collaboration, critical thinking, creativity, and commination among the students, ultimately critical skills to be career and college ready. Project Based Learning fosters relationship building and active student engagement. The ELO-P program offered by Ballington Academy will provide an educational and literacy element and an educational enrichment element.

1. Educational and Literacy Element:

The ELO-P program will offer targeted academic intervention, tutoring and homework assistance in the areas of language arts and math. This element will be offered five days a week and provided to students by a qualified teacher. Students enrolled in the program will be homogenously grouped as determined by school-wide academic data. The use of school-wide data will allow the teachers to focus on specific needs of the students. Learning materials will be purchased that align with standards to further support mastery in these subjects. In addition, the school has attained a one to one chrome book to student ratio allowing students easy access to technology. Students will also have access online standards-based learning platforms able to target individualized needs of the students. The intent of this element is to provide instructional services that support the mastery of common core standards. Interventions based on the needs of students as identified by parent input, teacher input, and a combination of data sources will be used to guide individualized services for each student. The goals of this element will be to: increase student engagement in the learning process, foster academic improvement and greater understanding and mastery in tutored subjects, empower students to be responsible active learners, and to reduce barriers for academic success by responding to students' unique academic needs. Success in this element will be measured by student scores on State tests and student benchmark assessments.

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1. Educational Enrichment Element:

   Students will have the opportunity to participate in the following activities. These activities will be available on a weekly basis. The ELO-P program will offer the following elements as enrichment opportunities:

   - Fine Art – Students will have access to an art room where they will explore painting and the use of various mediums in art. Students will be able to use technology to augment their learning experience. The goals for this educational enrichment element will be to: increase students' engagement and appreciation in the area of arts, increase proficiency in the application of fine art, increase creativity, and increase academic achievement through the strengthening of skills developed in the application of art.

   - IMovie/Garage Band- Students will explore the process of film making. Arts education uses teaching practices that have been shown in brain-based research to improve comprehension and long-term retention. When students create original stories through film, they are creating new content from prior learning. This is known as metacognition, and Bloom's Taxonomy ranks it as the best possible learning outcome. Other learning outcomes developed in the filmmaking process are problem solving, critical thinking, creative expression and collaboration. Film classes also expose children to new technologies and equipment to help them create projects that are fun and engaging.

   - STEAM Class- STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, critical thinking, collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach. Recent research shows that STEAM is a promising approach to positively impacting student achievement. Students will have access to a state of the art makerspace/science lab where they can explore hands on projects. Students will have access to 3D printers where they will bring a concept to life by 3D printing them. Building these prototypes encourage creativity and critical thinking. They will also learn coding skills while working with robots. Our robotic education program builds critical thinking and problem solving skills in addition to technical skills, which will benefit them on any career path they choose. STEAM ELO-P class will also expose students to new opportunities to innovate and create real world applications through makerspace projects. Through this work, students will have chances to deepen their problem solving skills.

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3—Skill Building

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

Ballington Academy is a public charter school serving TK – 5th grades and is located in San Bernardino, California. Ballington Academy is designed to address the need for a rigorous and innovative educational program, prepare young children for the demands of the future, provide the skills necessary to usher students into the 21st century, ensure each student is educated to the fullest potential and is career and college ready. Ballington Academy fosters family choice and offers students and families with educational options for an exemplary education. Ballington Academy offers an Innovative Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum for all grades using a hands-on Project-Based Learning approach educating real world 21st century skills. An average day at Ballington Academy is about collaboration among peers and instructional staff, using critical thinking and creativity to create real world authentic solutions to the problems of the future, and communicating results with peers, instructional staff, and members of the community. The integration of arts, music, science and technology with a strong standard based instructional program provides the foundation for Ballington Academy's strong educational program. Arts and Music allows a student to be flexible, open, and foster self-discipline. Science allows the student to be a critical thinker and problem solver. Technology will support engaged learning and the practical application of learning. Ballington Academy is a rich educational program that is designed to meet the needs of all learners. Presently Ballington Academy offers a rich program of music, art, technology, and science during the school day. The ELO-P program is a continuation of the actual school day and continues to meet the needs of the community. Parents and school community members are provided opportunities through google surveys and every day conversations to provide input on planned program offerings and needs.

Ballington Academy's ELO-P Academic Intervention Program is skill specific and targeted to individual academic needs. The school uses NWEA MAP data, Into Reading! records, current Star data, phonemic awareness data from Zoo Phonics and SIPPS. as well as non-academic data such as discipline and attendance. Coupled with teacher input, students are placed into homogenous instructional groups. Groups are reviewed every four weeks. Certified Ballington Academy teachers instruct the program using school curriculum to instruct coupled with the use of Pathblazer Learning; which provides digital ELA & math curriculum for K-12 students that is used as supplemental instruction. The data, the grouping, and Pathblazer are used during the ELO-P program to further the academic support and skill building provided to students.

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4—Youth Voice and Leadership

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

Students have opportunities through participation in whole group SEL activities to provide feedback. Mid and annual surveys allow for student/community input. The Principal and certified intervention teachers look at student's academic performance data and assessments to continually monitor student progress and student needs. Site coordinators, tutors and aides have access and opportunity to communicate with teachers on a regular basis to discuss students' needs as well as to seek or provide input and feedback. ELO-P staff will participate in school and County trainings that will include SEL, positive behavior strategies, PBL instructional strategies and other professional development based on feedback from the ELO-P staff.

The structure of Ballington Academy's ELO-P program provides a first hour to allow for a transition from the traditional school day to the afterschool extended day. This includes an attendance and snack portion and also a socialization portion of the hour that allow for the ELO-P Coordinator and ELO-P Aides to provide structured social emotional learning activities and opportunities for student choice and voice. Mid-year and end of year surveys provide the Coordinator information allowing continual assessment of program effectiveness as well as assessment of meeting student needs.

The nature of Ballington Academy's ELO-P program is to create an inclusive and contiguous community. Students are not grouped in grade bands and all students are encouraged to work with each other. Students have choice with regard to selection of STEAM course offerings. This in mind, the socialization/SEL component of the ELO-P program through the direction of the ELO-P Coordinator and ELO-P' Aides provide opportunities for discussion, sharing, and problem solving/conflict resolution allowing for student reflection and program improvement.

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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 programing.

Ballington Academy is committed to the optimal development of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level in every setting throughout the school year. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Ballington Academy's approach to ensuring environments and opportunities for all students is to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This approach continues in our ELO-P program.

Opportunities for participants to engage in structured physical activities and games as well as opportunities to participate in mindful activities such as guided breathing, meditation, and yoga. Workshops from outside sources on nutrition and health will provide avenues of instruction on healthy living and nutritious eating.

Examples of snacks might include:

Yogurt, Whole Grain Crackers, Juice
Sunflower Seeds, Fresh Fruit, Milk
Sliced Apples, Maple Bites, Milk
Nutri Grain Bar, Milk
Cereal Bar, Raisins, Milk

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6—Diversity, Access, and Equity

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

Ballington Academy does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. The ELO-P program includes a diverse student population and our ELO-P staff is reflective of the student population; most staff are bilingual. Ballington Academy is fortunate to be rich in literacy material that is culturally diverse and inclusive. Teachers have access of this material during academic interventions. Students will be provided opportunities to participate in a culturally diverse curriculum. Opportunities for ELO-P Aides to provide knowledge and awareness of cultural events and celebrations. Arts specialists have/can/will engage students in arts projects celebrating individual heritages and contributions to the art & science world. Ballington is a small community, and thus the adults get to know each student on an individual level, understanding their unique needs and talents. Equity is built into the very fabric of the school.

All students are eligible to join the ELO-P program. Priority enrollment is given to Homeless, Foster, and Migrant Ed students and identified free and reduced lunch however all students are eligible to join the ELO-P program. ELO-P validates and works with all students with IEPs and communicates with the RSP teacher to ensure individual educational plans are implemented and all students have the supports needed to be successful.

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7—Quality Staff

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

> The ELO-P site coordinator, aides, tutors and certified teachers work are screened for both FBI and DOJ compliance along with TB clearance. ELO-P employees operating at the level of coordinator, instructional aide or tutor need to fulfill the following requirements:
>
> ELO-P staff are recruited through Indeed & Edjoin, and local postings of job availabilities, and word of mouth. Through a standardized interview process, candidates have the opportunity to discuss their education, skills, and desire to contribute to the Ballington Academy ELO-P program.
>
> Both the ELO-P coordinator and several ELO-P aides have a bachelor's degree and a teaching credential. In addition, day-program credentialed classroom teachers are invited to participate in the ELO-P program to provide further academic and/or enrichment opportunities.
>
> Annual trainings will include back-to-school and fall trainings for all staff, including ELO-P. Trainings cover first aid, school safety, classroom management, SEL, mandated reporter, developmental stages of growth and development, research based supports of arts in education, and other enrichment topics. Ballington Academy ELO-P program is receptive to any and all topics relevant to the continued success of the program.

8—Clear Vision, Mission, and Purpose

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

> The mission for the entire program, including ELO-P, is:
> Ballington Academy for the Arts & Sciences shares the legacy of progressivism and social change through innovation and educational betterment.
>
> The vision for the entire program, including ELO-P, is:
>
> Ballington Academy's education programs will provide the needed foundation to ensure successful lives and communities.
>
> The purpose of Ballington's ELO-P program is to continue providing a contiguous,

supportive afterschool learning environment that provides instruction and supports geared to mitigate learning loss, social emotional growth, wellness, and self-awareness, to and provide opportunities that will allow for students to demonstrate growth towards academic proficiency, social interactions, emotional and physical health, and long-term self-satisfaction.

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.

The Ballington Academy school-wide community are collaborative partners involved in the process of providing input, feedback, and assessment of the ELO-P program. This includes Ballington Academy certified teachers along with the Ballington Academy staff, the parent constituents, students, the ELO-P Coordinator, ELO-P tutors and ELO-P aides. Mid-year and end of year surveys and meetings will provide program wide data that will contribute to the planning, assessment and implementation of our after school program plan.

In addition, Ballington Academy's ELO-P program collaborates with several community organizations to further its mission and purpose. These partners include, but are not limited to, The Redlands Police department, Southcoast Community Service, Victor Support Services, Feeding America Riverside/Inland Empire, San Bernardino County Human Resources Department, Ciprus Consulting, San Bernardino County Transit Authority, and Girl Scouts San Gorgonio Council. Events may include a book mobile, field trip transportation, food donations, behavioral health support, and support with local events.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

To ensure Ballington Academy will engage in a data-driven program following the CQI process and to use this data to assess, plan, and improve, the ELO-P programs:
Establish an ELO-P Leadership team representing ELO-P staff
Review the End-of-Year Surveys (June-August)
Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (August - September)
Hold monthly meetings with ELO-P Leadership team to review evidence of each of the CQI standards chosen and to discuss program attainment of standard and change measures that may need to take place. (September-June)

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Review/update narrative summary update in November, February, and May
Provide an End-of-Year Survey to all stakeholders (May-June)
Meet with ELO-P Leadership Team to review/ reflect on programs in all CQI areas (June)

The Principal along with the ELO-P Coordinator, and the ELO-P Leadership Team, evaluates the program. Adjustments to the program if/when needed and revisions to the plan are made each year as needed. In conjunction, the certified interventionists and student classroom teachers will review student academic data to assess student academic growth and ensure proper class placement in the intervention portion of ELO-P. End of year data collected is used to review student growth at to assess to determine effectiveness of the academic portion of the ELO-P program.

11—Program Management

Describe the plan for program management.

Program funding is directly tied to Ballington Academy's ELO-P program obtaining and maintaining the vision of operating a dynamic afterschool program that educates the thinking, feeling, and doing child. (The mind, the heart and the will.) Funding provided will allow for continued employment of quality and committed individuals that can commit to the mission of our school.

ELO-P Aides: Responsible for managing whole group meeting time. Facilitating snacks and attendance, distributing student SEL activity materials, presenting small group social emotional activities, managing student behavior/conflict resolution, transitioning students from course to course, and assisting instructors in the classroom and assisting in hallway management during classes.
ELO-P Tutors: Responsible for development of STEAM course offerings, (lesson planning), instructing students, maintain student records, communicating with parents as need be. Tutors meet daily with site coordinator to discuss student progress and review course needs and effectiveness.
ELO-P Coordinator: Plans site program, works with principal and staff to coordinate daily schedules, communications, and student behavior. Meets regularly with principal, teachers, staff to plan and develop program. Meets daily with front line staff, weekly with principal. Communicates with parents daily to provide feedback as needed.
Teacher Certified Interventionist: Provides weekly instruction to selected students and/or classes, acts as liaison between instructional day staff and afterschool staff. Meets with site coordinator as needed. Communication via email or meetings.
Classroom Teachers: Communicates with certified internists for purposes of sharing and reviewing ELO-P student academic progress. Provides updates regarding student work and communicates student concerns that may affect student's participation in the ELO-P program.

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Principal: Meets weekly with site coordinators to plan program and give updates. Classroom walk-throughs assist coordinators with classroom management techniques and school policies and procedures. Assesses operational successes, evaluates programs effectiveness in meeting the 12 quality standards.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

AS noted in quality standard 10, Ballington Academy will engage in a data-driven program following the CQI process and to use this data to assess, plan, and improve, the ELO-P programs:

Establish an ELO-P Leadership team representing ELO-P staff

Review the End-of-Year Surveys (June-August)

Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (August - September)

Hold monthly meetings with ELO-P Leadership team to review evidence of each of the CQI standards chosen and to discuss program attainment of standard and change measures that may need to take place. (September-June)

Review/update narrative summary update in November, February, and May

Provide an End-of-Year Survey to all stakeholders (May-June)

Meet with ELO-P Leadership Team to review/ reflect on programs in all CQI areas (June)

The Principal along with the ELO-P Coordinator, and the ELO-P Leadership Team, evaluates the program. Adjustments to the program if/when needed and revisions to the plan are made each year as needed. Included in this review process, are surveys to parent, ELO-P staff, and students and teachers provide data for consideration.

Ballington Academy's superintendent oversees and manages the operating budgets for the ELO-P program. The School Principal attends biweekly financial meetings with the superintendent and back office to review financial activity. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. All financial activity is reported to CDE by the school's back office in compliance with grant requirements.

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General Questions

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

ELO-P, 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.

> Ballington Academy is a small charter school. ASES is currently in operation at the school's single site, and it is offered to all students. The ELO-P grant will allow us to put additional academic and social learning opportunities into our school. This as an opportunity to continue our school vision and mission and will allow us to provide enrichment opportunities to students at an earlier start of the day. This also will provide families who may need a non-traditional start time to have the chance to drop their children off earlier to an already known safe environment.

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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?

Ballington Academy has a history of recruiting teachers from the ranks of the school's substitutes and after-school aides that are entering a teaching certification program. Ballington Academy has an already established teacher for Transitional Kindergarten students in the ELO-P program. This position is and will continue to be supported by qualified Instructional Aides.

Curriculum and teacher/staff support in understanding working with TK aged children and in becoming developmentally informed, Ballington Academy will continue regularly scheduled professional development, current developmentally appropriate curriculum such as Zoo Phonics, and obtain further resources such as The Creative Curriculum.

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.

Extending Regular Day to 9 hours	
3:00-3:30	3:00-3:30 ELO-P Snack, Socialization Games time
3:30-4:00	ELO small group shared reading/ELA
4:00- 4:30	ELO-P Art/Music/Tech

4:30-5:15	ELO-P Math/PBL
5:15-6:00	ELO PE/Movement/Clean up

9 hour Intercession Day	
7:30-8:00	Breakfast/socialization/morning games
8:00-9:00	ELA/Reading/Phonics- play based
9:00-9:30-	Recess/Snack
9:30-10:00	Art/Music
10:00-11:00	Math/Creative Curriculum/PBL
11:00-12:00	Lunch/Free Play
12:00-1:00	Technology
1:00-2:00	Rest Time
2:00-3:00	Snack/Free Play
3:00-4:00	Science PBL
4:00-5:00	PE/Clean-Up

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

EC **Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 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 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.