

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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)

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

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

Name of Local Educational Agency or Equivalent:	Center Joint Unified School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Dudley Elementary
2. North Country Elementary
3. Spinelli Elementary
4. Oak Hill Elementary

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 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.

Expanded Learning Opportunities funds will provide before and after-school programming at all four elementary sites. Catalyst Kids ELO-P Services for transitional kindergarten and kindergarten students at Dudley Elementary, Spinelli Elementary, and North Country will be provided by Catalyst Family, Inc. Services for transitional kindergarten and kindergarten students at Oak Hill Elementary will be provided by Sunrise Park and Recreation (SRPD). Services for students in grades 1st through 3rd at Dudley Elementary will be provided by the North Highlands Park and Recreation Department (NHRPD).

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 CATALYST KIDS ELO-P Program, NORTH HIGHLANDS RECREATION & PARK DISTRICT, and the SUNRISE RECREATION & PARK DISTRICT provide enriching experiences that complement and support classroom-based instruction while aligning learning goals that support school-day learning without duplicating the instructional day.

The CATALYST ELO-P program components include:

Academic Enrichment Activities: A time for children to expand their school day learning. We provide a place, time, and materials for children to participate in hands-on activities that extend academic learning beyond the textbook and into the real world using the Catalyst Kids' Learning through Literacy Curriculum. In addition to academic enrichment curriculum we provide, the staff in our programs collaborate with the elementary school teachers to ensure that children are successfully completing homework and projects.

30 FIT: A time for all children to have access to 30 minutes of physical activity. Research shows that children need 30-60 minutes of moderate to vigorous physical activity to establish a healthy lifestyle. Catalyst's commitment to the whole child includes a commitment to personal wellness. The physical activity offerings are intended to provide vigorous movement by student choice and interest. These offerings include fitness and dance courses such as Zumba and intramural sports activities such as basketball, volleyball, soccer, and yoga.

Clubs: A time for children to delve into their interests and engage in project-based learning activities. Project-based learning (PBL) is an integral component of Catalyst's programs that provides students with opportunities to become leaders, critical thinkers, and problem-solvers. The PBL framework assures that all activities are engaging and relevant to students' lives. Clubs are based on big questions that children and staff co-develop based on their passions and interests leading to lifelong hobbies and pursuits.

Indoor/Outdoor Open Recreation: Our open recreation portion of the daily schedule gives children the freedom to select what they participate in and with whom. During this time, students may select from a variety of enrichments focused on creative expression, STEM, physical development, or leadership.

The NORTH HIGHLANDS RECREATION & PARK DISTRICT provides a safe environment for students to learn and play through recreation-based programming. Students will rotate through homework help, physical play, and educational enrichment modules.

Homework: During this 45-minute rotation, students, with the help of NHRPD staff, focus on homework. Students finishing homework before the 45-minute rotation is up may move on to other homework time activities. Those activities include reading quietly, completing math or writing worksheets, assisting/tutoring other students, or some activity/project related to their current school curriculum. All students needing additional time to complete homework will be provided with as much time as they need, as well as staff assistance throughout that extra time. *Homework time is not assigned in the before school program, but staff will check-in with any student who have assignments to complete.

Academic Enrichment: During this 30-minute rotation, staff lead students through an education activity, experiment, craft, or exercise based on a theme. These activities are hands-on and include aspects that align with school curriculum and can range from any number of topics including, but not limited to: STEM activities and experiments, fine arts, crafts, culture, technology, and literature. Staff aims to not only engage the students but challenge and encourage creativity as well. The Academic Enrichment rotation provides students with an experience of learning through multiple senses.

Physical Education: During this 30-minute rotation, staff lead a physical activity, team building, and support individual achievements. Each group begins this rotation with student led group stretches. After stretches, staff lead students through an active game, exercise, challenge, or activity. Typically, a different physical activity is themed each week, i.e. soccer, basketball, dodgeball, walking club, etc.

The SUNRISE RECREATION & PARK DISTRICT provides experiences for students to further explore concepts presented during the school day building on the lessons taught in class. SRPD will cater to the 5 senses and a child's unique learning style. Specialists will be available for collaboration and local vendors will be contracted to offer insight on subjects to further develop curriculum and offer an in-depth study and hands-on approach to curriculum for subject matter correlation.

3—Skill Building

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

CATALYST

Catalyst offers a balance of the required elements of ELO Programs – an educational and literacy element, and educational enrichment element, which includes fine arts, recreation, physical fitness, and career technical education. The academic enrichment curriculum for TK and Kindergarten, Learning through Literacy, is aligned with the California Frameworks and Foundations and Common Core Standards. In addition, there are many opportunities for children to develop their 4Cs of the 21st Century Skills (Collaboration, Critical Thinking, Creativity and Communication) within the different program components. Opportunities for child leadership development, healthy habits, science, technology, engineering, arts, and math are part of Catalyst's regular programming.

NORTH HIGHLANDS RECREATION & PARK DISTRICT

NHRPD staff develops plans and leads activities that encourage students to build valuable life skills like communication, team work, and independence. NHRPD recognizes that it is important that activities include aspects that promote peer dialogue and communication. Furthermore, mission of NHRPD is to be inclusive to all students, meaning that skill building may require different approaches based on a student's needs.

SUNRISE RECREATION & PARK DISTRICT

SRPD exposes students to a variety of subjects that correlate with S.T.E.A.M. Giving the students the ability to freely explore their environment, and offering classes and programs of all types so they may hone in on the activities they enjoy and will further develop their self-awareness. While most of the program will be student-driven, SRPD encourages students to try everything because they may not know what they enjoy or what they will accomplish. We establish their accomplishments at their comfort level.

4—Youth Voice and Leadership

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

CATALYST

Project-based learning (PBL) is an integral component of Catalyst's programs, especially within the Clubs component. It provides students with opportunities to drive their own learning, essentially becoming leaders, critical thinkers, and problem-solvers. The Catalyst ELO-P program is PBL driven and a balance of adult-led and child-led activities. Thus enabling children and youth to develop their leadership skills and share their voice.

NORTH HIGHLANDS RECREATION & PARK DISTRICT

Through daily informal observations, staff can observe the student's engagement level in activities and choose enrichments based on the student's interest as that encourages more learning and growth. NHRPD staff is trained to encourage students to give feedback and express their opinions. Students are provided many opportunities to gain valuable leadership experience through positive peer interaction, and student participation in daily routines (rule reading, activity set-up, staff assistant, etc.). Some specific examples of students' voices are: student feedback box, student leadership programs, providing choices in activities for students to decide, open and candid conversations when appropriate.

SUNRISE RECREATION & PARK DISTRICT

SRPD will encourage the staff and students to assess program development. Staff will meet weekly to discuss their overall thoughts and opinions with the program, the curriculum and anything else needing to be addressed. What would they like to see as part of the program? Keeping in mind the bigger picture of academic standards, each student will be given every opportunity to be heard. We will work closely with the school district staff to meet the needs of the students mentally, physically and emotionally. A Big Buddy program will be implemented so older students have the opportunity to work with younger groups and to offer guidance where they can.

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.

CATALYST

Each maintains a Health Manual to consult regarding Catalyst Kids policies and procedures and is supported by Catalyst's Health, Safety, and Nutrition Department.

To support children's social-emotional health while in the Catalyst program, staff develops relationships with children by implementing Search Institute's Elements of Developmental Relationships. Catalyst staff shows care by showing

that the children and youth matter to them; they challenge growth to push the children to keep getting better; they provide support by helping children complete tasks and achieve goals; they share power by treating children with respect and giving them a voice; and they expand possibilities by connecting the children with people and places that broaden their worlds.

Additionally, positive behavior support (PBS) is a tiered approach to support the social-emotional needs of all children and youth. The first tier promotes healthy social-emotional development for all children and youth through nurturing and responsive relationships and high-quality supportive environments. In addition to responsive relationships, Catalyst programs create supportive environments through shared and explicit expectations for behavior.

NORTH HIGHLANDS RECREATION & PARK DISTRICT

Staff is trained to educate students on the importance of making healthy choices and choosing positive behaviors. Each day, students see these behaviors modeled by staff through the participation of staff in daily activities. NHRPD's goal is to teach students a skill that they can do on their own time: i.e. yoga, dancing, meditation, etc. Other ways to encourage healthy choices are always including fruits and vegetables at Family Nights, and encouraging hydration. Healthy practices and routines are established and expectations are clearly identified and explained to all students from the first day of the program.

SUNRISE RECREATION & PARK DISTRICT

Students help develop the snack menu focusing on the major food groups. Each classroom has the opportunity to assist in preparing the snack (when applicable). Food will be served family or buffet style to encourage social development. When time permits, each class will assist in putting together the grocery lists for snack items. SRPD wants the students to realize they have the ability to make decisions that influence not only themselves, but those around them and those decisions can have a positive impact.

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.

CATALYST

Catalyst programs are committed to providing high quality, inclusive practices that focus on the child and their family. Robust research guides procedures for equitable access, and all services, regardless of physical, behavioral, social, or cognitive ability. Catalyst recognizes the rights of all people to participate fully and actively in a barrier-free environment. In addition, Catalyst embraces the legal expectations set by the American Disabilities Act and the Individuals with Disabilities Act. Catalyst believes that “inclusion in early childhood programs can set a trajectory of inclusion across the life course, making it critical that individuals with disabilities are included in all facets of society from birth” (Source: Department of Health and Human Services & U.S. Department of Education, 2015). Catalyst commits to programs that support the inclusion of children with different abilities. By providing equitable access to all children regardless of ability level, Catalyst supports the creation of a future for society that exemplifies social value of all its members. Catalyst programs promote the healthy development of all children with practices that include:

- High-Quality programming that focuses on strength-based social and developmental skills.
- Program leadership that reflects our commitment to inclusion and high-quality service to children and families.
- Collaboration between program staff, families, schools, and community partners.
- Accommodations that are appropriate and are provided in the least restrictive environment.
- Opportunities in training and technical assistance so that staff are comfortable with principles of inclusion, disability awareness, and creating accommodations.

Catalyst programs also implement highly effective inclusion strategies gained through professional development and agency partnerships. Partners include the California Department of Education, West Ed., Program for Infant Toddler Care, Center for Social Emotional Foundation for Early Learning, Search Institute, Center on Positive Behavioral Interventions and Supports, and Ages and Stages Questionnaires.

NORTH HIGHLANDS RECREATION & PARK DISTRICT

NHRPD provides access and opportunity for students with disabilities. NHRPD recruits and hires staff that reflect the community of the students served at Dudley Elementary School. Staff have diverse backgrounds and knowledge that help communicate with families in which English is not the primary language. Cultural diversity is explored, taught, and celebrated during the Academic Enrichment rotation throughout the school year. It is a priority of NHRPD to accommodate our programs to everyone's needs. If there is a barrier that staff are unable to break through based on their skills, our partnership with the school will help us bridge the gap.

SUNRISE RECREATION & PARK DISTRICT

Literature, play materials, art and other resources are aimed at creating a culture of acceptance and inclusion. Meeting the students at their level, finding out their interests and abilities encourages SRPD staff and students to gear the curriculum toward the subjects that matter most or are most relatable to them. Assemblies promoting inclusion are held for each classroom (contracted vendor). Students are offered a flexible environment where they can learn and experience in their own way and at their ability level.

7—Quality Staff

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

CATALYST maintains high standards for staff and invests in professional development, training, and other measures to combat turnover and increase retention.

Recruitment of quality staff: Teachers are required to have 48 college units in a related field or required to take the Instructional Aid Exam and provide a valid certificate. Recruiting efforts continue year-round to ensure a solid pipeline of qualified candidates are ready to be considered for vacancies as they occur. Our regional recruiters work closely with ELO-P site managers and Regional Directors to better understand each ELO-P site's unique staffing needs while prioritizing appropriate recruitment strategies. Candidates for employment complete a multi-phased interview process and are evaluated based on their education in child and youth development, classroom experience, and demonstrated experience that will equip them to serve as role models for the children in our programs.

Retention of quality staff: Retention of staff is a priority for our agency, as it helps ensure program stability and continuity of care for children. Catalyst provides competitive wages based on education and experience and numerous benefits to all employees. The compensation system includes annual salary increases and promotion opportunities. Catalyst provides ongoing professional development and focuses on career development through a performance management system and promotes open communication. Catalyst conducts staff satisfaction surveys and implements feedback accordingly.

Professional Development of quality staff: Catalyst Education Department provides ongoing and in-depth professional development opportunities multiple times a year, both virtually and in person. In addition, self-paced modules are available for Catalyst staff access. Employees are assigned internal, web-based training. Along with the staff development opportunities provided by our Education department, site-specific professional development is also planned that includes at a minimum, monthly staff meetings, that cover internal practices and program needs and

discuss health and safety topics. Staff are also provided weekly time together to plan curriculum, prepare the program for the children, reflect on their work including connections to the school day, take projects to a deeper level, prepare for special events, and assess the development of children. New employees can visit other Catalyst Kids ELO-P sites to be trained in curriculum, documentation, and giving feedback to peers. The new employee is also paired with a mentor teacher for questions, as well as a resource for additional ongoing performance feedback, and guidance.

NORTH HIGHLANDS PARK & RECREATION hires and trains part time staff as Recreational Leaders. When searching for potential staff, an essential characteristic is their ability to be a positive role model and mentor to students. In addition, a background working with youth, or working towards a degree that pertains to the position, (teacher, psychologist, recreation management, etc.) is preferred. Staff retention requires confident employees. NHRPD retains confident employees by hosting monthly NHRPD trainings, giving staff the tools they need to feel confident in the program. Such training include: safety, behavior management, administration, how to lead activities, etc. It is our mission to have consistent staff members who transition new staff. Lastly, staff complete a New Employee Orientation training within 90 days of employment that goes into extensive detail of NHRPD employee handbook.

SUNRISE RECREATION & PARK DISTRICT will supply ample qualified staff with experience in Early Childhood Education, to support low ratios for more one-on-one attention. SRPD aims is to create a staff as diverse as the students. SRPD encourages staff to share their interests and seek the interests of the students and gear lessons toward creating a program as diverse and inclusive as its students.

8—Clear Vision, Mission, and Purpose

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

CATALYST

Catalyst Family Expanded Learning Opportunities (ELO-P) Program includes afterschool enrichment programs for TK through sixth grade. Catalyst Family is a nonprofit agency whose mission, “We believe in providing responsive services for communities, families & children,” lies at the heart of everything.

The Catalyst Kids ELO-P Program creates enriching experiences for youth that complement and support classroom-based instruction whilst fulfilling the needs, interests, and skills of children. Catalyst is an inclusive program, respecting each other’s worth and uniqueness. Catalyst supports school-day learning and provides a variety of activities during ELO-P hours. Children are invited and encouraged to engage in homework, academic enrichment, clubs based on individual interests, and physical activity daily. Opportunities for child leadership development, healthy habits, science, technology, engineering, arts, and math are part of Catalyst’s regular programming. Catalyst site staff partners with elementary school personnel to align learning goals. Catalyst Kids ELO-P programs achieve this through a variety of enrichment programs in which the focuses can be various including:

Academic Enrichment Activities

30 FIT

Clubs

Indoor/Outdoor Open Recreation

Catalyst believes children should have opportunities to discover, explore and express their curiosity. Catalyst believes that children’s intelligence is demonstrated in many ways and that each child has a uniquely different learning style and temperament. Catalyst Family Kids goals for children include:

- Promote discovery, curiosity, and creativity via distinct enrichment programs.
- Support physical and social emotional development of children.

- Support and reinforce school day learning.

NORTH HIGHLANDS PARK & RECREATION

Having a positive working relationship with Dudley teachers, administrators, and parents helps address student needs. When a student is struggling with behavior or academics, staff intervenes as soon as possible to address and identify strategies to support students. Staff that work with the same students consistently can pick up on student performance patterns. If they notice that a student rarely has homework, the Site Coordinator will speak to the school to confirm that they are doing well in class. Daily communication with stakeholders helps to maintain engagement and keep the lines of communication open. Parents often express the importance of homework completion making it a focus for staff. NHRPD's mission is to provide children with a fun, enriching and educational before and after school experience through activities and under the mentorship of a supportive team. This mission is reflected in the program goals and objectives set by NHRPD for this program.

Goals:

1. Foster an environment where students learn healthy social interactions
2. Provide educational enrichment
3. Provide a safe and supportive environment for students
4. Help students discover and understand their individual talents
5. Represent NHRPD, CJUSD, and Dudley Elementary in a positive manner
6. Develop staff professionalism and good habits
7. Establish & maintain positive relationships with parents and school faculty

Objectives:

1. Students will learn how to interact with peers in a healthy and positive manner
2. Students will experience fun and educational activities that supports school curriculum
3. Students will feel safe and comfortable during the before and after school program
4. Students will discover their own unique skills and talents
5. Students and parents will experience NHRPD programs that are positive and enriching
6. Staff will learn and implement valuable professional skills
7. The Before and After School program will be viewed by parents and school faculty as an important tool in the social and educational development of students.

SUNRISE RECREATION & PARK DISTRICT

SRPD's mission is to provide interactive approaches to concepts presented in class to provide safe, comfortable environments designed to meet the social, emotional and developmental needs of the students we serve while involving them in an innovative and interactive way.

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.

Catalyst, North Highlands Park and Recreation and Sunrise Park and Recreation works in constant collaboration with district and school site administrators throughout the school year.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Catalyst employs Program Quality Managers (PQMs) that operate regionally whose sole responsibility is to ensure programs meet objectives set by Catalyst's education department. PQMs work closely with Regional Managers, conducting site visits to ensure that teachers are adhering to our methodology and consistently maintaining program quality standards.

PQMs conduct Center Quality Profiles visits to ensure that programs are meeting program compliance standards. During these visits, PQMs use an internal tool called the Center Quality Profile (CQP) assessment. Using the CQP assessment tool, PQMs provides technical support and strength-based coaching related to the development and maintenance of program quality and compliance initiatives to support center staff on delivering high quality, effective programs.

After each visit, assessments are reviewed between PQMs and Catalyst ELO-P site management. Recommendations are made to improve program quality, and improvements are implemented. Follow-up site visits are also scheduled to ensure said recommendations have been properly maintained.

Along with an internal CQP assessment tool, Catalyst implements the State of California DESSA-Mini to ensure quality. The Devereux Students Strengths Assessment-Mini (DESSA-mini) is a series of four, equivalent, 8-item behavior rating scales accompanied by an innovative Ongoing Progress Monitoring Form. DESSA-mini is part of a comprehensive system that supports universal screening, assessment, intervention planning, progress monitoring, and outcome evaluation in the social-emotional domain. It has been designed to help schools meet emerging social-emotional learning standards.

Catalyst staff members complete a DESSA mini on each child 2-4 times a year, then review group findings after every assessment period, set goals for desired outcomes and develop an action plan for achieving those goals, both for the group and individual children. Staff tailor curriculum activities to meet the social and emotional needs of children. The tool provides staff with poignant information to help identify children who are struggling and are at risk. Staff can then identify, and discuss with parents/guardians, and offer any additional support and services that may be needed.

NORTH HIGHLANDS PARK & RECREATION

Multiple evaluation sources will be used to assess the program as a whole as well as addressing strengths and weaknesses. The easiest and most frequent source is through daily informal observations. Staff work closely with students and develop positive relationships that give them an insight into what is working versus what is not. Feedback is generated through parent evaluations with a formal evaluation that can be submitted throughout the program. Staff are given an extensive review of the expectations of the Quality Standard and are provided a paper copy to review whenever they need to. NHRPD holds regular informal and formal training to help staff stay current on expectations. Once reviews are given, the Site Coordinator and Administrator review the feedback with staff and come up with a plan to execute changes.

SUNRISE RECREATION & PARK DISTRICT

The CQI is a survey sent to staff, parents, and students every trimester (or more frequently as needed). Each classroom has a suggestion box and suggestions are reviewed frequently by the administration.

11—Program Management

Describe the plan for program management.

Principal on Special Assignment will oversee the implementation of the ELO Plan and work with Catalyst, North Highlands Park and Recreation and Sunrise Park and Recreation and site administrators to ensure compliance.

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.

Not Applicable

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?

Contract language for all sites that are hosting TK and Kinder students is written for a classroom adult to student ratio of 10:1. Providers will recruit and staff based on this ratio. Catalyst Kids and Sunrise Park and Recs both currently employ staff that are qualified to work with TK and Kinder aged students on Center Joint Unified campuses. The district's paraprofessional entry test must be passed prior to being hired for the ELOP programs at all sites. Staffing ratios, attendance logs, and enrollment numbers will be communicated to the district by each provider in accordance with the language outlined in the contracts.

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.

CATALYST Sample Schedule: Dudley Elementary

School Hours

Mondays: (TK) 9:20AM-12:45PM, (K-6) 9:20AM-2:45PM

Tuesday- Friday: (TK) 9:20AM-12:45PM, (K-6) 9:20AM-3:35PM

Lunch minutes: 35

Breakfast Time: 8:50AM-9:20AM

ELOP Program Times: 7:20AM-9:20AM and 3:35PM-6:00PM

Mondays begin at 12:45PM for TK and 2:45PM for K-6

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.