

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Para Los Niños

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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. Para Los Niños Charter Elementary School
2. Para Los Niños Charter Middle School
3. Para Los Niños Evelyn Thurman Gratts Primary

### 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])

# Expanded Learning Opportunities Program Plan Guide

## 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/qualstandcqj.asp>.

California Department of Education  
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# Expanded Learning Opportunities

## Program Plan Guide

### **1—Safe and Supportive Environment**

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

The Para Los Niños (PLN) Charter After School and Intersession programs will be located at Gratts Primary Center (Transitional Kindergarten-2nd Grade), Charter Elementary School (Transitional Kindergarten-5th Grade), and Charter Middle School (grades 6-8). Students will have the opportunity to attend off-site events, such as camping, various arts lessons, museums visits and field trips provided by program and collaborators. Parents are responsible for transporting students to and from school sites. If students participate in field trips, parents must sign a consent form for each event. Safe transportation to off-site events will be provided via school buses. The bus companies used by PLN are fully insured and compliant with applicable state and local regulations.

A safe physical environment is essential to the operation of Para Los Niños programs. All PLN staff receive background checks and are not allowed to work with children unless and until all required clearances are completed along with orientation, mandated trainings and safety procedures. If volunteers are involved in school programs for more than 16 hours, background checks are required. Other volunteer requirements include a TB test, completed application forms, and a site logistics orientation. Volunteers are not allowed to be alone with any students; a PLN staff member will always be present. All site staff wear polo shirts with a PLN logo and badge to ensure easy identification to students, families, and other stakeholders. The student-to-PLN staff ratio for TK-K is 10-to-1; elementary schools is 14-to-1, while the middle school ratio is 20-to-1. Program staff closely supervise students at all times, whether on or off-site, and follow all safety regulations.

Each school site has an identical, comprehensive safety plan in place, and this safety plan will be followed in every Program. PLN staff are trained in school safety, identifying and reporting child abuse/neglect, and the policies and procedures governing the reporting of missing children. This training includes instruction regarding how to write clear and concise reports, and make timely, appropriate phone calls to report incidents to appropriate stakeholders or organizations, including Child Protective Service (CPS) and the Department of Children and Family Services (DCFS).

## **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 Program will meet the need in the community for safe, affordable, quality youth development programming that provides students with academic support and fun enrichment activities they would otherwise not be able to afford.

Academic components will be provided in small groups as "Learning Center" time to ensure student engagement. These interventions will include rotating Math, Science, Literacy, and Diversity programs, such as research-based KidzLit and KidzMath, Kidz Science, Mango Math, Zula Patrol, iReady, and Junior Achievement curriculum, as well as project-based learning. Students who need additional support will receive strategic tutoring in subjects including, reading, language arts, math, and science. These students will be provided homework assistance every day during allocated homework time. "Fun Friday" will replace the Learning Center and students will choose the activities.

Students will self-select from a menu of club-based academic and enrichment activities. This includes activities in visual and performing arts, music, cheerleading, painting, silk screen, health and fitness including sports, reading, yearbook, journalism, leadership, scrapbooking, arts and crafts, photography, science, fashion and self-expression. The clubs will not only teach students specific skills, but also give them opportunities to work on their social skills and teamwork abilities. Students have recreational time and end-of-day activities where they can choose from games, sports, exercise, or reading. Clubs will rotate every 5 weeks for 6 rotations; during the school year (Charter Middle School only) and rotate every 3 weeks (entirety of Program) during the summer (all sites). Students have opportunities to participate in field trips year-round.

\*All activities are also implemented during intersession programs.

## **3—Skill Building**

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

The Para Los Niños Program will provide students with activities to help them master 21st Century skills essential for success in today's world, including learning and innovation (critical thinking, communication, collaboration, and creativity); life and career skills; and information, media, and technological skills. Students will engage and master these skills by strengthening knowledge in core subjects.

The PLN Program will emphasize the mastery of Science, Technology, Engineering, Art, and Math (STEAM) skills. Activities will focus on, but not be limited to, visual arts, physical movement, music, drama, dance, performance, robotics, coding, engineering, and design which will prepare students to enter a college-track curriculum in high school. Many

students are English Language Learners, and it is extremely important that they master both pathway skills and academic language in all content areas, including science, to be college-ready and technologically prepared to enter the ever-evolving 21st Century STEAM fields. A program, Digital Dragon will be incorporated into each program as it will introduce students to robotics and coding, utilizing the world of digital canvases and LEGO robotic kits while preparing to compete in a LEGO school wide competition. Other programs implemented such as Drone Block will teach STEM and the real-world application of drone technology through apps, drone coding curriculum and simulator. Another program Stemfinity is the cross-curricular STEAM solution for primary education engages students in hands-on investigation of STEAM concepts while contributing to literacy, math, and social-emotional development. EVERFI is connecting learning to the real world by delivering research-backed education with a measurable impact.

The Para Los Niños Program's emphasis on embracing diversity, including its once-weekly Diversity and Culture activities during Learning Centers, aligns strongly with the 21st Century theme of global awareness. A variety of additional Program activities will address Financial, Economic, Business, and Entrepreneurial Literacy (such as Junior Achievement).

Embedded in all 21st Century Learning are social emotional learning skills (SEL). PLN implemented the practice of 'Council' - bringing people together in a community circle for candid, heartfelt conversations to develop SE skills needed to positively engage in their communities. SE development requires children acquire and apply knowledge and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy, establish positive relationships, and make responsible decisions. Regular practice of Council strategies in the Program will deepen relationships between students and adults, leading to a connected and empathetic learning environment. Staff from all three school sites will engage in monthly Council practice, gaining experience they can apply when working with Program students.

#### **4—Youth Voice and Leadership**

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

The Para Los Niños Program will provide students with age-appropriate, structured opportunities to provide feedback, assist in planning program activities, and assume positions of student leadership. An Afterschool/Summer Student Advisory Council, separate from the schoolwide Student Council, will operate at Charter Middle School (grades 6-8) and Charter Elementary School (restricted to grades 4-5). Students in lower grades, including grades Transitional Kindergarten-3 at Charter Elementary School and all grades (Transitional Kindergarten-2) at Gratts Primary Center, will have the opportunity to participate in an Afterschool/Summer Student Circle at their Program sites.

The Student Advisory Council or Student Circle, Site Supervisor, and Lead Teacher will meet monthly (separately for each group) during the End of Day activity block to share

feedback on Program implementation since the previous meeting. The discussion will be developmentally appropriate for each group. Topics will include the success of special activities and events, behavioral or safety incidents, satisfaction with the enrichment activities and academic interventions and supports, new program policies or procedures, and "open mic" time. The Site Supervisor and Lead Teacher will share information and solicit student feedback and suggestions regarding program needs that must be addressed. In addition, they will discuss what is being planned for the Para Los Niños Program in the upcoming months, such as new clubs or community partnerships. Participation will be open to all interested students who may sign up or be nominated by Program staff/peers.

To promote student engagement, students will have an age-appropriate opportunity to work alongside staff in areas of helping distribute snacks, setting up activities, and helping to plan and set up for special events.

In order to focus on small group leadership opportunities Girl Scouts is implemented across the three programs. Girl Scouts prepares our girls for a lifetime leadership, success, and adventures. Girls are inspired to discover their talents and passion in a safe supportive setting gain important skills in four areas that form the foundation of the Girl Scout Leadership Experience - STEM, Outdoors, Life Skills and Entrepreneurship.

At our elementary and middle school we offer a Boys Group, where students participate in various activities in the areas of youth development, leadership, character building, service learning, teambuilding exercises and restorative circles. All activities are led by PLN afterschool staff.

## **5—Healthy Choices and Behaviors**

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

The Para Los Niños program will adhere to the organizational school wellness policy. Students will be provided a nutritious supper meals on each program day which will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. Program activities will comply with each of the policy's overarching guidelines: 1) all students will have opportunities, support, and encouragement to be physically active on a regular basis; 2) food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, and 3) PLN will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity and establishes linkages between health education, school meal programs, and related community services.

The PLN school wellness policy states "After-school programs and enrichment programs will provide and encourage, verbally, and through the provision of space and equipment, activities that promote physical fitness." The PLN program will provide numerous

opportunities for students to be physically active, through recreational time and clubs. Students will have enough physical activity opportunities to meet the national recommendation of 60 minutes of physical activity per day. Program staff will be trained to incorporate brief physical activity into classroom activities as appropriate. Alternate or modified physical activities will be provided to accommodate students with disabilities. The PLN program will comply with the policy's recommendation that at least one-third of program time be allotted for physical activity, of which 50% should be spent in moderate to vigorous activity.

On the recreational and physical fitness aspect the program will offer the following programs; Fulcrum Adventures and Gopher Sports. Fulcrum Adventures provides students with a variety of experiential workshops, giving students hands-on opportunities to solve problems, make decisions and take carefully designed risks, both individually and as a team. Team-building and leadership activities are also a component and implemented through a variety of outdoor and indoor activities. Gopher program teaches students how to develop healthy lifestyles, motor skills, movement knowledge, and social and personal skills during physical education classes.

Clubs with nutritional education components will include Small Bites, a curriculum that gives students the opportunity to connect math, language arts, and science concepts to hands-on nutrition lessons. Each lesson focuses on a nutrition concept and a classroom friendly snack recipe. Teachers are provided with nutrition training for teaching Small Bites. Each lesson provides extension activities that support the Common Core State Standards (CCSS). The goal of Small Bites is to introduce students to basic nutrition and teach them to make their own healthy snack.

Para Los Niños ensure that all students are provided with nutritious meals and/or healthy snacks during all intersession programs. To establish healthy nutrition and reinforce healthy choices, the composition of these meals will meet the U.S Dietary Guidelines for Americans.

## **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.

Para Los Niños will create an environment where students experience values that embrace diversity and equity, regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. PLN will use multiple strategies to create this environment at each Program site.

To ensure community accessibility to Program information, including site addresses, Spanish- language flyers will be posted in areas where the target population congregates, including schools, libraries, homeless shelters, government offices and community

organizations. As with past after-school programs, Para Los Niños expects to receive student referrals from many sources, such as other local community organizations, governmental agencies, public and private schools and community partners. Many referrals are received through word-of-mouth, which speaks to the high level of satisfaction from current after-school program participants. Close relationships with regular school staff ensure that students most in need of academic support are encouraged to enroll in the Program.

Para Los Niños program information will be communicated to students via Class Dojo, digital platforms, social media, newsletters, posters, presentations, assemblies, and the website. During presentations and assemblies, students and families already involved in after-school programs will share some of the activities or skills they have learned or completed to encourage diverse participation. A revised schedule of new clubs and popular returning clubs will be provided each semester to keep students interested and expose them to new ideas. The Site Supervisor will work with teachers to assure development and implementation of a holistic, anti-bias, and age-appropriate curriculum for all students. All PLN staff are required to demonstrate a belief in, and ability to develop, respectful relationships with children and families marked by sensitivity to the students' cultural and socioeconomic characteristics. They are also trained in planning and implementing interest-based club choices for students, making program activities intriguing for children to join. Celebration of diversity will be a recurring theme embedded in regularly scheduled Program activities.

Para Los Niños program will be open to all PLN students regardless of membership in a special population or the existence of other barriers. Program staff will be aware of students who may need additional assistance or modifications to participate in program activities and will be trained to effectively work with special populations.

The Special Education (SPED) team will create presentations for program staff to review, discuss, and advocate for students with special needs. SPED staff will review Individual Education Programs (IEPs) with personnel as needed and ensure student needs are being met. If applicable, alternate, or modified physical activities will be provided to accommodate students with disabilities. Special transportation will also be available as needed, such as wheelchair-accessible school buses or vans.

## **7—Quality Staff**

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

PLN is committed to maintaining and supporting a well-trained, equipped, and versatile staff that embraces agency goals, objectives, and the vision of, "Closing the achievement gap for children in poverty." A staff growth and training development implementation plan, including a comprehensive new employee orientation, allows staff to feel safe, supported, coached, and comfortable at work. This plan increases employees' knowledge about their



jobs, developments in the industry, refreshes skills, revitalizes energy, and helps them complete tasks more efficiently.

All programs receive the same vital training and workshops. At times, due to maintaining three different programs and services with different grade levels, each site has its own training requirements. Since the Elementary and Primary center are licensed school-age care programs through Community Care Licensing, they have different requirements for staff, training, and facility items. Training is organized by the Program Director, Coach & Staff Development Specialist (CSDS), or each Site Supervisor and are more specific to the site level. Training for Site Supervisors and/or management staff are organized by the Program Director. Staff training is also provided by human resources. Training is conducted by agency experts as well as outside professionals and other organizations considered experts in the field.

All teachers have a designated planning time on Fridays. Curriculum materials are available during planning time. Site supervisors, lead teachers and coaches are available for support as needed. Teachers are observed implementing activities once a month. Managers use an observation form, and then meet with staff to discuss and debrief on the activity conducted. A debrief observation template supports the process. Other forms include the activity planning tool, activity planning template, and teacher observation criteria guide.

## **8—Clear Vision, Mission, and Purpose**

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

We believe in the children, youth, and families we serve. Our model fosters pathways to success through excellence in education, powerful families, and strong communities for children and youth to thrive.

Para Los Niños continues to serve L.A.'s neediest children and families, placing education at the core of our work. In keeping with our original mission to help children thrive, our model – of early-education, TK-8th grade education, youth workforce services, and family and community services – provides a comprehensive, holistic approach to break the cycle of poverty and help children, youth, and families reach their full potential.

PLN will address these needs - 1. Chronic absenteeism; 2. Poor behavior and social-emotional deficits; 3. Poor academic achievement; and 4. Family engagement - by providing the PLN Program to 500 students at three schools. The PLN program will be offered at all three school sites offering a schedule of comprehensive services to target the identified needs of students and families, including: 1. Academic intervention and support; 2. Academic and extracurricular enrichment activities; 3. Family engagement events.

Para Los Niños will be offered free of charge to all eligible students, and is designed to support the following purposes:

- Academic support programs to serve diverse learners in their growth and achievement of grade-level standards.

- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts forms (dance, music, theater, visual arts, media arts).
- Health and fitness opportunities focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports and games.
- STEM programs that will help students become creators and innovators who can think critically, collaborate, and communicate effectively.
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured.

## **9—Collaborative Partnerships**

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

The Para Los Niños after-school and intersession program will make academics the focal point for all activities. This ensures a seamless integration of the after-school program with the regular curriculum and staffing. After-school teachers share the same classrooms with general education teachers, allowing collaboration and lesson alignment. Program teachers will arrive early to converse with general education teachers about what is being covered that day and to share lesson plans.

Para Los Niños will partner with many external organizations and programs to provide students with a variety of arts, music, and other educational enrichment activities. The activities provided by PLN's longstanding collaborative partners will form a crucial part of the Program's curriculum and encourage youth to engage in creative expression, community service, and other activities that will positively impact their development.

Partner Agencies that will actively contribute to the PLN program include:

- United in Harmony: Students will be provided with leadership modules, special events, and an estimated six field trips to explore museums, theater, cultural events, parks, and beaches during the program's afterschool component. In addition, they will provide summer and winter camp overnight experiences.
- CHISPA© : This national network of science museums and after school programs, affiliated with Unidos US, works to build stronger communities and increase the engagement of Latin children and their families with science and local science resources.
- Junior Achievement of Southern California: Students will learn about entrepreneurship, financial literacy, and work readiness through experiential, hands-on programs.
- Young Musicians Foundation: An estimated 400 students will receive weekly music instruction onsite at PLN through the Music Mentors Program.

- Digital Dragon Robotics: Instructors will utilize Lego Mindstorms EV3 kits to guide students through basic robot engineering and programming onsite at PLN.
- Inner City Arts: Provides various arts education components; twice a week, for 8- to 10-week sessions, students and staff work with our professional teaching artists, focusing on a specific art form—visual arts, ceramics, music, dance, drama, digital photography, and animation.
- Common Threads: will provide Cooking Skills and World Cuisine, Small Bites (teachers will be trained to deliver this program), and Family Cooking Class, which will teach nutritional education and cooking skills to students and families

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

The Para Los Niños Program strives for quality and continuous improvement. PLN is highly committed to the quality improvement process for expanded learning programs. In the measures and evaluation process, a variety of assessment methods will be conducted to collect and analyze data to assess how student needs are met in math/ELA academic achievement, chronic absenteeism, poor behavior, suicide threats, and family engagement and support issues related to poverty. The Program uses the California After School Quality Self- Assessment (CAN-QSA), approved by CDE, to gather information and evaluate all aspects and components of the Program. This tool will assess and generate an action plan identifying areas of improvement. The periodic review for the program plan will take place every Spring. The evaluation team meets to discuss yearly goals, what worked, and what needs to be changed for the next school year. Program policies, procedures, activities implemented, partners, and collaborators are evaluated.

PLN will use school-site, local and state evaluation data, including surveys, focus groups, parent/community/business advisory councils, and student input to assess student progress. Data will be used to refine, improve, and strengthen after-school and intersession programs. For example, PLN compares standardized test results quarterly to determine how its students compare with others and whether they require additional assistance in Math, English Language Arts (ELA), or other subject areas.

Several other measures will be used to gauge student progress and success. These will be language assessments, assessments of cognitive abilities, and state core academic assessments. Assessments include: the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California English Language Development Test (CELDT), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Furthermore, data on families, including measures of parent and family satisfaction, will be collected. These measures are useful to monitor Program implementation success and are administered on a regular basis.

## **11—Program Management**

Describe the plan for program management.

Managers for Para Los Niños at all levels will participate in weekly, bi-weekly, and monthly meetings with other program leaders to review Program logistics, discuss new items in the field, review policies/procedures, and plan professional development. Coaching sessions for site supervisors will occur twice a month. One session involves the Coach & Staff Development Specialist (CSDS), and the other one involves the Program Manager. The Director also meets with the CSDS and Manager for coaching sessions.

Managers at all levels will also attend leadership conferences and workshops as needed. Other professional development for managers includes training from agencies such as: Los Angeles County of Education (LACOE); BOOST Conference; California Afterschool Network; CAL Sac (training institution); and UnidosUS. Internal training includes site-level program assessment for purposes of program improvement, time management for supervisors, leadership modules, program management, harassment prevention for managers, working with adult staff/volunteers, workers compensation, and emergency procedures.

The Para Los Niños program will have the following organizational structure:

CEO - will have ultimate responsibility for the fiscal and programmatic implementation of the Program.

Vice President of Student Success: The VP of Student Success will oversee the Director of Extended Learning (Program Director).

Director of Extended Learning (Program Director): The Program Director (PD) will oversee the PLN Program and will oversee the Program Manager, Coach & Staff Development Specialist, Operation Coordinator and the Family Engagement Coordinator.

Coach & Staff Development Specialist: The Coach & Staff Development Specialist (CSDS) will work in conjunction with the PD, Program Manager, and Site Supervisors in coaching staff and development training models for the PLN Program.

Program Manager: The Program Manager (PM) will direct, supervise, and administer the PLN Program in a manner that is consistent with best practices, as well as contractual and licensing requirements. Together, the CSDS and the PM will oversee the three Site Supervisors, each of whom will be placed at one Program site.

Family Engagement Coordinator: The Family Engagement Coordinator will oversee family engagement activities, parent meetings, events and workshops.

Operations Coordinator: The Operations Coordinator will support in the general day to day operations of logistics, program activities and compliance procedures along with food service program.

Site Supervisors: Each Site Supervisor will ensure that the PLN Program provides for the academic, social, and emotional growth and development of Program participants. They will supervise the Lead Teachers and Associate Teachers at each site and oversee all program activities provided by all staff.

Lead Teachers: Under the supervision of the Site Supervisor, each Lead Teacher will contribute to the planning, development, coordination, and delivery of the PLN Program. The Lead Teacher will support the Site Supervisor with all activities provided by Program staff and will also be responsible for enrollment packages, greeting and assisting families and other visitors, and conducting clerical support or other duties as assigned.

Associate Teachers: Under the supervision of the Site Supervisor, each Associate Teacher will be responsible for the supervision and planning of large and small group activities according to participants' needs, interests, and individual development.

Administrative Clerks: Under the supervision of the Site Supervisor, the Administrative Clerks will perform general clerical duties to support the Program.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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 support enrichment programs; afterschool, during the summer, and during intersession days. ELO-P funds will be used in combination with ASES and 21<sup>st</sup> Century funding to move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the program and increase service offerings in academics, enrichment, STEAM and wellness and allow students to participate based on their needs and interests. By increasing access to educational and enrichment services, it will enhance our programs mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our students. Our partnerships will allow for students to gain access to academic support, experiential learning opportunities in science, STEAM-integrated activities, visual and performing arts, cultural awareness, social-emotional learning and educational and exploration field trips. ELOP funds will also be used to fund personnel, curriculum, instructional materials, and supplies for the afterschool, summer, and intersession ELOP Programs.

## 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?

The Transitional Kindergarten and Kindergarten (TK/K) program are integrated within Para Los Niños educational program and are staffed with appropriately credentialed teachers, and instructional aides during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to staff ratio that will not exceed 10:1. School day staff in combination with After School Program staff will serve students in Transitional Kinder and Kinder. Specific training for the After School Program staff serving Transitional Kinder and Kinder will be provided through professional learning during professional development days and as needed throughout the year. Developmentally appropriate curriculum will be created and provided for the TK/K program and include literacy enrichment and other various components. Afterschool programs will be offered until 6:00 pm to ensure high-quality enrichment and care programs are made available to Transitional Kindergarten and Kinder students through ELOP funding.

## 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.

### **Intersession Schedule 7:30-4:30 (9 hour days)**

7:30-7:40 am	Arrival and Sign-in (Attendance)
7:40-8:05 am	Breakfast
8:05-8:40 am	Team Building Activities (SEL)
8:40-9:40 am	Academic Enrichment
9:40-10:25 am	Theme Activities (Theme of the week)
10:25-10:45 am	Outdoor Recreation
10:45-11:45 am	Clubs
11:45-12:15 pm	Lunch
12:15-1:15 pm	Learning Centers
1:15-2:00 pm	Interactive Games
2:00-2:20 pm	Snack
2:20-3:20 pm	STEAM

3:20-4:15 pm	Theme of the day (Diversity, Leadership, Art, Music, Dance)
4:15-4:30 pm	Regroup
4:30 pm	Dismissal

### **Transitional Kinder and Kinder Schedule**

#### **8:00-2:00 Instructional School Day**

8:00-8:20 am	Welcome
8:20-9:00 am	Learning Academies
9:00-9:30 am	Phonics/Literacy
9:30-9:50 am	Recess
9:50-10:35 am	Math
10:35-11:15 am	PE/Read Loud/Centers
11:15-11:25 am	Transition
11:25-12:10 pm	Lunch
12:10-12:40 pm	Quiet Time
12:40-1:05 pm	Large Group
1:05-1:25 pm	Small Group
1:25-1:50 pm	Centers
1:05-2:00 pm	Dismissal

#### **2:00-6:00 After School Program**

2:00-2:10 pm	Sign-in (Attendance)
2:10-2:30 pm	Quiet Time
2:30-3:00 pm	Thematic Activities
3:00-3:30 pm	Outdoor Recreation
3:30-4:00 pm	Supper
4:00-4:50 pm	Learning Centers
4:50-5:20 pm	Homework Time
5:10-5:50 pm	Clubs (Centers)
5:50-6:00 pm	Clean-up & Dismissal