

Lighthouse Charter School Expanded Learning Opportunities Program Plan Guide

Prepared by:
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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 seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: River Charter Schools

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Contact Title: Superintendent

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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. Lighthouse Charter School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:
Review/Revision Date: May 12, 2025
Review/Revision Date:

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Expanded Learning Program (ELOP) is offered at Lighthouse Charter School, grades TK-8th. This program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Staff use classrooms and MPR to provide safe learning environments that are regularly maintained by the district. The program will incorporate elements such as adequate space indoors and outdoors for program services. Our partners will follow school guidelines and protocols to promote safety at all times. ELOP staff are in charge of creating indoor activities (homework, tutoring, enrichment, art and crafts). The multi-purpose room (MPR) and blacktop is used for outdoor activities such as sports and PE with the team. The safety guidelines and rules that the school implements during the day, apply for the after school program and ELOP days to ensure consistency.

The staff is trained to teach and lead activities inside and outside the classroom. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The students are treated in a respectful and fair manner by modeling appropriate behaviors of mentors and teachers when leading activities with students. Exposure to caring relationships with positive role models. Opportunities to engage in meaningful participation and contribution, and the communication of high expectation messages. The staff also does daily Social Emotional Learning (SEL) check-ins and supports students in a positive way to build positive relationships. The sweat coaches work with students doing activities for personal growth and SEL lessons.

2—Active and Engaged Learning

Explain 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 Expanded Learning Program provides daily opportunities to actively engage in learning, by implementing meaningful and high-interest curriculum and activities developed by the ELOP staff and school leadership to promote collaboration, communication, critical thinking, community engagement and fun. Staff members work to support student success by fostering close connections with both parents and instructional day staff, and regular communication with classroom teachers and other school staff.

ELOP staff will make it a priority to maintain weekly communication with school administrators to plan the lessons and activities for the week. They will do daily check in for feedback, discipline and support. The proposed activities will promote positive youth development through a focus on holistic skill-building, social & emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities. The proposed activities focus on English Language Arts, Math, Science, Tutoring, PBL and Arts & music and Enrichment with the ultimate goal of closing the learning gap.

Academic support provides students with small or one to one support for those who have higher academic needs or require more time to complete their school work to close the learning gap. The homework support is expected to be quiet and organized, with clear and consistent expectations, and a system students can use in order to continue working while waiting for help with some aspect of their homework. A variety of options are available for students who do not have homework, such as silent reading, journaling, or enrichment activities. Program Leaders are expected to provide active supervision, with staff helping students focus, helping them organize their work, and providing both individual and group help as needed. ELOP Staff check in with regular teachers for homework assignments.

The after school program staff plan high quality physical activity lessons daily for grades TK-8th. The students receive every day 60 min of moderate to vigorous physical activity in an organized setting outdoors and indoors. The ELOP program requires all students to participate in physical activity and nutrition education programs with healthy habits designed for TK-8th grades in an after school setting.

The commitment to serve the students better requires constant communication with teachers, SPED team, paraeducators and administrators to get input to ensure

alignment with the regular class to best enhance students' academic achievement and positive youth development over the summer ELOP. To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL). This school year we offered ELOP sessions in the month of October, November, January, February, May and June to provide multiple opportunities for students to receive the extra support needed to close the achievement gap. The recruitment and enrollment phase will ensure that all students and families are informed about the program being offered on site and will give equal opportunity for all students to participate.

Attendance (ADA) Recovery Plan:

LCS will operate attendance recovery programs as part of its Expanded Learning Opportunities Program to re-engage students who have experienced chronic absenteeism and to provide targeted academic and social-emotional support outside of core instructional hours.

Program Structure and Operation:

- Attendance recovery will be offered after school and during intersession periods in alignment with the school's expanded learning schedule.
- These sessions will incorporate both academic intervention and enrichment activities, aligned with grade-level standards and designated to build student motivation, skill development, and school connectedness.

Participation Monitoring and Audit Compliance:

- Each attendance recovery classroom will be staffed by credentialed LCS teachers.
- Teachers will document each student's participation hourly during attendance recovery sessions.
- LCS will maintain detailed participation logs and provide access to documentation during the school's annual audit, as required by law.

Staffing Ratios:

To ensure high-quality, responsive programming:

- TK/K classrooms will maintain a 10:1 student-to-staff ratio.
- Grades 1-8 will maintain a maximum ratio of 20:1.

Targeted Student Engagement:

- Students identified as chronically absent or at-risk of academic failure, particularly unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), will be prioritized for participation.
- Program content and activities will be structured to rebuild attendance

habits, increase engagement, and address unfinished learning. This attendance recovery model ensures that LCS is using ELOP funding to effectively support students' educational access, consistent with the program's requirements under EC 46120 and related guidance.

3—Skill Building

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

The Expanded Learning Program educational plan includes academic support, enrichment, including the arts, music and physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Homework assistance is provided Monday through Friday to help students meet grade-level standards. Academic tutoring for Math and ELA is provided for students who need extra support in those areas. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group and individual tutoring. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. The school is excited to bring outside vendors to do assemblies for the entire school to promote a sense of belonging and positive school culture. Our district is open to bringing various partners that will support and align with the district vision and mission to better support our students.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Expanded Learning Program consists of TK-8th grade, they are put in groups by grade level and led by 1-2 adults. Students input is important and helps the school design a program that students enjoy and feel part of by giving their input. Students will be regularly consulted as part of the program development. As the program continues to develop, program leadership will work with students to understand their academic and social emotional needs to provide programming that is interesting and engaging to students. Students will also be part of service learning projects during the program. These might include campus beautification, gardening, working with local non-profits and older students working with the younger students on academic subjects in the classroom. Students have roles during after school hours and ELOP days. They are leaders by walking younger students to their classes and taking them to the MPR for snacks. They also help handing out snacks and supporting staff in the classroom.

Staff help build student leaders and voice by encouraging fair play, supportive team building, and active participation. They build leaders through movement and encourage them to use these skills and their voice outside of the program.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our ELOP health and wellness programming promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. This wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities.

Healthy practices and program activities include the following:

Physical Activity: Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours.

Physical activity programming will include activities that are designed to help students:

- 1) Enjoy and seek out physical activity;
- 2) Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;
- 3) Develop and maintain acceptable levels of physical fitness; and,
- 4) Develop the ability to get along with others in a movement environment. Students learn to work as a team and collaborate together to reach shared goals.

Nutrition Education: Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out of school hours. Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA). The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

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.

Include how the ELO-P will provide access for students with disabilities.

Lighthouse is an equal opportunity employer that actively recruits and hires staff that reflects the community of the students we serve. All staff and coaches are proud to prioritize inclusiveness and sense of belonging. Our specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them 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.

Our district is committed to serve families with students who are low-income, foster youth and/or English language learners. Every effort will be made to hire sufficient numbers of staff to meet the need, while also maintaining a high-quality program and the required staff to student ratios. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served.

7—Quality Staff

Staff Engagement

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

Lighthouse ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. And will also work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise.

Lighthouse will also identify a lead staff member to oversee the management of our program. The Director of Expanded Learning will design and guide staff development in support of expanded learning. The Expanded Learning Coordinator will manage and support their school site team with the implementation of the program and staff development. Staff will have clear titles and responsibilities, and receive a competitive salary.

The after school staff and the coaches all come from a diverse background with varied professional and personal experiences. They all share a commitment to working with a diverse group of youth and building skills to help them currently and in the future. Our coaches embody a multiracial and multi-age group of staff. Some of their backgrounds include:

- Mindfulness
- Coaching
- Media
- Early childhood education

- Elementary and middle school education
- Physical fitness trainer

Most importantly the students get a chance to interact with all staff through learning, fitness, and enrichment activities such as art, crafts and music.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Education and Experience

A combination of education and experience that demonstrates the knowledge and ability to work effectively with students is required. Typical qualifications include:

Education/Training: Candidates are preferred to meet the Paraeducator requirement

- Completion of two years of study (48 semester units) at an institution of higher education
- Possession of an associate's degree or higher
- Successful completion of a qualifying paraprofessional assessment

Experience: Prior experience working with school-age children in an educational setting is preferred

Certification: CPR certification is required

Pre-Employment Requirements

All instructional aides must complete the following prior to their start date:

Background Clearance: Criminal background check through California State Licensing and a clear TB test.

Training: CPR and First Aid certification

Staffing and Ratios

LCS maintains appropriate staffing levels to meet required ratios. Substitute staff are available.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Lighthouse provides an orientation at the beginning of the school year where the staff is presented with the vision of the program and goals for the school year. The staff is trained on how to build relationships with the students and families, skills on how to work with the students with homework support, how to communicate with others and ask for help. They are also trained on PBIS and encouraged to use this approach when it comes to disciplining the students.

The current ELOP Coordinator has biweekly or monthly check in to address areas of strength and concern specifically in regards to staff development. The coordinator is out at least 3 times a week, observing, supporting, and modeling best practices around management, discipline, engagement, and communication.

8—Clear Vision, Mission, and Purpose

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

ELOP's vision is to provide a high-quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our partnerships. And continue with exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond. Enriching Arts programs that offer students exposure and access to visual and performing arts. Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports. STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated.

Our Attendance Recovery program will work in conjunction with ELOP to help provide more opportunities for students to engage in instruction after an absence.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Lighthouse will continue to partner with several of our educational partners to provide exceptional services for our students. We have partnerships with outside partners to bring more resources and knowledge to our students. The ELOP staff provide a wealth of experience in healthy habits, physical fitness, SEL and mentorships. The BMX anti-bullying team was part of a school wide assembly that brought all the students together to witness a show that requires discipline, perseverance and lots of practice to get good habits, work hard to be someone in life. These partners have been working with our students for the past several years and will continue to work with our students as part of the ELO-P program. Our school partners with multiple vendors and explores new innovative ways to bring resources to our students and continues growing to attract students to participate in these programs on a consistent

basis for the full program time.

Additionally, PTC and English Language Advisory Councils (ELAC) and PAC from each school meet regularly and are encouraged to include the after school program as a discussion item. Site administrators are encouraged to provide each committee with an update on program attendance and provide opportunity for recommendations or concerns.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Existing community partners resources are available to ensure a coordinated and comprehensive support network for students and families. This partnership is essential for informing the community of program progress, communication about important issues, and addressing partner concerns. Meetings occur regularly between established partners to review progress, address any current issues and improve the quality of the program putting students first.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

A variety of measures of student success are monitored including school attendance, ELOP staff, parents, and administrators. The program goal is aligned with the regular school day and takes an ongoing collaboration and communication with all stakeholders. LCS and partners collaborate to ensure continuous quality improvement of the program and revision of the program plan as needed to meet program goals, reflect on evolving needs and to identify and expand best practices.

The administrative team plans on meeting multiple times through the year to check in about staffing, student needs, curriculum, student interests, and efficacy of the program. We plan on reaching out to parents to get feedback and engage students with shared interests. The school leaders and team do weekly check-ins to discuss important topics to improve the program and support students' needs.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The site administrator(s), or designee, are in charge of running the After School and ELOP program with guidance and direction from the Principal. The site administrator, or designee, is in charge of managing the day to day operation including ASP staff and monitoring the Sweat coaches. Administrators have weekly/daily check-ins with ASP ELOP staff in a consistent part of the conversation. We discuss what is going well, areas of growth, and potential future directions our program could take. The site administrator(s), or designee, have multiple informal check-ins with the staff. Finally, the site administrator, or designee, works closely with the Lighthouse After School staff and the cafeteria support. These personnel are in charge of signing students in and out, preparing a balanced supper, and serving students a nutritious meal.

Our overarching goal is that we work to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment support. River Charter Schools plans to partner with our ELO-P program providers to close gaps in academic achievement and motivate our students to succeed. Program operations are overseen by the Director of Expanded Learning and site administrators.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The 2024-2025 budget for ELOP was \$304,000. All ELOP salaries, outside vendors used during after school and intersession, as well as, supplies used during ELOP are paid out of those funds.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Lighthouse Charter School follows CSAM and associated regulations in tracking all related activities specific to each school site and has specific accounting procedures to track the revenues and expenses through Edstruments according to the applicable requirements. Regular meetings with our Fiscal Compliance Analyst and Charter impact ensure that we are staying within our budget and spending money appropriately.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509;

EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

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

N/A

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. (See [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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio. We will intentionally staff our program to maintain the required ratios. In addition, River Charter Schools has prior experience offering a high-quality afterschool and summer program. We will use the lessons learned from this program to inform the staffing and design of our ELOP program for our youngest learners.

Sample TK School Day Schedule:

7:30-8:25 Drop Off & Breakfast/Recess

8:30 Instructions Begins

8:30 - 9:10 ELA

9:10-9:25 Recess

9:30-10:05 ELA/ELD

10:05-10:30 Math

10:30-11:25 Art

11:30-12:10 Lunch & Recess
12:10-12:55 SS/SCI/PBL
12:55-1:00 Clean up
1:00-1:10 Transition to ELO-P
1:00-1:30 Snacks/Recess
1:30-2:00 Nap Time
2:00-3:10 Stations
3:10-3:45 Snacks/Recess/Clean up
3:45-4:50 HW/SSR/Math
4:50-5:00 Clean Up
5:00-5:30 Board Games
5:30-6:00 Clean up
6:00 Dismissal

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Our ELOP program is proud to partner with various partners to provide the following high-quality child care and expanded learning opportunities at no cost to our TK-8 families. We provide a high-quality program designed to support and enhance your child's learning in school while also providing new and expanded learning opportunities that not only contribute to their academic success but also to their overall health and well-being. All staff work closely with your child's teacher to ensure homework is getting completed and the child is progressing at school. In addition, the program includes a tutoring and fitness component focusing on cooperative group games and cardiovascular health as well as nutrition and healthy lifestyles.

After School Program hours 3:15 p.m. to 6:00 p.m. every regular school day and every Wednesday 2:00 p.m. to 6:00 p.m. After school time is a great opportunity for all students to have new learning experiences, get homework help and develop a range of important social-emotional skills that help them succeed in school.

Enrollment will be available on a first-come, first-served basis among the following groups:

- 1) students for whom we receive funding (foster youth, students experiencing homelessness, students enrolled in the free and reduced lunch program, and students identified as English language learners).
- 2) New students and returning participants and siblings.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational

experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips vary each year and are done during the summer program to promote attendance and engagement. Field trips will require parent permission and procedures that follow school guidelines. Transportation will be provided by school bus and returned to school after off-site activities and parents and/or a designated adult is required to sign the student out.

Field trips are an important component of the learning experience in the classroom which we encourage students to participate in, being their experience to make the outside world connect with what was learned academically in school. The field trips have to be grade age appropriate and connected to the grade level standards to make it meaningful to what the teacher is teaching to the students in class. The ratio of pupils to chaperons is 8:1. All field trips are free of charge. The school provides transportation and each class can do up to 2-3 field trips a year. Chaperons are usually parents and school staff to keep students safe at all times.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Our ELOP Program is free of charge.

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

8:30-8:25 Drop Off & Breakfast/Recess
8:30 Instructions Begins
8:30 - 9:10 ELA
9:10-9:25 Recess
9:30-10:05 ELA/ELD
10:05-10:30 Math
10:30-11:25 Art
11:30-12:10 Lunch & Recess
12:10-12:55 SS/SCI/PBL
12:55-1:00 Clean up
1:00-1:10 Transition to ELO-P
1:00-1:30 Snacks/Recess
1:30-2:00 Nap Time
2:00-3:10 Stations
3:10-3:45 Snacks/Recess/Clean up
3:45-4:50 HW/SSR/Math
4:50-5:00 Clean Up
5:00-5:30 Board Games
5:30-6:00 Clean up
6:00 Dismissal

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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 school sites, 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.

Regular School Days and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Non School Days and Hours

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

- (A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

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

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.

- (C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.