

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: Tierra Pacifica Charter School

Contact Name: Kim Shankland

Contact Email: kshankland@tierrapacific.org

Contact Title: HR Director

Contact Phone: 831-462-9404

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. Tierra Pacifica Charter School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date:

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 program will be offered on-site at Sprouts Aftercare, ensuring the environment is easily accessible and familiar to students. To maintain physical safety: The campus is carefully maintained to ensure a safe environment for all students. Sharp objects are kept out of reach, and chemicals and cleaning products are securely locked away. Students are supervised at all times to prevent accidents and ensure their safety.

Sprouts Aftercare, prioritizes the safety and well-being of every child. All employees wear visible employee badges for identification, helping to ensure a secure environment. We regularly conduct emergency drills to prepare both staff and students for any unexpected situations. Our program is equipped with first aid kits to address any minor injuries, and each child has a detailed file that includes important information such as a pickup list and emergency contacts. Additionally, we maintain strong communication with parents, closely monitor children at all times, and follow strict safety protocols to create a safe and supportive afterschool environment.

- **Staff Training:** All employees are trained in mandated reporting and undergo child abuse prevention training before starting. Certificates are renewed every two years as per AB207 requirements. Site directors are CPR/First aid certified/trained every 2 years
- **Health and Safety Screening:** Staff must undergo health screenings, including tuberculosis tests, before employment. Pediatric CPR, first aid certifications, and preventative health training are mandatory for site directors and lead teachers. .
- **Incident Reporting:** All incidents, including injuries or suspected child abuse, are reported promptly to the appropriate authorities and program leadership. A written

report is submitted within 36 hours as required.

- Emergency Drills

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.

Sprouts Aftercare is committed to providing an emotionally safe and supportive environment where students feel valued, respected, and encouraged to thrive. The program achieves this by:

- **Social-Emotional Learning:** Daily activities such as group meetings, mindfulness sessions, and story time are designed to promote emotional regulation, self-awareness, and empathy. These practices help students develop critical life skills in a structured, supportive environment.
- **Positive Behavioral Guidance:** Staff are trained to observe student behavior, assess its appropriateness, and use positive redirection or behavior management techniques to guide students toward constructive choices. This approach fosters a culture of understanding and growth rather than punitive discipline.
- **Strong Staff-Student Relationships:** Teachers and aides actively build rapport with students by engaging in meaningful conversations, showing interest in their needs, and encouraging open communication. This creates trust and helps students feel comfortable expressing their thoughts and feelings.
- **Family Engagement:** Sprouts Aftercare values the role of families in supporting emotional well-being. Regular communication with parents and guardians ensures that students' emotional and social development aligns with their home environment. Families are encouraged to share insights about their children's needs and progress.
- **Inclusive Practices:** The program fosters an inclusive atmosphere where diversity is celebrated. Activities are designed to highlight different cultures, perspectives, and experiences, encouraging students to appreciate and respect one another.

Safe Spaces: Dedicated spaces for quiet reflection, relaxation, or individual activities are available for students who need time to decompress, ensuring their emotional needs are met even during group settings.

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.

Sprouts Aftercare provides opportunities for students to engage in active and meaningful learning experiences that complement and enhance their instructional day. The program is designed to encourage exploration, critical thinking, and creativity through the following strategies:

- **Interactive Activities:** Students participate in hands-on activities such as art, science, gardening, and coding, fostering both creativity and problem-solving skills. These activities align with monthly themes, providing a cohesive learning experience.
- **Project-Based Learning:** The program incorporates project-based learning opportunities, such as group projects and collaborative challenges, allowing students to apply academic concepts to real-world scenarios.
- **Balanced Academic and Enrichment Time:** Sprouts Aftercare ensures students have dedicated time for academic support, such as homework help and tutoring, while also engaging in enrichment activities like movement, cooking and STEAM projects.
- **Active Participation:** Activities are designed to be participatory, encouraging students to take initiative and collaborate with peers. For example, group games and activities during outdoor playtime promote teamwork and leadership skills.
- **Physical Engagement:** Structured outdoor activities, such as sports, scavenger hunts, and group games, promote physical fitness and reinforce the importance of an active lifestyle.
- **Incorporation of Student Interests:** Sprouts Aftercare allows students to choose from various activities during choice time, ensuring their interests are represented and fostering intrinsic motivation to learn and participate.

These strategies ensure students are actively engaged, promoting both cognitive and social growth without duplicating their instructional day.

3—Skill Building

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

Sprouts Aftercare provides students with opportunities to develop essential skills that support their growth and prepare them for future success. The program focuses on fostering both academic and life skills through:

- **Critical Thinking and Problem-Solving:** Activities like science experiments, project-based learning tasks, and creative writing exercises encourage students to think critically and solve problems in innovative ways.
- **Social and Communication Skills:** Group activities, such as team-based challenges and collaborative projects, provide students with opportunities to practice effective communication, teamwork, and leadership skills.

- **Creative Expression:** Programs in art, music, and dance allow students to express themselves creatively while learning new techniques and building confidence in their abilities.
- **STEM Enrichment:** Through activities like gardening and STEAM projects, students gain hands-on experience with concepts in science, technology, engineering, and math, enhancing their understanding of these fields.
- **Time Management and Responsibility:** Structured schedules, such as homework club and group meetings, teach students the importance of managing their time effectively and taking responsibility for their tasks.
- **Cultural Awareness and Diversity:** Activities and discussions designed to celebrate different cultures and perspectives help students build empathy and understanding, preparing them to navigate diverse environments.

By integrating these elements into the daily program, Sprouts Aftercare ensures that students not only enhance their academic skills but also build a strong foundation of life skills necessary for future success.

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.

Sprouts Aftercare emphasizes the importance of empowering students by incorporating youth voice and leadership opportunities into the program. By fostering a sense of ownership and responsibility, the program nurtures students' confidence and ability to lead.

- **Student-Led Activities:** Students are encouraged to design and lead their own activities or projects, such as art showcases, science experiments, or community service initiatives. This approach allows them to practice leadership skills while sharing their passions with peers.
- **Mentorship Opportunities:** Older students are given opportunities to mentor younger participants. By serving as role models, they develop communication and guidance skills, while younger students benefit from positive peer interactions.
- **Program Feedback:** Sprouts Aftercare actively seeks student feedback on activities and program elements through surveys, group discussions, or one-on-one conversations. This ensures the program evolves to meet students' interests and needs.
- **Leadership Roles:** Students can take on roles such as activity captains, project coordinators, or team leaders during group activities, fostering responsibility and collaboration.

- **Engagement in Quality Assessment:** Students are included in assessing program quality by providing their insights on what works well and what could be improved. This engagement helps create a collaborative and inclusive environment.

These strategies ensure that students feel heard, respected, and empowered to make meaningful contributions to their learning environment.

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.

Sprouts Aftercare promotes healthy choices and behaviors by emphasizing physical activity, nutrition, and overall wellness. The program integrates these elements into its daily operations to support students' long-term well-being:

- **Nutritious Snacks and Meals:** Students are provided with snacks and meals that meet the nutrition standards set by the USDA's at-risk afterschool meal component of the Child and Adult Care Food Program. The menu includes a variety of fruits, vegetables, whole grains, and proteins to ensure balanced nutrition.
- **Physical Activity:** Daily schedules incorporate structured outdoor play and organized activities, such as sports, scavenger hunts, and group games, to encourage physical fitness and promote healthy lifestyles.
- **Wellness Education:** Lessons on topics such as healthy eating habits, personal hygiene, and the benefits of regular exercise are integrated into enrichment activities to reinforce healthy behaviors.
- **Mindfulness Practices:** Activities such as mindfulness sessions and yoga help students develop stress management skills, enhance focus, and improve emotional well-being.
- **Role Modeling:** Staff members set a positive example by engaging in healthy habits and encouraging students to make informed choices about their well-being.

Through these initiatives, Sprouts Aftercare creates a supportive environment where students learn the importance of maintaining a healthy and balanced lifestyle.

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.

Sprouts Aftercare is dedicated to ensuring diversity, access, and equity for all students by creating an inclusive and supportive environment that meets the needs of every participant. The program prioritizes:

- **Cultural Competency:** Staff receive training to ensure they are equipped to work effectively with students and families from diverse cultural and linguistic backgrounds. Activities and curriculum highlight and celebrate a variety of cultures, fostering an environment of respect and inclusion.
- **Access for Students with Disabilities:** The program ensures accessibility for students with disabilities by providing appropriate accommodations, resources, and support. This includes individualized plans to meet the unique needs of each student.
- **Inclusive Programming:** Activities are designed to reflect the diversity of the community and provide opportunities for students to engage in discussions about equity, identity, and inclusion.
- **Linguistic Accessibility:** Communication with families is conducted in culturally and linguistically appropriate ways, ensuring all families can access and understand program information and resources.
- **Economic Equity:** Fee structures are designed to be affordable, with a sliding scale available for families in need. This ensures that all students, regardless of economic background, have access to high-quality aftercare programming.

By fostering an environment that values and celebrates diversity, Sprouts Aftercare ensures all students have equitable opportunities to thrive and succeed.

7—Quality Staff

Staff Engagement

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

All Sprouts staff members are certified by the California state "Community Care" Program. Staff members are required to have experience working with children, including ECE units. The school ELO-P coordinator will visit and evaluate the program as need.

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)]).

- o **School-Age Director:** Requires 12 core semester units. Additionally, 3 semester units in Administration or Staff Relations are needed, along with teaching experience that varies based on education level (e.g., 4 years for those without an AA or BA in ECE).
- o **School-Age Teacher:** Must have 12 core semester units and 6 months of experience in a licensed childcare center or comparable program.

- o Health and Safety Compliance: Staff members complete health screenings, including tuberculosis tests, and maintain certifications in pediatric CPR and first aid. Preventative health training, as defined by state guidelines, is also mandatory.
- Personnel Requirements: Staff are required to meet the following:
 - o Hold valid pediatric CPR and first aid certifications.
 - o Provide proof of immunizations (TDap, MMR, Influenza) prior to employment, or submit a signed waiver declining the influenza vaccine.
 - o Complete mandated reporter training, with certificates submitted as per AB207.
 - o Pass thorough background checks, including fingerprinting and clearances through the DOJ, FBI, and child abuse central index.
 - o Submit health screening reports

Staff Ratios: The program adheres to or surpasses the mandated staff-to-student ratios to provide adequate supervision and support for all participants. For transitional kindergarten and kindergarten students, the ratio is maintained at no more than 10:1, ensuring personalized attention.

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 program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

- Continuous Professional Development: Sprouts Aftercare invests in ongoing staff training and development. Staff participate in workshops, training sessions, and development days to enhance their skills in areas such as social-emotional learning, behavior management, and curriculum implementation. Up to three days of professional development may be allocated during instructional or non-school days.
- Supportive Work Environment: The program fosters a positive and collaborative work culture, ensuring staff feel valued and equipped to meet the needs of students effectively.
- Staff Meeting: Sprouts Aftercare holds monthly staff meetings to ensure that everyone is aligned on program goals, student needs, and any updates or changes to procedures. These meetings provide an opportunity for staff to discuss best practices, share insights, and address any challenges or concerns. By fostering a collaborative environment, the monthly meetings help maintain a high standard of care, ensure consistency in the program, and support the professional growth of our team.

Through these measures, Sprouts Aftercare ensures that its staff are not only

qualified but also supported in their roles, enabling them to provide the highest quality care and enrichment for students.

8—Clear Vision, Mission, and Purpose

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

Sprouts Aftercare operates with a clear vision, mission, and purpose, which serve as guiding principles for the program's design and implementation. These statements reflect the program's commitment to fostering a supportive, engaging, and enriching environment for all students:

- **Vision Statement:** To create a nurturing environment where every child can grow, learn, and thrive, building the skills and confidence needed to achieve their full potential.
- **Mission Statement:** Sprouts Aftercare is an after school program located in Santa Cruz, California serving school-aged students ages 4.9-12. Sprouts works with the community and families to provide a fun, safe, and creative space for students to enjoy during their time after school. We believe that exposing children to new experiences and ideas helps small sprouts (children) grow, expand their boundaries, connect with others, and foster self-discovery.
- **Purpose:** The program exists to bridge the gap between school and home, offering a structured and supportive setting that meets the needs of students and their families. By fostering curiosity, creativity, and collaboration, Sprouts Aftercare empowers students to excel academically, socially, and emotionally.

These foundational principles ensure that all aspects of the program align with its overarching goals, creating a cohesive and impactful experience for participants.

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.

Sprouts Aftercare builds meaningful collaborative partnerships to ensure the program reflects the needs and strengths of the community it serves. These partnerships include:

- **Students, School and Families:**
 - o Families are actively involved in shaping the program through surveys, focus groups, and feedback sessions. Regular communication channels, including newsletters and parent meetings, keep families informed and engaged.
 - o Students contribute their ideas and preferences for activities and program elements, fostering a sense of ownership and ensuring their interests are prioritized.

o Sprouts Aftercare works closely with the school to foster a strong partnership that ensures consistency and alignment between the aftercare program and the school's educational objectives. By maintaining open lines of communication with teachers and school staff, Sprouts is able to stay informed about the students' progress, special needs, and any changes in their daily routines. This collaborative approach ensures that both the school and aftercare team are on the same page, creating a seamless experience for children and providing a supportive, well-rounded environment for learning and development.

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.

The ELO-P Program run y Sprouts is already a collaborative partnership. Tierra Pacifica also hopes to incorporate the following collaborative patnerships: SPECTRA Arts, Soquel Creek Water District, Mini mermaid running club, Mid County Soccer and local artists and musicians.

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.

Sprouts Aftercare is committed to continuous quality improvement (CQI) to ensure program excellence and responsiveness to the needs of students and families. The CQI process includes:

- **Data Collection:**

- o Utilizing student attendance records, program evaluations, and family feedback to assess program effectiveness.

- o Collecting data on students' social, behavioral, and skill development, focusing on outcomes such as social skills, academic mindset, and school connectedness.

- **Evaluation and Reflection:**

- o Reviewing collected data regularly to identify strengths and areas for growth.

- o Engaging staff, families, and students in reflective discussions to develop

actionable improvement plans.

- Professional Development:
 - o Providing ongoing training for staff to address areas identified through evaluations, ensuring the program adapts to meet emerging needs.
- Feedback Loops:
 - o Ensuring families and students have regular opportunities to share their experiences and suggestions, fostering a collaborative approach to program enhancement.

Through CQI, Sprouts Aftercare maintains a cycle of learning and growth, ensuring it delivers a high-quality and impactful experience for all participants.

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 program will be run by Sprouts, a pre-existing after care program dedicated to Expanded Learning Opportunities. Tierra Pacifica will manage the program with the ELO-P Program Director Kim Shankland. She will meet directly with staff as necessary.

The ELO-P Program Director will coordinate enrollment with Sprouts staff and ensure the enrollment of all eligible students TK-6 who wish to enroll. Sprouts staff will administratively assist Students who qualify for vouchers through Sprouts and the "Go Kids" Voucher Program will receive vouchers to pay for the program. The school will use ELO-P funds to pay for any UPP student who wants to attend the program but does not qualify for a voucher through "Go Kids". ELO-P funds will also pay school staff for managing the program and its coordination with the school. Finally, ELO-P funds will be used to pay for enrichment programming for the Sprouts program.

Sprouts Aftercare adheres to comprehensive policies and procedures to ensure effective program management. Key components include:

- Enrollment and Attendance Tracking: The program maintains accurate enrollment records and monitors attendance to ensure compliance with program guidelines.
- Health and Safety Protocols: Procedures for incident reporting, staff training, and maintaining student health records are strictly followed.

Communication Channels: Regular updates are provided to families through newsletters, emails, and meetings, ensuring transparency and engagement.

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 program's budget is designed to reflect the needs of students and families while ensuring sustainability. Key elements include:

- Allocating resources for staff salaries, training, and program materials.
- Ensuring all expenditures comply with applicable regulations and program guidelines.
- Maintaining affordable fee structure to support economic accessibility for families.

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

By adhering to these management practices, Sprouts Aftercare ensures that it operates efficiently, effectively, and in alignment with its mission and goals.

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.

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. (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?

All Sprouts staff have ECE credits. The school ELO-P coordinator will survey and assure a ratio of 1-10 for all TK and Kinder ELO-P care. The ratio will be maintained by limiting enrollment when necessary to find and hire additional staff as needed. Sprouts will directly hire and train all after care program service providers.

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?

.When care is provided in a location other than Tierra Pacifica transportation will be available to any student from Tierra Pacifica to the off-site location. The off-site location is typically Monarch School and would occur during the 30 additional days of programming such as summer, spring and winter breaks.

Sprouts attends the all school meeting, and class meetings at the beginning of the year to answer questions and help families enroll in the program. Parent Square messages are sent to all families to let them know about Sprouts afterschool care. The ELO-P coordinator emails each family individually whose children qualify for ELO-P to inform them that they qualify and to pass along program registration information.

Sprouts holds an orientation and reregistration conference with families to assist with all forms for enrollment and registration and obtain signatures. Forms are stored in a secure location.

Registration forms include California State produced forms for childcare licensing.

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.

No field trips are planned

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.

All students who attend Tierra Pacifica are able to attend Sprouts. Sprouts does offer a sliding scale for fees based on families income and ability to pay. All eligible students do not pay fees to register or attend Sprouts aftercare. Our ELO-P coordinator emails all families who students are eligible to let them know they are eligible. Eligibility is based on Cal-PADS and Education Benefit Forms. Families can request tuition assistance and our ELO-P coordinator will work them.

Sample Program Schedule- Regular Schoolday

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.**

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 Schooldays 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.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, 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 childcare 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.

Exhibit A

Daily Schedule

12:30-12:45 Check in
12:45 Lunch
1:30 All Group Meeting
1:45 Creative play/stations
2:15: Group Meeting
2:15 Kinder projects/lesson/club
2:40 Story Time/Reading time
3:00-3:30 Afternoon Snack
3:30-4:00 Outside Play
4:00-4:15 Group Meeting
4:15-5:00 Projects/Activities/Clubs
5:00-5:45 Outside Play/Homework Club/reading time
5:45-6:00 Quiet Inside Time/Pick up time

Snack Menu

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| Tk/Kindergart en-5 th Grade | TK/Kindergart en-5 th Grade | Tk/Kindergart en-5 th Grade | Tk/ Kindergarten- 5 th Grade | Tk/ Kindergarten- 5 th Grade |
| Apple slices, Corn tortilla, black beans, cheese, | Orange slices, whole grain bread, sunflower butter and jelly, | Rice, seaweed carrots, cucumber, and a bread roll. | Strawberries, whole grain crackers, and turkey slices. | Bananas, pita chips, humus, and celery. |