

**Expanded Learning Opportunities
Program Plan Guide**

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 logos and the name of their program.

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Name of Local Educational Agency and Expanded Learning

Opportunities Program Site(s)

Local Educational Agency (LEA) Name:

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Contact Title: Director

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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. Sunrise Middle School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: January 28, 2025

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” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [*EC* Section 8482.1(a).])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (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

1. 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. You can find information about the Quality Standard on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

- LEAs should download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the [California Department of Education's \(CDE\) Quality Standards and CQI web page](#).

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.

2. 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

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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.

3. 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.

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1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment.

Physical Safety - 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.

Sunrise Middle's ELO-P program provides numerous opportunities for students to experience a safe and supportive environment. The program is offered on the school site so no transportation is needed, except for the transportation we provide for league sports and occasional field trips. Staff members are provided the same training as our day program school teachers are provided. Additionally we conform to the same incident reporting and maintenance of health records as our regular school staff does.

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.

Throughout its ten years of service, Sunrise has built a familial atmosphere because such a supportive environment is indispensable to achieving healthy development of the whole child. Elements of that supportive environment include teachers and staff who know the students by name, a Parent Advisory Committee that assures that parents are heard and that their views, desires and assistance are integrated into Sunrise policies and practices, and membership of a parent on the board to assure that the Board is in touch with parental views and desires. Underscoring this dedication to safety and supportiveness, Sunrise is a sanctuary school. That fact is a source of comfort to families many of whose members are immigrants. The teaching and after-school staff reflect the ethnic and racial diversity of the student body, and most came from the same socio-economic roots as the students. The Expanded Learning Opportunities Program is conducted both on-site and off-site. Off-site venues include a variety of outdoor settings, cultural settings, and museums. Students are bused to these sites by properly licensed drivers. They are accompanied by after-school staff, teachers and parents to assure that all children are protected and supported during field trips. Several after-school staff have been trained as mentors and counselors. Students trust these staff members, and that bond helps to assure that any student in need is identified and receives services consistent with need.

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 teachers from the instructional day and the after-school staff work closely together to assure that the project-based learning, the hands-on projects, the field trips, and the extra-curricular course offerings of the expanded learning program complement, build on, and extend learning from the instructional day program. When a teacher from the day program has some particular skill or interest that fits the after school or summer program, the teacher will both teach his or her regular class and provide enrichment in the after-school or summer program. An important aspect of the expanded learning program is that it offers the opportunity to focus on areas of whole-child development that are not the focus of the instructional day program. Social development is emphasized in some of the field trips through trust building and self-reliance activities. Students who choose to be part of the business club learn to apply mathematics and reasoning to entrepreneurship. Students participating in the coding and robotics activities apply logic, engineering, mathematics, and learn computer languages.

Students in the long-distance running, soccer, basketball and other sports programs develop physically, learn anatomy and physiology, and build endurance. Students on the debate team sharpen their command of spoken English and learn the mechanics of constructing convincing arguments. Students in the dance and music programs learn traditional dances, choreography, and learn to play musical instruments. Each program in the Expanded Learning Opportunities Program requires action and engagement and either supports what is taught in the instructional day, supplements the instructional day by providing activities that allow students to put learning to use, or gives students opportunities to participate in activities not offered in any form during the instructional day.

3—Skill Building

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

The Expanded Learning Opportunities Program provides opportunities to build skills in a broad array of areas. Students interested in computers and robotics learn coding and use code to operate devices. A school priority is to provide opportunities for civic engagement wherein students learn how to interact with public officials to bring about meaningful change. Much preparation is needed to be ready to make a convincing case to appropriate public officials. Students learn to do research on their subject, to understand the determinants that brought about the problem they wish to address, to use reason to choose solution approaches that are practical and feasible, and to develop work plans that include timelines, milestones, and assessment mechanisms. Students interested in business learn in the business club how products should be priced, learn approaches to marketing, learn to put together a business plan, learn how and why to develop a brand, and learn how to develop balance sheets and profit and loss tables. Students interested in the arts have choices about which art to pursue. Those interested in making art learn painting techniques, jewelry making methods, and how to sculpt. Students interested in dance learn traditional and contemporary dances and learn to choreograph. Students interested in music can learn to play the guitar or drums or other instruments. Students interested in the environment and nutrition can participate in the gardening and cooking programs where they learn methods for growing nutritious foods organically, preparing food in ways that preserve the nutritional value of the foods, and learn ways they can take action to preserve or produce a healthy environment. In general, the school makes an ongoing effort to provide expanded learning opportunities that are diverse enough to capture the interest of every student and to help each student develop skills in an area or areas about which the student feels a passion.

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 program provides opportunities for youth voice and leadership in two main ways, student government, and civic engagement. Each year students interested in government run for office. Each class elects its representatives as well as the student body president. Members of student government meet regularly, and meetings are conducted using parliamentary procedure. Elected representatives gather the views of those they represent, and the concerns and desires of classmates help government officials determine the activities on which they will focus attention. To work on several issues simultaneously members of student government may form task forces and recruit fellow students to participate in a given task. The issues that are addressed cover a broad range from planning and carrying out a recreational activity such as a dance or a presentation for the student body to setting up a composting program to keep food not eaten at mealtimes from simply becoming garbage, to working with the school board to include more healthy choices in school lunches, to addressing social problems such as increases in bullying on campus. The director, teachers and the school board respect youth voice and leadership and have on many occasions made changes in policies or practices based on recommendations from those in student government. It is also a school priority to engage students in civic activities that improve the community. Students are encouraged to identify an area where they wish to have an impact and then to put together a plan of action to achieve the impact they desire. To accomplish their objectives, students often must develop and present their arguments and problem solutions publicly. These presentations may be internal to the school. That is, they may be aimed at decision makers within the school. For example, the students recently determined that the school needed a new lunch program as well as a shorter school day. Students convinced the director and the board that this should be done. Then the students met with school officials to determine how this could be done. We ended up obtaining a new food vendor at the same cost and also shortened the school day by 15 minutes in the afternoon. Students have also taken on solar energy, homelessness, issues of environmental justice, and racial discrimination. In all instances, the students show leadership both by giving public voice to the issue of concern and by taking the steps necessary to bring about change in the area of concern. Our students also are included in quarterly meetings where we go over the quality of our ELO-P program and ways in which it can be improved.

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.

The school contracts with a food service that was chosen specifically because of its reputation for providing healthy and nutritious food and because the students requested this program in lieu of the one we had a couple of years ago. Beyond seeing that food served at the school, including after-school snacks, are healthy and nutritious, the school also has a gardening and a cooking program as part of the expanded learning opportunities program. The aim of these two programs is to teach students how to make healthy choices for themselves and their families. Students garden using organic methods and grow foods that are staples of meals in Latino households. The cooking program teaches students how to cook traditional meals in healthy ways. Students who participate in the gardening and cooking programs obtain skills that they can use throughout their lives to assure that they will consume healthy and nutritious foods prepared in a manner that preserves their nutritive value. Healthy choices and behaviors extend beyond healthy eating to making healthy social and emotional choices. Students have many opportunities to obtain and use substances that are harmful to their bodies and their mental development. To prevent, stop, and treat substance abuse, the school engages in the Tobacco Use Prevention and Education Program. Students are involved in anti-vaping campaigns and - all on their own - asked to disseminate information about the dangers of vaping at school. Signage against substance use, education about effects of substance use, and providing training in methods to fend off overtures to use substances are part of the program. Counselors and mentors are employed by the school to work one-on-one with students who have begun to experiment with substances in an effort to stop substance use. In those instances where a student has become a chronic user, the school uses the services of a counseling center to help the student get his or her life back together. The mentors also work in the after-school and summer programs to guide students toward making healthy choices and engaging in healthy behaviors as customary practices. As mentioned earlier, the school ELO-P program offers numerous athletic opportunities, including several league sports and running with a long distance Native American team. We also offer lighter athletic activities such as Folklorico, Danza and badminton for those who are more inclined in this direction. A number of our field trips are also centered around physical activity in the outdoors, such as hiking, rowing and swimming, and these are easily combined with education about the natural world.

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.

Members of our staff have backgrounds, training and depth of experience that have made them highly skillful in working with students who are culturally and linguistically diverse and who have experienced inequity and lack of access. Most of our staff members come from families and living circumstances that mirror those of the students. They know from personal experience what the students are experiencing. Moreover, staff members have been specifically trained in how to promote the development of students whose first language is not English and who are members of ethnic, racial, and differently-abled groups that have been discriminated against. And most of the staff have worked with Sunrise students for years. That depth of experience works continuously to the advantage of the students. All expanded learning opportunity programs are open to all students. Just as importantly, staff members are proactive in recruiting students to participate in the expanded learning programs. Our special education specialists are allies of the special education students. They make sure that our students with disabilities are full participants in the expanded learning opportunities programs. In part because our students have experienced discrimination, lack of access, and inequity, we place a special emphasis on giving students opportunities to examine prejudice, exclusion, and inequity as experienced by a diversity of groups including their own. One device for doing that is the Reconciliation Circle. Several times each year, students gather with individuals from groups that have experienced discrimination. They hear the stories of these individuals, talk with them about their feelings, desires, and reactions to discrimination and share their own experiences. Through these encounters, students look deeply into inequity and begin to engage in restorative justice. A second device to aid student experience and understanding in this area is direct engagement with groups who lack access to basics. In practice, most student experience has been with those who are homeless and those who lack access to food. Among the civic engagement projects the students have undertaken has been to visit homeless encampments and talk to people who are homeless. The school campus is also a distribution point for food from Second Harvest, an organization that supplies food to those who cannot afford to purchase it. Sometimes the students' own families are among those who receive food from Second Harvest. This series of experiences is profoundly important in helping our students understand how to remain strong in the face of discrimination against themselves, to be active in correcting inequities, and to be compassionate toward and

supportive of those who have experienced oppression.

7—Quality Staff

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

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)]).

A phenomenon that is sufficiently salient that it has long been discussed in education circles across the country is this: In U.S. schools that serve low-income, ethnically and linguistically diverse students who reside in high crime neighborhoods there is very high staff turnover. The result over time is that students are served for short periods of time by inexperienced staff members who find themselves overwhelmed by the challenges they encounter. Sunrise is one of those schools with the characteristics educators talk about, but it is not a school that has experienced the heavy turnover of staff that has plagued similar schools. Many members of the expanded learning staff have been with the school since it opened its doors more than ten years ago. These are staff members who know each student well, who may have worked with their older brothers and sisters in prior years, and who know the families of the students and the life circumstances of those families. That deep connection is an element of quality that cannot come from a good classroom education. It can come only from experience, from coming to know a place and the people in it. Sunrise has staff members with that quality. Stability of qualified staff has helped us add another element of quality to the staff. That is highly focused training. Stability has given us the luxury of supporting the auxiliary training of staff members in areas that are precisely focused on the needs of our students. For example, we work with an organization called Peacemakers that trains our staff members in how to effectively mentor students and families who experience crises and need to move back toward sustainability. Many of our families live on the edge. Consequently, our students are highly likely to experience crises. One quality of our staff members is that they know how to help such students and their families regain their footing. The majority of our students are English language learners. We have on staff experts who are skilled in working with students who, in

part from lack of sufficient exposure to any language, use two languages in rudimentary ways. Our staff members know how to help our students become skilled in aural, oral, and written aspects of English and Spanish. A third aspect of quality that is present at Sunrise is coordination. Our day program and our expanded learning program staff work as a team to assure coordination between the day program and the after-school and summer programs. The result is that the expanded learning program is not a disconnected add-on to the day program. Thanks to the ability of the whole staff to coordinate, the expanded learning program supports, amplifies and complements the day program. The result is that our students engage with quality staff throughout the time they are at Sunrise.

Our ELO-P staff is required to have a minimum of two years of college education, a college degree or have passed a basic Math and English test that would demonstrate two years of college education. This is required of all staff because it's best practice and also because we are a Title I school. They are required to have the same health and safety screening - FBI and state livescan checks - as our day program teachers have. And we maintain a ratio of no more than 20 students per adult at all events. We often have fewer than 20 students per adult for safety reasons.

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)]).

Our ELO-P staff are trained right alongside our teaching staff in best practices for teaching middle schoolers, students with disabilities and English Learners. This training usually is held at least every two weeks. We also conduct several days at the beginning of the school year, one day in the middle of the school year, and several days in June for this training. We sometimes send our staff to regional or state trainings, but many of our trainings are also held in-house and conducted by administrators who have significant experience and training in their fields. Some of our trainings also involve safety - such as incident command, first aid, disaster plans, mandated reporter, sexual harassment, etc.

8—Clear Vision, Mission, and Purpose

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

The mission of the extended learning opportunities program flows from the mission of the school itself. Sunrise's mission is to educate the whole child so that each student can develop into a person who is healthy intellectually, physically, socially, psychologically, and emotionally and who is prepared to take an active role in bettering his or her community. To accomplish such an education, Sunrise builds on a foundation of academics, but also engages students regularly in outdoor experiences, acts of kindness, service to community, and activities aimed at building character, trust, self-confidence, and a growth mindset. To help students engage in reflection that fosters order, self-understanding, and inner peace, the school provides daily time for meditation. Many of the activities that address aspects of the whole child that are not built through core academic studies are carried out in the expanded learning opportunities program. Sunrise is located in the Roosevelt Park neighborhood, a neighborhood populated by families who are poor, whose heads of household have a high school education or less, who live in cramped spaces sometimes with extended family members in order to afford rent, who speak Spanish in the home and work several jobs to make ends meet. Many are recent immigrants. The too frequent result for the children of these families is that they experience academic failure from the beginning of their schooling. Sunrise's vision is that by fitting a whole child approach to the specific growth needs of our children we can help them meet all their challenges, overcome them, and emerge as strong, confident, well-educated human beings.

9—Collaborative Partnerships

- Detail the program's 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

The school's directors, teachers and after school staff held meetings with the student leadership team, our MTSS team, our Community School advisory team and our two parent advisory committees to create our program plan. We meet with these groups regularly throughout the year and among the items discussed, are the plans, quality and effectiveness of the ELO-P program.

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.

Our collaborative partnerships have been chosen because of their efficacy in helping us meet our goal of educating the whole child. The outdoor program is a crucial component of the extended learning program. We partner with several organizations to give students rich and meaningful outdoor experiences. Hidden Villa and Outward Bound, e.g., are organizations that provide opportunities for hiking, rock climbing and educational programs about aspects of nature and conservation. Physical development is an activity in the extended learning program. We strive to help students understand the link between care of their own bodies and caring for others. The 500-Mile California Native American Spiritual Marathon helps us accomplish that objective. This group combines long-distance running, honoring of those Native American runners who, before non-indigenous people came to the region, went between villages to share news and information, and public service. The organization engages our students in long-distance running, teaches Native American ways, and engages students in acts of public service. We emphasize the link with indigenous peoples because most of our students have indigenous roots in the Americas. Social justice is an area of emphasis in the extended learning program. We are aided in our work in this area by Peacemakers, an ethnically and racially diverse organization that teaches members of our staff how to be mentors to children who are at risk, and that helps us carry out reconciliation and restorative justice circles with our students. Latinos United for a New America is an organization that organizes the residents of poor neighborhoods, trains leaders in the neighborhoods, and helps residents interact fruitfully with government officials to bring about improvements to the quality of life of those in poor neighborhoods. We have a partnership with this organization, which allows our students to obtain the skills they need to become effective spokespersons for their community and its needs. The life circumstances of our students result in students encountering crises and trauma with some regularity. We use our own mentors and counselors in instances when intervention can relieve the crisis in a short time. For more serious trauma, we partner with Santa Clara County School Health Clinic next door. The Clinic provides individual and group treatment to help students and their families address ongoing trauma in a healthy and healing manner. We are able to pay for this through a grant in cases where our students do not get Medi-Cal.

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.

Staff members who work directly with the students have ten days of professional development at the beginning of each school year. We estimate, on average, that staff members spend about one hour per week during the school year in professional development. Our continuous quality improvement program is focused on increasing the skills of staff members in areas that have the most positive impact on our students. Most of our students are English learners. Accordingly, our staff members take full advantage of workshops, classes and seminars offered by the Santa Clara County Office of Education concerning strategies for teaching English learners. It is important for staff members to know how to develop English skills that are consistent with the kind of activity in which the staff member is engaging the students. We are fortunate to have two staff members who each have over 20 years of experience in English language development. They work with other staff members to improve their skills in how to build student vocabulary and usage around specific topic areas. The whole child approach includes many activities meant to promote social and emotional development. Staff members receive training in how to promote socio-emotional learning from a variety of sources as opportunities arise. We also engage the help of Peacemakers in training staff in this area. Fundamental to any kind of instruction is the ability to engage the students. We have been introducing staff to CAFE (California Association of Bilingual Educators) and Kagan Cooperative Learning Strategies, and these methods have been very useful for both the day program and the extended learning staff. Many of our students had experienced academic failure before coming to Sunrise. Those experiences have discouraged the students and made them feel incapable of mastery in many areas of learning. We work hard to replace the idea that there is just one right answer in a given area and all other answers are wrong with a growth mindset. If a child adopts a growth mindset, the idea of being either a failure or a success is replaced with the belief that every attempt to learn something or to do something is a step. One learns something from the experience, applies that learning, and takes another step. All staff are trained in methods to help students adopt and practice the growth mindset.

We assess the effectiveness and quality of the program through conducting parent, teacher and student surveys, including the Healthy Kids survey, and by examining the local iReady Math and Reading scores, interim state test scores, and SBAC state test scores at the beginning, middle and end of the school year.

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.

Program policies, procedures, registration information and record-keeping can be found [here](#).

In summary, overall responsibility for day-to-day operation of the school including the school-day, after-school, and summer programs lies with the Director who reports to the Sunrise Board. She is assisted by an Assistant Principal for Academics, an After School Program Director, a Director for Discipline and Safety and a Director of Special Education. The extended learning opportunities program includes the summer program and the after-school program. The summer program is administered by the Director in close collaboration with the Assistant Principal for Academics.

Non-academic activity is an important part of the summer program, and this segment of the program is overseen by the After School Program Director. The after-school program is administered by the After School Program Director. Some certified math and English teachers from the school year day program volunteer to work in the summer program for extra summer stipends as do members of the after-school staff. From time to time, teachers from the day program also offer activities in the after-school program. One of the teachers in the day program, for example, has taught dance. Another taught robotics. The after-school program also has its own staff of instructors, activity leaders and mentors. The practice of using the school's own teachers and after-school staff in the summer program is of great benefit. Students know their instructors. Teachers and after-school staff get to know students entering the school in the coming school year since the option of coming into the summer program is offered to new enrollees. Continuity between the summer and school year programs is a major factor in assuring that our students advance steadily and achieve performance levels that exceed those of similar students at other schools nearby. Research has made clear that academic performance of low-income English language learners is significantly improved when they are taught consistently over time by teachers who look like themselves and who create a familial learning environment. Offerings in the after-school program are planned by the after-school staff in consultation with the day-program teachers and under the guidance of the After School Program Director and the Sunrise Director. Planners also consult students to ascertain the programs they wish to see. This planning takes place toward the end of the school year and into the summer before the school year in which the programs are offered. The result is a mix of programs that are always offered such as the physical development options, coding, art, cooking and gardening. Some classes are offered if there is demand. Examples include dance, robotics, and music. English and Mathematics form the core of the academic part of the summer program. Participation

in a variety of sports including swimming is also a consistent feature as are field trips and excursions to natural settings. The method of content delivery, and the orientation of field trips is heavily influenced by the theme the students choose for the summer program. Teachers and staff, under the supervision of the Director, plan learning and field trips in a manner that makes use of the theme as the core around which learning and summer activities are organized. While the manner of content delivery is influenced by the theme, the activities themselves remain consistent from summer to summer and include swimming, sports, outdoor field trips, a camping trip, arts and STEM projects, and English and Mathematics. Preparation for the summer program begins in March when the summer staff begin meeting weekly to plan logistics. The meetings continue during the summer program as a means to permit quick adjustments as needed to assure maximum return from the program. Participating staff also begin signing students up for the summer program in March. They advertise the program and talk to the students about the activities that will be offered. While the summer program is voluntary, staff work hard to sign up as many students as possible because the academic performance in the new school year of students who participate in the summer program is markedly better than students who did not participate. The school principal is responsible for reporting to the school's Board of Directors about the program's successes and failures, number of students involved, financial accounting, and academic progress. It also is incumbent upon the school principal to maintain school safety and to make sure the program adheres to all federal, state and local requirements. All parent materials are distributed in both Spanish and English since about 75 percent of our family heads of household speak only Spanish. The extended learning program has a clear organizational structure with well-defined job descriptions and duties. Particular strengths of the program are that those staff who work directly with the students are likely to come from backgrounds like the students and many of these staff members have been with the program for years ensuring program stability.

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 Program.³
- How does this budget reflect the needs of students and families within the community?

The ELO-P budget varies from year to year but generally is aligned to the following

plan. The budget is based on the premise that no student or family should have to pay extra for the activities and opportunities we offer. We provide everything for free since many of our families cannot afford to pay.

Certificated salaries 35% of funds received
Classified salaries 35%
Employee benefits 5%
Books and supplies 5%
Services (ie, consultants, sports leagues, activities) 20%

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

There are several checks and balances within the LEA which ensures the proper implementation of the above requirements. Parties that check on the proper implementation on a regular basis include:

The school's director
The school's operations manager
The school's accountant
The school's financial advisor
The school's Board of Directors

¹ (California Public Contract Code (CPC) 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])

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General Questions

1. 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

Do you have a 21st CCLC Grant? Yes

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.

The ASES, ELOP and 21st Century funds are all combined to make for one cohesive program for any student at Sunrise who is interested in participating. Generally, the ASES funds are used for the after school program during the school year and supplemented with ELOP funds, while the 21st Century and ELOP monies fund the summer program.

2. 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?

N/A

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3. 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 enrolment process. Include the distribution of the form, signature process, and how the forms are stored.
- Will transportation be provided?

All materials regarding ELO-P are offered in both Spanish and English and provided through Parent Square text messages, emails, the school website and mailings.

Our enrollment process for the programs ancillary to the day program is a very simple process. Any family wishing to join may do so for free.

Free transportation is provided for all athletic events and field trips. The program is otherwise conducted on site.

4. 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.

Our field trips vary every year so that students may enjoy multiple experiences while at Sunrise Middle School. Most field trips involve either a cultural experience, such as visiting an art museum, or an outdoor experience that combines physical activity along with education about the natural world. Examples of these are backpacking, horseback riding and sustainable gardening.

5. 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.

N/A We do not charge fees, as most of our families are low-income.

6. 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.**

8 am -2:45 pm Regular school day

2:45 - 3:30 pm Elective class such as music, dance, robotics or coding

3:30 - 4 pm - Social, snack and light games

4-5 pm - Homework help, tutoring and educational extension activities

5-6 pm - League sports, light recreational activities

Sample Program Schedule- Sample Summer Program Schedule

8-9 am – Current Events/ English

9-10 am – Math

10-10:15 – Brunch

10:15-12 – Project Based Learning

12-12:30 pm – Lunch

12:30 – 1 ** – Meditation and/or Reading time

1-3 – Sports / Swimming / Art / Technology, etc.

Some students may choose to leave at 3 pm

3-3:15 – Snack

3:15-4 pm – Academic support

4-5 pm – Games and recreational activities

5 pm – Last students leave

** On a Friday the entire afternoon would consist of a field trip.

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):

(i) 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.

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(ii) 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 Schoolsites

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):

(1) [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

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Chapter 9 of Part 27 of Division 4 of Title 2.

(2) [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 schoolsite 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,

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and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d)

(b) 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). (c) 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) An arrest of an employee of the third party.

(10) Any other event as specified by the local educational agency.

(d) 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 in order for the pupil to receive services pursuant to this article.

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