

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).

New
Pacific
Charter
Roseville

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: New Pacific Charter - Roseville

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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. New Pacific Charter - Roseville (Cirby)
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date: 5/12/2026

Review/Revision Date: 6/8/2026

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.

Student safety is the top priority of the New Pacific Charter Expanded Learning Opportunities Program. The program strives to create a safe and supportive environment that provides for the students' developmental, social-emotional, and physical needs.

The after-school program is included in the school's comprehensive safety plan, and all staff are trained in safety protocols before the school year begins. Emergency drills are practiced regularly to ensure all students and staff members are well prepared should an emergency occur. All the same procedures and protocols are used and practiced by both the after-school program and the regular education program to ensure consistency. Emergency drills are conducted regularly at different intervals. Fire drills are practiced monthly, earthquake and lockdown drills are practiced quarterly.

Students are signed in at the start of the program each day they are in attendance. All students must be signed out by a parent/guardian or approved adult listed on the enrollment form to be dismissed from the program. During the program, staff are expected to maintain constant supervision of all students. Students are monitored by program staff when they need to leave the program location for any reason, including but not limited to restroom breaks or parent pick-up.

If there are student injuries, staff follow established protocols. In the event of any minor or major emergency, staff immediately notify parents of the incident and involve the necessary support staff to assist the student. Support personnel include site administrators, district administration, and paramedics when necessary. To effectively communicate with parents in the event of an emergency or student accident, the

program keeps emergency contact information for each student on file, physically and securely in an office or other designated space. Staff document any minor or major injury for parents, emergency personnel, site administrators, and district administrators.

Emotionally Safe & Supportive

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

The New Pacific Charter Expanded Learning Opportunities Program is committed to providing an emotionally safe and supportive environment for our students. The program fosters a safe and supportive environment for all participants by extending the school's Leader in Me Program, providing activities that align with the interests and talents of the students, and creating a welcoming and inclusive community.

ELO-P staff intentionally build positive relationships with students to foster trust, connection, and a sense of belonging. Expectations for respectful behavior and cooperation are clearly communicated and consistently reinforced to support a positive and structured environment.

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 New Pacific Charter Expanded Learning Opportunities Program provides an extension of the academic and social-emotional learning program offered at our project-based school. The program includes an opportunity to complete homework with academic support, practice academic skills such as creative writing, reading, math, learning games, art, science, and more. The program offers a whole-child approach to learning, which fosters a sense of community and encourages interpersonal skills, problem solving, goal setting, and creativity.

3—Skill Building

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

The New Pacific Charter Expanded Learning Opportunities Program includes homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday. There are additional educational enrichment activities that reinforce and complement the school's academic program. All Expanded Learning Program activities are intended to keep students motivated and actively engaged. Planned educational activities include math, ELA, music, art, STEM activities, physical activities, and activities aligned with student interests.

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.

Students of the New Pacific Charter Expanded Learning Opportunities Program are provided multiple opportunities to provide input and feedback via surveys, focus groups, and classroom discussions. This input and feedback is used to determine enrichment activities.

All students are given opportunities to develop their leadership skills through their participation in group projects and through the integration of the Leader in Me program principles. Additionally, students are provided opportunities to lead activities, facilitate group projects, mentor younger peers, and assist with collaborative learning experiences.

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 New Pacific Charter Expanded Learning Opportunities Program supports students in making healthy physical, mental, emotional, and social choices and engaging in healthy behaviors.

A variety of physical activities are scheduled daily to support physical health, including outdoor recreation, team-building games, sports, movement activity, and fitness-based enrichment.

The After School Program provides a snack based on the California Nutrition guidelines. The non-school day program provides a healthy breakfast and lunch that meet the Federal Free and Reduced Lunch guidelines for nutrition and portions.

In addition to physical wellness, the program incorporates activities and practices that support students' mental, emotional, and social health through positive relationship-building, leadership opportunities, collaborative activities, and social-emotional learning experiences aligned with the school's Leader in Me program.

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.

The New Pacific Charter Expanded Learning Opportunities Program actively recruits and hires staff that reflect the community of students we serve. Program planning is

also done through a culturally sensitive lens. Special attention is paid to ensuring activities are inclusive of all students and staff members. Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the extended learning program. Our students and staff are given opportunities to share their diverse experiences and backgrounds.

All students receive the support they require during the Expanded Learning Opportunities Program, including students with disabilities. Our special education program specialists and education specialists work in collaboration with our staff to ensure students are supported. Our program is open to all students and focuses on the growth and development of each student. Our program recognizes each student's unique strengths and gifts and celebrates their diversity.

7—Quality Staff

Staff Engagement

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

At the New Pacific Charter Expanded Learning Opportunities Program, we have quality and caring staff that welcome each student. Our staff receives classroom management, conflict management, and behavior management training. Our programs and staff promote a safe environment that allows students to develop a sense of belonging. Together, staff and students engage in academic support and enriching activities such as STEM activities, reading, social-emotional learning, performing arts, and games.

The PCI Human Resources Department works to appropriately screen candidates to ensure minimum qualifications are met. Candidates go through an interview process with school administrators and school staff to ensure they are a good fit to deliver school program principles in the Expanded Learning Opportunities Program. Additionally, initial and ongoing training is provided to support the Expanded Learning Opportunities Program staff in educational and behavior management strategies, as well as strategies for working with English Learners and students with disabilities. All Expanded Learning Opportunities Program staff must complete Mandated Reporting training annually.

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)]).

All staff members participating in the New Pacific Charter Expanded Learning Opportunities Program meet the minimum qualifications required by the LEA for instructional aides and expanded learning staff. Instructional Aides must possess a high school diploma or equivalent, a proven record of accomplishment of customer

service, excellent communication skills appropriate to students, and reliable transportation. Experience in childcare, education and experience in early childhood education, and school playground/safety experience are highly preferred.

Prior to employment, staff members must successfully complete all required health and safety clearances, including fingerprinting and criminal background checks through the Department of Justice, providing proof of a negative TB test, verification of eligibility to work, and any additional state-mandated screenings. Staff are also required to complete annual Mandated Reporter Training and ongoing safety-related professional development.

Staffing ratios will be maintained through supporting existing staff to increase retention, as well as timely, efficient recruitment when vacancies arise.

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)]).

The New Pacific Charter Expanded Learning Opportunities Program is committed to providing ongoing staff training and professional development to ensure all staff members have the knowledge, skills, and competencies needed to effectively engage, support, and enrich students.

All Expanded Learning staff participate in initial onboarding and ongoing professional development throughout the year. Training topics include classroom management, conflict resolution, behavior management, youth development, student engagement strategies, culturally responsive practices, social-emotional learning and strategies for supporting English Learners and students with disabilities.

The Expanded Learning Opportunities Program Coordinator actively provides hands-on training and guidance to assistant teachers to ensure a safe, positive, and organized learning environment for all scholars. Training is focused on mentorship, modeling, communication, and professional growth.

Newly-hired assistant teachers shadow the site coordinator during daily program operations. This allows time to review expectations, demonstrate effective classroom management strategies, and model positive interactions with students, families, and staff members. Step-by-step guidance is provided on student supervision, behavior support, activity planning, transitions, attendance procedures, and maintaining program structure.

Open communication and teamwork are encouraged by answering questions, giving constructive feedback, and supporting instructional assistants in building confidence in their roles. The goal is to create a supportive environment where assistant teachers feel comfortable learning, growing, and taking initiative.

Through consistent training and leadership, staff members understand program expectations and provide high-quality care and support to all students. The Expanded Learning Opportunities staff develops a strong, collaborative team that promotes student safety, engagement, and success every day.

8—Clear Vision, Mission, and Purpose

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

The mission of the New Pacific Charter Expanded Learning Opportunities Program is to provide a high-quality, safe, inclusive, and engaging environment where students are supported academically, socially, emotionally, and physically through meaningful enrichment opportunities and positive relationships with peers and staff.

The program’s vision is to create a student-centered expanded learning environment that empowers students to develop confidence, leadership skills, creativity, and a lifelong love of learning. The program values student voice, leadership, collaboration, and belonging, and strives to ensure every student feels safe, respected, and connected within the school community.

The purpose of the Expanded Learning Opportunities Program is to extend and enrich learning beyond the traditional school day by providing opportunities that complement and enhance the instructional program. Students receive academic support and skill-building opportunities that help them achieve success at their highest potential while participating in engaging enrichment experiences designed to foster critical thinking, communication, collaboration, and personal growth.

Students can participate in a variety of enriching activities including arts, STEM, leadership development, social-emotional learning, project-based learning, and physical fitness. Programming is intentionally aligned with school-day initiatives, including the Leader in Me framework and project-based learning practices.

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.

The New Pacific Charter Expanded Learning Opportunities Program is committed to building and sustaining collaborative partnerships that support high-quality, engaging, and responsive programming for students. The program actively seeks feedback from families and students regarding activities and interests, which guides the activities that are planned throughout the year.

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 New Pacific Charter Expanded Learning Opportunities Program is committed to collaborating to ensure seamless integration between the school and the program. We will continue to engage through open dialogue with the community and potential partnerships to both sustain and expand the range of services offered to our students. This collaboration will continue to guide us as we tailor our program and set goals aligned with the specific needs of our students.

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.

Our program leverages data from multiple sources to assess its strengths and weaknesses, ensuring continuous improvement in program design, outcomes, and impact. This ongoing quality improvement process integrates feedback from staff, parents, students, and partners. Such feedback informs our program goals, aligning them with the New Pacific Charter goals and vision and the Quality Standards for Expanded Learning in California. Data collection through surveys and meetings guide our program implementation and design. In collaboration with community partners, teachers, students, and program staff, the principal reviews program data through the lens of the Quality Standards for Expanded Learning.

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.

https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&id=NPlwxLW9FUiQHcofTPMwFkXTIXRd6wZOj1toUIVts_IUM0pUQjIlVTJJMEcwRTZFUklzSIVTQzNIMy4u&analysis=false

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?

Program funding, dependent upon annual amounts apportioned based on funding, will primarily support salaries and benefits for staff responsible for operating, supervising, and overseeing the program to ensure safe, compliant, and high-quality services for students. Additional allowable costs may include instructional and enrichment materials, student supplies, and snacks necessary to support daily program operations and student participation. The budget may also include shared facility-related expenses associated with operating the program, including but not limited to lease costs, utilities, custodial services, maintenance, and other operational expenses proportional to the program's use of the facilities.

This budget reflects the needs of students and families within the community by supporting accessible before-school, after-school, and select non-instructional day programming that provides students with a safe, structured, and enriching environment outside of regular instructional hours. The program is intended to support working families by expanding access to student supervision, enrichment opportunities, academic support, and social-emotional engagement while reducing barriers to participation for families in need of extended care services.

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

The New Pacific Charter Expanded Learning Opportunities Program ensures proper implementation of all program requirements through a structured system of oversight, alignment, monitoring, and continuous improvement that is integrated into daily operations and long-term planning.

Program implementation is guided by clear policies, procedures, and expectations established by the LEA and aligned with Education Code requirements, including ELO-P standards. Site and program leaders are responsible for ensuring that all expanded learning services are delivered in alignment with the approved program plan, including academic enrichment, social-emotional learning, student engagement, safety, inclusion, and enrichment opportunities.

To ensure fidelity of implementation, the LEA utilizes a combination of administrative oversight, staff supervision, and ongoing program monitoring. School and program leadership conduct regular site visits, observations, and walkthroughs to evaluate program quality, student engagement, safety practices, and alignment with program goals. Staff meetings and coaching sessions are used to provide feedback, reinforce expectations, and support continuous improvement in instructional and enrichment practices.

Data collection and Continuous Quality Improvement (CQI) processes are central to ensuring proper implementation. The LEA regularly reviews multiple data sources, including student attendance, participation rates, behavior and safety data, student and family feedback, staff observations, and social-emotional learning indicators such as collaboration, self-management, and school connectedness. This data is analyzed to identify trends, assess program effectiveness, and guide adjustments to

programming and staff practices.

Professional development is also a key component of implementation. Staff receive ongoing training in student engagement strategies, behavior management, social-emotional learning, cultural responsiveness, inclusion of English Learners and students with disabilities, and implementation of enrichment activities. Training ensures staff are equipped with the skills and knowledge needed to deliver high-quality programming consistently across all settings.

The LEA ensures compliance with all staffing, safety, and supervision requirements, including maintaining appropriate staff-to-student ratios in accordance with Education Code Section 46120(b)(2)(D). Staffing structures are reviewed regularly to ensure adequate coverage during academic support, enrichment activities, transitions, meals, and outdoor or physical activities.

Coordination across school systems, including Multi-Tiered System of Supports (MTSS), English Learner progress, and special education services, further supports effective implementation by ensuring alignment between expanded learning and the instructional day. Staff collaboration ensures that student supports are consistent, integrated, and responsive to individual needs.

Finally, the LEA engages students, families, and community partners in ongoing feedback loops to ensure the program remains responsive and effective. Their input is used to refine program practices, improve engagement strategies, and strengthen the overall quality of services provided.

Through these combined systems of oversight, data-informed decision-making, staff development, and stakeholder engagement, the LEA ensures that the Expanded Learning Opportunities Program is implemented with fidelity, quality, and continuous improvement focused on positive outcomes for all students.

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])

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 X No

Do you have a 21st CCLC Grant? Yes X No

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

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

<p>Programs serving Transitional Kindergarten (TK) and Kindergarten students in the New Pacific Charter Expanded Learning Opportunities Program are designed to maintain a pupil-to-staff ratio of no more than 10:1 in accordance with Education Code requirements. This ratio is prioritized through intentional staffing structures, careful scheduling, and ongoing monitoring of enrollment and attendance patterns.</p>

<p>To ensure compliance with the required ratio, the LEA develops staffing schedules based on projected and actual TK/K enrollment, with additional staffing allocated during peak attendance times such as arrival, enrichment blocks, snack/meals, outdoor play, and dismissal transitions. Staffing assignments are adjusted as needed throughout the year to respond to changes in enrollment or attendance to ensure the 10:1 ratio is consistently maintained. Site leaders monitor daily attendance and staffing coverage to always ensure adequate supervision, including during all instructional support, enrichment, and recreational activities.</p>
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<p>The LEA recruits staff who demonstrate experience and interest in early childhood education and working with young learners. Recruitment efforts prioritize candidates with backgrounds in child development, early learning, or youth programs serving early elementary grades. The hiring process includes interviews focused on understanding child development, positive behavior support strategies, and the ability</p>
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to create safe, nurturing, and engaging environments for young children.

To prepare staff for working with TK and Kindergarten students, the program provides targeted professional development and onboarding. New hire orientation includes training in health and safety procedures, program expectations, supervision requirements, and developmentally appropriate practices. Staff receive ongoing training in early childhood development, positive behavior support, problem-solving strategies, child engagement techniques, and creating structured yet flexible learning environments.

Staff are also supported through mentoring relationships with experienced early education educators who guide them in best practices for working with children ages 4–6. This includes modeling strategies for classroom management, supporting emotional regulation, and designing engaging activities that align with developmental needs. TK/K staff also participate in regular collaboration meetings with school-day teachers to align goals, identify student strengths and needs, and coordinate learning experiences that reinforce and extend classroom instruction.

The TK/K expanded learning curriculum is intentionally developmentally appropriate and balances structured learning with play-based, hands-on experiences. Activities are designed to support early literacy, early numeracy, social-emotional development, motor skills, and language development through interactive, inquiry-based, and child-centered approaches. Staff use student interests and child-guided exploration to shape enrichment activities, ensuring learning is engaging, meaningful, and responsive to developmental needs.

Through intentional staffing, ongoing monitoring, targeted professional development, and developmentally informed programming, the LEA ensures that TK and Kindergarten students receive safe, supportive, and high-quality expanded learning experiences while maintaining required staffing ratios and promoting early learning success.

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?

New Pacific Charter will share ELO-P information with families through ParentSquare, newsletters, email, phone calls, and office support. ParentSquare provides translation options, and staff will offer additional support as needed to help families understand program details and complete forms.

Families will receive information about program dates, hours, eligibility, priority enrollment, and available space. New families will receive a fillable PDF ELO-P registration form once their school registration has been approved. Families must complete and sign the form by the stated deadline.

Submitted forms will be reviewed by office staff, tracked based on eligibility and space, and stored securely in the school's electronic records system and/or secure office files. Families will receive confirmation once enrollment is reviewed and approved.

Transportation may be provided when available and based on program location, staffing, and student need.

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.

N/A

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.

The LEA provides fee waivers for qualifying families to ensure equitable access to the program. Students who qualify for Free and Reduced-Price Meals and English Learner (ELL) students are eligible to participate in the program at no cost to families. Families may be asked to provide eligibility documentation or verification through existing school records as part of the fee waiver process.

The program utilizes a sliding scale approach by reducing or eliminating fees based on identified student eligibility and family need. The LEA works collaboratively with families to ensure financial barriers do not prevent students from participating in expanded learning opportunities. Families experiencing financial hardship may contact the school administration to discuss available supports and possible fee assistance options.

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.**

Regular School-Day Program	
1st - 6th Grade Sample Schedule	
2:30-2:15	Snack/Organized Outdoor Activities/Sports
3:15-4:10	Power Hour (Homework & Tutoring)
4:10-4:30	Reading (Read Aloud and/or Independent)
4:30-5:00	Enrichment
5:00-5:25	Community Circle (social-emotional learning)
5:30-6:00	Student Pick-up
TK/K Sample Schedule	
12:30-12:45	Pick up TK Students from Class
12:45-1:15	Circle Time with Activities and Songs
1:15-1:50	Organized Outdoor Activities/Sports
1:50-2:00	Pick up K Students from Class
2:00-2:15	Afternoon Snack
2:15-3:15	Power Hour (Homework & Tutoring)
3:15-3:20	Handwashing
3:20-4:20	Clubs
4:20-6:00	Organized Activities Inside and Sports Recreation Outside

Non-School Day Program	
TK - 6th Grade Sample Schedule	
8:00-8:45	Breakfast
8:45-9:15	Community Circle (social-emotional learning)
9:15-10:30	Organized Outdoor Activities/Sports
10:30-11:00	Snack/Recess
11:00-12:00	Power Hour (Tutoring)

12:00-1:00	Lunch
1:00-2:00	Enrichment
2:00-3:00	Group Projects (Student Choice)
3:00-3:30	Snack/Recess
3:30-4:30	Clubs
4:30-5:00	Student Pick up

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.