

**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:** Poway Unified School District

**Contact Name:** Carol Osborne, Associate Superintendent of Learning Support Services

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**Contact Phone:** 858-521-2800 ext. 2733

**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. Adobe Bluffs Elementary School ESS (TK-5)
2. Chaparral Elementary School ESS (TK-5)
3. Creekside Elementary School ESS (TK-5)
4. Canyon View Elementary School ESS (TK-5)
5. Design39 Campus BRIDGE/ESS (TK-6)
6. Deer Canyon Elementary School ESS (TK-5)
7. Del Sur Elementary School ESS (TK-5)
8. Garden Road Elementary School ESS (TK-5)
9. Highland Ranch Elementary School ESS (TK-5)
10. Los Peñasquitos Elementary School ESS (TK-5)
11. Morning Creek Elementary School ESS (TK-5)
12. Midland Elementary School ESS (TK-5)
13. Monterey Ridge Elementary School ESS (TK-5)
14. Pomerado Elementary School ESS (TK-5)
15. Painted Rock Elementary School ESS (TK-5)
16. Park Village Elementary School ESS (TK-5)
17. Rolling Hills Elementary School ESS (TK-5)
18. Shoal Creek Elementary School ESS (TK-5)
19. Sundance Elementary School ESS (TK-5)
20. Sunset Hills Elementary School ESS (TK-5)
21. Stone Ranch Elementary School ESS (TK-5)
22. Tierra Bonita Elementary School ESS (TK-5)
23. Turtleback Elementary School ESS (TK-5)
24. Valley Elementary School ASES (Grade 1-5)
25. Valley Elementary School ESS (TK-5)
26. Westwood Elementary School ESS (TK-5)
27. Willow Grove Elementary School ESS (TK-5)
28. Bernardo Heights Middle School ASES (Grade 6)
29. Black Mountain Middle School ASES (Grade 6)
30. Meadowbrook Middle School ASES (Grade 6)

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31. Mesa Verde Middle School ASES (Grade 6)
32. Oak Valley Middle School (ELOP 6th grade)
33. Twin Peaks Middle School ASES (Grade 6)

## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

## Definitions

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

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality

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Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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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. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.***

Each TK-5 student in the Expanded Learning Opportunities Program (ELO-P) will receive services at their school of attendance for the core school day, through the Poway Unified School District's existing after school program; Extended Student Services (ESS) program. In addition, at Valley Elementary school we have ESS and After and Before School Education and Safety (ASES) programming where students in ELOP will receive services. Sixth grade students will also be served at their school of attendance for the core school day, in partnership with the ASES programming with the exception of Oak Valley Middle School students as there is not an ASES program on their school site. Students enrolled in ELO-P from Oak Valley Middle School will be transported by PUSD school bus to the Mesa Verde Middle School campus where they will receive services or ELOP funding will be used to create a program at Oak Valley. Both possibilities are being explored at this time.

As an extension of the school site, all ESS and ASES programs follow the health and safety guidelines of the school and district. Each program will utilize an attendance monitoring system to check students into and out of the program daily. Parents/guardians will be responsible for providing proper identification to program staff upon arrival for students to be released from the program. Emergency contact information will also be requested from alternative adults with permission to check students out of the program. Our ESS program is migrating to a new registration/attendance system that allows families to update information, check out their child and register their child for service electronically. (ProCare). On site Supervisors have access to student information stored in our district student data management system. (Synergy)

Program staff are required to report child abuse, self-harm, and physical injuries to the site and district administrators. There are staff at every program that are certified in child and adult CPR and First Aid. Emergency drills (fire, earthquake, secure campus) are performed quarterly and documented in the drill report log located in the Emergency binder. In emergency situations, 911 will be called immediately. Program staff are also required to document incidents and report student injuries to parents, site administrators, and district administration. Professional Development for staff around this standard is already scheduled for our September Professional Development Day training.

The ESS program provides a safe, supportive and nurturing environment that supports the developmental, social emotional and the physical needs of all students. Our main goals as we expand the program with ELO-P are to focus on both school

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connectedness/social-emotional development, and to provide specific time each day that allow for opportunities for academic support and/or enrichment.

During the summer or when school is not in session, TK-5 students in ESS/ELOP programs will also have opportunities for field trips, special events, and on campus vendors coming on campus to provide enrichment activities. For sixth grade students enrolled in ELOP, in the summer or when school is not in session the ASES program will expand services at a minimum of one (1) regional school site for an additional thirty (30) non-school days. The 30 non-school days will be identified in partnership between district and site leadership and program stakeholders including but not limited to staff, students, and parents to support the greatest needs for a safe and supportive environment for students.

### 2—Active and Engaged Learning

***Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.***

For TK-5 students, the ESS program provides a safe, engaging and fun environment and experience to help children develop their social, emotional and physical skills. ESS is staffed by qualified leadership and trained program aides who provide a comprehensive program of developmentally appropriate activities. A snack is provided 30 minutes after school dismissal. A quiet homework time is provided for children to work on homework or school assignments or participate in an educational activity. ESS provides a dedicated time and space for homework and encourages the completion of homework and can support students by answering questions, reading directions and providing materials that may be needed for the student to be able to complete assignments successfully. ESS staff set expectations for this dedicated time and have enrichment materials prepared for the students who do not have homework. Depending on the level of ELO-P funding, we can investigate bringing in specific support for academic remediation for students who may be performing below grade level. After the dedicated time for homework, additional activities will help students address their social emotional health through arts and crafts, physical movement, collaborative activities, social emotional group lessons, and specific projects. An area of focus for the projects will be to support students so they are engaged and cooperative in the group activities and foster a sense of accountability to one another. A focus for this year will be to increase student voice to better meet participants' needs and interests.

For 6th grade students receiving their ELO-P through ASES, students will have dedicated time and opportunity daily for academic support. Middle school students will use various resources such as the Canvas and My Plan app to access homework and extend learning from the core instructional day. Students will be provided with access to computers and textbooks and staff are available during homework/academic hour to provide academic support as needed. At their discretion, some middle school sites will also partner with volunteer tutors and/or

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credential teachers to support students as well.

## 3—Skill Building

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

The skill building quality standard for expanded learning will be supported through ELOP funding as appropriate. We are looking to strengthen existing partnerships and seek out new partners to enhance this area. For example, the ASES program for 6th graders has used high school mentors under the supervision of the high school robotics teacher to bring robotics activities to the middle school students. It is our hope that it can be expanded further into the elementary school programs. Providing opportunities for participants to work in groups so that they can practice skills such as team-building, collaboration and communication can be fostered is also a focus for the first year of our ELOP plan.

In 6th grade, students in the ASES program will experience skill building by engaging in educational enrichment activities that are varied and reflect student interest. Middle school students will have the opportunity to learn or practice a different skill every 4-6 weeks as the ASES activity calendar changes in response to students' interest, the season, and school themes. Students will have the opportunity to participate in district-wide enrichment activities such as Duct Tape Fashion Show, Inventors Club Competition, and an intramural sports program that runs seasonal sports (e.g. cross county, flag football, etc.) throughout the year.

## 4—Youth Voice and Leadership

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

As already stated above, a focus for this year will be to increase student voice to better meet participants' needs and interests. Currently ESS programs offer at least one choice day through the use of "clubs" that students can pick and choose from when it is time for enrichment after the dedicated homework time. Individual grade level groups have a consistent staff leader that informally surveys the students or gathers data regarding what they would like to do in their enrichment time each day. Dependent on ELOP funding available, ESS will provide additional resources for program staff to expand academic and enrichment opportunities that encourage students to utilize their voice and leadership skills. Program staff will integrate learning and engagement opportunities where students can interact with professionals in various career fields, engage in leadership and service-learning opportunities in the community, and develop hands-on real-world experiences that will enhance their TK-12 educational experience. With the ELOP funding and possible staff development opportunities, we would like to increase Team Building opportunities led by students.

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Youth Voice and Leadership is enhanced for 6th grade students in ASES through collection and analysis of student survey results to determine program offerings (i.e. clubs, activities, etc.). Additionally, all middle school sites will facilitate the ASES LEADS

(Leadership, Empathy, Academics, Diversity, and Strength) club; student LEADS help with planning programming and meet at least two (2) times during the school year (i.e. fall and spring) for cross-collaboration with LEADS at other middle schools to plan a district-wide community service learning event. ASES LEADS will also meet with district office leadership at least one (1) time annually to serve as a focus group for ASES program planning.

### 5—Healthy Choices and Behaviors

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

The ESS program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle. TK- 6th grade students have the opportunity to have a free breakfast and lunch during the school day. ESS provides a snack each day and also has opportunities for students to participate in cooking or club activities where additional food is provided. Program staff will encourage students to make healthy choices by limiting access to sugary snacks and beverages and by promoting athletics and exercise. ELOP funding will provide the opportunity to offer more fresh fruits and vegetables as part of the snack program at each ESS site.

In terms of 6th grade students, ASES aligns with the district wellness plan by giving students opportunities to participate in many different physical activities as well as providing activities that keep in mind students' overall health and wellness. ASES snacks for both before and after school programs follow federal, state, and local nutrition regulations. Healthy snacks are served daily to all ASES students in both before and after school programs using USDA dietary guidelines.

### 6—Diversity, Access, and Equity

***Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.***

Creating a culture of inclusion is a priority for our district; we believe in modeling best practices that embrace the diversity of our community. The ESS program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/ or gender identity and expression. ESS staff are



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committed to creating an equitable and inclusive environment for all students. We are intentional about planning activities that reflect all of our students and their families, and about providing opportunities for students to build relationships with one another and participate in activities that focus on inclusion. All students are provided the access and support they require to participate in ESS. Dependent on ELOP funding ESS would like to explore paying Student Service Assistants assigned to the school site on a timesheet to provide modeling and training to our ESS staff and also give suggestions for supporting students in the after school programming. If we were able to find more staff, it would be wonderful to reduce our adult to child ratios so that we were able to provide the support that some of our students need. We would also like to provide training to at least one Program Aide on each campus to learn strategies for students who may be struggling with behavior or emotional issues so that each site has a floater, who moves between grade level groups offering support, and increasing access for more students to be successful at ESS.

In the ASES program, all 6th grade students will be allowed to participate in any intramural sports (i.e. no 'try-outs' or 'cuts') to ensure access and equity for all abilities. In addition to the sports program, culturally inclusive clubs will be offered that represent the students on each campus (e.g. foreign language clubs, such as Filipino) to promote diversity.

Additionally, first priority enrollment goes to students who are identified by the program as homeless youth (as defined by the federal McKinney-Vento) and to students who are identified as being in foster care, followed by students who are eligible for free or reduced-priced meals, followed by English learners. This enrollment guidance supports the ASES program's ability to provide all students with opportunities to experience diversity within the program and community.

### 7—Quality Staff

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

At this time, the greatest roadblock we are facing is the ability to hire enough staff to serve the students who want to access our ESS and ASES programs. This has especially impacted our TK and K students because both groups dismiss after approximately 5 hours of core day for the first 6 weeks of school. Kindergarten resumes a 6 hour day after that; however, TK continues the 4 hour core day all year long. This early dismissal from the core day, coupled with the later dismissal time of our high schools has created a time frame that is very difficult to find staff willing or able to work. Maintaining the ratios of 1:10 for TK and 1:15 for K is a priority not only from a safety and compliance standpoint but also because it is developmentally appropriate. Additionally, for 6th grade, the ASES program is required to comply with a 20:1 student-to-staff ratio requirement. One of the focuses of this first year of implementation is that we explore options to staff this very unique portion of the day, with quality staff as we know this is critical for our youngest learners.

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However, the staff we have on campus are focused on being professional, motivated, dedicated and energetic. ESS/ASES staff are expected to be constantly engaged, take initiative, and act with integrity. In addition, team members are hired who are passionate, have positive attitudes, and take pride in their performance and in their ASES/ESS site.

Staff members participate in ongoing professional development in the areas of social-emotional learning, trauma informed practices, restorative practices, behavior management and this year, encouraging youth voice and leadership. Experienced staff are paired with newer staff members in group assignments so that the experienced staff member can model and coach the newer staff member. ASES/ESS has current staff that serve as coaches and mentors via the PSEA Mentorship program. ASES/ESS staff members are reminded they are role models to the students on a regular basis. As staffing improves our plan is to increase the staff development opportunities available to newer staff by resuming that as part of the Supervisor and Lead Assistant's role. Currently our Lead Assistant and Supervisor are required to be in the ratio to operate a safe and supportive program.

Staff members are supported and trained to take ownership of the programming needs of the enrichment portion of the program. They are provided resources to select from that allow the leader to have access to ideas, strategies and materials to provide Science, art, crafts, technology and STEM activities. Monthly lesson plans are turned into the ASES/ESS Supervisor to review for variety and content.

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

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

PUSD's vision statement is "to create culture and conditions to empower world-class learners". PUSD's Mission Statement is "Inspiring Passion and Preparing Every Student to Thrive in College, Career, and Life by Providing Personalized, Rich and Rigorous Learning Experiences". In support of this vision and mission, ASES/ESS/ELOP will utilize the **Quality Standards for Expanded Learning in California**, which helps to provide staff working in expanded learning a shared vision of quality. Our clear vision, mission and purpose will align with the standards as outlined below. The standards will be reviewed regularly and drive our professional development until all are met. In the initial roll out years PUSD ESS/ELOP will strive to provide:

- **A Safe and Supportive Environment**- to support the developmental, social-emotional and physical needs of all students
- **Active and Engaged Learning** - to promote collaboration and expand student horizons
- **Skill Building**- that intentionally links program goals with 21st century skills and provides activities to help students achieve mastery
- **Youth Voice and Leadership**- to provide ongoing access to authentic leadership roles

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- **Healthy Choices and Behaviors**- in an environment that supports a healthy lifestyle
- **Diversity, Access and Equity**- where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression
- **Quality Staff**- where the program recruits and retains high quality staff who are focused on creating a positive learning environment, and provided with professional development based on assessed staff needs
- **Clear Vision, Mission and Purpose**- which provides program design, implementation and improvement work
- **Collaborative Partnerships**-to build and support collaborative relationships among stakeholders to achieve program goals
- **Continuous Quality Improvement**- using data from multiple sources to assess strengths and weaknesses to improve program design, outcomes and impact
- **Program Management** that has sound fiscal and administrative practices to meet requirements of ELOP funding
- **Sustainability**-by building enduring partnerships and securing commitments for in-kind and monetary contributions

### 9—Collaborative Partnerships

***Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.***

PUSD’s ASES/ESS/ ELOP will intentionally explore and then build collaborative relationships among internal and external stakeholders to achieve program goals. The district will explore or continue partnerships with:

- Poway High Robotics Team
- Rancho Family YMCA
- Boys and Girls Club of 4S Ranch
- Exploration of outside vendors who provide activities facilitated by their own staff
- Classroom teachers willing to provide Enrichment Sessions
- ASES at Valley- Mission On The Edge Partnership
- High school coaches who provide support for ASES Intramural Sports

In addition, the ELO-P will explore and continue additional partnerships with other community organizations to provide field trips, specialty programs, and clubs during the school year, February break, Spring break, and summer.

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## 10—Continuous Quality Improvement

*Describe the program's Continuous Quality Improvement plan.*

Poway Unified School District will continue to partner with the San Diego County Office of Education and the Children's Initiative to receive program updates, professional development, and feedback from walkthroughs to improve the quality of our enrichment programs. Data and feedback will support the team with assessing, planning and improving enrichment programs with the goal of eliminating barriers and providing access and opportunities for all PUSD students. An area of growth during this planning year will be to expand the collection of data to include parent and student surveys to determine where programs are meeting student needs well and where there is need for improvement. As this year's focus for both the ASES and ESS program is on the standard of Safe and Supportive Environment, we will focus on the feedback solicited in that area.

## 11—Program Management

*Describe the plan for program management.*

The objective of the PUSD Before and After School Programs Department is to provide quality expanded learning opportunities for our families. Our team works collaboratively to support our students and our families in this endeavor. Our ESS program is overseen by an Administrative Team that supports budget, operational decisions and provides managerial and materials support and evaluation of the Site Supervisor.

Programmatically, School Site Supervisors are on each campus and directly evaluate and support our staff, a Lead Program Assistant who provides coaching and support to team members, and Program Aides and High School aides who work directly with the students in grade alike groups.

As we expand access to more students and build the program to include increased opportunities for social-emotional engagement and academic intervention, additional management and staffing will be required. This includes additional Lead Program Assistant staff (due to the increase in ESS staff that will be required to serve additional students), additional Program Aides and perhaps an additional Operations Supervisor who can help with oversight of academic intervention programs, and SEL staff and SEL programs. Additional clerical support and support from the finance team assigned to our department will also be required to support ESS registration, billing, reduced fee funding, and management.

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## General Questions

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

***ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are***

***held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.***

Programs that hold both grants (ASES and ELO-P) will use the ELO-P funding to grow our expanded learning opportunities. The expanded learning opportunities will meet the needs and interests of all students. The ELO-P funding will provide the program with the opportunity to serve more families in our school community. With the ASES grant, there is a cap or limit as to how many families we can serve. The ELO-P funding will allow us

to expand beyond that cap. Programs will operate for the same number of hours and provide the same learning opportunities for all unduplicated pupils. Our main goals this first year as we expand the program with ELO-P are to focus on both school connectedness/social-emotional development, and to provide a safe and supportive environment.

## Transitional Kindergarten and Kindergarten

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

ELOP funding will allow us to expand staffing to below what our traditional student to adult ratios are in order to meet the ratio expectations for TK students. TK and kindergarten students who attend ESS have separate groups and separate schedules with developmentally appropriate activities and projects for their age. This also allows us to ensure the required staffing ratios are achieved for this age level. Program staff will engage in ongoing professional development in age and grade-level appropriate enrichment activities and learn how to customize art and physical activities for TK and Kindergarten students. The ESS/ELOP Lead Assistant will be involved in the facilitation and leadership for that group of students.

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We work collaboratively with our human resources department and personnel commission to recruit staff for our program. We have hosted ESS-only job-fairs to recruit for our program, and ESS program staff have presented and recruited specifically at local high schools and colleges to ensure that the appropriate staffing levels are provided to meet required ratios for every grade level. To prepare staff to work with and support younger children we would like to provide ongoing professional development in the area of early childhood. The ESS/ ELOP Supervisors will collaborate with TK teachers, instructional assistants and our Director of Early Childhood Education to support the work being done in the classroom in our Expanded Learning Opportunities/ESS program.

### Sample Program Schedule

***Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.***

In PUSD, Transitional Kindergarten will be receiving 4 hours of core instructional day. The remaining 5 hours plus will be served in the ESS/ELOP setting.

### **Sample TK school day schedule to cover 9 hours of programming:**

7:20-7:45 School opens for breakfast and playground

7:45-11:45 AM Core instructional day

11:45- 6:00 PM ESS/ELOP Programming

- 11:45 Check in
- 12:00 Outdoor or indoor physical activity
- 12:30 Inside choice activities to include opportunity for quiet rest if student desires
- 1:15 Circle activities/art projects/games
- 1:45 K-5 students dismissed; join for check in
- 2:00 Outdoor activities/free choice play and snack
- 2:45 Dedicated time for educational activities or homework
- 3:30 Planned activities indoors/outdoors varies daily in grade alike groups
  - SEL lessons
  - Arts and Crafts
  - Sports skills
  - Movement Activities
  - STEM
  - Science Activities
  - Seasonal
  - Club choice time

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- Cooking
- 4:45 Clean up and Pack up of grade level group room; Transition to main building
- 5:00 Independent Choice Activities
- 6:00 Program closes for the day

## **Sample 9 hour summer day schedule (ESS/ELOP)**

Schedule below is an example of a full day on campus with no special assembly, guest speaker or activities and no field trips. However, during summer sessions each ESS site has a minimum of:

- One day special event on campus activities
- One bus field trip
  
- Second field trip each week that is either walking or bus as budget allows

Two of the days each week, this type of schedule would be in place.

- 7:30 Program opens
- 7:30-8:30 Main Building choice activities
- 8:30-9:30 Outdoor Activities
- 9:30-10:00 Morning Meet Up and Daily Schedule Review; Announcements; Awards; Team Building Recognitions
- 10:00 Grade Level Breakout Sessions related to weekly theme
  - STEM
  - Art
  - SEL lessons and follow up activity
  - Physical Activity
  - Collaborative Team Projects
  - Cooking
  - Technology Time
  - Academic Enrichment
- 11:15 Lunch and Free Play Rotations Begin
- 12:30-1:30 Large Area Activity (use of MPR, indoor village areas, playground library etc.)
  - Indoor physical activity
  - Dance party
  - Board Game Rotation Station
  - Building Competitions
  - Egg Drop Demonstrations
  - Sing Along
  - Videos
- 1:30 Club Choices Announced for Student Selection
- 1:45-3:00 Clubs Time (Mixed grade levels)
  - Book Club
  - Media Club (creating week videos, photos)

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- Cooking Club
- Gaming Club
- Sports Club
- Board Game Club
- Art Club

3:00 Afternoon Snack/ Day Rewind or Review to share highlights  
3:30-4:15 Outdoor Free Play  
4:15-4:30 Grade Level Classrooms to clean up and pack up  
4:30-5:30 Transition to Main Building choice activities  
5:30 Program Closes

### **Sample 9 hour summer day schedule (ASES/ELOP)**

#### Non-Field Trip Schedule (General)

8:30 -11:30 Academic Intervention  
11:30 - 12:00 Lunch / Check In  
12:00 - 1:00 Large Group Activity  
1:00 - 2:00 Activity Block #1  
2:00 - 3:00 Activity Block #2  
3:00 - 3:30 Snack & Chill  
3:30 - 4:30 Activity Block #3  
4:30 - 5:30 Large Group Activity (Check-Out)