



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN 2024-2025

**This Program Plan Template is required by the California Department of Education
(EC) Section 46120(b)(2).**

Prepared by:

**Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923**

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: PUENTE Charter School

Contact Name: Jerome G. Greening

Contact Email: jerome@puente.org

Contact Title: Chief Executive Officer

Contact Phone: 323-780-0076

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. PUENTE Charter School (a single site LEA)
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: June 12, 2024

Review/Revision Date: June 4, 2024

Review/Revision Date: December 3, 2024

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/qualstandcqj.asp>

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The PUENTE Charter School ELO-P Program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Program support staff from Registrars, Campus Aides, Paraprofessionals, Special Education Specialists to Administration support the student and family to make our campus a secure and engaged learning environment.

Our program incorporates quality indoor learning spaces and safe outdoor physical activity spaces for program services. Since our after-school program is located on our campus, we consider the after-school program an extension of our school day and provide alignment with our after school program collaborative partner, Think Together.

All program staff are trained in safety, first aid, and trauma-informed learning practices as part of their professional development.

Additionally, staff are trained on incident reporting to ensure that all safety or

other incidents are documented and communicated to appropriate supervisory and/or school staff, and families.

Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities. It will align to the school safety procedures already in place, including COVID safety protocols such as weekly testing and wearing of masks, and emergency and safety drills. Program staff work with school staff to conduct required safety drills on a scheduled basis throughout each year.

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.

PUENTE Charter School is a full-inclusion school; dedicated to ensuring a safe and welcoming learning environment for all, and provides similar social-emotional supports in ELO-P as one would find during the instructional day. Our teams work closely together as our Principal and Think Together Site Supervisor oversee our ELO-P program, and has diverse connections to our multi-tiered systems of supports to implement, along with our collaboration with Care Solace for more intensive supports for families for emotional well-being.

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.

Our program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs of our school community. Proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Enrichment, including physical fitness and the arts, with the ultimate goal of closing the opportunity gap that exists between the low-income students we serve and their higher-income peers.

During the summer, our ELO-P program intentionally creates opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

Included are educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. We offer enrichment lessons in music, physical activities like dance and soccer, storytelling through photography, and STEM focused activities.

3—Skill Building

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

In our program, we offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health,

and community engagement. Academic tutoring is provided for students based on their needs and support achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group and individual tutoring.

Enrichment activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting discussion and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

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, parents, community partners and school staff have completed evaluation surveys that gather feedback on programs, school culture and family needs. Staff have participated in planning meetings using this feedback and other data points to determine the key student activities to be provided. The program welcomes school-related extracurricular activities in the after school hours that set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school. They also will take a leading role in our new garden project that they will plan and execute from start to finish.

5—Healthy Choices and Behaviors

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

Our health and wellness program components align directly with the best practices set out by the state of California, LAUSD, and the nation. All activities promote a vision of school connectedness and a sense of community, and emphasize socio-emotional and physical health and include the following:

Physical Activity:

Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours, led by health and wellness instructors and include dance, yoga, soccer clinics and other interactive games. Activities are approximately 15-20 minutes in length and designed to help students:

1. Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;
2. Develop and maintain acceptable levels of physical fitness
3. Develop the ability to get along with others in movement environments

Nutrition Education:

Our program provides healthy meals each day in accordance with USDA school meal guidelines and is offered in collaboration with our meal provider, School Nutrition Plus.

Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Students learn the importance of maintaining a diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. Students participate in whole school projects on occasions such as Earth Day, learning about the connection of soil and plants to the food we eat. Students and staff work together with community members to build and promote healthy food and eating habits through our garden project funded by Blue Shield of California.

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 program at PUENTE serves predominantly Latino students and families, as well as students from other backgrounds that include African American, Asian-American and white. We have a strong commitment to diversity and inclusion and celebrate all cultures as community assets.

We work with students to promote and 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. Ongoing professional development for staff include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served.

Enrichment opportunities embrace the diversity and rich cultural heritage students and their families bring to the program as demonstrated in art and music classes, service learning projects, and STEM projects.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and

informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

PUENTE has a high proportion of English Language Learners and a strong need

for services to support these students in the out of school hours. Afterschool programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement.

7—Quality Staff

Staff Engagement

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

PUENTE works with our after school collaborative partner, Think Together, to ensure that expanded learning programming staff have defined qualifications, training and experience. Think Together provides high-quality expanded learning programs to support students and provides leaders with professional development and staffing services that are focused on student achievement.

In addition, PUENTE employs personnel who have succeeded in overcoming barriers of circumstances and reflecting the community we serve. They bring to their professional commitment an understanding of challenges and rewards of growing up in predominantly Latino and low-income community.

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)]).

The Instructional Aides in the PUENTE Charter School will work in a community where children, parents, teachers and administrators are actively involved as partners in teaching and learning. PUENTE is committed to full compliance with federal immigration laws. All new hires and current employees are required by federal law to verify and provide satisfactory evidence of their identity and eligibility / legal authority to work in the United States, and each such individual must pass an employment verification procedure before he/she is permitted to work. Therefore, all offers of employment are conditioned on proper completion of a Form I-9. You will be required to complete a federal Form I-9 on the first day of employment. If this Form and verification of employment eligibility is not completed during the first three days of employment, we are required by law to terminate your employment. If you are currently employed and have not complied with this requirement or if your status has changed, please inform Human Resources. If an employee is rehired, the employee

also must complete a Form I-9 if he/she has not completed a Form I-9 with the Company within the past three years, or if the employee's previous Form I-9 is no longer retained or valid.

All individuals who have been conditionally offered a position as an employee or volunteer of PUENTE Learning Center must be fingerprinted and cleared before the start of their employment / volunteer work. All offers are conditional and subject to the results of a background check.

Qualifications:

- A bachelor's degree is required.
- Applicants should be technology literate and comfortable incorporating technology into instructional programs.
- Bilingual (English-Spanish) candidates are preferred.
- Must have an interest in becoming part of a small, dedicated team that works to meet rigorous academic outcomes, take part in parent-participation projects, cooperate in a variety of school-community events and assume responsibilities both within and beyond the classroom.
- Available for occasional evening and weekend hours may be required to participate in school functions and to attend a variety of meetings.
- Work with Charter staff to offer children a standards-based, stimulating and nurturing program and environment that meets student's individual and group needs.
- Work with the school Administrator and other instructional staff to develop a curriculum that aligns with California Content Standards and the school's charter.
- Work with Teachers and other Paraprofessionals to assess individual student learning needs and evaluate student outcomes.
- Participate in a team education approach.
- Utilize innovative strategies to motivate children at every level of the learning spectrum.
- Help to identify students with special needs and, if requested, participate on the Student Success Team to assess student needs and to create and implement appropriate Individualized Education Programs.
- Demonstrate appreciation for and sensitivity to the diversity among individuals and the unique learning needs of each individual student.

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)]).

Staff participate the same core professional development sessions as all other staff - from culture building and team building, to working on deliverables such as mandatory trainings. Throughout the year the team comes together to learn about protocols, receive supervisorial training, create common language, and discuss and plan for upcoming events. These team meetings allow for reflective behavior on activities that have been completed, activities students are currently engaged in, and activities that are planned for the future. These monthly meetings/trainings are largely lead by our Principal and are attended by our Think Together Site Supervisor..

8—Clear Vision, Mission, and Purpose

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

PUENTE's mission is defined in our name People United to Enrich the Neighborhood Through Education. PUENTE builds bridges to learning and opportunity, fostering a powerful home-to-school connection and an inclusive learning environment. Through preschool, charter elementary school, and summer camp programs we empower students and their parents to improve outcomes for the whole family.

Exceptional support programs serve diverse learners in their growth and achievement of grade level standards and beyond. We do this through enriching arts programs that offer students exposure and access to visual and performing arts; physical activity programs focused on developing physical skills and the importance of life-long fitness; and STEM programs that help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace.

Our vision is for our school to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students and scholars.

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.

Students and families are involved in the creatiion and ongoing development of our ELOP by attending our scheduled school meetings throughout the school year including our Charter School Advisory Committee; our Coffee with the Principal; our LCAP meetings; and our Family Nights, which are hosted by grade-level. Each gathering provides the opportunity to reflect, share feedback and to complete satisfacion survyes on our school services.

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.

PUENTE has a fully executed Agreement to provide after-school services and a 7-year partnership with Think Together as our primary service provider for expanded learning services, including the ELO-P program services. The Think Together collegial team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality after-school programming.

Other collaborative partners and their services include:

Comprehensive Therapy Associates- Special Education services and wraparound supports

Theater of Hearts - dance programming

Neighborhood Music School - music programming

Hollenbeck Police Action League - soccer clinic, physical skill building classes, and Life Camera, Action a photography storytelling program

USC Dental School - dental screenings and services

UCLA Eye Clinic - vision screening and free eyeglasses

Adventist Health White Memorial - vaccine clinics and family health screenings

Los Angeles Food Bank for school-site food distributions for family food security

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.

Measures of student success are integrated with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the students. Teachers and administrators are incorporated into the site activity planning process to

ensure that our students continue to learn and grow during their time in Expanded Learning.

We are committed to maintaining a data-driven process that creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This process has three steps: Assessment, which employs data collection using multiple strategies; Planning, which allows the program to use data to generate and implement an action plan for improvement; and Implementation, which allows staff to implement the plan and reflect upon progress. Our program's plan includes: goals and action steps, a timeline with dates for action steps, feedback from staff, youth, parents, and partners, and a clear plan communicated to all stakeholders.

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.

ELOP Program operations are overseen by the Charter Elementary School Principal and the Think Together Site Coordinator for:

1. Ensuring support for the Think Together site coordinator and our enrichment partners
2. Ensuring grant compliance.
3. Program oversight, staff supervision
4. Program evaluation and quality improvement data analysis;
5. Collaboration with Think Together's internal teams.

https://drive.google.com/file/d/11cZ1GPnqg9d_OuQubjvCf_TtiwoGxPID/view?usp=sharing COPY & PASTE In Browser

https://drive.google.com/file/d/1dSO0U-_d7SvL9HLk4W37_tFSRa2Gcefr/view?usp=sharing COPY & PASTE In BROWSER

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?

It is estimated that ELO-P will generate \$640,000 in revenue in the 2024/25 school year, and the school plans to use the entirety of those funds to run the ELO-P

program. Program costs include the contract with our ELOP collaborator, Think Together, full- and part-time staff salaries and benefits, as well as food, supplies and related costs. PUENTE serves the economically disadvantaged community of Boyle Heights and East Los Angeles, with 84% of our families qualifying for Free and Reduced Priced Meals. In addition, our parent community continually expresses gratitude for the ELOP as they balance their adult realities, including work schedules and family commitments. Our students report enjoying the extended time in school and the enrichment activities that allow them additional creative exploration.

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

PUENTE Charter School's administrative team has been working together for over 7 years and has experience in school leadership, program design, multi-tiered systems of support, full-inclusion, as well as business practices. In addition, PUENTE has an annual independent audit and annual fiscal oversight from our charter authorizer, the Los Angeles Unified School District, both resulting in audit/oversight reports.

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 ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

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

All afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten

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

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. We will intentionally staff our program to maintain the required ratios.

Our vision for TK applies to both in-school and supplemental programs, is that transitional kindergarten is the start of a powerful learning journey. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong

learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and Provide Access

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

Our ELO-P program is part of our annual in-person Parent Orientation and is a dedicated communication offered bilingually from both the PUENTE and Think Together administrative teams. PUENTE and Think Together continually announce the ELO-P via our parent/family messaging system, Parent Square, which is available in the parent's language of choice. In addition, our ELO-P collaborator, Think Together, conduct outreach efforts at all our school events and provide information to parents in the parent's language of choice. Think Together staff is available to assist parents with the registration, including securing signatures, and all forms are stored on-site at PUENTE with scanned copies also stored at Think Together administrative offices. Transportation is not provided for the PUENTE ELO-P participants.

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.

During the Summer ELO-P, PUENTE in a collaboration with Think Together, conducts field trips to the California Science Center and the Long Beach Aquarium, both which are extensions of the TK-5th grade engaging learning themes for the summer sessions, including STEM and Sea Life. The field trip dates are typically conducted on a Thursday in the month of July with the students being able to report out the discoveries made by attending these educational centers. Transportation is provided

by a charter bus service.

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.

No fees are collected for participation in the ELOP.

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.**

PUENTE Charter School operates the ELO-Program every instructional day, Monday through Friday for the 180 day school calendar, between the hours of 2:30 pm – 6 pm. Each grade level, TK-5, has their dedicated Think Together class leader providing enrichment activities, including English Language Arts, Math, Social Science, Science and Fitness in project-based learning throughout the afternoon block schedule.

In addition, for 30 consecutive weekdays during the summer, PUENTE operates the Summer ELO-P between the hours of 8 am – 5:30 pm. Summer themes frame the enrichment activities that are targeted by grade level and include, Science, Technology, Engineering, Arts, Math and Fitness in project-based learning instructional blocks. Breakfast, Lunch and Snack are provided to all participants in the PUENTE Summer ELO-P.

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.