



San Diego Unified
SCHOOL DISTRICT

Expanded Learning Opportunities Program (ELO-P) Plan

Prepared by:
Department of Extended Learning Opportunities
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2026-2029



**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s):

Local Educational Agency (LEA) Name: San Diego Unified School District

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Our Extended Learning Opportunities Department supports all of the following district sites by utilizing various funding sources: [SDUSD ELO Program Overview](#). As part of our ongoing efforts to align our work with the San Diego Unified School District Board goals, we have identified the ways in which each of the 12 Quality Standards for Extended Learning supports student learning beyond the instructional day.

12 Quality Standards & SDUSD Board Goals Alignment

- [ELOP Program/Board Goals Alignment Document](#)
- To learn more about our San Diego Unified Board Goals, please visit: https://www.sandiegounified.org/about/board_of_education/SOFG

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 school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.

Contributes to Board Goals:

- **#1 Student Wellness:** 1.1, 1.2, 1.3, 1.4
- **#2 Effective Communication & Literacy:** 2.1, 2.4
- **#3 Problem Solving and Mathematics** 3.1, 3.2
- **#4 College and Career Readiness**

The San Diego Unified School District Extended Learning Opportunities (ELO) Department exists to provide quality extended day and extended school year learning and enrichment to SDUSD students.

The Extended Learning Opportunities Department directly administers and supports all elements of the following programs in collaboration with multiple community partners:

- Before and after school PrimeTime Extended School Day Program ([PrimeTime](#))
- **Summer Academic Programs** and Extended School Year ([ESY](#))
- Summer PrimeTime Enrichment Programs ([Summer PrimeTime Enrichment](#))
- **Middle School Sports** Programs

All of our ELO programs consciously create a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students outside of the regular school day. All programs, except for **Summer PrimeTime Enrichment**, are offered exclusively at school sites during the school year and at select host sites during the summer. **Summer PrimeTime Enrichment** programs are offered offsite within the local community within each Learning Community Cluster to ensure access by foot or via public transportation hubs.

Our policies and procedures pertaining to student safety closely align with the regular school day and include, but are not limited to:

- Student Sign-In and Out Procedures
- Attendance Accountability
- Student Supervision
- Student Health and Wellness
- Emergency Preparedness Drills
- Emergency Disaster Plan

As our ELO Department has expanded services to meet the new Rate 1 Universal Access requirements, we are purposefully embedding strategic onboarding for all partners to align with our district core values of equity, belonging and thriving. We also provide monthly opportunities for our staff to take care of their own mental and physical health utilizing our VEBA partnerships for wellness. Additional staff professional development includes, but is not limited to:

- Current First Aid and Pediatric CPR Certification
- Student Health and Wellness Support (Medication Administration, Allergy Notification and Documentation, Medical Conditions and Needs)
- Child Abuse Reporting Requirements
- After School Staff Essential Training (ASSET)
- Columbia Suicide Severity Rating Scale (C-SSRS)
- Inclusion Behavior Training in partnership with our Special Education Department

2—Active and Engaged Learning

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

Contributes to Board Goals:

- **#1 Student Wellness: Goals 1.1, 1.2, 1.3, 1.4**
- **#2 Effective Communication & Literacy: 2.2, 2.3**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness: 4.1, 4.2**

Our ELO programs provide enrichment, tutoring, homework assistance and supplemental instruction in basic skills through small group or individual instruction aligned with the regular school day in collaboration with numerous community partners.

PrimeTime offers school sites a menu of several structured academic program options to select from. The following academic program providers are available to all 144 PrimeTime sites to self select based on a yearly needs assessment survey of staff, families and students. PrimeTime Academic Options menu:

- Academic Intervention
- Air and Space Kids STEM in Space
- Art Education Connection
- Athletes Global
- Brains and Motion
- Birch Dive into Adventure
- Bollywood K-8
- Creative STEM and Arts
- Digital Lizards of Doom
- Eco Art Kids
- Education Plus
- FANCY
- Fleet Spark Lab
- Girl Scouts
- Kodely
- La Jolla Music Society Mariachi/Folklorico
- Lead Crew 6-8
- Legends of Learning Awakening
- Lego Education
- Mad Science
- National Inventions Hall of Fame
- Nature Watch STEM Kits
- New Children Social Emotional Learning Art
- Outside the Lens Beyond the Classroom: Media Arts that Spark Lifelong Skills
- Ozobots
- Paddle for Peace Coastal Ninjas
- Quest
- Rainforest Art Art
- Skyhawks
- Soccer Shots TK-5
- Sticky Fingers Cooking K-6
- Zoo Wildlife Workshop Series

During the summer, the **Summer PrimeTime Enrichment** program also allows additional opportunities for students to engage in learning experiences outside of the

traditional academic year. Partners who provide additional enrichment experiences include:

- Steam On Demand
- ArtReach
- La Jolla Playhouse
- Brains and Motion (BAM)
- San Diego Air & Space Museum
- Sticky Fingers Cooking
- BIPOC Support Foundation
- Arts Education Connection
- Media Arts Center
- La Causa Service Club
- Trinity One Theatre Troupe
- City Heights Music School
- University of San Diego
- UNCI
- Guitars in the Classroom
- YMCA of San Diego
- Reuben H. Fleet Science Center

Additional engaging activities are implemented throughout **PrimeTime** and other ELO programs, including, but not limited to:

- Athletic leagues where students engage in sports and receive instruction in the history of the sport, often playing the sport with neighboring schools.
- Cultural diversity is promoted through culinary clubs and visual/performing arts activities.
- Art and literacy instruction where students learn about various artists throughout history and create art projects displaying during family events.
- Performing Arts performances where students learn the history of theater, assist in directing plays and host performances during family events.
- Gardening Clubs where students learn proper gardening techniques as well as assist in the planting and growing of various plants, including fruits and vegetables. Math, science, health and nutrition are all incorporated into the hands-on planning, design, building and maintaining of the gardens.
- Coding Clubs where students are given learning opportunities that deepen computer science skills as well as their confidence and creates a clear path into the computing workforce.

Our **Summer Academic Programs**, **ESY**, and **Summer PrimeTime Enrichment** provide all students a quality, engaging summer experience outside of the regular school year. Our ELO Department collaborates with the following community partners to provide academically relevant, cultural-inclusive common core and social emotional curriculum to extend learning through the summer months for all participating students:

- **Franklin Covey:** a TK-8th social-emotional curriculum that teaches students to be self-reliant, take initiative, plan ahead, set and track goals, complete tasks, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The curriculum supports students in developing the skills and self-confidence they need to be successful leaders in school and beyond. In addition, this partnership offers 9th-12th grade students leadership training through experiential service-learning projects that build relationships with their peers and adults within their school community to support positive learning environments.
- **Engaging Hearts and Minds/Summer Learning Program:** an English Language Arts program that strengthens TK-6th grade students' literacy, language development, writing, and social-emotional skills through an engaging customized curriculum for the San Diego Unified School District dedicated to building a just society by educating the hearts and minds of children through culturally responsive, curriculum and pedagogy.

ELO programs include program evaluation forms, learning targets, and/or goals that align with the purpose and use of ELO funding requirements. In addition, the District conducts perception surveys for students, parents/guardians, principals and staff to solicit feedback and suggestions regarding ELO programming. ELO partners also conduct interest surveys with students to capture which activities students find the most engaging.

3—Skill Building

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

- **#1 Student Wellness: 1.3,1.4,1.1,1.2**
- **#2 Effective Communication & Literacy: 2.2, 2.3**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness: 4.1, 4.3**

In collaboration with our community partners, we strategically support skill building strategies through homework support, culturally relevant research, tutoring in core content areas, STEM learning and much more. We do this by offering these supports to our students based on interest. We know that our extended learning supplements the core instruction that takes place during the academic school day and our focus is to academically enrich the learning experience for our students.

Our various programs do this by providing an engaging and relevant curriculum that targets the specific learning of our SDUSD students. Specifically, the partnership with the Engaging Hearts and Minds designed an engaging English Language Arts curriculum that centers learning around the indigenous people who have lived in San Diego as well as other leaders.

We collaborate closely with our district assessment team to collect and analyze i-Ready ELA and Mathematics assessment data. These assessments help us identify specific areas for growth, monitor trends, and determine where students require targeted, explicit instruction.

Following the summer sessions, we will conduct a comprehensive review of student performance by comparing Spring i-Ready results with Fall i-Ready data. This analysis will inform ongoing discussions during monthly meetings with our instructional team and curriculum partners, supporting data-driven decision-making and instructional planning. Additionally, we will use these data to evaluate the effectiveness of our Extended Learning programs and measure their impact on student achievement and outcomes.

In alignment with our districts “Learner-Centered Technology Use Resolution”, we are providing professional development to our valued partners who work directly with our students about the importance of hands-on learning through a variety of modalities and limiting screen time in programs. We are sharing grade level specific “Critical Concepts” in core academic areas with aligned activities to support learning. For example, if second grade students need more support in number sense, we will be providing engaging number games that promote number sense and interpersonal skills. These activities provide students with practice in subject matter skills while supporting the human connection with other students.

In addition, *Franklin Covey* offers an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement in and outside of the school day. We will measure the impact of these programs by surveys and utilizing Franklin Covey’s MRA (Yearly Measurable Results Assessment). We will use this data to inform future decisions.

4—Youth Voice and Leadership

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

- **#1 Student Wellness: 1.3**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics**
- **#4 College and Career Readiness**

ELO programs that promote youth voice and leadership, include, but are not limited to:

- **Franklin Covey Teach Lead Leadership Institute** is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. Franklin Covey is our current Social Emotional Learning curriculum for **Summer Academic Programs**.
- **Engaging Hearts and Minds** is an English Language Arts Learning curriculum for **Summer Academic Programs**.
- **PrimeTime** also implements **ASSET Cooperative Communication Play**, a non-elimination play curriculum that is designed to get the body moving while helping students to interact.

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 or snacks during the ELO-P hours of programming.

- **#1 Student Wellness: 1.1, 1.2**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness**

All ELO Programs promote healthy behaviors, including, but not limited to, the following activities:

- **Middle School Sports** rotated throughout the year, aligned with CIF athletic seasons and open to SDUSD middle school students.
- Daily requirement of continuous Moderate to Vigorous Physical Activity (MVPA) for at least 15 minutes during **PrimeTime**.
- Cooperative communication play that ensures randomly selected teams and continuous play (no waiting turns, no one gets out, everyone is engaged in continuous movement) during **PrimeTime**.
- Health and nutritional classes/workshops provided by SDUSD Food and Nutrition Services Department or in collaboration with local colleges and universities, local dental and medical practitioners, and/or United Health Care during **PrimeTime** and all programs.

The SDUSD Food and Nutrition Services Department and the ELO Department established before school breakfast and after school snack/supper policies, procedures, and menus for the regular school year. During the **Summer Academic Programs**,

SDUSD Food and Nutrition Services Departments provide breakfast and lunch to all participating SDUSD students.

The SDUSD Food and Nutrition Services Department focuses on offering students healthy, nutritious meals that build healthy bodies and minds. Their service goals include providing healthy meals daily to students, which prepares them to learn and guides the development of positive life-long eating habits.

6—Diversity, Access, and Equity

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

- **#1 Student Wellness: 1.3, 1.4**
- **#2 Effective Communication & Literacy: 2.1, 2.2, 2.3, 2.4**
- **#3 Problem Solving and Mathematics 3.2**
- **#4 College and Career Readiness: 4.1, 4.2, 4.3**

A variety of strategies are used to provide intentional, safe and inclusive environments for all students, including students with disabilities, English language learners, LGBTQIA+ students, and other underserved student groups.

ELO programs promote diversity, access, and inclusion, that include, but are not limited to, the following practices:

- Use of diverse, engaging curriculum that represents all learners
- Opening procedures that alleviate stress and anxiety for students
- Prioritizing program application processes to allow early access to unduplicated pupils
- Hiring of diverse staff and community partners to be positive role models for students
- Hosting multicultural activities and family events
- Mandatory Staff Professional Development in areas of youth advocacy, LGBTQIA supports, family engagement, and culturally-inclusive practices.

7—Quality Staff

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

- **#1 Student Wellness: 1.3, 1.4**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness**

Staff Engagement:

All ELO staff and partners who directly supervise students are required to meet the minimum qualifications for a SDUSD Classroom Assistant (instructional assistant). All employees hired must take and pass the SDUSD Classroom Assistant Proficiency Exam (CAPE) and provide a certificate of passage letter, provide verification of at least forty-eight (48) units of completed post-high school education, or have an AA degree or higher.

Minimum Staff Qualifications:

In addition, all employees and partners working with students shall comply with the requirements of California Education Code sections 44234, 35021.1, and 35021.2 including, but not limited to obtaining fingerprint background clearance through the California Department of Justice and Federal Bureau of Investigation screening process and provide a tuberculosis (TB) certificate of clearance prior to commencement of services to any SDUSD student.

In collaboration with our Human Resources Department, our ELO team participates in a variety of recruitment strategies, leveraging partnerships between local community colleges, and community-based organizations. We also engage in recruitment within our school community for staff to identify positive role models by partnering with the TEACH/LEAD Pipeline.

Staff Development:

ELO staff also participates in professional development and training opportunities throughout the school year provided by the California Department of Education, California AfterSchool Network, and San Diego County Office of Education Systems of Support for Expanded Learning, San Diego Unified School District, Children's Initiative, After School Unlimited and other community-based organizations.

8–Clear Vision, Mission, and Purpose:

- **#1 Student Wellness: 1.1,1.2, 1.3, 1.4**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics Goal #3**
- **#4 College and Career Readiness**

The mission of our ELO Department is to provide enriching programs through safe, inclusive, and joy filled opportunities for all students to grow academically, socially and emotionally, outside the school day and school year.

SDUSD is the second largest school district in California, serving approximately 95,000 students in grades TK through 12th across 175 schools. In addition, SDUSD is the

second largest district recipient of After School Education and Safety (ASES) grant funds, serving over 4,000 students daily before school and over 25,000 students daily after school in grades TK through 8th across 144 schools. In addition, as of the 2025-2026 school year, San Diego Unified is a Rate 1 ELOP district. We offer Universal Access to all currently enrolled TK-8 students in our Extended Learning Opportunities programs.

Our primary objectives for ELO programs are as follows:

- Improving student academic achievement and wellbeing
- Increasing student attendance
- Improving program quality to ensure all staff and students are engaged in structured academic and enrichment activities aligned with the regular school day and California State Standards

As highlighted in previous narrative descriptions, the district is dedicated to enhancing program quality services and providing diverse, engaging student experiences. ELO programs continue to align with the regular school day creating a positive school culture and climate through the embedding of social emotional learning, positive behavior strategies, and culturally-inclusive curriculum.

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.

- **#1 Student Wellness: 1.1, 1.4**
- **#2 Effective Communication & Literacy: 2.2, 2.3**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness: 4.1, 4.2, 4.3**

Students and Families:

We annually gather input from parents, students, and district staff through surveys to better understand program effectiveness. This feedback is carefully analyzed and used to make data-informed improvements that enhance program quality and participant experiences.

Some key feedback that we have received from these surveys are as follows:

Parent Feedback- over 90% agreed:

- Positive social environment
- Physically & emotionally safe environment
- Increase in social skills and the ability to communicate
- Active & engaging learning
- Fun & engaging enrichment activities
- Student skill building & learning new skills
- Improved academic performance
- Youth voice and leadership

- Nutritious meals
- Staff are easily identified

Student Feedback:

- Over 89 % strongly agreed that they get help, feel welcomed, they have a trusted adult to go to and they get help.
- Top 4 things students loved: Friendship, supper, sports, and clubs.
- Over 75% of students shared that they have learned how to be a good leader, have a voice and choice in activities.
- 85% feel staff listen when they have something important to say.

Staff Feedback- over 85% agreed:

- Report they know their students by name and need
- Enjoys participating and leading hands on, project based learning that engage students based on student need & interest

Community Based Organizations and Other Non LEA partners:

The ELO Department works with numerous community-based organizations throughout San Diego County. For **Summer PrimeTime Enrichment** summer programs, the District partners with various Community Based Organizations to provide enrichment for TK through 6th grade students during the summer.

For our **PrimeTime** programs, we currently have partnership agreements with the following organizations: ARC, Champions, Harmonium, Leaders of Tomorrow, Social Advocates for Youth, and the YMCA of San Diego County. These partners are responsible for the majority of the direct hiring, orientation, training and supervision of site supervisors and program staff. The ELO Department schedules regular meetings with all organizations, as a group and individually. Additional meetings are coordinated based on each organization's needs. There are also multiple ongoing provider meetings throughout the school year to discuss program quality, policies and procedures, best practices, challenges, and specific areas needing support. Annually at the beginning of the school year, the ELO Department facilitates Partner Meetings to share past years' successes, new and updated information for the upcoming school year, as well as completion of professional development, plans and/or revisions to policies and procedures, resources, and modifications based on the previous year's feedback from students, parents, school and program staff, and communities. We continue to hold monthly "Partner Meetings" throughout the year to ensure quality programming continues across all school sites.

San Diego Unified School District school site staff, community-based organization program staff, parents and students all have the opportunity to influence the decisions made for ELO programs on a regular basis. For example in **PrimeTime**, parents and students have the opportunity to offer suggestions daily during the program and through meetings and yearly surveys. The program staff then incorporates that feedback into the

program design, activities offered, field trip opportunities, supplies purchased, etc. The partners listed above, and the program staff at the operated sites, determine which enrichment opportunities to offer and identify necessary supplies to implement activities, as long as they are in alignment with ELOP and ASES requirements. The Children's Initiative, in partnership with SDUSD, provides leadership, technical assistance and resources to sites. The Children's Initiative convenes monthly district contact meetings, after school consortium meetings, facilitates region-wide communication between partners and coordinates training. Annually, The Children's Initiative coordinates "Touch Minds, Shaping Futures" a free professional development conference for all after school staff in San Diego County.

The ELO Department collaborates with a variety of SDUSD departments to enhance program services that align with the regular school day, such as custodial, facilities, food and nutrition, transportation, school police, youth advocacy, research and evaluation, special education, nursing and wellness, mental health resource center, restorative justice practices, human resources, counseling and student support services to provide a variety of knowledge, expertise, and resources supporting the implementation of quality programs for participating students, parents and staff.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- **#1 Student Wellness: 1.1, 1.4**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics 3.1, 3.2**
- **#4 College and Career Readiness**

The ELO Department believes in gathering ongoing feedback from all community partners, staff, families, and students. We have created ongoing feedback loops to welcome new ideas and shift past practices to best meet the needs of all students. We review each program based on the California Department of Education's (CDE) quality standards. The ELO Department conducts annual perception surveys which provide feedback from students, parents/guardians, staff, and principals on program success, improvements and enhancements needed. The ELO Department also receives feedback via email and phone calls from parents/guardians, staff, and principals throughout the school year.

In addition, the ELO Department provides Observation Rubrics aligned to the 12 Quality Standards of After school programs. We utilize these Observation Rubrics to conduct monthly programmatic site observations to assess areas of strength and areas of improvement. We strive to continuously enhance program services in alignment with the Continuous Quality Improvement standards (CQI).

Results from site observations and communications received regarding programming are reviewed and evaluated each year to uphold continuous quality improvement. Some of the following items have been shared and implemented from this feedback process:

- Best practices to continue and share across programs
- Staff development needs
- Revisions to policies, procedures, and/or program forms
- Expansion of programs to meet the needs of all District students

ELO Programs participate in a collaborative process with all partners to ensure that there is continuous quality improvement by focusing on the quality standards using a variety of CDE and SDUSD program evaluation tools.

11—Program Management Describe the plan for program management

- **#1 Student Wellness: 1.1 through 1.5**
- **#2 Effective Communication & Literacy**
- **#3 Problem Solving and Mathematics 3.1, 3.3**
- **#4 College and Career Readiness**

Policies and Procedures:

[PrimeTime Parent Handbook](#)

The ELO Department directly administers programs in partnership with Community Based Organizations to ensure student safety, compliance with Education Code, District policies and procedures, and the offering of high quality activities aligned with the regular school day or as an extension of the school year to support student achievement and success.

The ELO Department is overseen by the Senior Director of Extended Learning Opportunities, Manager for **PrimeTime** at 144 schools and four Supervising Administrative Assistant II positions overseeing over 36 **PrimeTime** schools each, two Operations Specialists for the implementation of **Summer Academic Programs**, **ESY**, and for **Summer PrimeTime Enrichment**. In addition, we fund one contract specialist, and one administrative assistant I bilingual position to support parent engagement. ELO supports the Middle School Athletic program by funding two community assistants to organize middle school sports. This team develops policies, manages budgets, and ensures that the program is compliant at the federal, state, and local level. The ELO Senior Director works closely with the Office of Graduation Executive Director to make sure that the program is being implemented at each site with fidelity. The ELO Senior Director also collaborates with statewide ELOP partners to ensure that program needs are being met and that students are receiving the highest quality extended day and extended school year programs.

The ELO Department in collaboration with the District's Nursing and Wellness Department has two Registered Certified School Nurses. The ELO Department directs the work of these nurses to support schools on a daily basis with student medical and health concerns, provides an annual mandatory professional development to ELO staff to support students with first aid practices, how to administer, log, monitor and maintain medication, and how to be prepared to address emergency situations. The mandatory professional development includes topics such as allergies, asthma, diabetes, seizures and administering medication, with a focus on staff competency. The nurses also provide individualized training at the school sites based on the needs of specific students in each program. Additionally, the nurses are also responsible for providing staff with current information and training on health and safety protocols and guidelines as changes occur.

The ELO Department funds one general education Central Office Resource teacher and one Special Education Central Office Resource teacher to support academics, curriculum, enrichment, and inclusion across all 144 sites. The ELO Department, District's Special Education Department and Community Based Organizations work collaboratively to make every effort to provide necessary support and accommodations for students with special needs who may require additional staff in order to participate in ELO programs or additional professional development for existing ELO staff to better accommodate student needs.

The ELO Department constantly reviews and updates its policies and procedures, goals, and expectations throughout each school year to better meet the needs of students, parents and the community while also maintaining high quality programs that meet Education Code and District regulations. This Program Plan is a functional document per California Education Code to be maintained for a minimum of five years. As such, the ELO Program Plan is constantly evolving to ensure ELO offerings continue to supplement the regular school day, extend the school year and enhance student academic, social, and emotional growth.

12–General Questions:

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

ELO-P funding will increase the percentage of funding for academic support and enrichment activities with Community Based Organizations to provide programs that support student learning. This means having more options available to provide students with expanded opportunities to mitigate learning loss and bridge academic gaps. These additional partnerships will provide students more opportunities for field trips, outreach activities, and enrichment on campus, outside of regular school hours.

Ongoing ELO-P funding will continue to support both existing ASES funded and NON ASES funded programs to increase student enrollment and enhance quality programming.

ELO-P funding will also provide more opportunities to incentivize staff recruitment and retention through strategic partnerships. Incentives may include, but are not limited to:

- Competitive staff hourly rates
- Providing additional professional learning and growth opportunities
- Partnering with organizations that offer opportunities for growth
- Increasing staff allocations for site supervisor not to be included in the student to staff ratio to allow site supervisor to dedicate more time to administrative duties (including communication with families and planning program activities) and onsite coaching/modeling for program staff.
- Provide partners administrative support to enhance and expand program coordination, design, supervision, and offer additional training.

ELO-P funding also bolsters support for student services. In the areas of health and wellness, we continue ELO Nursing support of two full time positions to provide staff training and assistance for students with diabetes, asthma, seizures, medications, and procedures, etc. We also included increased training on behavior support to assist with supporting students who have special accommodations.

ELO-P provided an opportunity for any interested student to participate in **Summer Academic Programs** and **Summer PrimeTime Enrichment** enrichment activities. ELO-P funds also allowed SDUSD to target recruitment for staff who have the skills and capacity to work with TK students with a 10:1 student-to-staff ratio. Students in first grade through eighth grade are supervised on an average of 1:20 ratio. The competitive hourly pay, staff training, and onsite coaching afforded through ELO-P funds are attractive incentives for staff recruitment and retention.

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]).

Program Schedule

We provide a full 9 Hour Day to all TK and K students in San Diego Unified during the 30 days of summer programming. This program is offered for 30 days of the summer from June 4 - July 17, 2026. Students are enrolled in the program from 8:00AM-5:00PM daily. We have a 1:10 ratio in all of these classrooms to serve our TK and K students.

[All ELO Programs District Wide](#)

Sample Schedule

TK-6 Weekly Summer Schedule

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
7:30-8:00	<u>Teachers/Staff Arrive and Breakfast for All</u>				
8:00-8:30	Welcome Attendance SEL Check In Lead it SEL Curriculum	Welcome Attendance SEL Check In Lead it SEL Curriculum	Welcome Attendance SEL Check In Lead it SEL Curriculum	Welcome Attendance SEL Check In Lead it SEL Curriculum	Welcome Attendance SEL Check In Lead it SEL Curriculum
8:30-9:30	<u>Literacy Block 1:</u> Read Aloud, Shared Reading and Shared/Independent Writing Reading	Benchmark 8:30-9:00 Reading 9:00-9:30 Word Study 9:30-10:45 dELD, Guided Reading	Benchmark 8:30-9:00 Reading 9:00-9:30 Word Study 9:30-10:45 dELD, Guided Reading	Benchmark 8:30-9:00 Reading 9:00-9:30 Word Study 9:30-10:45 dELD, Guided Reading	Benchmark 8:30-9:00 Reading 9:00-9:30 Word Study 9:30-10:45 dELD, Guided Reading
9:30-10:30	Literacy Block 2: Social Science, Informational Reading and Writing	Literacy Block 2: Social Science, Informational Reading and Writing	Literacy Block 2: Social Science, Informational Reading and Writing	Literacy Block 2: Social Science, Informational Reading and Writing	Literacy Block 2: Social Science, Informational Reading and Writing
10:30-10:45	<u>Wellness Break/PE/Student freeplay</u>	<u>Wellness Break/PE/Student freeplay</u>	<u>Wellness Break/PE/Student freeplay</u>	<u>Wellness Break/PE/Student freeplay</u>	<u>Wellness Break/PE/Student freeplay</u>
10:45-11:45	Math	Math	Math	Math	Math
11:45-12:30	Lunch/Dismissal/ Transition	Lunch/Dismissal/ Transition	Lunch/Dismissal/ Transition	Lunch/Dismissal/ Transition	Lunch/Dismissal/ Transition
12:30-2:00	Transition to PrimeTime Program on Campus Attendance/Snack/Activity	Transition to PrimeTime Program on Campus Attendance/Snack/Activity	Transition to PrimeTime Program on Campus Attendance/Snack/Activity	Transition to PrimeTime Program on Campus Attendance/Snack/Activity	Transition to PrimeTime Program on Campus Attendance/Snack/Activity
2:00-3:00	Class Meeting Outdoor Activities	Class Meeting Outdoor Activities	Class Meeting Outdoor Activities	Class Meeting Outdoor Activities	Class Meeting Outdoor Activities
3:00-4:00	STEAM Lesson and PE	STEAM Lesson and PE	STEAM Lesson and PE	STEAM Lesson and PE	STEAM Lesson and PE
4-4:30	Supper/Snack	Supper/Snack	Supper/Snack	Supper/Snack	Supper/Snack
4:30-5:00	Daily Wrap Up Art Dismissal	Daily Wrap Up Art Dismissal	Daily Wrap Up Art Dismissal	Daily Wrap Up Art Dismissal	Daily Wrap Up Art Dismissal

TK and Kinder Full 9-Hour Day Program Schedule

TK/K Morning Programming		TK/K Afternoon Programming	
7:30 -8:00	Prep Meeting-Staff only	12:30 – 1:00	Rotation 1: MVPA/Restroom
8:00- 8:30	Breakfast	1:00 - 3:00	PM Enrichment and play
8:30 – 9:00	Sign-in /Openers/Assembly	1:00 – 1:30	STEAM Activity
9:00-11:00	AM Enrichment and Play	1:30 – 2:00	Rotation 2: Co-op Game/Restroom
9:00-10:00	Rotation 1: Art/MVPA/Restroom	2:00 – 2:30	STEAM Activity
10:00 – 10:50	STEAM Activity	2:30 – 3:00	Rotation 3: Snack/Restroom
10:50 – 11:15	Lunch Grades TK/K	3:00 - 4:00	Clubs
11:20 - 12:00	Outdoor Co-op Activity	4:00 - 4:30	Enrichment/Restroom
12:00 – 12:30	STEAM Activity	4:30 - 5:00	Clean-up/ Sign-out

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Our SDUSD 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:

- The department's guidance.
- Section 8482.6.
- Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- 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:
 - Death of a child from any cause.
 - Any injury to a child that requires medical treatment.
 - Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - Epidemic outbreaks.
 - Poisonings.
 - Fires or explosions that occur in or on the premises.

- Exposure to toxic substances.
 - 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.