

Expanded Learning Opportunities Program Plan

Pittsburg Unified School District
Expanded Learning Program Department
351 School Street, Room 113
Pittsburg, CA 94565



Pittsburg Unified School District

Expanded Learning Opportunities Program Plan Sites

PUSD Expanded Learning Opportunities Program

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PUSD Schools with ELOP:

1. Foothill Elementary
2. Heights Elementary
3. Highlands Elementary
4. Los Medanos Elementary
5. Marina Vista Elementary
6. Parkside Elementary
7. Stoneman Elementary
8. Willow Cove Elementary
9. Hillview Junior High
10. Martin Luther King Jr. High School
11. Rancho Medanos Junior High School

Governing Board Approval Date: May 28, 2025

Updated: September 10, 2025

Expanded Learning Opportunities Program (ELOP) offerings are located on the school sites. The ELOP Plan may be revised to align with CDE updates and feedback from scholars, staff, and families.

Expanded Learning Opportunity Program

Plan Components

1—Safe and Supportive Environment

Physical Safety

PUSD values the physical safety of all scholars. The Expanded Learning Opportunities Program is committed to providing a secure and well-supervised environment in which scholars can explore learning opportunities and grow. The ELOP staff reinforce the district school rules Be Safe, Be Respectful, and Be Responsible. PUSD has a long-standing history of community partnerships that contribute to maintaining safe expanded learning spaces. Community partners supporting the Program are trained in areas such as mandated reporting, threat assessment, effective supervision, fire and earthquake drills, and other safety protocols.

All program staff are required to be clearly identifiable by wearing designated uniforms and identification badges. Program sites are fully secured during operating hours, with controlled single entry and exit points. All visitors must sign in and out when entering or leaving campus. Community enrichment providers are required to ensure that all adult employees are live-scanned and tested for TB before interacting with scholars.

Scholar sign-in and sign-out procedures are strictly followed. Elementary scholars must be signed out by an authorized adult listed on their registration form. Junior High scholars follow the same process unless a parent/guardian has submitted written consent for their scholar to walk home. Staff are expected to maintain line-of-sight supervision of all scholars at all times, including during transitions for restroom use, meals, or early dismissal.

In the event of injuries, staff follow established protocols. Parents or guardians are notified immediately in cases of both minor and major incidents, and appropriate support staff are involved as needed. Scholars with specific medical needs will be supported by a credentialed school nurse, who will work with families and program staff to ensure proper care and accommodations are in place.

The Program collaborates closely with the District's Maintenance and Operations Department to ensure that the facilities and spaces used by ELOP scholars are well-maintained and safe. The ELOP Office also contributes toward the budget for maintenance and operations to support the upkeep of these shared spaces. While the majority of ELOP activities take place on campus, some learning experiences occur off-site. The District's Maintenance, Operations, and Transportation (MOT) team provides transportation services to safely bring scholars to and from sporting events, field trips, and other off-campus activities.

Emotionally Safe & Supportive

The Expanded Learning Opportunities Program is committed to creating an emotionally safe and supportive environment where all scholars feel valued, respected, and empowered. A key component of this commitment is a caring and friendly staff who are trained in restorative practices that emphasize relationship-building, open communication, and repairing harm when it occurs. Staff receive ongoing professional development in social-emotional learning (SEL) strategies, including Positive Behavioral Interventions and Supports (PBIS) and mindfulness practices, to better understand and respond to scholars' emotional and behavioral needs.

The Program fosters a positive and inclusive atmosphere by celebrating scholar success through recognition and regularly hosting cultural celebrations that reflect the diverse backgrounds of its scholars. Program staff engage in daily reflections to assess how scholars are responding to activities, making thoughtful adjustments to support engagement, well-being, and learning outcomes.

Close collaboration with the regular school day staff ensures consistency and care, including counseling check-ins for scholars who may need additional emotional or mental health support. Staff are also trained in suicide prevention, equipping them to identify warning signs and provide timely interventions. Together, these efforts create a nurturing environment where scholars can thrive socially, emotionally, and academically.

2—Active and Engaged Learning

The Expanded Learning Opportunities Program is committed to providing scholars with diverse, engaging learning experiences that extend beyond the traditional classroom. Programming includes extracurricular opportunities such as sports, recreation, STEAM (Science, Technology, Engineering, Arts, and Mathematics), and college and career exploration which is designed to enrich, not replicate, the regular school day. Scholars will participate in enrichment activities that build on prior knowledge and connect learning to real-world experiences. Staff will use open-ended questions, scaffolding techniques, hands-on projects, and experiential learning to promote critical thinking and active engagement. All offerings are guided by scholar voice and tailored to the interests of scholars and their families, fostering ownership, curiosity, and enthusiasm for learning. Life skills are threaded throughout the active and engaging learning experiences like cooking, hygiene, social-emotional awareness, and fitness.

Every day, scholars will participate in an Academic Support hour, which will include multiple options including homework help, tutoring, attendance recovery, and short-term independent study support. A lead teacher will support the After School Program efforts to ensure that the homework support is effective. The ELOP staff will maintain logs of completed homework to promote communication between families and teachers, and to encourage scholar accountability through incentives and recognition. Each ELOP site will establish a structured tutoring program, informed by data, research, and best

practices. These programs will be designed to complement the school day and provide academic support in a variety of subject areas. Tutoring services will be delivered by credentialed teachers, trained community partners, and qualified high school scholars when appropriate. Some of these services may be in collaboration with attendance recovery efforts to provide tutoring to after school program scholars and minimize learning loss from absences. Site administrators, teachers, and families will collaborate to identify academic focus areas and build schedules that best meet scholar and family needs. Dual Language school sites will receive additional support to offer tutoring that serves both English and non-English speaking scholars. When appropriate, the ELOP will also partner with external high-dosage tutoring providers to further support scholar growth, using site-level data and ongoing assessments to guide instruction and respond to identified needs.

To further enhance learning, all scholars will have access to Chromebooks for home use, allowing them to complete computer-based intervention programs in ELA and Math to reinforce skills and track progress.

The Expanded Learning Opportunities Program reinforces and supports PUSD's Instructional Priorities. All PUSD schools will utilize culturally responsive and sustaining practices to 1) Empower scholars to actively engage in rigorous and grade-level content and material to develop agency and ownership of their learning. 2) Create classroom communities that promote emotionally and physically safe classroom environments where ALL scholars are valued and affirmed. ELOP will support scholars during the 180 school days, a minimum of 30 nonschool days which may run during intersessions, summer, attendance recovery or Saturday events. The programs will be in response to scholar and community input.

3—Skill Building

All Expanded Learning Opportunities Program activities and learning opportunities support the [PUSD Vision 2027](#) with building a valuable set of skills and traits that will set them up as lifelong learners, both inside and outside the classroom. ELOP builds scholars who are critical thinkers, strong communicators, empathizers, collaborators, good citizens, growth seekers, and professionals.

Scholars will have the opportunity to build skills and develop a positive self-concept through a variety of activities that connect to and expand upon their school day learning. The Program's approach to scholar engagement is grounded in best practices, including project-based learning that addresses multiple learning styles, and incorporates scholar input in planning and implementation.

ELOP programming also supports healthy lifestyles through a variety of offerings such as daily physical activity, integrated sports, nutrition and cooking lessons, and enrichment in music, dance, and art. Civic and character development are embedded throughout the curriculum with opportunities for service-learning projects in the community. Special events such as sports tournaments and family nights also offer additional opportunities for skill-building and community connection.

The PUSD Graduate Profile

In 2027, every Pittsburg student will work toward building a valuable set of skills and traits that will set them up as lifelong learners, both inside and outside the classroom. Our learners aren't just "students." They are also:



Scholars

Students master core content areas, understand the interconnections between subjects, and value the learning experience. They also learn to appreciate multiple perspectives on an issue and the impacts of local and global issues on one another.

Critical Thinkers

Students develop strong analytical skills. They are able to synthesize information, identify valid source material, and think creatively to solve problems. They also develop the confidence and skill to ask good questions.

Strong Communicators

Students can express their thoughts clearly both verbally and through writing. They can speak confidently to a variety of audiences and know how to represent themselves. They can also speak and write in more than one language.

Empathizers

Students know how to listen to others, relate to what they are hearing, and check for understanding. They have a healthy sense of self, are self-reflective, and know how to manage their own emotional responses to difficult situations.

Collaborators

Students can work collectively with others. They contribute their strengths to group efforts and take responsibility for the work assigned to them. They know how to lead group work and how to give and receive constructive feedback.

Good Citizens

Students feel connected to local and global issues and do their part to make the world a better place. They are active in their communities, demonstrate respect across difference, and know how to advocate for themselves and for others.

Growth Seekers

Students are self-directed learners who know how to pursue ideas, find resources, and ask for help. They know how to take calculated risks and possess the resolve and perseverance to follow through on their work and their responsibilities.

Professionals

Students are organized, know how to manage both their time and their finances, and understand the value of managing their own health as well. They understand workplace etiquette, honor punctuality, and stay current with technology.



4—Youth Voice and Leadership

Scholar voice is an important component of program development. The Expanded Learning Opportunity Program follows a continuous quality improvement process to inform its programs, activities, and training. As part of the process, scholars, staff, and parents receive a survey regarding the quality of staff interaction, program content, activities, ideas for new programs and communication. Focus groups with key stakeholders create a way to go deeper in our understanding of how the program is or isn't supporting their needs.

Enrichment cycles will be developed and scholars will have the opportunity to choose which enrichment activities they would like to participate in after school, school breaks, and summer. The enrichment activities are aligned to the feedback gathered by the scholars within each grade level span. Additionally, the District will establish partnerships with community based organizations who provide services in the areas that are sought after.

The enrollment and the attendance of the enrichment programs will be monitored to determine if the program should be offered in the next enrichment cycle. This will ensure that scholars that did not get to participate in an enrichment cycle will have additional opportunities.

Scholars in the program have opportunities to share viewpoints, concerns, and interests in a variety of ways, as well as make choices when participating in program activities including Youth Advisory Councils that already exist at many of the school sites. These groups can provide their input and ideas about their interests, policies that they feel form barriers to learning, and enrichment ideas.

5—Healthy Choices and Behaviors

The Expanded Learning Opportunities Program will align all wellness initiatives with the District's established health and wellness policies. Program activities will promote regular physical activity, encourage healthy eating habits, and support the development of self-regulation and prosocial behavior. Wellness programming will emphasize physical fitness, self-care, and social-emotional development to foster well-rounded scholar growth.

At no cost to families, all participating scholars will receive nutritious snacks and supper provided by the PUSD Child Nutrition Department. These meals adhere to federal Free and Reduced Lunch guidelines, ensuring they meet rigorous standards for both nutrition and portion size, while reinforcing healthy dietary habits.

A comprehensive physical fitness component will be integrated into the Program to promote physical well-being, enhance strength and endurance, and build teamwork skills. Scholars at both the elementary and junior high levels will have the opportunity to engage in a variety of intramural sports, including basketball, soccer, flag football, track, baseball, and volleyball. These activities will be supported by district teachers and

coaches in collaboration with the PUSD Athletic Department. The District will provide transportation for scholars to safely travel between school sites for scheduled competitions.

Scholars will be served snacks and supper in alignment with the Child Nutrition Department's healthy food guidelines. To ensure meals are both nutritious and appealing, scholars will be encouraged to share their input on menu options, helping to create appetizing and culturally responsive meals that support healthy eating habits.

Sample supper menu:

PITTSBURG UNIFIED SCHOOL DISTRICT SUPPER MENU

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
WG Chicken Corndog ●● Tator Tots ● Mandarins ●	WG Extreme Burrito Bean & Cheese ●● Seasoned Cucumber Sliced ● Kiwi Quartered ●	WG Cheezy Bites Mozzarella ●● Baby Carrots ● Bananas ●	WG Cheeseburger on WG Hamburger Bun with Lettuce, Tomatoes, Pickles & Fun Size Chips ●●● Seasoned Potato Wedges ● Strawberries ●	WG Chicken Nuggets with WG Biscuits ●● Steamed Green Beans ● Apples ●
Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●
WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
All Beef Hotdogs on WG Hotdog Bun with Fun Size Chips ●● Baby Carrots ● Mandarins ●	WG Cheese Pizza ●● Romaine/Spinach Salad with Italian Dressing ● Apples ●	Chicken burger on WG Hamburger Bun with Lettuce, Tomatoes and Pickles ●● Creamy Coleslaw ● Strawberries ●	Chicken & Cheese Tamales Red Sauce ●● Steamed Corn ● Bananas ●	WG Turkey Pepperoni Stuffed Sandwich ●● Romaine/Spinach Salad with Ranch Dressing ● Orange Wedges ●
Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●	Milk 8 oz. Variety ●

WG - Whole Grain

Milk - Variety (NF Chocolate, 1% LF White Milk & NF White Milk)

● Grain ● Meat/Meat Alternate ● Vegetable ● Fruit ● Milk (Variety)

Menu subject to substitutions. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write to: USDA, Director, Office of Adjudication 1400 Independence Ave. S.W. Washington DC 20250-9410 or call 866-632-9992 (voice). Individuals who are hearing -impaired or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339, or 800-845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Sample snack menu:

Pittsburg Unified School District

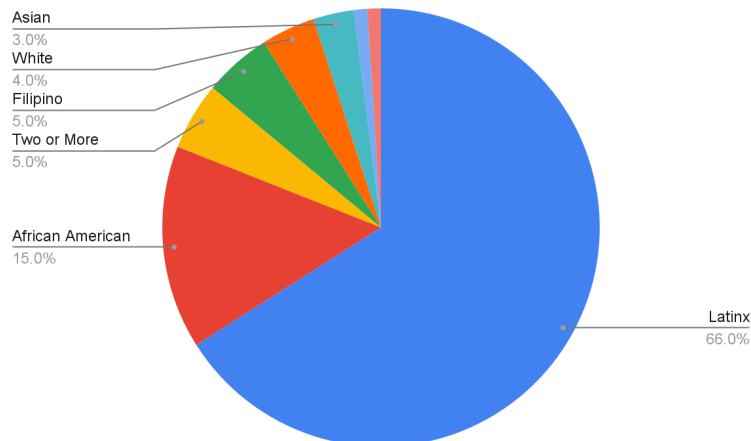
Pittsburg Unified School District
Child Nutrition Department
3200 Loveridge Road
Pittsburg, CA
925-473-2419

SNACK MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	WG Cheez-Its Crackers Milk 8oz. (Variety)	WG Scooby Doo Graham Stix Milk 8oz. (Variety)	WG Educational Snacks Milk 8oz. (Variety)	WG Granola Crispy Bites Milk 8oz. (Variety)	WG Goldfish Baked Pretzels Milk 8oz. (Variety)
	WG Animal Mixed Berry Cracker Milk 8oz. (Variety)	WG Goldfish Cheddar Crackers Milk 8oz. (Variety)	Mandarins Milk 8oz. (Variety)	WG Chocolate Bear Grahams Milk 8oz. (Variety)	Oven Baked Crunchy Cheetos Milk 8oz. (Variety)
	WG Poptarts Milk 8oz. (Variety)	WG Giant Goldfish Cinnamon Graham Milk 8oz. (Variety)	Apples Milk 8oz. (Variety)	WG Tiger Bites Grahams Chocolate Milk 8oz. (Variety)	WG Simply Chex Cheddar Milk 8oz. (Variety)
	WG Blueberry Lemon Crispy Bites Milk 8oz. (Variety)	WG Rice Krispies Chocolate Chip Milk 8oz. (Variety)	Bananas Milk 8oz. (Variety)	WG Apple Cinnamon Bear Grahams Milk 8oz. (Variety)	Sun Chips Multigrain Harvest Milk 8oz. (Variety)
USDA Meal Pattern Requirements K-12 Milk – Variety (NF Choc., 1% LF White Milk & NF White Milk) Milk - 8 oz. 1 Cup 100% Fruit Juice/Fruit – ¾ or 6.75 oz. Yogurt – 4 oz. Nuts/Seed Butter – 2 Tbsp. WG – Whole Grain Grains/Bread – 1 slice or 1 Serving Meat/Cheese/Protein – 1 oz.					
<small>THE UNITED STATES DEPARTMENT OF AGRICULTURE (USDA) PROHIBITS DISCRIMINATION IN ALL ITS PROGRAMS AND ACTIVITIES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, GENDER, RELIGION, AGE, DISABILITY, OR POLITICAL BELIEFS. PERSONS WITH DISABILITIES WHO REQUIRE ALTERNATIVE MEANS FOR COMMUNICATION OF PROGRAM INFORMATION (BRAILLE, LARGE PRINT, AUDIO TAPE, ETC.) SHOULD CONTACT USDA'S TARGET CENTER AT (202) 720-2500. TO FILE A DISCRIMINATION COMPLAINT, WRITE USDA, DIRECTOR, OFFICE OF CIVIL RIGHTS, ROOM 3254N, WHITTEN BUILDING, 14TH AND INDEPENDENCE AVENUE, S.W., WASHINGTON, D.C. 20250-9410 OR CALL (202) 720-6964 (VOICE AND TDD). USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER.</small> <small>This menu meets the dietary requirements for calories, fat, saturated fat, iron, calcium, Vitamin A, Vitamin C, cholesterol, sodium and fiber for students in this age group. **Menu subject to substitutions</small>					

6—Diversity, Access, and Equity

Pittsburg Unified School District is honored to serve a richly diverse community representing over 25 languages and numerous cultural backgrounds. In addition to the demographics outlined below, PUSD serves a scholar body that includes 77% Title I, 26.6% multilingual learners, 11% scholars receiving special education services, 2% experiencing homelessness, and 0.5% in foster care.



PUSD is committed to ensuring that all Expanded Learning Opportunities Programs foster inclusive environments that reflect the values of equity and diversity. These programs are designed to support scholars of all races, ethnicities, religions, genders, income levels, national origins, abilities, sexual orientations, and gender identities or expressions. Each school site strives to create a culture of belonging by removing barriers to participation, targeting outreach to underserved populations, and designing programs that support equitable outcomes for every scholar's academic and personal development.

ELOP emphasizes cultural inclusivity by offering opportunities for scholars to celebrate their individual and collective identities. Program staff are intentionally recruited to reflect the backgrounds of the scholars they serve and receive ongoing professional development focused on equity, diversity, and inclusion. Scholars are encouraged to share their experiences and heritage through events such as cultural presentations, performances, talent showcases, and multicultural community celebrations.

For scholars with disabilities, ELOP provides specialized support. Staff are trained to work effectively with scholars with special needs, and collaboration among the school staff, the Special Education Department, and ELOP ensures appropriate accommodations aligned with each scholar's Individualized Education Program (IEP). A clear communication and support plan is developed to meet each scholar's unique needs. In addition, ELOP collaborates with outside agencies for training and support providers.

ELOP serves 26.6% multilingual learners and their families. All Program materials, including handbooks, flyers, and notices, are provided in both English and Spanish, with translation services available for other languages as needed. Bilingual staff are present at many sites to enhance communication with families whose primary language is not English.

The Program is open to all scholars whose families request enrollment. Participation is optional, with priority given to unduplicated scholars: foster youth, homeless scholars, and families from low socioeconomic backgrounds. Communication with families is facilitated through multiple platforms, including email, Aeries Parent Portal, printed letters, site newsletters, the district website and social media, Parent Square, parent orientations, and phone calls. All programs strive to foster welcoming and inclusive environments by representing the cultural and linguistic diversity of participants in both program content and materials.

7—Quality Staff

Staff Engagement

The success of PUSD's Expanded Learning Opportunities Program is rooted in the quality of its staff and their daily interactions with scholars. These professionals are not only responsible for program operations but play a vital role in creating supportive, enriching, and inclusive environments where scholars thrive academically, socially, and

emotionally. PUSD is proud to employ a diverse team that reflects the scholars and the community. Many of these staff members live in the community and have families attending PUSD schools.

At each school site, a dedicated PUSD Site Coordinator ensures that the after-school experience aligns with the regular school day, meets the needs of the community, and supports individual scholar growth. Site Coordinators build strong relationships with scholars and their families, maintain consistent communication, and oversee activities that reflect the interests and cultural backgrounds of the school community.

The After School Program Supervisor ensures that scholars benefit from a high-quality experience by coaching site staff, monitoring program delivery, and collecting accurate attendance data to better understand participation trends and scholar needs. This hands-on leadership helps maintain a safe, engaging, and structured environment where scholars feel seen, supported, and connected.

Campus Resource Assistants (CRAs) contribute to scholar safety and well-being by being present during program hours, fostering positive relationships, and addressing safety concerns proactively. Their presence is valued by both scholars and families as they create a sense of security and consistency across the school day and after-school hours.

District therapists support scholars in the After School Program with risk assessments, counseling, social emotional learning, and staff training.

Elementary library technicians support the early literacy initiative with managing Chromebooks for computer intervention programs, conduct book clubs, and support reading comprehension in small groups.

The district Athletic Coordinator supports the elementary and junior high sports programs by creating schedules, communicating expectations, arranging for transportation, and managing equipment.

Partner organizations working with PUSD bring in additional staff who are trained to engage directly with scholars in meaningful enrichment and academic support activities. Each partner organization assigns a program assistant staff member to ensure their team aligns with district expectations, and all partner staff must meet PUSD's Instructional Aide requirements. These staff provide tailored programs—from arts and STEM to tutoring and recreation—designed to reflect scholar interests and enhance learning outcomes.

Recruitment and hiring processes ensure that every adult interacting with scholars is qualified, trained, and aligned with the district's values. Staff are selected not only for their expertise but for their ability to build positive relationships and provide consistent, affirming support to every scholar they serve.

Through daily engagement, mentoring, and culturally responsive practices, PUSD's Expanded Learning staff create environments where scholars feel a strong sense of

belonging, develop new skills, and are empowered to succeed beyond the school day.

Minimum Staff Qualifications

Pittsburg Unified School District (PUSD) places a strong emphasis on hiring qualified, well-prepared professionals to ensure a high-quality Expanded Learning Opportunities Program. A majority of the staff contracted through Bay Area Community Resources (BACR), a key after-school program partner, are either college graduates or currently pursuing higher education. All instructional staff must demonstrate college-level proficiency in English and Math to effectively support scholars across academic areas.

To meet the minimum qualifications for working directly with scholars, all staff must satisfy the requirements for an instructional aide as specified by PUSD's contract language. Staff must meet at least one of the following criteria:

- Completion of a minimum of 48 college semester units, or
- Possession of an Associate of Arts (AA) degree or higher, or
- Successful completion of the PUSD Instructional Aide Exam approved by the California Department of Education (CDE)

In addition to academic qualifications, all new hires and contracted staff must complete the following pre-employment requirements:

- Mandated Reporter Training in compliance with California Child Abuse and Neglect Reporting laws
- Tuberculosis (TB) Clearance to ensure a safe and healthy environment for scholars
- Department of Justice (DOJ) Fingerprint Clearance as part of the criminal background check process
- Certified in first aid, AED, and CPR

No staff member or contractor is permitted to begin work within the After School Education and Safety (ASES) or Expanded Learning Opportunities Program (ELOP) until all documentation and clearances are verified and approved.

PUSD requires all community partners to maintain full compliance with these standards. Each organization must submit verification of staff qualifications and background clearances to the district, as outlined in their respective contracts. This rigorous process ensures that every adult working with scholars is both qualified and prepared to contribute to a safe, supportive, and academically enriching environment

ELOP and ASES funding require that programs meet specific minimum enrollment thresholds. The Program is expected to enroll at least 50% of the school's total scholar population.

To ensure scholar safety and program quality, staffing ratios must be maintained at all times:

- 10:1 for Transitional Kindergarten and Kindergarten scholars
- 20:1 for scholars in grades 1 through 8

All partner organizations are expected to maintain adequate staffing, including a reliable substitute system, to consistently meet these ratios. In the event that a partner is unable to maintain the required staffing levels, the district reserves the right to pursue additional partnerships or implement a waitlist to ensure compliance and continuity of services.

Staff Development

Contracted community partners play a central role in providing trained staff who are equipped to deliver enriching activities and meaningful academic support. The After School Program will host a week-long training conference and 3 follow-up training days to unify partners, reinforce policies and procedures, and enhance staff skills. Key training topics include social-emotional learning, classroom management, Positive Behavioral Interventions and Supports, supporting scholars with disabilities and multilingual learners, academic hour facilitation, culturally responsive teaching, grade-level appropriate pedagogy, restorative practices, site safety protocols, and strategies to uplift scholar voice. The After School Program Supervisor will also provide training and coaching to reinforce presentations or other relevant topics that arise throughout the year.

Ongoing professional development is essential to maintaining high-quality programming. Each site team will engage in twice a month classroom-based learning to observe and adopt effective instructional strategies used by classroom teachers. Additionally, weekly site team meetings will provide dedicated time to debrief, plan, review program implementation, and make adjustments based on scholar needs.

District Program leadership and Site Coordinators will also participate in weekly professional development sessions focused on leadership growth, pedagogy, and policies. Furthermore, they will attend annual conferences designed to enhance their capacity to lead a program that is dynamic, responsive, and grounded in scholar voice.

8—Clear Vision, Mission, and Purpose

The Expanded Learning Opportunities Program believes in, supports, and is aligned with [PUSD's Mission](#) Statement, [Graduate Profile](#), and the Equity Statement. Furthermore the Program is a direct fulfillment of the [Full Service Community School Model](#) that provides a vital service to the community.



Mission Statement

It is the mission of Pittsburg Unified School District to inspire our scholars, to ensure they achieve equity in academic excellence and to bring scholars closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our scholars to their fullest potential and to create lifelong learners who will contribute positively to the world.

Equity Statement

We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset.

We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes.

We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

Expanded Learning Goals

The purpose of the Expanded Learning Opportunities Program is to **build bright futures one afternoon at a time** by fulfilling the Pittsburg Unified School District Mission, Vision, and Equity Statement through implementing a program that meets California's Quality Standards for Expanded Learning. As a direct fulfillment of the full-service community school model, the Program will offer a safe, supportive, and enriching environment that promotes social-emotional growth, academic success, and

unique STEAM learning opportunities. ELOP invites scholars to exercise their youth voice and leadership, shape the program, and build skills and healthy habits.

Goals:

- **Create a Safe, Supportive, and Social-Emotionally Enriching Environment**
 - Establish a welcoming space where scholars feel secure, valued, and supported while integrating Social-Emotional Learning (SEL) strategies to foster self-awareness, resilience, and strong interpersonal skills.
- **Offer Engaging and Enriching Activities**
 - Provide diverse extracurricular opportunities, including sports, recreation, STEAM, and college and career exploration, to enhance scholar learning beyond the classroom.
- **Develop Life Skills and Promote Healthy Choices**
 - Equip scholars with essential life skills, including critical thinking, teamwork, and decision-making, while encouraging healthy behaviors, physical activity, and positive lifestyle choices.
- **Amplify Youth Voice and Ownership**
 - Encourage scholar participation in decision-making to foster engagement, leadership, and a sense of program ownership.
- **Provide Targeted Academic Support**
 - Support scholars with homework completion, skill-building, and the development of study habits and organizational skills, with a focus on early literacy, English Language Arts, and mathematics.

9—Collaborative Partnerships

Scholars and Families

Scholar, staff, and family input is actively sought throughout the year. This includes weekly activity feedback and scholar reflections on programming engagement. Families have access to current schedules featuring enrichment, sports, tutoring, and club offerings, and are encouraged to provide ongoing feedback and suggestions. This input informs the development and refinement of program offerings.

Site Coordinators regularly compile and share feedback data with site teams and district leadership to support continuous improvement. This process is guided by a central inquiry: *How can the Expanded Learning Opportunities Program engage scholars in making progress toward the Graduate Profile and address the needs of the community?* Program District leadership works in collaboration with each site and District Departments to ensure the Program is aligned with site and district initiatives.

Stakeholder engagement is reinforced through annual surveys and evaluations, participation in district committee and community meetings, School Board presentations, and feedback provided. Program design remains responsive to the evolving needs of the community.

Community Based Organizations and other Non-LEA Partners

Pittsburg Unified School District (PUSD) is a full-service community school district committed to serving the whole child, with community engagement as a foundational value. A key factor in the success of the ELOP is the development of meaningful connections by supporting scholars in forming strong relationships with caring adults in a safe, nurturing environment that promotes social, emotional, and physical growth.

Ongoing community input is essential to ensure that ELOP remains responsive to scholar needs. ELOP District leadership will annually present at and participate in community engagement forums such as the District Advisory Committee, District English Language Advisory Committee, District Steering Committee, Local Control Accountability Plan (LCAP) Community Meetings, and Families of African American Scholars.

Community Partner supervisors and leadership teams will meet monthly to foster open communication, align expectations, ensure compliance with state requirements, fulfill contractual responsibilities, and engage in strategic planning. These meetings will also serve as a platform to identify challenges, recognize accomplishments, and support continuous quality improvement—ensuring a high-caliber experience for all scholars.

In addition, community organizations will be invited to participate in annual ELOP feedback surveys and focus groups to provide qualitative insights that inform program development and ongoing updates to the implementation plan.

10—Continuous Quality Improvement

The Expanded Learning Opportunities Program currently partners with Hatchel, Tabernik and Associates (HTA) for evaluation services and to help guide our Continue Quality Improvement process. Academic data will be collected to monitor scholar progress. An annual survey will be administered to our stakeholders including scholars, staff, parents, teachers, and principals. These surveys are constructed to align with the Quality Standards For Expanded Learning. Based on the survey results, the evaluator holds focus groups to dig deeper with specific stakeholders. The focus group and survey results are shared with our School Board and public every year during a Board meeting. The survey data is available at the site level and is shared with the Principal and site staff to help sites make improvements and track scholar progress. Input from families and community members will also be solicited through engagement forums.

Improved academic performance supports the program's goal of helping scholars reach their full potential. Both the school and the Expanded Learning Opportunities Program (ELOP) aim for scholars to meet the academic performance standards set by the state. ELOP is committed to this goal by offering academic enrichment opportunities that strengthen learning. Scholar progress is used to evaluate program effectiveness and guide any needed adjustments. Attendance is also closely monitored through daily sign-in sheets. Data shows that scholars who participate in ELOP

maintain higher attendance rates compared to their peers who are not enrolled in after-school programs

11—Program Management

Policies and Procedures

The Expanded Learning Opportunities Program seeks to serve a minimum of 50% of the junior high and elementary scholars, which is over 3,000 scholars. The ELOP is a collaborative effort among PUSD staff and community partners.

The program will be managed through a three-tiered structure:

Tier 1: Educational Services Leadership Team

This tier includes the Assistant Superintendent, Expanded Learning Programs District Coordinator, After School Program District Coordinator, Expanded Learning Program Supervisor, and the District Athletic Coordinator (shared 50% with other district funds). This leadership team is responsible for overall program management and day-to-day operations. They will also provide updates and seek input during weekly Educational Services Department meetings.

Tier 2: Business Services Department

This tier provides fiscal management and support. Business Services staff will ensure that all financial records related to ELOP and ASES are properly maintained and comply with local, state, and federal guidelines, including those governing ELOP funding.

Tier 3: School Site Management

Under the guidance of the ASP and ELP District Coordinators, PUSD Site Coordinators will oversee daily site operations. They will ensure that community partners have the resources and support needed to implement the contracted programs effectively.

Policies and procedures for families, PUSD staff, and community partners will be outlined and maintained in their respective handbooks.

ELOP Family Handbook - link coming soon

Budget

ELOP funding will support before and after school activities, as well as non-instructional day programming, in alignment with the program's vision, mission, and goals. To provide academic and recreational enrichment in a safe environment, the Program relies on qualified staff, secured facilities, and dedicated support services.

The Program budget prioritizes direct services that benefit scholars. The majority of funding is allocated to staffing: district leadership, site coordinators, paraprofessionals, and recreation leaders with associated benefits. These staff members ensure daily supervision, scholar safety, and academic support.

Additional budget allocations cover supplies, books, and materials that foster academic growth and enrich scholar experiences. This includes entry fees and transportation for field trips, custodial services to maintain clean and safe environments, and vendors offering unique activities like animal exhibits or dance instruction. Essential operational needs such as copy machines and phones are also funded to support communication and program delivery. Certificated teachers and community partners also contribute. Teachers are compensated at contracted rates to provide specialized instruction in areas such as science, music, reading fluency, and computer literacy. ELOP will support attendance recovery by collaborating with teachers after school to provide tutoring and enrichment activities during the after school program to strengthen the alignment with the school day and minimize learning loss.

Below is the budget with broad categories. The budget is fluid and will be adjusted to respond to program needs, scholar and community voice.

Budget Item	Amount	Safe & Supportive Environment	Active & Engaged Learning	Skill Building	Youth Voice	Diversity Access, & Equity	Quality Staff	Clear Vision, Mission, & Purpose	Collaborative Partnerships	Continuous Quality Improvement	Program Management
PUSD Staff	\$4,000,000	X	X	X	X	X	X	X	X	X	X
Inclusive Services	\$384,677	X	X			X	X	X	X		
High-Dosage Tutoring	\$564,500		X				X	X			
Facilities	\$535,000	X									
Transportation	\$100,000		X	X	X			X			
Field Trips	\$50,000		X	X	X			X	X		
Software, Data, Surveys	\$155,000						X	X		X	X
Supplies	\$350,000		X	X	X						
Nutrition	\$35,000	X							X		
Vendor Contracts	\$4,372,000	X	X	X	X	X	X	X	X	X	
Intersession	\$750,000	X	X	X	X	X	X	X	X		

\$11,277,883

PUSD has several checks and balances in place to ensure responsible and effective management of the ELOP budget. Oversight occurs at multiple levels and involves both programmatic and fiscal staff to maintain transparency, alignment, and compliance. All invoices are first reviewed and processed by the Program administrative team. This team verifies the accuracy of charges, ensuring that expenses are appropriate, allowable, and directly tied to approved program activities. Supporting documentation is required for all transactions, and discrepancies are addressed promptly.

The ELP District Coordinator and the Business Office Administrator conduct monthly budget reviews. These reviews ensure that all expenditures align with the program's mission, vision, and goals. During these reviews, the team assesses spending trends, monitors budget-to-actual reports, and adjusts spending projections as needed to prevent overages or underutilization of funds.

To further ensure accountability, the team evaluates all active contracts to confirm they are being executed with fidelity. Monthly meetings are held with contracted partners to assess program performance, review deliverables, and determine whether adjustments to scope or funding allocations are necessary. This process ensures that encumbered funds are being used effectively and, if needed, can be reallocated to areas of greater scholar impact.

Additionally, the program maintains internal compliance with all local, state, and federal fiscal guidelines. All expenditures are subject to approval through established district purchasing procedures and are documented for audit readiness.

This multi-layered approach ensures that the budget is not only properly implemented but also strategically managed to maximize benefit to scholars and uphold the integrity of the Expanded Learning Opportunities Program.

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? X Yes ☐ No

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

To create one comprehensive and universal Expanded Learning Opportunities Program, PUSD will use both the funding streams from ASES and ELOP to create a seamless system of programming for the scholars and families of Pittsburg. We understand that there is an expectation that these programs will use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both the ASES Elementary/Junior High programs as well as the ELOP. One standard set of requirements and quality standards for continuous program improvements will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, thus ensuring the data developed and measurements of performance will provide authentic outcomes.

Both the ELOP and ASES programs will be contained in the Educational Services Department. Coordinators for the two programs will work together to create, plan and implement programs that offer access to the greatest number of scholars. Standardized processes across programs will ensure that scholars receiving programs and enrichments activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian expectations will contribute to this seamless system.

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?

The Expanded Learning Opportunities Program is pleased to welcome Transitional Kindergarten (TK) and Kindergarten scholars. A 10:1 staff-to-scholar ratio will be maintained to ensure program compliance and the safety of all participants. All partner organizations are expected to uphold this staffing ratio, including having a reliable

system for substitutes. If a Partner is unable to consistently meet staffing requirements, the district reserves the right to seek additional partnerships or implement a waitlist to ensure continuity of services and compliance with program standards. Enrollment priority will be given to unduplicated scholars: foster youth, homeless scholars, multilingual learners, and those eligible for free or reduced-price meals in alignment with state funding guidelines and equity goals.

The ELOP curriculum will emphasize hands-on, play-based learning, grounded in the California Preschool Learning Foundations. The program will also reinforce the *Problem Solving* social-emotional learning curriculum introduced during the school day. Staff will participate in professional development focused on curriculum implementation, classroom management, and developmentally appropriate instructional strategies.

Program Sample Schedule



TK/Kinder Schedule	
1:00 pm	Check in/ attendance/ circle time
1:20 pm	Empower hour: homework, reading, outdoor structured activity
1:40 pm	Snack Teach responsibility – wash/sanitize hands, clean up area
2:25 pm	Free play/Outside time
2:50 pm	Enrichment 1: Arts, crafts, STEM, structured play
3:30 pm	Supper Teach responsibility – wash/sanitize hands, clean up area
4:00 pm	Enrichment 2: Arts, crafts, STEM, sports/cheer, structured play
5:00 pm	Snack Teach responsibility – wash/sanitize hands, clean up area
5:10 pm	Enrichment 3: Arts, crafts, STEM, structured play

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?

The Program leverages the District's communication platform, ParentSquare, to share newsletters, flyers, and updated schedules. Through ParentSquare, families can access the ELOP management software to enroll scholars, view program offerings, and

manage sign-outs. This paperless system is available in multiple languages and enhances efficiency for families. Paper applications remain available for those who prefer them. All communication, including flyers and notices, is distributed in both English and Spanish.

Recognizing the importance of in-person engagement, schedules, notices, and flyers are also posted during pick-up times, with staff available to answer questions and receive suggestions from families.

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.

ELOP will provide off-campus field trips as well as on-site enrichment experiences to bring new learning opportunities directly to schools which will address frequently voiced interest from families and the community. ELOP will utilize district program buses and shared-cost transportation when available. In instances where district transportation cannot be provided, the Program will contract with approved transportation vendors to ensure scholar travel needs are met safely and efficiently.

ELOP will offer quarterly field trips for elementary scholars and organize several minimum-day trips for junior high scholars. In addition, Intersession field trips to more distant or time-intensive destinations will be scheduled, offering experiences that cannot be easily accommodated during standard program hours.

These excursions will expose scholars to a range of enriching opportunities, including museums, aquariums, STEM-based “engineering in action” sites, historical and cultural landmarks, and visual and performing arts venues. scholar and family input will be considered when selecting field trip destinations to ensure offerings reflect the interests and needs of the school community.

To maintain safety and support meaningful learning, all field trips will adhere to established supervision ratios, with increased staffing as needed based on destination-specific requirements. All trips will be provided at no cost to families. PUSD staff will follow all guidelines outlined in the official field trip handbook to ensure proper planning, supervision, and execution.

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.

PUSD's Expanded Learning Opportunities Program is a no cost program for all transitional kindergarten through eighth grade scholars.

Sample Program Schedules - Regular School Day

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.**

Sample Elementary Schedule

	Monday			Tuesday		Wednesday				Thursday		Friday	
TK/K(a)	1:00PM-1:30pm	We Are Problem Solvers, Attendance, Rules and Expectations, Positive Affirmations, Restorative-Community Circles		1:00PM-1:30pm	We Are Problem Solvers, Attendance, Rules and Expectations, Positive Affirmations, Restorative-Community Circles	1:00PM-1:30pm	We Are Problem Solvers, Attendance, Rules and Expectations, Positive Affirmations, Restorative-Community Circles			1:00PM-1:30pm	We Are Problem Solvers, Attendance, Rules and Expectations, Positive Affirmations, Restorative-Community Circles	1:00PM-1:30pm	We Are Problem Solvers, Attendance, Rules and Expectations, Positive Affirmations, Restorative-Community Circles
1:30PM-	TK/K Snack			TK/K Snack		TK/K Snack				TK/K Snack		TK/K Snack	
	1:45pm-3:00pm	Recreation Time 20-25		1:30pm-3:00pm	Recreation Time 20-25	1:45pm-3:00pm	Recreation Time 20-25 mins), Homework, Fine Motor Centers, Story Telling			1:30pm-3:00pm	Recreation Time	1:30pm-3:00pm	Recreation Time 20-25
TK/K(b)	2:40PM-3:30pm	We Are Problem Solvers &		2:40PM-3:30pm	We Are Problem Solvers					2:40PM-3:30pm	We Are Problem	2:40PM-3:30pm	We Are Problem
Enrichment 1 and Academic Schedule													
1st	2:20PM-3:30pm	Restorative-Community Circles, Homework, Imagine Learning, Discovery Learning, iReady, Book Club, Attendance Recovery		2:20PM-3:30pm	Restorative-Community Circles, Homework, Imagine Learning, Discovery Learning, iReady, Book Club, Attendance Recovery	1:10PM-2:10pm (1:30PM SNACK)	Playground	2:20PM-3:30pm	Restorative-Community Circles, Homework, Imagine Learning, Discovery Learning, iReady, Book Club, Attendance Recovery	2:20PM-3:30pm	Restorative-Community Circles, Homework, Imagine Learning, Discovery Learning, iReady, Book Club, Attendance Recovery	2:10PM-3:30pm	Restorative-Community Circles, Homework, Imagine Learning, Discovery Learning, iReady, Book Club, Attendance Recovery
2nd	2:20PM-3:30pm			1:10PM-2:10pm		Soccer	2:20PM-3:30pm	2:20PM-3:30pm		2:10PM-3:30pm			
3rd	2:20PM-3:30pm			1:10PM-2:10pm		Basketball	2:20PM-3:30pm	2:20PM-3:30pm		2:10PM-3:30pm			
4th	2:30PM-3:30pm			1:20pm-2:20pm (1:30PM SNACK)		Sports(FP)	2:30PM-3:30pm	2:30PM-3:30pm		2:20PM-3:30pm			
5th	2:30PM-3:30pm			1:20pm-2:20pm (1:30PM SNACK)			2:30PM-3:30pm	2:30PM-3:30pm		2:20PM-3:30pm			
3:30PM-4PM-	Supper			Supper		Supper				Supper		Supper	
	Enrichment 1			Enrichment 1		Enrichment 2				Enrichment 1		Enrichment 1	
	TK/K/1ST	SPORT	STEM/ARTS AND CRAFTS	TK/K/1ST	SPORT CENTERS	TK/K/1ST	DANCE (RFY)		STEM/ARTS AND 3rd Grade	TK/K/1ST	SPORT CENTERS	TK/K/1ST	Dance Battle, Board Games, Arts and Crafts, Bear Bucks Store (1st-5th), Bear Bucks Treasure Chest
	2ND/3RD	DANCE (RFY)		2ND/3RD	HIP HOP DANCE	2ND/ 3RD	HIP HOP DANCE (ASPIRE)			2ND/ 3RD	STEM/ARTS AND	2ND/ 3RD	
	4TH/5TH	THEATER		4TH/5TH	SPORTS	4TH/5TH	THEATER			4TH/5TH	SPORTS	4TH/5TH	
5PM-	TK-5th Snack Time			TK-5th Snack Time		TK-5th Snack Time				TK-5th Snack Time		TK-5th Snack Time	
5:10PM-	Enrichment 2			Enrichment 2		Enrichment 3				Enrichment 2		Enrichment 2	
	TK/K/1ST	DANCE (RFY)		TK/K/1ST	CREATIVE GAMES/SPORTS	TK/K/1ST	SPORTS/ CREATIVE TIME/ KARAOKE Centers			TK/K/1ST	SPORTS/ CREATIVE	TK/K/1ST	FUN FRIDAY: Movies, Dance Battle, Board Games, Arts and Crafts, Bear Bucks Store (1st-5th), Bear Bucks Treasure Chest (TK/K) Basketball
	2ND/ 3RD	STEM (B)		2ND/3RD		2ND/ 3RD	STEM (B)			2ND/ 3RD	SPORTS	2ND/ 3RD	
	4TH/5TH	SPORTS		4TH/5TH	STEM (B)/Choir	4TH/5TH	DANCE (RFY)			4TH/5TH	STEM/ARTS AND CRAFTS / Choir	4TH/5TH	

Sample Junior High Schedule - Regular School Day

	Monday		Tuesday		Wednesday			Thursday		Friday		
1:50 pm- 2:00 pm Wednesday Only					Check In/ Daily Announcements/Restroom (Courtyard)		All Grades					
2:00 pm-2:55 pm					Tribes (Blacktop and Field)		All Grades					
2:52 pm- 3:00 pm	Check In/ Daily Announcements/Restroom (Cafeteria)		Check In/ Daily Announcements/Restroom (Cafeteria))		Homework and Academic Support		6th(a)-D100	Check In/ Daily Announcements/Restroom (Cafeteria)	All Grades	Check In/ Daily Announcements/Restroom (Cafeteria)	All Grades	
3:00 pm-3:30 pm	Tribes (Blacktop and Field)		Tribes (Blacktop and Field)		6th(b)-Cafeteria	7th (a)D102	7th (b) D104	8th- D202	Tribes (Blacktop and Field)	All Grades	Tribes (Blacktop and Field)	All Grades
3:25pm-3:45pm	Staggered Bathroom Break	All Grades	Staggered Bathroom Break	All Grades	Staggered Bathroom Break	All Grades		Staggered Bathroom Break	All Grades	Staggered Bathroom Break	All Grades	
3:45pm-3:55pm	Supper		Supper		Supper			Supper		Supper		
4:00 pm-4:55 pm	Homework, Attendance Recovery, and Academic Support		Homework, Attendance Recovery, and Academic Support		Enrichment 1			Homework, Attendance Recovery, and Academic Support		Enrichment 1		
	6th (a)	D100	6th (a)	D100	Scholar Choice	Fashion Design		6th (a)	D100	Fashion Design		
	6th (b)	Cafeteria	6th (b)	Cafeteria		Film & Photography		6th (b)	Cafeteria	STEP Team		
	7th (a)	D102	7th (a)	D102		Team building Sports Act		7th (a)	D102	Team building Sports Act.		
	7th (b)	D104	7th (b)	D104		Engineering		7th (b)	D104	Engineering		
	8th	D202	8th	D202		Visual Arts- Intro. to Art		8th	D202	Visual Arts- Intro. to Art		
				Performing Arts-Theater				Drumline				
						Cosmetology				Cosmetology		
						Gel X Nail Design				Gel X Nail Design		
4:55pm-5:05	Snack		Snack		Snack			Snack		Snack		
5:05PM-5:45PM	Enrichment 1		Enrichment 1		Enrichment 2			Enrichment 1		Enrichment 2		
	Fashion Design		Fashion Design			Fashion Design		Fashion Design		Fashion Design		
	Film & Photography		Cooking			Film & Photography		Cooking		Film & Photography		
	Team building Sports Act.		Team building Sports Act.			Team building Sports Activities		Team building Sports Act.		Team building Sports Activities		
	Scholar Choice	Engineering	Scholar Choice	Engineering	Scholar Choice	Engineering	Scholar Choice	Engineering	Scholar Choice	Engineering		
		Visual Arts- Intro. to Art		Visual Arts- Intro. to Art		Visual Arts- Intro. to Art		Visual Arts- Intro. to Art				
		Drumline		Performing Arts-Theater		Drumline		Performing Arts-Theater				
		Cosmetology		Cosmetology		Cosmetology		Cosmetology				
Gel X Nail Design		Gel X Nail Design		Gel X Nail Design		Gel X Nail Design						
	Study hall w/Mrs. Beverly		Study hall w/Mrs. Beverly		Study hall w/Ms. Monica		Study hall w/Mrs. Beverly		STEP Team			
5:45PM-6PM	Sign Out and Closing Circle-Wow, Wonder, Worked											

Intersession Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Breakfast and Check-In				
8:00 - 9:00	Circles/Tribes/Social Emotional Learning, Community Building, Attendance Recovery Hour 1				
9:00 - 10:00	Team Activities, Sports, Yoga, Dance, Attendance Recovery Hour 2				Off Campus Field Trip
10:00 - 10:30	Snack Time				
10:30 - 11:30	Enrichment 1 - Culinary Arts, Coding, Fashion Design, Puzzles, LEGO, Attendance Recovery Hour 3				
11:30 - 12:30	Enrichment 2 - Culinary Arts, Coding, Fashion Design, Puzzles, LEGO, Attendance Recovery Hour 4				
12:30 - 1:30	Lunch and Outdoor Free Play				
1:30 - 2:30	Team Challenges				
2:30 - 2:45	Snack Time				
2:45 - 3:35	Enrichment 3 - Choir, Percussion, Book Club, Arts and Crafts, Theatre, Planetarium				
3:40 - 4:30	Enrichment 4 - Choir, Percussion, Book Club, Arts and Crafts, Theatre, Planetarium				
4:30	Dismissal				