

Expanded Learning Opportunities Program (ELO-P) Plan

The School of Arts + Enterprise

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LEA and Program Site Information

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ELO-P Site	School of Arts and Enterprise Middle School

Purpose and Program Framework

Purpose. This plan describes ELO-P activities that support the whole child and students' social-emotional learning and development, consistent with the California Department of Education ELO-P Program Plan Guide.

Expanded learning. Before-school, after-school, summer, or intersession learning that addresses students' academic, social, emotional, and physical needs and interests through hands-on, engaging experiences. Expanded learning supplements, rather than extends or duplicates, the regular instructional day.

1 - Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include whether the program will be offered on the school site or off campus.

Program Response: On the school site, tutors provide restorative services to students in need of academic support, mentoring, and tutoring. Tutors build relationships with students, create healthy and structured environments for students to attend and complete work, and practice restorative rhythms to ensure a vibrant and healthy environment for study.

2 - Active and Engaged Learning

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

Program Response: Tutors will focus on a restorative model of academic intervention to support students who are struggling with instruction during the regular instructional day.

3 - Skill Building

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

Program Response: Tutors will focus on a restorative model of academic intervention to support students who are struggling with instruction during the regular instructional day.

4 - Youth Voice and Leadership

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

Program Response: Students will work with community partners to engage in civic leadership opportunities.

5 - Healthy Choices and Behaviors

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

Program Response: Nutritious snacks will be provided daily during ELO-P programs.

6 - Diversity, Access, and Equity

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

Program Response: Tutors will address cultural and linguistic diversity with a restorative justice model of academic intervention. Additional special education staff will be available to support students with disabilities.

7 - Quality Staff

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

Program Response: ELO-P programs will be staffed entirely by School of Arts + Enterprise employees and supported by qualified SAE administrators. SAE employees assigned to ELO-P will meet applicable staff qualification, health screening, fingerprint clearance, and supervision requirements.

8 - Clear Vision, Mission, and Purpose

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

Program Response: ELO-P will increase student GPA, increase coursework completion, provide academic tutoring and academic mentoring, and provide conducive tutoring environments for students.

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.

Program Response: The SAE will administer and staff ELO-P directly using SAE employees. No outside organization currently staffs or administers the program. The SAE may continue to collaborate with community partners for enrichment, civic leadership, and student support opportunities as appropriate.

10 - Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Program Response: Data on student participation and academic outcomes will be recorded daily and reviewed by administration quarterly. Administration will meet with school community groups, including the School Site Council (SSC), and relevant SAE staff to review data on expected outcomes quarterly and identify program improvements.

11 - Program Management

Describe the plan for program management.

Program Response: ELO-P will be managed internally by The SAE administration, with Claudia Gonzalez serving as the primary program contact. SAE administration and staff will coordinate facilities, materials, human resources, student supervision, communications, program implementation, and ongoing review.

General Questions

Existing ASES / 21st CCLC coordination: N/A

Transitional Kindergarten and Kindergarten: N/A

Sample Program Schedule

The sample program schedule has been updated to reflect the current SAE bell schedule. All ELO-P hours are provided by SAE employees.

Calendar / Bell Schedule	Days of the Week	Time	Minutes per Day	Total Days	Total Hours	Provider
Full + Wed, before school	M, T, W, Th, F	7:30 - 8:30 a.m.	60	182	182	SAE
Summer, before school	M, T, W, Th, F	7:30 - 8:30 a.m.	60	30	30	SAE
Full, after school	M, T, Th, F	2:30 - 4:30 p.m.	120	146	292	SAE
Wed, after school	W	1:35 - 4:30 p.m.	175	36	105	SAE
Summer, after school	M, T, W, Th, F	2:00 - 4:30 p.m.	150	30	75	SAE

Legal Requirements from the CDE ELO-P Program Plan Guide

The following requirements are carried forward from the CDE template used for the prior plan. They are included for reference and remain unchanged in this update.

EC Section 46120(b)(2): LEAs operating expanded learning opportunity programs may operate before-school, after-school, or both components on one or multiple school sites and must develop a program plan based on CDE guidance and specified statutory requirements.

EC Section 46120(b)(1)(A): On schooldays, in-person before- or after-school expanded learning opportunities, when added to daily instructional minutes, must provide no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B): For at least 30 nonschooldays during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day must be offered.

EC Section 46120(b)(3): LEAs shall prioritize services at school sites in the lowest-income communities while maximizing expanded learning opportunities across their attendance area.

- EC Section 46120(b)(4):** LEAs may serve all pupils, including elementary, middle, and secondary pupils, in ELO-P.
- EC Section 46120(b)(6):** LEAs are encouraged to collaborate with community-based organizations and childcare providers to maximize expanded learning opportunities.
- EC Section 46120(c):** LEAs are subject to audit pursuant to Section 41020 to determine compliance with ELO-P requirements.
- EC Section 8482.3(d):** Snacks and meals made available through the program must conform to applicable state nutrition standards and federal at-risk afterschool meal standards.
- EC Section 8482.6:** Every pupil attending a school operating a program is eligible to participate, subject to program capacity. If family fees are charged, required waivers and sliding-scale provisions apply.
- EC Sections 8483.4 and 46120(b)(2)(D):** Program administrators must establish minimum staff qualifications; staff directly supervising pupils must meet minimum instructional aide qualifications under district policy; staff and volunteers must satisfy applicable health screening and fingerprint clearance requirements; and the pupil-to-staff ratio may not exceed 20:1, except programs serving transitional kindergarten or kindergarten pupils must maintain a ratio no greater than 10:1.
- EC Section 8482.3(c)(1)(A-B):** Each program component must include an educational and literacy element providing tutoring or homework assistance and an educational enrichment element that may include fine arts, career technical education, recreation, physical fitness, and prevention activities.