[12]Expanded Learning Opportunities Program Plan Guide

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

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:
Contact Name: Tim de la Torre
Contact Email: tim@shadecanyon.org
Contact Title: Administrator
Contact Phone: 707-241-3175

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Shade Canyon
2.
3.
4.
5.
6.
7.
8.

Governing Board Approval Date: 8/26/2025
Review/Revision Date:
Review/Revision Date:

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

Location and Supervision
The program will be offered onsite at Shade Canyon School, allowing students to remain in a familiar and secure setting. Hosting the program on campus ensures continuity of care, ease of access, and a consistent community environment. In the event of any offsite activities (e.g., nature walks, community engagement), these will occur within the local community, with prior parent/guardian notification and appropriate transportation arrangements. Adequate adult supervision and safety measures—including permission slips, first aid kits, and emergency contact protocols—will be in place for all off-campus excursions.

Staff Training
All program staff receive thorough training in child safety, emergency preparedness, CPR/First Aid certification, and trauma-informed practices. In addition, staff are oriented in Waldorf-inspired approaches to child development, emphasizing empathy, consistency, and holistic care. Regular refresher courses and in-service training sessions are conducted to keep staff up to date on best practices and evolving safety standards.

Incident Reporting
A clearly defined incident reporting protocol is in place to ensure timely, accurate, and confidential documentation of any accidents, behavioral incidents, or safety concerns. Staff are trained to respond promptly and appropriately to incidents and to notify school leadership and families in accordance with school and district policies. Reports are reviewed regularly by the director to identify patterns or areas for improvement.

Health Records and Student Needs
The program maintains current health records for all enrolled students, including allergy

information, emergency contacts, and medical needs. Staff have access to these records during program hours and are trained to respond to individual student health needs, including the administration of medication if authorized. Confidentiality is strictly maintained in accordance with FERPA and HIPAA regulations.

Supportive Environment
In keeping with Waldorf values, the program fosters a warm, respectful, and rhythmically consistent atmosphere. Daily routines support students' sense of security, and staff are attuned to students' emotional and physical cues. Safe, developmentally appropriate spaces and activities are designed to promote healthy movement, play, and rest, reducing the risk of injury or distress.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Emotionally Safe & Supportive

Waldorf Education is deeply rooted in the principles of emotional safety, social-emotional development, and nurturing relationships. Shade Canyon's extended care program is designed to create a warm, respectful, and predictable environment where every child feels seen, valued, and supported.

Waldorf-Inspired Emotional Support
The extended care program draws on Waldorf educational philosophy, which emphasizes rhythm, connection, and holistic care. Staff work intentionally to create a calm and consistent daily structure, using gentle transitions, storytelling, artistic expression, and movement to promote a sense of emotional security. This approach helps children regulate their emotions and build trust with adults and peers.

Social-Emotional Learning (SEL)
Social-emotional learning is embedded into daily activities through both structured and unstructured experiences. Practices include:

Morning and closing songs, verses and check-in's to build community, set intentions, and reflect on the day.

Collaborative games and artistic activities that foster empathy, communication, and cooperation.

Conflict resolution and restorative practices that empower students to express themselves, listen to others, and repair relationships with adult guidance.

Mindfulness and breathing exercises to help students develop self-awareness and self-regulation.

Staff model and teach emotional literacy by naming feelings, validating experiences, offering redirection and guiding children through challenges with empathy and patience.

Staff Relationships and Support
Program staff are trained to build positive, trusting relationships with students, using developmentally appropriate language and respectful interactions. Staff are also trained in trauma-informed care and are equipped to recognize signs of stress, anxiety, or emotional distress. When needed, staff work closely with school administrators, and families to ensure a coordinated and compassionate response.

Inclusive and Respectful Environment
The program affirms each student's unique background and promotes inclusive practices that honor diverse identities and experiences. Through storytelling, seasonal celebrations, and activities drawn from various cultures, the program fosters a sense of belonging and appreciation for the wider human experience.

By nurturing the emotional well-being of every student, the Shade Canyon ELO-P creates a foundation for joyful learning, meaningful relationships, and lifelong resilience.

2—Active and Engaged Learning

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

Active and Engaged Learning

Shade Canyon School's Expanded Learning Opportunities Program provides rich, developmentally appropriate experiences that engage students in joyful, meaningful learning beyond the traditional school day. Our program emphasizes learning through purposeful activity, creativity, and connection—with self, others, and the world around them.

Waldorf Lifeways Influence
Rooted in the *Waldorf Lifeways philosophy*, the program supports a gentle, rhythmic environment where children are surrounded by beauty, warmth, and meaningful activity. Our goal is to create a home away from home. Our focus is on real-life tasks such as raking the leaves, hand washing our wash-clothes and hanging them out to dry, peeling the carrots for snack and generally caring for our environment. We incorporate real-life activities that are both nurturing and essential life skills. We will also be offering weekly artistic activities that children can participate in such as wet felting, on-going sewing projects and other seasonal crafts that celebrate the natural world that we experience around us. Additionally we will be a reflection of a home -like environment by offering opportunities such as a soccer club, or an art club. In this way we mimic what families often do after school. Our daily routines emphasize real-life tasks, artistic expression, and nurturing adult-child relationships. This

approach fosters the development of the will, strengthens imagination, and builds emotional resilience through a secure, home-like atmosphere.

3—Skill Building

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

Skill Building

We want to offer students daily opportunities to build essential life skills in a developmentally appropriate, nurturing environment. Our program emphasizes learning through purposeful activity, imitation, and rhythmic repetition. This approach supports the growth of physical coordination, emotional resilience, confidence, and a strong sense of self-reliance.

Fine and Gross Motor Development

The program is intentionally structured to strengthen both fine and gross motor skills through practical, creative, and physical tasks:

Fine Motor Skills are developed through activities such as:

Knitting, sewing, felting, and finger crocheting

Drawing and beeswax modeling

Baking and cooking tasks like peeling, grating, kneading, and pouring

Hand-grinding herbs or grains, stringing beads, and folding napkins

These activities refine dexterity, hand-eye coordination, and concentration, while also teaching persistence and attention to detail.

Gross Motor Skills are strengthened through:

Outdoor free play and cooperative movement games

Nature walks, climbing, soccer, dancing balancing on logs or rocks, and lifting garden tools

Circle games and rhythmic movement activities

Carrying, sweeping, raking, and digging during practical work

Gross motor activities build core strength, spatial awareness, physical confidence, and support healthy sensory integration.

Learning Through Everyday Tasks

Everyday routines are rich with opportunities for meaningful learning. Students participate in age-appropriate responsibilities that build both practical skills and social-emotional competence:

Domestic Arts: Setting the table, washing dishes, folding laundry, and tidying shared spaces teach responsibility, sequencing, and care for the environment.

Gardening and Nature Care: Weeding, watering, harvesting, and composting help students connect with natural rhythms, develop patience, and understand the impact of consistent effort.

Food Preparation: Children learn to follow simple recipes, measure ingredients, and prepare snacks, which reinforces early math and literacy skills while fostering independence.

Social and Emotional Skills

All activities are designed to support collaboration, communication, and empathy. In mixed-age groupings, older students often help younger peers, reinforcing leadership and cooperative problem-solving. Daily rhythms and warm, predictable routines also support emotional regulation and a sense of inner security.

Creative and Expressive Skills

Music, movement, handwork, and storytelling are integrated into the daily flow, allowing children to express themselves through multiple modalities while developing perseverance, rhythm, and artistic sensitivity.

Holistic Development Over Time

Skill-building at Shade Canyon is layered and developmental—students repeat and deepen activities over time, gradually achieving greater mastery and independence. This process reflects *Waldorf Lifeways'* understanding of child development, honoring the growing capacities of the child in an unhurried, supportive way.

By engaging the whole child—head, heart, and hands—through daily tasks, creative play, and purposeful work, the Shade Canyon ELO-P supports meaningful skill development that fosters lifelong confidence, competence, and joy in learning.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Youth Voice and Leadership

Shade Canyon School's Expanded Learning Opportunities Program (ELO-P) values each child as a unique and capable individual whose ideas, choices, and contributions matter. Rooted in *Waldorf Lifeways* principles, the program creates a supportive environment where students are seen as active participants in their own learning and are encouraged to develop leadership through responsibility, collaboration, and service to the group.

Leadership Through Responsibility and Contribution

In alignment with *Waldorf Lifeways*, students take on meaningful roles within the daily rhythm of the program that promote responsibility and leadership. These roles may include:

Caring for the environment (e.g., tidying spaces, setting up and cleaning up snack or art activities, watering plants)

Helping lead seasonal songs, games, or storytelling activities

Guiding younger students in mixed-age activities, modeling tasks such as helping the younger one with shoes, setting up the snack table or getting out supplies.

Serving as "helpers of the day", which includes tasks like welcoming guests, helping with transitions, or initiating cleanup

These leadership opportunities are grounded in imitation, rhythm, and purposeful activity—core *Waldorf Lifeways* elements—giving students a felt sense of contribution and competence.

Voice Through Choice and Expression

The program offers space for student voice by inviting children to:

Suggest activities, songs, or stories they would like to revisit or help lead

Share ideas for nature walks, craft materials, or practical projects

Clubs they would like to help plan and implement

Contribute to seasonal celebrations or rituals with personal touches (e.g., making decorations or planning part of a ceremony)

Students are encouraged to express themselves in developmentally appropriate ways, often through drawing, storytelling, and conversation with trusted adults. Teachers and extended

care leaders listen carefully to these expressions and incorporate them into planning and improvement efforts.

Youth Mentorship and Mixed-Age Leadership

Consistent with Waldorf-inspired practices, Shade Canyon promotes mentorship through natural relationships. Older students often take on guiding or nurturing roles with younger children, developing empathy, patience, and a sense of responsibility. These experiences are structured to be supportive and modeled by adults, ensuring success and positive peer relationships.

Youth Inclusion in Program Quality and Reflection

Opportunities for student reflection and input are woven into the rhythm of the program. These may include:

- **Circle reflections** at the end of the day, where students share highlights, challenges, or wishes
- **Observation and documentation** (e.g., drawings, journals, or verbal storytelling) that express what students have learned or enjoyed
- **Teacher-led interviews or group conversations**, where student feedback is used to inform program improvements and shape upcoming activities

In all forms, student feedback is honored and taken seriously. Program leaders gather and reflect on this input alongside staff observations to continuously enhance program quality in a way that remains child-centered and aligned with *Waldorf* principles.

By embedding leadership, choice, and reflection into daily life, Shade Canyon's ELO-P nurtures confident, capable students who feel heard, valued, and empowered to contribute meaningfully to their community.

5—Healthy Choices and Behaviors

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

5. Healthy Choices and Behaviors

Shade Canyon is rooted in a Waldorf-inspired approach that nurtures physical health, emotional well-being, and lifelong habits of wellness. Our program fosters healthy choices and behaviors through a daily rhythm that includes nourishing meals, active outdoor play, and intentional habits that support physical, mental, and social-emotional development.

Nutritious Meals and Snacks

The program will provide nutritious, appealing snacks aligned with **California Department of Education (CDE) nutrition standards**. Meals and snacks:

Will include **whole foods**, such as fresh fruits, vegetables, whole grains, and minimally processed ingredients.

Are planned with an emphasis on **seasonality**, simplicity, and familiarity, supporting children's sense of rhythm and connection to nature.

Will respect dietary restrictions and cultural considerations. Parents will be invited to share important preferences or health concerns during enrollment.

Are served in a **communal, slow-paced manner**, where children can practice gratitude with a nature-based blessing, manners, and social connection, echoing the Waldorf principle of reverence for food and mealtimes.

Physical Activity and Outdoor Movement

The program strongly prioritizes **movement, outdoor play, and physical well-being**, aligned with Waldorf developmental stages. Students will engage in:

Daily outdoor free play in natural environments, including climbing, balancing, running, and imaginative games.

Structured movement activities such as nature walks, circle games, cooperative physical games, and seasonal crafts involving large motor skills (e.g., sweeping, gardening, soccer, skate boarding, moving rocks and logs).

Mindful movement, such as stretching, breathing exercises, or guided rest time, to foster body awareness and emotional regulation.

Access to safe, natural play areas, with supervision focused on supporting **self-initiated risk-taking** and developmentally appropriate challenges.

These activities are embedded within the daily rhythm to ensure students receive **at least 30–60 minutes** of physical activity in both the morning and afternoon sessions.

Promoting Healthy Habits

The program cultivates lifelong healthy behaviors through:

Modeling and storytelling that emphasize wellness, care of the body, and care of the earth.

No screen exposure during extended care hours and emphasizing **hands-on experiences**, promoting brain and body integration.

Consistent rhythms (e.g., meal, rest, and play) to support children's sense of security and healthy routine.

Staff training on **developmentally appropriate practices** for encouraging self-care, physical safety, and peer collaboration.

Supporting Healthy Development Through the Four Foundational Senses

In Waldorf education, early childhood and the lower grades are viewed as a critical time to strengthen the **four foundational (or "lower") senses**: the sense of **touch**, **life**, **movement**, and **balance**. These senses form the basis of physical and emotional well-being, and their development directly supports children's ability to make healthy choices and engage fully with the world around them.

1. Sense of Touch

This sense helps the child establish boundaries between self and world. When the environment is warm, natural, and nurturing, children feel secure in their bodies. In our ELO-P program:

We provide **natural materials** (wool, wood, cotton, etc.) that offer comforting textures and tactile exploration.

Hands-on activities like finger knitting, clay modeling, and gardening strengthen sensory integration and calm the nervous system.

Thoughtful human interactions—gentle voices, respectful touch, and emotional warmth—create a sense of safety and containment.

2. Sense of Life

The life sense refers to internal well-being—awareness of hunger, fatigue, or general comfort. It's deeply linked to rhythm, rest, and nutrition. Our program:

Provides **predictable daily rhythms**, helping children feel safe and know what to expect.

Offers **nourishing, wholesome foods** at consistent times, helping children develop a healthy relationship with hunger and satiety.

Includes **quiet rest or contemplative time**, respecting children's need for recovery and internal processing.

3. Sense of Movement

Children learn through movement. This sense develops proprioception—the awareness of one's body in space. Our program:

Encourages **frequent, unstructured outdoor play**, where children run, climb, dig, and explore freely.

Offers **circle games and cooperative physical activities**, which build coordination, timing, and social skills.

Avoids overstimulation by limiting screen time and focusing on physical, real-world experiences.

4. Sense of Balance

Balance is not only physical but also emotional and cognitive. A strong sense of balance supports self-regulation and confidence. At Shade Canyon:

Children navigate **natural terrain**, balance beams, and movement games that challenge their vestibular system.

Quiet transitions and a rhythm of **activity and rest** support internal balance.

Teachers guide children with a calm presence, offering **emotional co-regulation** and modeling centeredness.

By nurturing these four foundational senses, the Expanded Learning Program becomes more than supervision—it becomes an **intentional space of healing, growth, and preparation for future learning**. This sensory support is essential for healthy behavior, social development, and long-term well-being.

6—Diversity, Access, and Equity

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

6. Diversity, Access, and Equity

Shade Canyon School's Expanded Learning Opportunities Program is rooted in the belief that every child carries inherent dignity, potential, and the right to thrive in a nurturing, inclusive environment. Our program embraces **diversity, equity, and access** not as add-ons, but as integral to the whole-child approach guided by **Waldorf educational principles**, which emphasize reverence, respect, and relationship.

Cultural and Linguistic Diversity

The program honors each child's cultural identity and home language, fostering a sense of belonging through:

Culturally inclusive stories, songs, crafts, cultural club and seasonal celebrations that reflect the backgrounds of our students and families while emphasizing common humanity and natural rhythms.

Encouraging students and families to share traditions and experiences, which are respectfully integrated into the curriculum when appropriate.

Use of **gentle, rhythmic, and developmentally appropriate language** that supports English Learners in acquiring language naturally and joyfully, through songs, movement, storytelling, and peer modeling.

Staff will receive training in **cultural humility** and strategies to ensure language development is supported in ways aligned with both Waldorf practices and **English Learner Roadmap policies**.

Access and Inclusion for Students with Disabilities

Shade Canyon is committed to providing **full and meaningful participation** for students with disabilities in all aspects of the ELO-P. Supports include:

Collaborating with families and special education teams to ensure that **accommodations and IEP goals** are supported consistently during ELO-P hours.

Providing **trained staff and appropriate resources**, including visual supports, sensory materials, and one-on-one assistance when needed.

Ensuring the physical environment and activities are **accessible and adaptable**, including outdoor play areas, art projects, and movement games.

Emphasizing **multi-sensory learning** and calm, rhythmic environments that support regulation and inclusion for children with sensory, cognitive, or behavioral needs.

Equity and Opportunity for All

Shade Canyon recognizes that equity means ensuring all children—not just the majority—have what they need to succeed. Our ELO-P is designed to:

Prioritize enrollment for **low-income families, English Learners, foster youth, and students experiencing homelessness** as required by state guidelines.

Offer the program **free of charge** to all eligible students.

Create a culture of **mutual respect and shared responsibility**, where students learn to see differences as strengths and practice empathy, kindness, and fairness.

This intentional blend of **Waldorf values** and **equity-centered practices** ensures that every student in the Shade Canyon ELO-P is seen, supported, and invited to fully participate in a vibrant, caring community.

7—Quality Staff

Staff Engagement

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

Staff Engagement

Shade Canyon ensures that students are consistently supported by caring, qualified, and developmentally attuned staff who are deeply engaged in the program's mission and values. Drawing from *Waldorf* principles, the program emphasizes warm, intentional relationships between adults and children, where the adult serves as a trusted guide and model through presence, rhythm, and purposeful activity.

Intentional Hiring and Training

ELO-P staff are selected not only for their professional, but also for their alignment with Shade Canyon's whole-child educational philosophy. Staff participate in ongoing professional development that includes:

Waldorf Lifeways-inspired training, focusing on child development, rhythms and routines, artistic work, and relationship-based guidance

Health and safety training, including first aid/CPR, mandated reporter training, and behavior support protocols

Mentorship and reflective practice, where newer staff are paired with experienced mentors to ensure high-quality, consistent engagement with students

Consistent and Caring Relationships

Staff build trusting, long-term relationships with students by maintaining consistency across daily routines and enrichment activities. The program fosters:

Small group sizes and low student-to-adult ratios, ensuring that every child is seen, heard, and known

Predictable rhythms and transitions, where staff guide students calmly and confidently through the day's flow

Warm, respectful communication, modeling the kind of empathy, patience, and curiosity that students are encouraged to develop

Modeling Through Purposeful Work

In keeping with *Waldorf Lifeways*, staff lead by example—whether folding laundry, preparing snack, painting, or caring for the garden. Their quiet, confident modeling invites children to join in meaningful work and reinforces the values of cooperation, care, and attention.

Opportunities for Deep Engagement

ELO-P staff are encouraged to share their passions and talents with students, leading enrichment activities such as storytelling, handcrafts, movement games, and seasonal celebrations. This approach not only enriches the program's content but also fosters authentic enthusiasm and a sense of community.

Ongoing Staff Support and Development

To sustain quality engagement, the program provides regular staff meetings, child study sessions, and opportunities for shared reflection and improvement. Staff voices are valued, and their input helps shape program activities, rhythms, and the learning environment.

Through intentional relationships, continuity of care, and a shared commitment to holistic education, Shade Canyon's ELO-P staff create a deeply nurturing and engaging environment in which children feel safe, inspired, and supported to grow.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Minimum Staff Qualifications

In accordance with California Education Code and the policies of the Local Educational Agency (LEA), all staff employed in the Expanded Learning Opportunities Program (ELO-P) who directly supervise students meet the minimum qualifications of an instructional aide. These include:

Possession of a **high school diploma or equivalent.**

These qualifications ensure staff are capable of supporting students in both academic and enrichment contexts, in alignment with LEA expectations for instructional aides.

Health and Safety Screening

All program staff complete required health and safety screenings prior to employment, including:

Live Scan fingerprinting and **Department of Justice/FBI background checks**

Tuberculosis (TB) clearance

Mandated reporter training in compliance with California's Child Abuse and Neglect Reporting Act

These measures ensure that all individuals working with students meet the safety and professional standards required for public school personnel.

Staffing Ratios

To comply with EC Section 46120(b)(2)(D), the program maintains staffing ratios as follows:

A maximum of **20:1 student-to-staff ratio**

For transitional kindergarten and kindergarten students (or mixed groups that include them), a maximum **10:1 ratio** is maintained

Staffing is scheduled to meet these ratios at all times. Substitute staff are used as needed to maintain compliance during absences or expanded enrollment periods.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff Development

Shade Canyon School's Expanded Learning Opportunities Program (ELO-P) provides a robust staff development plan that ensures aftercare staff are well-equipped to foster a nurturing, engaging, and developmentally appropriate environment for students. The training approach integrates **state compliance**, **child development theory**, and **Waldorf Lifeways principles**, with an emphasis on human connection, purposeful activity, and rhythm in daily life.

Annual Training and Professional Development

Staff participate in a minimum of **three dedicated days of professional development** per year, as allowed under EC Section 46120(b)(8). These sessions may occur on instructional or non-school days and may require the program to close temporarily to support focused adult learning. Topics include:

Child development and behavior guidance

Trauma-informed and healing-centered engagement

Cultural competency and equity training

Waldorf Lifeways foundations, including rhythm, imitation, and the environment as teacher

Activity planning and enrichment facilitation aligned with ELO-P goals

Health, safety, and supervision protocols, including CPR/First Aid and mandated reporting

Ongoing Support and Tools

Throughout the year, staff receive:

Regular mentoring and coaching by experienced educators and ELO-P leads

Weekly check-ins and monthly team meetings to reflect on student needs, share strategies, and build community

Access to a curated library of **educational resources**, including materials on Waldorf education, social-emotional learning (SEL), and outdoor education

Planning time built into schedules to develop and refine student-centered enrichment activities

Opportunities to attend external workshops or online trainings through CDE, Expanded Learning division, or trusted partners

Competency Goals

Through this development plan, staff build the capacity to:

Create emotionally and physically safe spaces

Lead engaging enrichment activities that support student growth

Respond to student behavior with empathy and appropriate guidance

Facilitate transitions, routines, and group activities using positive adult modeling

Support students in developing executive function, motor skills, and social-emotional resilience

This commitment to ongoing staff learning ensures a consistently high-quality ELO-P experience that supports each child's whole development and well-being.

8—Clear Vision, Mission, and Purpose

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

Clear Vision, Mission, and Purpose

The vision of the Shade Canyon School Expanded Learning Opportunities Program (ELO-P) is to cultivate a holistic, child-centered experience that nurtures the **head, heart, and hands**—supporting academic, social, emotional, and physical development in alignment with Waldorf Lifeways principles.

Vision

We envision an extended care environment where students feel **safe, seen, and supported**, and where learning continues through meaningful, hands-on experiences that foster creativity, independence, and connection to self, others, and the natural world.

Mission

Our mission is to provide a **high-quality expanded learning program** that complements the instructional day through developmentally appropriate activities that support the **whole child**. Grounded in rhythm, relationship, and purpose, we strive to offer experiences that encourage curiosity, inner discipline, and a love of learning.

Purpose

The purpose of the Shade Canyon ELO-P is to:

Support **working families** by offering safe, reliable care before and after school

Extend learning through **enrichment activities** that develop practical life skills, fine and gross motor coordination, artistic expression, and collaborative play

Foster **social-emotional learning** through consistent routines, respectful communication, and adult modeling

Honor each child's natural developmental stage through **Waldorf-informed practices** such as storytelling, handwork, nature exploration, and seasonal celebrations

Through this program, we aim to deepen each child's **sense of belonging, competence, and joy**, while strengthening the bridge between school, family, and community.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and Families

At Shade Canyon School, we view families and students as essential partners in the life of the school. Our Expanded Learning Opportunities Program (ELO-P) has been shaped—and continues to be enriched—through **deep listening, collaboration, and shared visioning** with our parent community and students. Rooted in the **Waldorf principle of relationship-based education**, we intentionally design a program that reflects the values, rhythms, and needs of the families we serve.

Family Input in Program Development

From the earliest stages of planning the ELO-P, Shade Canyon gathered input from families and caregivers through:

Listening circles and seasonal parent meetings, where families shared their hopes and needs for before- and after-school care.

Surveys and informal conversations that helped identify desired program features such as outdoor play, nourishing food, continuity of care, and a warm, home-like environment.

Inclusion of family voices in the **ELO-P planning committee**, ensuring that the program reflects the diverse needs and lived experiences of our school community.

This collaborative input directly shaped key components of the program—such as its **daily rhythm, emphasis on nature and the arts, and family-friendly enrollment process**.

Ongoing Engagement and Communication

Family engagement continues throughout the year with a strong emphasis on **transparency, connection, and shared responsibility**. Our approach includes:

Regular parent communication through newsletters, posted rhythms, seasonal updates, and personal check-ins.

Seasonal festivals and family events that invite families to participate in the life of the program and strengthen school-home connections.

Opportunities for **volunteering and sharing of family traditions**, crafts, or stories, enriching the cultural life of the program.

A welcoming, **open-door policy** that encourages ongoing dialogue between staff and families about children's needs, progress, and well-being.

Student Voice and Participation

Even the youngest children are given respectful opportunities to participate in shaping the program. Student voice is honored through:

Observation-based planning, where teachers carefully watch and respond to children's evolving interests, developmental needs, and social dynamics.

Choice-based activities within a structured rhythm, giving students a sense of autonomy and engagement.

Morning and afternoon sharing circles, where students can express their feelings, ideas, or reflections in a respectful, age-appropriate format.

As students grow, their input becomes more direct, with older students invited to **co-create activities, lead games, or mentor younger peers**, fostering responsibility and a sense of ownership.

Shade Canyon's ELO-P is not simply a service—it is a **living extension of our school community**, woven with intention, heart, and the collective wisdom of the families and children it serves.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Community-Based Organizations and Other Non-LEA Partners

Shade Canyon School's Expanded Learning Opportunities Program (ELO-P) was developed through a collaborative process that included input from **community-based organizations (CBOs)**, local service providers, and families. These partners bring valuable insight, cultural knowledge, and specialized services that enhance the quality and inclusivity of our program.

Program Design and Planning

During the planning phase, the school engaged in consultation with:

Local Waldorf-aligned early childhood centers and educators, who provided input on child development, rhythm, and age-appropriate practices

Community arts and handwork specialists, who helped shape the creative enrichment components

Family advocacy organizations and parent groups, who offered feedback on scheduling, accessibility, and social-emotional needs

These stakeholders informed decisions around programming structure, staffing priorities, enrichment offerings, and culturally responsive practices.

Ongoing Program Implementation

Shade Canyon School continues to partner with non-LEA organizations to deliver programming and wraparound services, including:

Local artists, musicians, and craftspeople, who offer enrichment aligned with Waldorf principles. We will be working directly with Jacks Lavender Farm and other like minded craft people.

Outdoor education programs and nature-based nonprofits, who co-facilitate seasonal exploration and environmental learning

Health and wellness providers, who contribute to physical movement, nutrition, and mindfulness components. We will be working directly with the Lake County Health Department. Some of the community partners are Wings of Hope, Blue Zones and LCOE provided therapists.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Continuous Quality Improvement

At Shade Canyon School, **Continuous Quality Improvement (CQI)** is rooted in reflection, observation, and responsiveness to the **whole child**—a core principle of Waldorf education.

Rather than relying solely on standardized metrics, our CQI process emphasizes **observational assessment**, **relationship-based feedback**, and **community input**, in alignment with both **California's ELO-P Quality Standards** and **Waldorf child development principles**.

Data Collection Methods

To support continuous improvement, we gather a variety of data across social-emotional and behavioral domains, including:

Child Observation Journals: Staff regularly document observations of children's play, social interactions, problem-solving, and emotional regulation. These anecdotal records provide insight into each child's progress in areas like **self-control, perseverance, empathy, and resilience**.

Check-In and Reflection Circles: Daily or weekly group meetings provide qualitative insight into students' emotional states, relationships, and sense of belonging. Staff track recurring themes or needs for support.

Family Input: Through seasonal surveys, informal check-ins, and family meetings, we gather feedback about student growth at home, perceived areas of need, and overall program satisfaction.

Staff Collaborative Reflection: ELO-P staff meet regularly to review student trends, share observations, and adjust rhythms, groupings, or activities in response to children's emerging needs.

Social-Emotional Development Rubrics: As appropriate, we use simple, age-aligned tools to assess student growth in **social skills, conflict resolution, engagement, and emotional regulation**. These may include:

Frequency of peer collaboration

Ability to transition between activities with ease

Confidence in expressing needs or seeking help

Using Data to Improve the Program

Collected data is used in a cyclical process to continuously refine and enhance the program:

1. **Reflect** – Staff and leadership teams regularly review observational and behavioral data alongside family feedback and student input.

2. **Assess** – Patterns or challenges are identified (e.g., frequent conflict in afternoon transitions, signs of emotional fatigue, or need for more physical activity).

3. **Respond** – Adjustments are made to the daily rhythm, staff roles, group sizes, environment, or types of activities offered.

4. **Monitor** – Changes are implemented and monitored over time for effectiveness, with ongoing feedback loops built into the program.

This reflective process ensures that the ELO-P stays **responsive, equitable, and grounded in real-time student needs**, while honoring the natural developmental arc of each child.

Focus on Long-Term Development

Our CQI framework is not only about troubleshooting; it's about cultivating **long-term capacities** in children:

Perseverance through purposeful work

Self-regulation through rhythm and routine

Empathy through storytelling and cooperative play

Conflict resolution through guided modeling and peer mentoring

Connectedness through a warm, inclusive environment

Child Study Process

As part of our intentional, student-centered approach, Shade Canyon integrates the **Waldorf Child Study** process when deeper reflection is needed to support an individual child's development. Child Study is a **collaborative, confidential, and respectful practice** in which educators:

Observe a child over time through a **whole-child lens** (body, soul, and spirit).

Consider **physical, social, emotional, and spiritual development**, looking for underlying causes of behaviors or needs.

Meet as a team to share observations, hold the child in reverence, and generate individualized support strategies rooted in empathy and understanding.

When appropriate, invite input from families or integrate IEP/504 information to support a **whole-system approach**.

Follow up through **ongoing observation and adjustment**, documenting the child's progress over time.

This process ensures that **no child falls through the cracks**, and that interventions are not reactionary but **grounded in deep care, thoughtful observation, and long-term support**.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Program Management — Policies and Procedures

Shade Canyon School has developed clear, accessible policies and procedures to ensure that its Expanded Learning Opportunities Program (ELO-P) is operated safely, effectively, and in alignment with state requirements. These policies support accountability, transparency, and equitable access for students and families.

Program Handbook and Documentation

A comprehensive Shade Canyon **Handbook** is available as an addendum to this plan. It includes detailed policies and procedures covering the following areas:

Access to Policies

All current policies and procedures are reviewed annually and made available to families via:

The school website (hyperlink provided here if available)

Printed family handbooks distributed at the time of enrollment

In-person or virtual family orientation sessions

Any updates are communicated in writing to all enrolled families and staff.

Addendum: ELO-P Program Management – Policies and Procedures

This addendum to the Shade Canyon Family Handbook outlines the specific policies and procedures governing the operation of the **Expanded Learning Opportunities Program (ELO-P)**. These procedures ensure that the program operates in compliance with California Education Code Section 46120 and upholds the school's commitment to safety, accountability, and whole-child development.

1. Enrollment and Registration

Enrollment is open to all Shade Canyon students in eligible grade levels, with priority given to unduplicated pupils (low-income, English learners, foster/homeless youth).

Families must complete an annual ELO-P registration form including:

- Emergency contact information
- Medical history and allergies
- Authorized pickup list
- Program consent and behavior expectations

Enrollment is offered on a first-come, first-served basis, with a waitlist maintained as needed.

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2. Attendance Tracking and Sign-In/Out Procedures

Daily attendance is mandatory for program participation.

Authorized adults must sign students in and out of the program using designated logs or electronic systems.

Staff track attendance in compliance with ELO-P documentation requirements for audit purposes.

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3. Health and Safety Procedures

All ELO-P staff are **CPR and First Aid certified**.

Staff are fingerprinted and cleared through background checks.

Emergency procedures include:

- Fire, earthquake, and lockdown drills conducted regularly
- Clearly posted evacuation routes and emergency contacts

Ill students are isolated and sent home per school health policy.

Incidents and injuries are documented and communicated to guardians.

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4. Behavior and Discipline

The program follows a **positive discipline approach** aligned with Waldorf Lifeways values: modeling, redirection, empathy, and consistency.

Staff are trained in trauma-informed practices and restorative communication.

Families are notified of repeated behavioral challenges and included in support planning.

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5. Record-Keeping and Confidentiality

All student and staff records (e.g., registration forms, attendance, medical alerts, incident reports) are securely maintained.

Records are stored in accordance with **FERPA** and state privacy laws.

Only authorized personnel may access confidential records.

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6. Staffing and Ratios

The program maintains a **minimum staff-to-student ratio of 1:20**, with 1:10 ratios if TK/K pupils are present.

Instructional aides and other staff meet minimum qualifications per EC §46120 and LEA policy, including:

High school diploma or equivalent

DOJ background clearance

CPR/First Aid certification

Ongoing professional development

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7. Communication with Families

A monthly calendar and newsletter are distributed to inform families about:

Program activities

Staff updates

Early release or closure days

Parent education as needed

A designated ELO-P coordinator is available for questions, concerns, and coordination with day staff and administration.

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8. Program Closures and Early Release

The program may be closed up to **three instructional or non-school days annually** for staff training per EC §46120(b)(8).

Families will be notified of such closures at least two weeks in advance.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

Budget

Shade Canyon School's Expanded Learning Opportunities Program (ELO-P) budget is developed to reflect the **real needs of students and families**, ensuring that funding is used in alignment with state requirements and community priorities. The budget prioritizes **student safety, enrichment, whole-child development, and equitable access**.

A full itemized budget is included as an addendum to this plan. Below is a summary of key budget categories and how they reflect community needs:

Budget Summary

Category	Description	Estimated Allocation
Personnel	Wages and benefits for instructional aides, program coordinators, and enrichment staff	$107,223
Staff Development	Professional learning aligned with Waldorf Lifeways, child development, SEL, CPR/First Aid training	$5000

Category	Description	Estimated Allocation
Program Supplies	Arts, crafts, gardening tools, kitchen supplies, outdoor play materials	$16,200
Student Snacks/Meals	Daily healthy snacks in alignment with district nutrition standards	$9,240
Facility Use & Maintenance	Cleaning, repairs, and custodial costs associated with program hours	$9,765
Administrative & Compliance	Record-keeping, data systems, insurance, program oversight	$18,445
Total		$165,873

Alignment with Community Needs

This budget was developed based on **family surveys, staff input, and local context**, ensuring that funds are allocated where they have the greatest impact:

High investment in staffing ensures small group supervision, personal attention, and consistency—essential for safety and the nurturing relationships emphasized in Waldorf Lifeways.

Supplies and materials support hands-on, experiential learning (e.g., handwork, painting, nature crafts) that meet the developmental needs of students.

Professional development funds support staff in implementing whole-child approaches, trauma-informed care, and culturally responsive practices.

Snacks and meals meet basic needs, especially for low-income families who rely on extended day programs for consistent nourishment.

All expenditures are reviewed to ensure they are **reasonable, necessary, and allowable** under California Education Code and ELO-P guidelines. The budget is also reviewed annually and adjusted based on enrollment trends and student needs.

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

Ensuring Proper Implementation of Program Management Policies and Procedures

Shade Canyon School, as a Local Educational Agency (LEA), is committed to ensuring that the Expanded Learning Opportunities Program (ELO-P) operates with fidelity to all applicable state and local regulations. The following systems are in place to ensure the **proper implementation of all program management policies and procedures** outlined in the handbook and required by Education Code §46120.

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1. Designated ELO-P Program Administrator

A dedicated **ELO-P Program Coordinator** oversees all aspects of program implementation, including daily operations, staff supervision, compliance monitoring, family communication, and interdepartmental coordination.

The coordinator works closely with the school's main office, finance office, and instructional leadership team to align the program with overall LEA policies and practices.

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2. Staff Orientation and Ongoing Training

All ELO-P staff complete an onboarding process that includes training on:

Student safety and supervision

Record-keeping procedures (attendance, incident reports)

Emergency and health protocols

Behavior guidance practices aligned with Waldorf principles

Staff receive **annual CPR/First Aid certification** and complete mandated reporter training.

Up to **three closure days per year** are used for intensive professional development and reflection on implementation fidelity.

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3. Written Protocols and Operational Handbook

All policies are **reviewed annually**, updated based on state or local changes, and distributed to all stakeholders.

Documentation practices (attendance logs, registration forms, incident reports) are standardized and reviewed regularly for completeness and accuracy.

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4. Attendance and Registration Monitoring

Attendance is logged daily using either digital systems or hard-copy logs signed by staff and guardians.

Registration forms are reviewed for completeness prior to program participation.

Data is monitored monthly by the Program Coordinator to ensure compliance and to identify trends that may impact program quality (e.g., chronic absenteeism, low participation).

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5. Compliance Reviews and Internal Auditing

The Program Coordinator performs **quarterly internal audits** to verify:

Staffing ratios

Documentation accuracy

Health/safety compliance

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6. Stakeholder Feedback and Continuous Improvement

Families and students are invited to provide regular feedback via surveys and informal dialogue.

Staff debrief weekly and report operational concerns or improvement ideas.

Feedback is reviewed at quarterly program meetings, and adjustments are made to procedures as needed.

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7. Incident Response and Reporting

All incidents (e.g., injuries, behavioral events) are documented using standardized forms.

Families are notified immediately of significant issues.

Reports are reviewed by the Program Coordinator and school administration to identify patterns and improve prevention strategies.

Conclusion

Through clear leadership, documented processes, continuous training, and regular monitoring, Shade Canyon School ensures that its ELO-P is implemented with a high level of integrity, safety, and responsiveness to the needs of students and families.

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? No

Do you have a 21st CCLC Grant? No

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

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?

Transitional Kindergarten and Kindergarten

Shade Canyon School's Expanded Learning Opportunities Program places a high priority on meeting the unique developmental needs of Transitional Kindergarten (TK) and Kindergarten students. In alignment with **EC Section 46120(b)(2)(D)**, we are committed to maintaining a **10:1 pupil-to-staff ratio** and providing a nurturing, rhythmically structured, and age-appropriate environment for our youngest learners.

Staffing Plan and Preparation

Recruitment Strategy:

The program will prioritize the recruitment of individuals with experience in **early childhood education**, **Waldorf early childhood methodology**, or **developmentally-informed care**.

Outreach includes partnerships with local community colleges, teacher training centers (such as Waldorf Lifeways or Bay Area Center for Waldorf Teacher Training), and parent networks.

Hiring will emphasize candidates who are warm, grounded, dependable, and attuned to the sensory and emotional needs of young children.

Training and Preparation:

All TK/K staff will participate in **orientation and seasonal in-service training** focused on:

Waldorf early childhood principles, including imitation, rhythm, and sensory protection.

Age-appropriate guidance and gentle behavior support.

The importance of **free play, storytelling, song, movement, and outdoor time** in supporting young children's growth.

Staff will also receive **ongoing mentoring** and **weekly reflective practice time** to support continuous improvement and alignment with best practices.

Maintaining the 10:1 Ratio

Enrollment for TK/K will be capped to ensure strict compliance with the 10:1 requirement.

Each group of up to 20 students will be supported by **two dedicated staff members** at all times (lead and assistant).

Float staff will be available to step in when coverage is needed for breaks or absences to maintain ratio integrity.

Developmentally Informed Curriculum

The ELO-P experience for TK and Kindergarten students will reflect both **Waldorf pedagogy** and **developmentally appropriate practices**:

Daily Rhythm:

A gentle, predictable rhythm with breathing in and breathing out moments (e.g., indoor quiet time balanced with outdoor active play).

Clear transitions marked by songs, verses, and movement games to support **self-regulation and security**.

Curriculum Elements:

Creative play with natural materials, supporting imagination and motor development.

Storytelling, puppet plays, and seasonal songs to support language acquisition, cultural appreciation, and listening skills.

Simple crafts and handwork that build fine motor skills and concentration.

Outdoor exploration that nurtures sensory integration, physical health, and reverence for the natural world.

Social-Emotional Support:

Emphasis on **modeling and gentle redirection** rather than discipline.

Circle time and group activities that cultivate **empathy, cooperation, and emotional literacy**.

Opportunities for **quiet rest or cozy space** time, honoring children's need for restoration and self-regulation.

By combining a **low pupil-to-staff ratio**, intentional training, and a **nurturing, Waldorf-informed program design**, Shade Canyon ensures that its youngest students receive a developmentally aligned, joyful, and caring ELO-P experience that supports the foundation for lifelong learning and well-being.

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?

Offer and Provide Access

Shade Canyon School is committed to offering its Expanded Learning Opportunities Program (ELO-P) in a way that is **culturally responsive, linguistically inclusive, and accessible to all families**. Consistent with the values of respect, relationship, and equity, the school uses multiple channels to ensure families are informed, welcomed, and supported in participating in the program.

Culturally and Linguistically Inclusive Communication

To ensure effective outreach, Shade Canyon:

Provides the most essential ELO-P information in **both English and Spanish**, which represent the primary languages of our school community.

Uses multiple communication formats:

Printed materials distributed in take-home folders

Email alerts through the school communication system

Phone calls and in-person conversations, including support from bilingual staff

Announcements at family gatherings and community events

Ensures that all documents use **clear, jargon-free language** to be family-friendly and accessible to those with varying levels of literacy or familiarity with school forms.

Offers **translation and interpretation services** when needed to support engagement and full understanding.

Enrollment Process and Accessibility

ELO-P enrollment is designed to be simple, supportive, and inclusive, ensuring access for all eligible students:

1. **Program Outreach:**

   Information about ELO-P is included in the **school enrollment packet**, shared at **family orientations**, and **periodically re-offered** throughout the year.

   Staff also personally reach out to families who may benefit from extended day programming.

2. **Form Distribution and Completion:**

   Enrollment forms are provided:

   In person at the front office

   Digitally via email and the school website

   At school events and during pick-up/drop-off times

Assistance is available for families needing help completing the form, including **bilingual support**.

3. **Signature and Submission:**

   Signed forms are collected and tracked by the ELO-P coordinator or administrative staff.

4. **Form Storage:**

   All forms are securely stored:

   Paper copies are kept in a locked cabinet.

   Digital copies are saved in a secure, FERPA-compliant data system with limited access.

   Attendance and registration are reviewed regularly to ensure capacity and compliance.

Transportation

At this time, **separate transportation for ELO-P is not provided**. However, because the program is **offered directly on the Shade Canyon School campus**, access is seamless for students enrolled in the regular school day.

The school continues to:

Work with families to **coordinate carpooling** and extended pick-up times.

Explore future funding or district partnership opportunities for transportation if a demonstrated need arises.

Through warm, inclusive communication, personalized outreach, and a welcoming enrollment process, Shade Canyon ensures that **all families have equitable access to a program that supports the well-being, development, and wholeness of their children**.

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.

While the primary focus of Shade Canyon's Expanded Learning Opportunities Program (ELO-P) is to create a rich and engaging learning environment on campus, we may occasionally offer field trips that align with the educational and enrichment goals of the program. All field trips will be thoughtfully planned and directly connected to the academic or enrichment components of the ELO-P. In accordance with ELO-P guidelines, field trips must provide meaningful educational experiences—not entertainment—and be designed to support students' academic, cultural, or developmental growth.

Inspired by Waldorf principles, our field trips will emphasize experiential, hands-on learning rooted in the natural world, seasonal rhythms, traditional skills, and local culture. Possible field trip locations may include nearby nature preserves, cultural institutions, or community-based organizations where students can engage in activities that complement our holistic curriculum. Examples may include nature hikes, visits to local farms, historical sites, or science and art centers.

All field trips will be coordinated and provided solely by ELO-P staff, with proper ratios and staff qualifications maintained, and in alignment with district and local policies. Each trip will include clear learning objectives, educational significance, and appropriate planning to ensure safety, accessibility, and meaningful learning outcomes for participating students.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. For 2025-2026, the Shade Canyon E-LOP program is free to all students.

Sample Program Schedule- Regular Schoolday

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

Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

In the Lifeways approach, the *Living Arts*—domestic activity, nurturing care, creative exploration, and social ability—are deeply educational because they engage the whole child through meaningful, real-life experiences that foster cognitive, emotional, and physical development. Rather than isolating learning into abstract lessons, Lifeways integrates education into the rhythm of daily life, where children learn by doing: folding laundry teaches sequencing and fine motor skills; baking involves math, science, and cooperation; and storytelling cultivates language and imagination. These experiences support the development of the four foundational senses—touch, life, self-movement, and balance—forming the bedrock for academic learning and healthy human relationships. Through imitation, repetition, and connection, children internalize essential life skills and values in a way that is developmentally aligned, holistic, and lasting.

Morning Care | 7:30 AM – 8:10 AM

Activity	Type	Description
Arrival and Warm Welcome	Enrichment/ Educational	Children are greeted individually and encouraged to settle and children are invited to help prepare breakfast and or snack for the day. A sense of peace and security is established through predictable morning rhythm. A light breakfast is offered for those that are hungry
Practical Life and Gentle Play	Enrichment/ Educational	Activities include sweeping, folding cloths, watering plants, or helping set up snack. Children may also engage in simple indoor free play.
Circle Time: Song, Verse, and Movement	Educational	A short morning circle with singing, verses, finger plays, and movement games to gently awaken the senses and support language and social development.

Afternoon Care | 12:40 PM – 4:30 PM

Time	Activity	Type	Description
12:40–1:30 PM	**Rest Time or Quiet Time**	Enrichment	Rest mats, lullabies, and gentle surroundings provide time for sleep or quiet inward reflection after the instructional day.
1:30–2:00 PM	**Snack and Cleanup**	Enrichment/ Educational	Children help prepare and clean up a wholesome, nourishing snack, building independence and care . Fine motor movement, sequencing and team building. Children help to wash the wash cloths and hang them out to dry
2:00–3:00 PM	**Outdoor Free Play and Nature Exploration**	Enrichment	Large motor movement, unstructured play, and time in nature to support balance, proprioception, and social-emotional health.
3:00–3:30 PM	**Storytime and Puppetry**	Educational	Oral storytelling, stretching and yoga

Time	Activity	Type	Description
3:30–4:15 PM	**Artistic or Handwork Activity, Clubs**	Enrichment/ Educational	Seasonal watercolor painting, beeswax modeling, finger knitting, or simple crafts develop focus and fine motor skills. At least two days a week grain grinding, sorting towels, cleaning crayons or gardening will be offered in addition to craft options and special clubs.
4:15–4:30 PM	**Closing Circle and Farewell**	Enrichment	A short closing with singing or a gratitude verse to help transition peacefully from school to home.

Program Notes

All transitions are approached gently with songs, rhythms, and warm personal guidance.

Activities support the **four foundational senses**: touch, life, movement, and balance.

Mixed-age grouping is supported by LifeWays-trained staff who understand how to **foster empathy, leadership, and community among children of varied developmental stages**.

MONTHLY RHYTHEM AND YEARLY RHYTHEM

In addition to daily rhythms and nurturing care, Shade Canyon's ELO-P will offer a deeply rooted educational component guided by a year-round curriculum of life skills, seasonal learning, and community engagement. Drawing from Waldorf and LifeWays philosophies, the program will help children build a sense of purpose, belonging, and personal care through real-life experiences that connect them to the world around them. Students will have opportunities to engage with community visitors, such as local artists, outdoor educators, members of the Lake County Fire and Health Departments, and other local helpers, who will share practical wisdom, cultural knowledge, and tools for healthy living. Children will also participate in schoolwide festival preparation, learning through meaningful contributions to seasonal celebrations. These experiences foster self-reliance, empathy, civic awareness, and a connection to place, all while nurturing the foundational senses and developmental needs of the whole child.

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours
EC Section 46120(b)(1)(A):

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
***EC* Section 46120(b)(3):**

> Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

> Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

> Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

> Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

(B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

> Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.

(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.