

Darnall Charter School Expanded Learning Opportunities Program (ELO-P) Plan

School Year: 2025 - 2026

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Prepared in accordance with California Education Code Section 46120(b)(2)

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Darnall Charter School

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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. Darnall Charter School

Upon approval, this plan will be posted on the Darnall Charter School website at <https://www.darnallcharter.org/> within 30 days.

Governing Board Approval Date: October 27, 2025

Review/Revision Date: October 2028

Purpose

In this plan, Darnall Charter School describes how its before school, after school, and intersessional programming supports the whole child through activities that promote academic, social, emotional, and physical development. The ELO-P at Darnall is built around student-centered learning, community partnerships, and alignment with the school's mission to provide equitable, engaging, and inclusive educational opportunities for all students.

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 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. (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 do not extend instructional time, but instead provide meaningful opportunities for enrichment, play, nutrition, and developmentally appropriate activities. (EC Section 46120(g)(1))

Funding Streams

The Darnall Charter School Expanded Learning program is currently funded through After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P) grants.

Educational Element

The educational enrichment element may include, but is not limited to:

- Fine arts
- Career technical education
- Recreation and physical fitness
- Prevention and wellness activities
- It may also include hiring literacy coaches, high-dosage tutors, counselors, instructional day teachers, or aides to assist pupils as part of the LEA's enrichment efforts. (EC Section 46120(d)(3))

Enrichment Element

Enrichment opportunities at Darnall include arts, technology, gardening, STEM, literacy, and leadership development. These activities foster positive youth development and align with resources and tools promoted by the U.S. government at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations

Darnall Charter School's program operates on the school site to ensure student safety and accessibility. However, when enrichment activities or field experiences take place off-campus, they occur under direct staff supervision and follow the school's safety, transportation, and ratio policies.

Plan Instructions

Development and Review of the Plan

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) Plan was developed collaboratively with school leadership, after-school partners, and instructional staff to ensure alignment with student, family, and community needs. Family feedback was collected through ClassDojo surveys, family night discussions, and informal surveys, ensuring that community voice directly influenced program priorities.

The ELO-P Coordinator and administrative team will review this plan annually and revisions may be made to reflect updates in programming, staffing, and compliance. When revisions take place, they will be presented to the Governing Board for approval and posted on the school website within 30 days of board adoption.

Collaborating with Partners

Darnall Charter School values collaboration with community partners that share its mission of equitable and engaging learning. The ELO-P is operated in partnership with ARC, which provides daily programming and enrichment for students.

Additional partnerships support specialized learning opportunities, including nutrition education, gardening, fine arts, and STEM enrichment. All community partners are required to adhere to Darnall's student safety protocols, fingerprint and health clearance policies, and the standards outlined in this plan.

The ELO-P Coordinator oversees all contracts, communication, and monitoring to ensure programs are consistent with school and state expectations.

Quality Programs

Darnall Charter School's ELO-P is designed in alignment with the Quality Standards for Expanded

Learning in California, focusing on continuous improvement, staff development, and intentional program design. Staff engage in Continuous Quality Improvement (CQI) cycles that include goal-setting, reflection, observation, and feedback. Annual CQI reviews are supported through data collection in CitySpan, student surveys, and staff reflections.

Additional guidance and quality standards are referenced from the California Department of Education at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Completing the Program Plan

This plan provides narrative responses to all required prompts listed under each Quality Standard and General Question outlined by the California Department of Education.

Each section includes evidence-based strategies, enrichment descriptions, and operational details that demonstrate how the ELO-P supports the whole child. Supporting materials such as rosters, schedules, and CQI reflections may be attached as addenda to further illustrate program implementation.

Revisions/Changes

Darnall Charter School is responsible for creating, reviewing, and updating its Expanded Learning Opportunities Program (ELO-P) Plan every three years, in accordance with Education Code Section 8482.3(g)(1).

This plan is considered a living document that evolves to reflect the changing needs of students, families, and the community. Revisions are made whenever new guidance is issued by the California Department of Education (CDE) or when significant program adjustments occur, such as changes in staffing, site operations, or community partnerships.

Although the state requires review every three years, Darnall Charter School conducts an internal review annually to ensure accuracy, compliance, and continued alignment with its mission and priorities. If substantive changes arise before the three-year mark, such as updated safety procedures, program hours, or funding adjustments, the plan will be revised and presented to the Governing Board for approval ahead of schedule.

Element 1: Safe and Supportive Environment

Physical Safety

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) operates on the Darnall Charter School campus, providing a consistent and familiar setting for all students. The on-site model ensures smooth transitions from the instructional day to after-school programming, maintaining supervision and student safety throughout the day.

All staff, including ARC partners and volunteers, complete fingerprint clearance, TB testing, and background checks in compliance with school and district policy. Staff are trained annually in first aid, CPR, emergency response, mandated reporting, and de-escalation techniques to ensure they are prepared for any situation.

The ELO-P maintains an incident reporting protocol that requires immediate notification to the site administrator and documentation through the school's incident report system. Health records, medication forms, and student emergency cards are securely stored and accessible to designated staff during program hours.

Daily safety practices include classroom and playground inspections, sign-in/out tracking through CitySpan, and adherence to the 20:1 or 10:1 ratio requirements depending on grade level. Families are informed of all safety policies during enrollment and are encouraged to update emergency contact information regularly.

The program also ensures a clean, well-supervised environment by coordinating with custodial and administrative staff to maintain safe classrooms, restrooms, and play areas before and after programming.

Emotionally Safe & Supportive

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) prioritizes an emotionally safe and supportive environment that fosters belonging, respect, and positive relationships among students and staff. The program integrates Social and Emotional Learning (SEL) into daily routines through morning and afternoon check-ins, reflection circles, and mindfulness activities. Staff are trained to model empathy, active listening, and conflict-resolution skills, ensuring all interactions promote emotional safety and trust.

ELO-P staff regularly collaborate with teachers, counselors, and administrators to identify students who may need additional support, ensuring consistent communication between the instructional day and after-school program. Behavior expectations are taught proactively using positive reinforcement, restorative conversations, and reflection sheets rather than punitive measures.

Students are encouraged to express themselves through art, movement, and student-led projects that build confidence and community connection. Calming spaces (such as "Cool Down Corners") are available in classrooms for students who need a quiet moment to regulate their emotions before rejoining group activities. The program's emphasis on kindness, inclusion, and student voice creates a culture where all children feel valued, safe, and empowered to take part in meaningful learning and enrichment experiences.

Element 2: Active and Engaged Learning

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) provides hands-on, student-centered learning experiences that actively engage students in exploring, creating, and problem-solving. All activities are intentionally designed to complement, not replicate, the instructional day and to strengthen academic and social-emotional growth through authentic, project-based learning.

Students participate in enrichment rotations such as STEM labs, Jr. Master Gardeners, visual and performing arts, sports and movement, and cultural learning projects that connect to real-world applications. These experiences nurture curiosity and creativity while reinforcing essential academic concepts in literacy, math, and science through play and collaboration.

Staff are trained to implement strategies that keep students motivated and engaged, using interactive methods such as learning stations, team challenges, and reflection circles that allow youth to take ownership of their learning. Teachers and after-school staff coordinate regularly to align enrichment with classroom goals, ensuring continuity and support for each learner.

Student feedback is collected through surveys and informal discussions to shape club offerings each semester, allowing youth to explore their interests and take an active role in shaping the program. Whether designing art installations, planting in the school garden, or building STEM prototypes, students learn by doing and developing skills that prepare them for lifelong learning and community participation.

Element 3: Skill Building

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) is designed to help students strengthen both academic and life skills through structured enrichment, leadership, and collaboration. The program offers a wide range of opportunities for students to develop communication, creativity, and perseverance in a supportive, hands-on learning environment.

Academic support is woven into daily programming through Homework Club, tutoring sessions, and literacy-based activities that build reading comprehension and math fluency. Staff encourage students to set goals, track progress, and celebrate their growth, helping them build confidence and self-efficacy as learners.

Beyond academics, the program focuses on developing essential 21st-century skills such as teamwork, time management, decision-making, and self-advocacy. Clubs like Student Council, Jr. Master Gardeners, and Art & Design Lab give students a platform to lead projects, collaborate with peers, and practice responsibility and organization.

Each enrichment rotation incorporates intentional skill-building components—for example, science experiments that teach inquiry and data collection, gardening activities that promote environmental stewardship, or team sports that foster cooperation and discipline. Staff receive training to identify and nurture each student's strengths, creating individualized opportunities for students to apply their skills in new and meaningful ways. By blending academic reinforcement with creative exploration, Darnall's ELO-P equips students with the social, emotional, and cognitive tools they need to thrive both in and out of the classroom.

Element 4: Youth Voice and Leadership

Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) is built on the belief that students thrive when they are given authentic opportunities to lead, express their ideas, and shape their learning environment. The program intentionally integrates youth voice and leadership across all enrichment activities, empowering students to take ownership of their school community and personal growth.

Students have multiple platforms to lead and contribute. The Student Council, led by credentialed teachers, provides a structured opportunity for students to represent their peers, plan campus events, and collaborate with staff on school-wide initiatives such as Family Nights, Spirit Weeks, and service projects. Through these experiences, students learn organization, collaboration, and public speaking skills.

ELO-P staff consistently encourage youth input through student interest surveys, classroom discussions, and reflection activities, ensuring that enrichment offerings evolve based on student ideas. Leadership opportunities extend beyond formal roles and students also serve as peer mentors, activity helpers, and team captains, allowing them to develop a sense of responsibility and pride in their contributions. The program fosters a culture of shared decision-making, where students are guided to express their opinions respectfully, engage in goal-setting, and take part in community-building projects. Staff are trained to facilitate youth-led initiatives and provide mentorship that nurtures self-confidence and emotional resilience.

By valuing student perspectives and promoting leadership at every level, the Darnall ELO-P helps youth see themselves as capable, responsible, and influential members of their community—skills that carry far beyond the classroom.

"Leadership isn't a title—it's a mindset we grow every day." — Darnall Student Council Member

Element 5: Healthy Choices and Behaviors

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) promotes healthy choices and lifelong wellness by combining nutrition, physical activity, and emotional well-being into all aspects of programming. The program's goal is to help students develop positive habits that support their overall health, confidence, and academic success.

Students receive nutritious snacks and meals provided through the school's food service program in compliance with USDA nutrition standards. The ELO-P works closely with the cafeteria team to ensure snacks and meals meet all dietary and allergy guidelines. Food distribution takes place daily in a structured, supervised setting to encourage proper hygiene, fairness, and gratitude.

Daily programming also integrates physical activity and movement through multiple channels including organized sports, outdoor play, dance, yoga, and structured games that promote teamwork and endurance. The program intentionally schedules Movement and Physical Activity (MVPA) sessions so that every student has time to be active, have fun, and build healthy routines.

Students participate in wellness-based enrichment activities such as Jr. Master Gardeners, cooking demonstrations, and hydration challenges that teach them how to make informed choices about nutrition and fitness. Staff model and reinforce positive behaviors such as staying hydrated, stretching before play, and choosing healthy snacks.

The ELO-P also supports mental health and self-regulation through mindfulness circles, journaling, and breathing exercises. Staff are trained to encourage balance between activity and rest, helping students manage stress and emotions in healthy ways.

By promoting active living, balanced nutrition, and emotional wellness, Darnall's ELO-P empowers students to make positive decisions that enhance their overall well-being—both in school and beyond.

Element 6: Diversity, Access, and Equity

Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) is built on the belief that every student deserves equitable access to high-quality enrichment, regardless of background, language, or ability. The program reflects and celebrates the rich cultural and linguistic diversity of the Darnall community, creating a welcoming space where all students feel seen, valued, and included.

All program communication, including flyers, permission slips, family updates, and ClassDojo posts, is provided in both English and Spanish to ensure accessibility for all families. Staff intentionally use culturally responsive practices and design activities that highlight students' unique backgrounds through art, music, storytelling, and cultural celebrations. Lessons and projects often incorporate students' home cultures, helping them share traditions and experiences that foster respect and connection across peers.

The ELO-P is inclusive of students with disabilities and operates in close collaboration with Darnall's special education team. Staff receive guidance and training on differentiation, sensory supports, and positive behavior strategies to ensure all students can participate safely and meaningfully. Accommodations such as visual aids, modified activities, and flexible groupings are used to meet individual needs. Program environments are physically accessible, and staff maintain open communication with families to address student goals and supports.

Enrollment in ELO-P follows state equity guidelines, prioritizing English Learners, foster youth, and students eligible for free or reduced-price meals while remaining open to all Darnall students. Participation data is monitored through CitySpan to ensure representation across demographics, and adjustments are made as needed to maintain equitable access.

Through ongoing professional development, collaboration with families, and alignment with the school's mission, the Darnall ELO-P continues to expand opportunities for every learner—promoting an environment where diversity is celebrated, inclusion is practiced, and equity is lived daily.

“Darnall Charter’s ELO-P actively supports equity through events such as the Multicultural Celebration, the Feeding San Diego partnership, and sustainability projects like the TreeMachine Earth Challenge.”

Element 7: Quality Staff

Staff Engagement

The Darnall Charter School Expanded Learning Opportunities Program (ELO-P) ensures that students are supported by qualified, caring, and culturally responsive staff who create a safe, engaging, and inclusive environment. Staff are selected for their ability to connect with students, model positive behavior, and deliver enrichment experiences that align with Darnall's mission and values.

The ELO-P staff includes members from the ARC team, paraprofessionals, teachers, and community instructors who bring specialized skills in academics, arts, wellness, and leadership. Each staff member receives orientation and ongoing supervision from the ELO-P Coordinator to ensure consistency in expectations, safety procedures, and instructional quality.

Staff are encouraged to engage students through active participation, hands-on learning, and relationship-building, rather than lecture-based instruction. Weekly check-ins, classroom observations, and reflection meetings provide opportunities for staff to share successes, troubleshoot challenges, and exchange best practices.

The program also promotes collaboration between day-school teachers and after-school staff to align academic goals, behavioral supports, and student progress. By maintaining strong communication and a shared vision, the ELO-P team ensures that students receive continuous, high-quality support throughout the day.

Through professional accountability, mentorship, and a commitment to equity, Darnall's ELO-P staff foster a culture of belonging where every student feels known, supported, and inspired to grow.

Minimum Staff Qualifications

At Darnall Charter School, our Expanded Learning Opportunities Program (ELO-P) partners with ARC to bring together passionate, talented, and qualified educators who love working with kids and helping them reach their full potential.

Our staff come from diverse backgrounds and share one goal: to make a difference every single day. Whether through mentoring, tutoring, arts, or enrichment clubs, they spark curiosity, confidence, and creativity in our students.

To qualify, every Program Leader or instructional aide must hold a high school diploma or equivalent, and have 48 college units, pass the instructional aide proficiency exam, or earn an associate's degree or higher. All staff must pass a Live Scan background check and TB test prior to employment, as well as complete comprehensive training, which includes CPR/First Aid certification, Mandated Reporter, Safety & Supervision, and Social-Emotional Learning.

ARC and Darnall also prioritize health and safety. All staff are trained in emergency response protocols and follow strict site supervision ratios of 1:10 for TK–K and 1:20 for grades 1–8, ensuring a safe, well-supported environment at all times.

We value bilingual and culturally responsive staff who reflect the diverse community we serve. Team members are supported through mentorship, ongoing coaching, and opportunities for professional growth within both Darnall and ARC's regional network.

Staff Development

At Darnall Charter School, we believe that quality programs start with quality people. The Expanded Learning Opportunities Program (ELO-P), in partnership with ARC, prioritizes staff development through consistent training, coaching, and opportunities for professional growth.

All Program Leaders, instructional aides, and site coordinators participate in comprehensive onboarding and ongoing professional development designed to build their skills in youth engagement, safety, and instructional excellence. New staff complete orientation trainings that cover:

- Emergency and safety procedures (including drills, supervision, and ratio compliance)
- CPR/First Aid certification and Mandated Reporter training
- Positive Behavior Interventions and Supports (PBIS) and trauma-informed care
- Social-Emotional Learning (SEL) and restorative practices
- Diversity, access, and equity in expanded learning
- Activity planning, enrichment facilitation, and classroom management

Staff also engage in Continuous Quality Improvement (CQI) cycles throughout the year. These include reflection meetings, student engagement walkthroughs, and goal-setting discussions led by the ELO-P Coordinator in collaboration with ARC's regional leadership. Coaching and modeling are embedded into weekly operations to support consistent program quality and positive outcomes for students.

The ELO-P team regularly participates in SDCOE Expanded Learning training and statewide professional development opportunities offered by the California Department of Education (CDE) and the California AfterSchool Network (CAN). Staff are encouraged to attend specialized workshops on youth leadership, academic support, and enrichment design.

By investing in staff development, Darnall ensures that every adult who interacts with students is equipped with the knowledge, empathy, and creativity needed to engage and inspire youth each day.

Element 8: Clear Vision, Mission, and Purpose

Vision: Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) envisions a community where every child feels seen, safe, and significant. The program is rooted in belonging and in creating a place where students are celebrated for who they are, supported as they grow, and inspired to discover who they can become.

Mission: The mission of Darnall's ELO-P is to empower the whole child through connection, creativity, and care. In partnership with ARC and community collaborators, we create hands-on learning experiences that extend beyond the school day, blending academic support, social-emotional learning, enrichment, and wellness. Our goal is to help students build skills, confidence, and empathy through opportunities that honor their strengths, cultures, and voices.

Drawing from Dr. Gale Gorke's *Modeling Resilience* and *Power of Belonging* frameworks, the program focuses on:

-Self-Regulation and Resilience: Teaching students to manage emotions, make thoughtful choices, and model integrity in all situations.

-Belonging and Relationships: Recognizing that students do not “bond to programs, they bond to people,” staff intentionally build relationships grounded in trust, respect, and consistency.

-Strengths and Purpose: Helping youth identify what they’re good at, what they love, and what opportunities help them grow.

-Equity and Inclusion: Ensuring every student, regardless of background or ability, has access to meaningful enrichment and positive adult role models.

-Purpose: The purpose of the ELO-P is to extend learning beyond the classroom and foster the development of capable, compassionate, and community-minded youth. By creating safe environments, nurturing relationships, and modeling resilience, Darnall’s expanded learning staff help students make positive choices, discover their talents, and believe in their own ability to make a difference today and in the future.

“Students don’t bond to programs; they bond to people.” — Dr. Gale Gorke

Element 9: Collaborative Partnerships

Students and Families

Darnall Charter School’s Expanded Learning Opportunities Program (ELO-P) was developed through ongoing collaboration with students, families, and staff. From the early planning stages, families were invited to share their input through surveys, parent meetings, and informal discussions with the ELO-P Coordinator and ARC leadership team. Their feedback guided decisions on club offerings, safety priorities, snack schedules, and the inclusion of family events that celebrate student creativity and strengthen community ties.

Family engagement continues throughout the year through consistent and bilingual communication on ClassDojo, printed flyers, and newsletters in both English and Spanish. Parents are encouraged to participate as volunteers, donors, or activity leads during after-school events, reinforcing a shared sense of ownership in the program.

A highlight of Darnall’s engagement efforts is the Darnall Expanded Learning Fall Festival Family Night in October, a carnival-themed celebration designed to connect families with the Expanded Learning community. The event features student art displays, hands-on game booths, a family photo corner, and a prize wheel, all coordinated by ELO-P staff, ARC leaders, and student volunteers. Families are active participants, earning tickets, assisting at stations, and celebrating their children’s learning in a joyful, inclusive environment.

Students also play a vital role in shaping the ELO-P. Through Student Council, interest surveys, and reflection circles, youth share their ideas for new enrichment clubs, community projects, and campus events. This ongoing feedback ensures that the program remains youth-centered, relevant, and inclusive of student voice. Together, students and families co-create a program that reflects Darnall’s mission of a supportive community where everyone feels a sense of belonging, pride, and purpose.

Community-Based Organizations and Other Non-LEA Partners

The Darnall Charter School ELO-P is sustained through strong collaboration with community-based organizations and local partners that extend learning beyond the classroom. The program's primary partner, ARC, co-designs and implements after-school and intersession programming focused on academic support, enrichment, physical wellness, and youth leadership. ARC works in daily coordination with school administration and the ELO-P Coordinator to align programming with Darnall's instructional goals and California's Quality Standards for Expanded Learning.

Additional partnerships enhance both access and enrichment:

- Feeding San Diego supports nutrition and food-security initiatives for families.
- ArtReach San Diego collaborates on student mural projects and art enrichment.
- SDCOE Expanded Learning Division provides professional development, coaching, and technical support to ensure compliance and continuous quality improvement (CQI).
- Community volunteers and local businesses contribute donations, materials, and mentorship opportunities that connect students with real-world experiences.

The ELO-P also aligns with broader school initiatives, including Multi-Tiered Systems of Support (MTSS) and Community Schools principles, ensuring that expanded learning complements academic intervention, mental-health services, and family engagement goals. Staff collaborate with teachers and administrators to identify students who would most benefit from enrichment or targeted supports, creating seamless coordination between the instructional day and after-school programming.

By maintaining strong partnerships with families, youth, and community organizations, Darnall's ELO-P fulfills its vision of providing equitable, holistic learning experiences that nurture the whole child — academically, socially, and emotionally.

Element 10: Continuous Quality Improvement

Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) uses a Continuous Quality Improvement (CQI) process to reflect on student outcomes, program effectiveness, and alignment with California's Quality Standards for Expanded Learning. The goal of this process is to ensure that all students experience engaging, inclusive, and growth-oriented enrichment that supports the whole child — academically, socially, and emotionally.

Data collection is ongoing and involves multiple measures:

- CitySpan attendance tracking to monitor participation, consistency, and access across student groups.
- Staff observation logs and student reflections documenting engagement, collaboration, and SEL growth.
- Surveys and student voice activities that assess feelings of safety, belonging, and enjoyment in the program.
- Teacher and family feedback gathered through conversations, emails, and events to identify emerging needs or areas of support.

These data sources are reviewed during quarterly reflection meetings facilitated by the ELO-P Coordinator and ARC leadership. During these sessions, staff analyze trends related to attendance,

behavior, and social-emotional development, and use findings to adapt schedules, activities, and supports to better meet student needs.

Focus on SEL and Youth Development

The program specifically tracks progress in social-emotional competencies such as:

- Self-regulation and self-control (students using strategies to manage emotions and behavior).
- Perseverance and academic mindset (students showing effort and resilience when faced with challenges).
- Social skills and conflict resolution (students communicating effectively and solving problems collaboratively).
- School connectedness (students reporting stronger relationships and a sense of belonging).

Staff receive training from ARC, SDCOE, and professional learning partners such as Dr. Gale Gorke's "Modeling Resilience" and "Power of Belonging" frameworks, which emphasize reflection, self-regulation, and student voice as key indicators of growth.

Intentional Program Management

CQI at Darnall is not a one-time evaluation but a cycle of continuous reflection and action:

- Assess:** Collect attendance, survey, and observation data.
- Reflect:** Discuss strengths, challenges, and areas for improvement during staff meetings.
- Plan:** Set clear, measurable goals tied to the Quality Standards (e.g., safe environment, active learning, skill building).
- Improve:** Adjust programming, staff development, and student supports based on findings.

This reflective approach ensures that each program decision, from club design to staff training, is data-informed and student-centered. Through CQI, Darnall's ELO-P continues to strengthen its impact on student engagement, well-being, and success, creating a learning community that grows *with* its students every day.

Element 11: Program Management

Policies and Procedures

Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) follows established policies and procedures that ensure compliance with all state and local regulations, including those outlined in Education Code and the California School Accounting Manual (CSAM).

All program operations align with the After School Education and Safety (ASES) and ELO-P requirements, including record-keeping, documentation, and safety standards. The ELO-P Coordinator, in partnership with ARC's Site Coordinator, oversees all administrative procedures to ensure consistent implementation across program areas.

Documentation and Record-Keeping Practices

- Enrollment and Registration: Families complete ELO-P registration forms that include student information, emergency contacts, medical details, and permissions for release. Forms are available in both English and Spanish and are stored securely on campus and electronically.
- Attendance Tracking: Student attendance is recorded daily in CitySpan, providing real-time data for participation, ratio compliance, and reporting accuracy.
- Incident Reporting and Health Records: All incidents, injuries, or medical needs are documented on site using Darnall's official reporting templates and shared with administration as required.
- Staff Compliance: Documentation of Live Scan clearances, TB tests, CPR/First Aid certification, and annual training are maintained by ARC's HR department and verified by the ELO-P Coordinator.
- Communication and Family Records: Family correspondence (flyers, Dojo posts, and meeting notes) are archived digitally for transparency and documentation of outreach.

A program procedures manual outlining safety protocols, sign-in/out processes, emergency procedures, and facility usage will be maintained on site and updated annually. These materials will also be linked on the Darnall Charter School website for public reference.

Budget

The Darnall Charter School ELO-P budget is designed to ensure that all expenditures are reasonable, necessary, and directly aligned with program goals and community needs. Funding supports both core and enrichment components that promote academic growth, social-emotional development, and equity of access.

Major expense categories include:

- Personnel Costs: Salaries and benefits for ARC Program Leaders, Site Coordinators, and the ELO-P Coordinator responsible for program oversight and compliance.
- Supplies and Materials: Art, STEM, and recreational materials for enrichment clubs; snacks and meals provided in compliance with USDA guidelines.
- Professional Development: Training and workshops through ARC, SDCOE, and CDE (including SEL, safety, and CQI).
- Family Engagement & Events: Funding for Family Nights, student showcases, and parent outreach initiatives.

Budget priorities reflect input from families, staff, and student surveys, emphasizing:

- Free and accessible enrichment for all grade levels.
- Healthy snacks and physical activity supplies to promote well-being.
- Cultural and creative programming (arts, gardening, leadership).
Family engagement to strengthen home-school connections.

The ELO-P Coordinator and school administration review expenditures quarterly with ARC's fiscal

department to ensure compliance, track cost-sharing, and maintain accurate reporting for audits and renewals.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? X Yes ☐ No

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

Darnall Charter School currently operates an After School Education and Safety (ASES) program and integrates ELO-P funding to form a single, comprehensive system of expanded learning. Both funding streams are managed under one program design to ensure alignment, sustainability, and equity across grade levels TK–8.

ASES and ELO-P funds are braided to support shared staffing (ARC Site Coordinators, Program Leaders, and ELO-P Coordinator), a unified student enrollment and attendance tracking through CitySpan, combined family engagement events (e.g., *Fall Festival Family Night*), and joint compliance with the most stringent requirements related to ratios, safety, and enrichment standards. This model allows Darnall to operate as one comprehensive, universal Expanded Learning program that provides consistent services for all students.

Transitional Kindergarten and Kindergarten

Programs serving TK and Kindergarten students maintain a 10 : 1 pupil-to-staff ratio in accordance with EC Section 46120(b)(2)(D).

Recruitment & Training:

- ARC and the ELO-P Coordinator recruit staff with early-childhood experience or coursework in child development.
- Staff receive orientation on age-appropriate engagement, positive guidance, and developmentally informed practices.
- Annual training modules focus on SEL for early learners, safety protocols, and communication with families.

Curriculum & Environment:

- TK/K students participate in a structured routine blending play-based learning, movement, literacy circles, and guided exploration.
- Enrichment activities mirror classroom themes and emphasize hands-on discovery through art, music, and cooperative play.
- Physical activity and snack time follow a calm-to-active flow that supports self-regulation and well-being.

Offer and Provide Access

The ELO-P is offered to all Darnall students TK–8. Families are informed through culturally and linguistically appropriate communication, including bilingual flyers, ClassDojo posts, and school newsletters; and in-person announcements at Parent Nights and school assemblies.

Enrollment Process:

- Registration forms are distributed digitally via email and ClassDojo, and in paper form in both English and Spanish.
- Families complete and return signed forms to the office or program staff.
- The ELO-P Coordinator verifies eligibility, enters data into CitySpan, and maintains secure files (digital + hard copy).

Transportation:

All programming occurs on campus. Families are responsible for pick-up; students may walk home with written permission. Bus services are used only for approved field trips or off-site enrichment events.

Field Trips

ELO-P field trips at Darnall Charter School are intentional extensions of enrichment clubs, designed to connect hands-on learning with real-world experiences. Each trip is aligned with at least one of the Quality Standards for Expanded Learning, such as Active and Engaged Learning, Youth Voice, and Skill Building, to deepen academic understanding and foster social-emotional growth. As a charter school not serviced by San Diego Unified's district transportation, Darnall strategically invests ELO-P funds into charter bus transportation to ensure equitable access for all students. The program also leverages free or low-cost community-based resources to maximize enrichment without exceeding budget limitations. Examples include visiting the Fleet Science Center to explore STEM concepts, the San Diego Natural History Museum to support science vocabulary and cultural exposure, and the Children's Discovery Museum to encourage sensory and creative learning. During the fall, students participate in community-driven experiences such as Free Legoland Kids' Month and San Diego Zoo Free Admission for Children in October, expanding access to world-class educational venues at no cost. Local outings to community gardens and neighborhood parks reinforce sustainability, teamwork, and physical wellness through hands-on activities. Each trip includes pre- and post-reflection activities, allowing students to process what they've learned, set goals, and connect their experiences to classroom concepts. Through this thoughtful, resourceful approach, Darnall's Expanded Learning Program provides meaningful enrichment opportunities that celebrate both academic curiosity and community connection while maintaining program ratios, supervision, and safety standards.

Program Fees

Darnall Charter School's Expanded Learning Opportunities Program (ELO-P) is completely free of charge to all enrolled students. No participation or registration fees are collected from

families, ensuring that every child has equitable access to after-school and intersession learning opportunities regardless of financial status. As a Title I charter school serving a diverse community, Darnall prioritizes removing financial barriers so families can participate fully in enrichment and academic support programs. If any optional costs ever arise (such as for special events or extended field trips), they are covered through ELO-P or ASES funds, school donations, or community partnerships, rather than passed on to families. Should future fee-based programs ever be introduced, Darnall will implement a sliding-scale structure and automatically waive all fees for students qualifying for free or reduced-price meals, foster care, or McKinney-Vento services, in full compliance with state and federal requirements. This approach upholds Darnall's mission to ensure that Expanded Learning remains an inclusive, accessible, and family-supportive program for all students.

Sample Program Schedule- Regular Schoolday

A typical day at Darnall Charter School combines the instructional day with Expanded Learning to create a full nine-hour program focused on academics, enrichment, and social-emotional growth. The day begins at 6:30 AM with a Before-School Welcome and Breakfast, where students enjoy a healthy meal, morning check-in, and light movement or mindfulness activities that prepare them for the day ahead. From 8:30 AM to 3:00 PM, students participate in the core instructional day, receiving standards-based instruction in English Language Arts, Math, Science, and Social Studies.

After dismissal, the ELO-P program begins with a short transition and healthy snack period from 3:00 PM to 3:15 PM, providing time for hydration, social connection, and a brief SEL check-in. From 3:15 PM to 4:00 PM, students engage in academic hour, which includes homework help, tutoring, literacy circles, and small-group academic support led by trained program leaders.

Following academics, from 4:00 PM to 4:45 PM, students participate in enrichment clubs that rotate throughout the year such as Art & Design, STEM/Lego Club, Jr. Master Gardeners, Music, Dance, and Student Council, allowing every child to explore interests and develop new skills. Physical wellness is promoted during MVPA and recreation time from 4:45 PM to 5:15 PM, featuring structured activities like soccer, yoga, and outdoor games that encourage teamwork, coordination, and healthy habits. The day concludes with reflection and dismissal, where students gather for closing circles, journaling, gratitude reflections, and parent pick-up by 6:00 p.m.

Throughout the program, staff maintain appropriate supervision ratios (20:1 for general groups and 10:1 for Transitional Kindergarten and Kindergarten students) to ensure a safe, supportive, and engaging learning environment for all participants.