

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
Expanded Learning Division

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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 logos and the name of their program.

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

Local Educational Agency (LEA) Name:

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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. AIPCS I
2. AIPCS II
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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” means 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

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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” 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. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education’s (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program will provide a safe learning environment that supports the social-emotional and physical needs of participating students.

Staff will ensure that attendance is taken daily, requiring parents to follow the sign-in and sign out procedures. All staff members will be trained in safety protocols and will possess first aid certification. All ELOP safety procedures are aligned with those used daily in the regular school setting. Safety drills will be conducted on a monthly basis to ensure that staff and students know how to respond in case of an emergency.

All students and staff will wear identification badges at all times, so they are easily identifiable. Staff will have assigned students to ensure supervision at all times.

2—Active and Engaged Learning

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

Embedded in the ELOP will be Science, Technology, Engineering, Art, and Music (STEAM) projects. Students will be provided with hands-on activities and experiments that focus on STEAM concepts and will be introduced to coding, robotics, 3D printing or electronics to encourage critical thinking and problem solving skills. Additionally, students will learn about media technology, including digital literacy skills and internet safety. The ELOP will collaborate with local STEAM professionals in organizing opportunities for guest speakers and field trips.

Students will have a space to explore their creativity through various art forms such as painting, drawing, sculpting, or collage making. Student artwork will be displayed at ELOP sponsored community showcases.

The ELOP will promote environmental awareness and outdoor activities by teaching students environmental stewardship through nature based activities and field trips. Students will also conduct gardening projects and recycling initiatives.

The ELOP will offer opportunities for students to explore music, singing, dance, and

theater. Students will be provided with musical instruments and lessons for music development. Additionally, students will take field trips to plays, musical performances, the opera, etc.

ELOP staff will collaborate with site administrators to coordinate efforts and ensure they have the training required to support student learning through tutoring, enhancing academic achievement. Additionally, intervention is available to students requiring additional support in core content subject areas.

3—Skill Building

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

Skill building opportunities for students will be provided through the ELOP educational and literacy elements which will align with the curriculum used in the regular school day. These skill building activities are an extension of the lessons taught in the classroom, providing students with additional opportunities to practice concepts and work towards skill mastery.

The goals of the ELOP will align with “AIMSTRONG”- Academics, Integrity, Mentorship, Strength, Teamwork, Responsibility, Organization, Nerve, and Grit as well as social emotional learning. “AIMSTRONG” will be promoted by enrichment activities that support active and engaged learning. These activities will intentionally link goals and curriculum.

As an extension of the schoolwide SEL curriculum, students learn essential life skills, such as communication, problem solving, and time management. Students will also participate in financial literacy workshops, goal setting activities and career exploration. Additionally, the ELOP will facilitate leadership activities, team building exercises, and community services projects.

4—Youth Voice and Leadership

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

The ELOP will facilitate leadership activities, team building exercises, and community services projects. Students will engage in volunteer activities, such as organizing food and clothing drives, providing tutoring to younger students, and engaging in peer mentorship. Students will learn event planning and leadership skills by planning and organizing special events. Students will be assigned roles and responsibilities, allowing them to develop skills in project management, teamwork, and communication. ELOP will provide opportunities for students to develop public speaking skills by providing them with platforms to practice and deliver presentations, share experiences, or lead discussions on topics of interest.

5—Healthy Choices and Behaviors

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

Adhering to the AIMS College Prep School District's wellness plan, the ELOP will implement the practices that encourage healthy choices and behaviors. Healthy habits and well-being will be promoted through nutrition and fitness activities. Students will participate in cooking classes and nutrition workshops hosted by local health and wellness professionals. In efforts to help students relax and manage stress, students will learn about yoga and mindfulness exercises. The ELOP will organize sports activities and games to promote physical fitness and teamwork, offering a variety of sports options such as soccer, basketball, volleyball, and dance.

6—Diversity, Access, and Equity

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

The ELOP will promote cultural exploration by introducing students to different cultures throughout music, art, dance and cuisine. Cultural celebrations/festivals will be organized, so students can learn about and share cultural traditions. Guest speakers will be invited from diverse backgrounds to share experiences and insights. There will be special attention to ensuring activities are inclusive of all students' and staff members, including offering reading materials that represent the diversity of student populations. Additionally, staff work closely with Special Education teachers and parents to understand the learning needs of any students in the program, and collaboratively develop a plan for success. To meet the needs of English learners, staff members will support student language needs and facilitate communication with parents through language translation platforms. Although Mandarin and Tigrinya are the predominant second languages, many students and families also speak a variety of other languages, including Vietnamese, Mongolian, Spanish, Arabic, and Amharic, among others. Program staff will work with site administrators to ensure effective communication with students and families.

7—Quality Staff

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

Staff directly supporting children in the ELOP program will meet the similar minimum requirements as AIMS College Prep clerical staff and instructional aids

I. Some College

II. Completed Mandated Reporter Training

III. CPR and First Aid Certification

IV. Health Screening and Fingerprint Clearance

ELOP staff will have experience working with and supervising students, have knowledge of child development principals behavior management strategies. Effective communication skills, both with children and families are important. Staff must be able to work collaboratively with a team including program coordinators, site administrators, and other ELOP staff.

There will be opportunities for staff to participate in trainings and professional developments through various providers/vendors.

8—Clear Vision, Mission, and Purpose

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

Vision: "To empower and inspire students to reach their full potential by providing a nurturing and engaging after school environment that fosters academic, social-emotional, and personal growth."

Mission: "Our mission is to provide a safe and supportive after school environment that offers a comprehensive range of academic support, enrichment activities, and social-emotional learning opportunities. Through collaboration with families, schools, and community partners, we aim to cultivate a love for learning, promote personal development, and empower students to become confident and well-rounded individuals."

Purpose: "Our purpose is to bridge the gap between school and home by providing a structured and enriching program that supports students' academic progress, fosters social-emotional well-being, and nurtures their interests and talents. We strive to create a positive and inclusive community where every student feels valued, empowered, and equipped with the skills and mindset for success."

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Collaborative partnerships will be valuable for the school programs as they can provide additional resources, expertise, and support to enhance the program's offerings. Collaboration with teachers, staff and site administrators to align program goals, share resources, and coordinate academic support. This partnership will help ensure continuity in learning and reinforce the concepts covered during the regular school day.

Partnerships with local community organizations such as libraries, museums, art centers, sports clubs, or non-profit organizations will be established. These partnerships will provide access to specialized resources, expertise, and facilities that enhance the program's curriculum and offer unique learning opportunities. Partnerships with local businesses and corporations will provide resources or expertise. They will offer opportunities for career exploration, mentorship, or exposure to workplace skills and environments. All partnerships will align with the goals and needs of the after school program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data will be used from multiple sources to assess program strengths and needs in order to consistently improve program design, outcome and impact. The Continuous Quality Improvement (CQI) will incorporate feedback from staff, parents, program participants, teachers, and partners. The feedback will be used to inform program goals and design.

11—Program Management

Describe the plan for program management.

ELOP budget supports the overall functioning of the program by funding expenditures that are required for the operation of a quality program, including:

Program Coordinator

Overall, the after school program coordinator is responsible for overseeing all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and program promotion. They play a crucial role in creating a positive, enriching, and supportive environment for the participants.

Supplies and Materials

Social emotional learning and academic enrichment materials, including those for STEM, arts, and physical activities; office and program materials and supplies, paper, clerical supplies, printer cartridges, and duplication; and storage equipment, including necessary units, cabinets, and bins to maintain instructional materials in good condition.

Curriculum (Intervention, SEL, Language, Extra Curricular)

The curriculum will support social-emotional learning (SEL), by addressing emotional regulation, teaching students strategies to manage their emotions effectively, develop self-awareness, and practice self-control. Students will engage in activities that promote reflection, mindfulness, and emotional expression. The curriculum will focus on relationship building, facilitating activities that foster positive relationships and teamwork, such as team-building exercises, cooperative games, and group projects.

Students will learn communication, empathy, and conflict resolution skills. Additionally, the curriculum will focus on character development, promoting values such as respect, responsibility, honesty, and empathy through discussions, role-playing, and real-life scenarios. Students will be encouraged to apply these values in their interactions with peers, teachers, and the community.

Snacks

On school days, students will be provided with an after school snack. On non-school days, students will be served healthy breakfast, lunch and snacks provided by local food service vendors.

Field Trips

Field trips will be an exciting and educational component of the program. They will provide unique opportunities for hands-on learning, exploration, and exposure to new experiences. Field trips will be well-planned, supervised, and aligned with the program's objectives. They will provide meaningful learning experiences and contribute to the overall enrichment and engagement of the participants.

Uniforms (T-shirts for summer/winter/ spring Participants)

Uniforms/T-shirts will be provided to all students to create a sense of identity and unity among program participants. They can help foster a cohesive group atmosphere and promote a sense of belonging. Uniforms will aid in easily identifying program participants, making it easier to monitor and ensure the safety and security of students.

Student Incentives

Incentives will be used to motivate and reward students in the program. They will help promote positive behavior, encourage participation, and enhance engagement. Incentives will be customized to suit the age and interests of students. The goal is to create a positive and supportive environment where students feel recognized, motivated, and rewarded for their efforts in the program.

Community Engagement Events and Activities

Community engagement events are a wonderful way to involve the local community and enhance the program experience. The events will provide opportunities for students to be involved in the planning and organization of these events as much as possible. This allows them to develop leadership skills, take ownership of the event, and strengthen their sense of community.

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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

By integrating the ELO-P funding into the existing ASES program and aligning the most stringent requirements, the result would be a comprehensive and universal Expanded Learning Program that maximizes the resources and benefits provided to elementary and middle school students.

Some examples of this include:

1. **Extended Hours and Days:** ELOP funding can be used to extend the program's hours and days of operation, aligning with the expanded learning vision. This would provide students with more opportunities for academic support, enrichment activities, and social-emotional development.
2. **Enrichment and Project-Based Learning:** ELOP funding can be allocated to offer a wide range of enrichment activities and project-based learning experiences. This could include arts and music programs, STEM (Science, Technology, Engineering, and Math) activities, sports and physical education, career exploration, and community engagement projects.
3. **Professional Development:** ELOP funding can be utilized to provide professional development opportunities for program staff. This would ensure that educators and support personnel are equipped with the necessary skills and knowledge to implement high-quality, research-based practices in areas such as academic instruction, social-emotional learning, and positive youth development.
4. **Family and Community Engagement:** ELOP funding can be dedicated to strengthening family and community engagement efforts. This might involve organizing workshops, events, and informational sessions for parents and caregivers, as well as fostering partnerships with local organizations and businesses to provide additional resources and opportunities for students and families.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). 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?

To address the requirements of maintaining a pupil-to-staff member ratio of no more than 10 to 1 in programs serving transitional kindergarten or

kindergarten pupils, a schedule and plan can be implemented as follows:

1. Recruiting and Hiring Staff:
 - Advertise job openings specifically targeting individuals experienced in working with younger children, such as those with early childhood education backgrounds.
 - Provide training and orientation programs to new staff members to familiarize them with the curriculum, program goals, and best practices for working with younger children.
2. Maintaining the Pupil-to-Staff Ratio:
 - Regularly monitor and adjust the number of staff members based on the enrollment of pupils to ensure compliance with the 10 to 1 ratio.
 - Hire additional staff members as needed to maintain the appropriate pupil-to-staff ratio, especially during peak enrollment periods.
 - Conduct regular assessments and evaluations of the program to ensure that the ratio is being maintained effectively.
3. Developmentally-Informed Curriculum and Program:
 - Use a curriculum that aligns with the developmental needs and abilities of transitional kindergarten or kindergarten pupils, considering their physical, social, emotional, and cognitive development.
 - Incorporate age-appropriate activities, materials, and teaching strategies into the curriculum to support children's learning and development.
 - Provide opportunities for hands-on, experiential learning, and play-based activities that encourage exploration, problem-solving, and creativity.
 - Foster a supportive and nurturing classroom environment that promotes positive social interactions, self-regulation skills, and a love for learning.

To ensure the success of these efforts, it's important to establish effective communication channels with staff members, provide ongoing support and feedback, and create a collaborative and inclusive work culture that values the unique contributions of each team member. Additionally, seeking input from families and involving them in the educational process can further enhance the program's effectiveness in meeting the needs of younger children.

Sample Program Schedule

Please submit 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, 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). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample K-2nd Grade Schedule (School Day)

7:00-8:30 Before School Care

7:00-7:30 Breakfast

7:30-8:00 Morning Stretch

8:00-8:30 HW Club

Sample 3rd -5th Grade Schedule

School Day

7:00-8:30 Before School Care

7:00-7:30 Breakfast

7:30-8:00 Morning Stretch

8:00-8:45 HW Club

Sample 6th-8th Schedule

School Day

7:00-8:00 Before School Care

7:00-7:20 Breakfast

7:20-7:30 Morning Stretch

7:30-8:00 HW Club

Sample Schedule K-8th

Non School Day

8:00 - 8:30 Breakfast

8:30-9:00 Morning Free Time

9:00 - 10:00 HW Club/Intervention

10:00 -10:15 Snack

10:15 -12:00 HW Club/Intervention

12:00 -1:00 Lunch/ Free Time

1:00 - 2:00 Enrichment #1

2:00 - 2:30 Small Group Instruction

2:30 - 3:00 Snack

3:00 - 4:30 Enrichment #2

4:30-5:00 SSR

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] 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 opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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

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.

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