

**Expanded Learning Opportunities  
Program Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:  
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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.**

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

**Local Educational Agency (LEA) Name:** Mark West Union School District

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**Contact Phone:** 707-524-2970

**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. John B. Riebli School
2. Mark West School
3. San Miguel School

## 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

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>.

## **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 Extended Child Care (ECC) Director works closely with district leaders to create school-aligned health and safety procedures for the expanded learning program. This program is offered on site.

The program has developed policies and procedures to:

- Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
- Ensure that key staff members are trained in safety and first aid.
- Clearly document and communicate incidents (i.e. written reports and phone records).
- Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

The program works to connect participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs), as needed.

## **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.

- The program provides a variety of activities that are hands-on, project-based enrichment opportunities.
- Activities will support daily classroom instruction but will be unique learning opportunities, connected but separate from the regular school day (e.g. individual tutoring and homework help).
- The program uses participant feedback to develop curricula, plan field trips, and create projects that fully meet participants' needs and interests.

### **3—Skill Building**

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

The program supports activities in which participants develop and demonstrate 21st century skills.

- Staff select and/or create projects that relate to young people’s lives.
- Staff facilitate activities and conversations that increase participants’ 21st century skills, sense of personal and social responsibility, and understanding how to interact with others.
- Staff use practices that support mastery such as: providing youth with opportunities to practice skills, sequencing activities to allow participants to build on previously learned skills, facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures.
- Staff help youth make links between the activity and their lives outside of the program

### **4—Youth Voice and Leadership**

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

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices.
- The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities through discussion.
- The program facilitates youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals.
- The program uses restorative practices and SEL concepts that are connected to what the students are learning throughout the regular school day.

### **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.

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.

- The program identifies healthy practices and develops priorities that contribute to the school wellness.
- The program incorporates nutrition and physical activity.
- The program provides breakfast and snacks to participants.

## 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 program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity and adheres to a non-discrimination policy.
- The program ensures accessibility and opportunities for students with disabilities.

## 7—Quality Staff

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

- The program engages in recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and volunteers with: clear titles and job descriptions, training and professional development, resources and materials to deliver activities, and on-the-job coaching.
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
- The program supports staff with competitive pay.
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.
- The program staff have access to ongoing, high quality professional development, including modules developed by California School-Age Consortium and delivered by a certified trainer.
- In addition to formal training, ongoing informal training is provided through Chat-n-Chews and staff meetings.

## 8—Clear Vision, Mission, and Purpose

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

District Mission/Vision: The Mark West Union School District, supported by an involved community, will personalize, engage, and challenge students to develop the whole child. We are committed to providing a rigorous, inspiring, and inclusive educational program supplemented with social emotional wellness, enhanced with enrichment opportunities, and undergirded with a lens of equity. Our students will receive an empowering education that will enable them to achieve their personal best, be prepared in skill and mindset for the challenges of the future, and become compassionate, socially responsible, and productive members of our diverse community.

Program's Mission/Purpose: The Extended Child Care Coalition (ECC) program is committed to assisting each school aged child in obtaining life skills by providing quality year-round learning programs, while supporting families and school districts. ECC provides quality, age-appropriate expanded learning programs to school-aged children based on their needs and interests. The program provides a safe and nurturing environment that promotes the positive growth of children while responding to the needs of families, schools, and the community. ECC offers a developmentally appropriate curriculum that meets children's cognitive, social, emotional, creative, cultural, and physical needs and interests.

- The program is aligned with the school district's vision, mission, and LCAP goals
- The program monitors progress toward its goals and outcomes.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with: policies and procedures, program plan, budget, staff development, and communications and marketing material.
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.
- The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders. California Department of Education

## 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.

ECC and MWUSD have collaborated to provide before school, after school, and summer programs on MWUSD campuses for over 30 years.

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through ongoing meetings and other systems of communication.
- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children’s education and healthy development.
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
- Decision-making as part of a process of continuous improvement is informed by stakeholders such as: parents, community partners, district leadership, county offices of education, non-profit organizations, public officials, local businesses, and program participants.
- The program collaborates with Community Soil Foundation, Chess fo Kids, National Academy of Athletics, Move Over Mozart, and 4Cs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program uses a clearly defined continuous quality improvement process based on Desired Results for Families, Parent Surveys, and School-Age Care Environment Rating Scale. Based on the data generated, the program:

- Outlines improvement goals and action steps.
- Incorporates feedback from staff, youth, parents, and K-12 partners.
- Describes the information or data needed to assess quality.

The program has developed a format for discussions that are related to the program design, desired program outcomes, and impact.

The program has established a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used. The program will record and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.

The program will share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback through the LCAP Stakeholder engagement process.



## 11—Program Management

Describe the plan for program management.

The program will create and annually update manuals that:

- Address fiscal management, personnel policies, and program operation.
- Include clearly defined policies, procedures, practices, and staff/partner roles.
- Adhere to federal, state, and local requirements.

The program will create and distribute user-friendly parent handbooks that describe policies and procedures.

The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: staff job descriptions, lines of supervision, information about who to ask for resources, and the percentage of direct service and administrative costs that is allocated for each position.

The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source.
- Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year.

The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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.

MWUSD and ECC do not participate in ASES or CCLC Elementary/Middle grants.

## 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?

Throughout our UPK planning process, we have been planning for increased services for our youngest learners. Our UPK plan addresses the need for more teachers and assistants who are certified as well as facility needs. There will be ongoing communication and consultation between our UTK, TK/K, and ELO-P team to ensure aligned plans and clear articulation.

## 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.

### After School Schedule

#### Kinder/1st

1:45 - 2:00- kinder check in  
2:00 -2:40 - free play  
2:40 - 2:50 - snack  
2:50 -3:00- Read -a loud/circle  
3:00 - some students leave, 1st graders join  
3:00 - 3:40 - free play  
3:40 - 3:50 - 2nd snack  
3:50 - 5:00 - free play upper yard  
5:00 - 5:45 - all together in Rm 23 ( Read- a- loud, inside choice)

#### 2nd -5th

2:55 - 3:05 - check in  
3:05 - 3:35 Homework help  
3:35 - 3:50 - snack  
3:50 - 5:00 - upper yard -free play. (4:30 is a pick up time for many students) ( 3:50 students rejoin us after their on campus activities)  
5:00 - 5:45 - Rm 23 (Read- a- loud, inside choice)

#### Cougar Clubhouse

3:17 - 3:40 - check in /snack  
3:40 - 4:30 - homework help

Summer/Intersession Schedule Template (9 hour day)

Every week we have games, arts and crafts, bike riding, special presenters and hours of play. Each week features special thematic projects and a field trip. We provide memorable summer experiences for children based on the philosophy that learning and play go hand-in-hand.

SAMPLE 2022 Weekly Schedule Themes (Session 2)

WEEK 1 July 11 – 15 – Children’s Museum and Snoopy’s Home Ice

WEEK 2 July 18 – 22 – Planes, Trains, and Automobiles

WEEK 3 July 25 – 29 – Mad scientist

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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 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**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

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