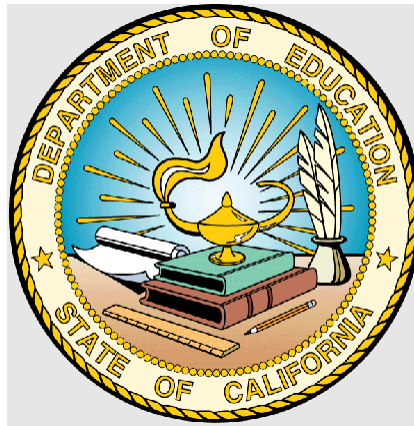


Expanded Learning Opportunities
Program Plan Guide

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.

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

Local Educational Agency (LEA) Name: AIMS

Contact Name: Jimmie Brown

Contact Email: jimmie.brown@aimsk12.org

Contact Phone: 510-893-8701

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. AIMS College Prep Middle School
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 (ELOP) will provide a secure and supportive learning environment that meets the social-emotional and physical needs of participating students.

To maintain safety and accountability, staff will take attendance daily and require parents to adhere to established sign-in and sign-out procedures. All staff members will be trained in safety protocols and hold first aid certification. ELOP safety procedures will align with those used during the regular school day, and monthly safety drills will be conducted to ensure staff and students are prepared for emergencies.

Additionally, all students and staff will wear identification badges at all times for easy identification, and staff members will have assigned students to guarantee consistent supervision.

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.

1. **Academic Support and Enrichment:** By introducing American Civics Awareness and African Continent Awareness initiatives, students will engage in activities like field trips, workshops, and guest lectures that enrich their understanding of historical and cultural contexts beyond the classroom curriculum. These experiences will deepen their knowledge and critical thinking skills in a hands-on and interactive manner.
2. **Social and Emotional Development:** Initiatives such as Neurodivergent Learning Diversity Awareness and Social Justice Initiatives will provide students with opportunities to explore diverse perspectives and understand their own and others' emotional experiences. Activities like support groups and workshops on social justice issues foster empathy, self-awareness, and social responsibility, contributing to students' emotional growth.
3. **Engagement of Parents and the Community:** Programs like Middle Eastern Arab Culture Awareness and Indigenous Peoples Awareness will actively involve parents and community members through cultural fairs, language classes, and partnerships. This engagement strengthens the connection between school and community, promoting a sense of belonging and shared responsibility.
4. **Diverse Cultural and Linguistic Needs:** The program will celebrate and educate students on a wide range of cultural backgrounds through initiatives like Latinx American Culture Awareness and Asian Culture Awareness. By offering culturally responsive activities,

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students will gain a deeper appreciation for diversity, which aligns with the school's commitment to inclusivity and respect for all cultures.

5. **Entrepreneurship and Financial Literacy:** The introduction of Entrepreneurship Workshops and Financial Literacy Education provides students with practical skills that are essential for their future success. These programs teach students about entrepreneurship, financial management, and real-world problem-solving, preparing them for life beyond school.

Overall, the ELOP plan is strategically designed to provide a holistic learning experience that enhances students' academic, social, and emotional development, while also fostering a strong sense of cultural awareness and community involvement. This approach supports and supplements the instructional day, ensuring that students are engaged, empowered, and equipped with the skills and knowledge necessary for their future success.

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3—Skill Building

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

The Expanded Learning Opportunities Program (ELOP) will offer a range of activities and initiatives specifically designed to help students build essential skills for academic success, personal growth, and future readiness. Here's how the program will facilitate skill building:

1. **Critical Thinking and Problem-Solving:** Initiatives such as **American Civics Awareness** and **Social Justice Initiatives and Environmental Equity Awareness** will engage students in discussions, workshops, and projects that require them to analyze information, consider multiple perspectives, and develop informed opinions. Activities like debates on civic responsibilities and student-led advocacy projects will foster critical thinking and problem-solving skills.
2. **Communication and Collaboration:** The program will provide numerous opportunities for students to practice and enhance their communication and collaboration skills. For instance, **cultural fairs and language classes** under the **Middle Eastern Arab Culture Awareness** initiative will encourage students to work together to plan events and communicate effectively with peers, teachers, and community members. These activities also emphasize public speaking and presentation skills through participation in performances and exhibitions.
3. **Cultural Competence and Empathy:** By participating in activities such as the **African American Culture Awareness** and **Indigenous Peoples Awareness** programs, students will develop cultural competence and empathy. These initiatives will include guest speakers, interactive workshops, and cultural events that expose students to diverse histories, traditions, and viewpoints, fostering understanding and respect for different cultures.
4. **Entrepreneurial and Financial Skills:** The introduction of **Entrepreneurship Workshops** and **Financial Literacy Education** will provide students with practical skills related to business and financial management. These programs will include hands-on activities like creating business plans, budgeting exercises, and lessons on saving and investing. By learning these skills early, students will gain confidence in managing their finances and understanding economic concepts, which are crucial for personal and professional success.
5. **Adaptability and Resilience:** The **Neurodivergent Learning Diversity Awareness** initiative will focus on creating sensory-friendly environments and support groups, helping students understand and navigate different learning styles and needs. This approach encourages adaptability and resilience, as students learn to embrace challenges and adapt to various learning situations, promoting a growth mindset.
6. **Leadership and Responsibility:** Throughout the program, students will be encouraged to take on leadership roles, whether by organizing events, leading discussions, or mentoring peers. Activities within the **African Continent Awareness** and **Latinx American Culture Awareness** initiatives will include opportunities for students to lead cultural events and engage in community service projects, fostering a sense of responsibility and leadership.

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Overall, the ELOP is structured to provide a diverse array of activities that build critical life skills. By focusing on areas such as critical thinking, communication, cultural competence, entrepreneurship, adaptability, and leadership, the program prepares students to thrive both in school and in their future endeavors.

4—Youth Voice and Leadership

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

The Expanded Learning Opportunities Program (ELOP) will foster youth voice and leadership by empowering students through various initiatives and activities. Students will have opportunities to take charge of student-led projects, such as those under the Social Justice and Environmental Awareness initiatives, allowing them to develop leadership skills by advocating for issues that matter to them. Additionally, students will be involved in planning and executing cultural awareness events, such as African American Culture Awareness and Asian Culture Awareness, which will help build their organizational and leadership capabilities. To further support youth voice, ELOP will establish Student Advisory Councils, giving students a platform to share their ideas and collaborate with educators. Leadership workshops will be offered to enhance skills such as public speaking, team building, and entrepreneurial thinking. Mentorship opportunities will also be provided, enabling older or more experienced students to mentor their peers, promoting a collaborative environment. By recognizing and celebrating student leaders through awards and public acknowledgment, ELOP aims to inspire all students to take on leadership roles and prepare them to be confident and engaged citizens.

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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 Expanded Learning Opportunities Program (ELOP) will promote healthy choices and behaviors by adhering to the AIMS College Prep School District's wellness plan and implementing practices that encourage students' overall well-being. The program will include nutrition and fitness activities. To help students manage stress and improve their mental well-being. During ELOP hours, students will be served nutritious meals and snacks that meet the district's dietary guidelines, ensuring they have access to healthy food options that support their physical and cognitive development.

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 Expanded Learning Opportunities Program (ELOP) is designed to embrace cultural and linguistic diversity, providing opportunities for all students to experience inclusivity, access, and equity. By incorporating initiatives such as American Civics Awareness, Middle Eastern Arab Culture Awareness, African Continent Awareness, Asian Culture Awareness, Indigenous Peoples Awareness, African American Culture Awareness, and Latinx American Culture Awareness, the program will celebrate various cultures through educational workshops, cultural fairs, guest lectures, and heritage celebrations. These initiatives aim to foster cultural appreciation, understanding, and respect among students from diverse backgrounds. Additionally, the program will address the needs of neurodivergent students and those with disabilities by providing specialized training for staff, creating sensory-friendly environments, and offering support groups. By ensuring accessible facilities, individualized support, and appropriate accommodations, ELOP will ensure that all students, including those with disabilities, can fully participate in and benefit from the program.

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7—Quality Staff

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

The ELOP will ensure students engage with quality staff who meet high standards similar to AIMS College Prep lead teachers, instructional aides, and clerical staff. Staff will be required to have some college education, completed Mandated Reporter Training, CPR and First Aid Certification, and pass health screenings and fingerprint clearance. ELOP staff will bring experience in working with and supervising students, along with a strong understanding of child development principles and behavior management strategies. Effective communication skills with both children and families are essential, as well as the ability to work collaboratively with Program Directors, site administrators, and other ELOP staff. To maintain and enhance their skills, staff will have opportunities to participate in ongoing training and professional development provided by various vendors and providers.

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."

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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 from various sources will be used to evaluate the program's strengths and areas for improvement, ensuring continuous enhancement of design, outcomes, and impact. The Continuous Quality Improvement (CQI) process will integrate feedback from staff, parents, program participants, teachers, and partners. This feedback will be instrumental in shaping program goals and refining its design.

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11—Program Management

Describe the plan for program management.

The ELOP budget is designed to support the comprehensive operation of the program by covering essential expenditures:

1. **Program Director:** The Director will manage all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and promotion. This role is vital for ensuring a positive and enriching environment for participants.
2. **Supplies and Materials:** The budget will cover materials for social-emotional learning (SEL), academic enrichment, STEM, arts, and physical activities. It also includes office supplies, printer cartridges, and storage equipment to keep instructional materials organized and in good condition.
3. **Curriculum:** The curriculum will focus on SEL, emotional regulation, self-awareness, and character development. Students will engage in activities that promote mindfulness, emotional expression, and positive relationships. Additionally, it will include communication, empathy, and conflict resolution skills with practical applications in real-life scenarios.
4. **Snacks:** Students will receive a nutritious snack on school days and a healthy breakfast, lunch, and snacks on non-school days from local food service vendors.
5. **Field Trips:** Educational field trips will offer hands-on learning experiences and exposure to new environments aligned with the program's objectives. They will be carefully planned and supervised to enhance enrichment and engagement.
6. **Uniforms:** T-shirts will be provided to create a sense of unity and identity among participants, aiding in easy identification and ensuring student safety.
7. **Student Incentives:** Incentives will be used to motivate and reward students, promoting positive behavior and engagement. They will be tailored to student interests and ages, fostering a supportive environment where students feel recognized and motivated.
8. **Community Engagement Events:** These events will involve the local community and provide opportunities for students to participate in planning and organization. This involvement will help develop leadership skills, enhance community connection, and enrich the overall program experience.

This management plan ensures that all components of the ELOP are effectively supported and aligned with the program's goals, providing a well-rounded and impactful experience for students.

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

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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.

I apologize for the misunderstanding. I'll revise the response to reflect that these are parallel, collaborative programs rather than a single comprehensive program. Here's the corrected, concise version:

ASES, 21st CCLC Elementary/Middle School, and ELOP are parallel, collaborative programs. ASES funds our partner program through Bay Area Community Resources (BACR), while the ELOP program partners with BACR to provide parallel programming. This structure fosters collaboration between the two programs.

The collaboration between these parallel programs allows for shared resources and expertise, coordinated schedules, and aligned goals and objectives. It maximizes student participation, creating more robust and diverse offerings for our students.

ELOP funding complements the ASES-funded BACR program by extending program hours, increasing capacity, improving program quality, and providing specialized services. This parallel and collaborative approach ensures efficient utilization of all funding sources, resulting in an enriched and expanded learning experience that meets diverse student needs while maintaining the integrity of each program.

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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?

AIMS has no transitional kindergarten students to meet the 10-to-1 pupil-to-staff ratio for kindergarten; the following plan will be implemented:

Staff Recruitment and Preparation

- **Recruitment:** Hire staff with early childhood education qualifications through specialized channels and partnerships with local universities.
- **Training:** Provide targeted training on early childhood development, interactive learning, and classroom management. Offer ongoing professional development and mentorship.

Maintaining Pupil-to-Staff Ratio

- **Staffing Plan:** Recruit sufficient staff to meet the ratio and use additional aides during peak times.
- **Scheduling:** Develop structured schedules to ensure the ratio is maintained throughout the day, incorporating small group and individual activities.

Developmentally-Informed Curriculum

- **Curriculum Design:** Implement play-based learning with sensory activities and focus on social-emotional skills.
- **Program Features:** Use small group instruction, create a safe and engaging environment, and involve parents through updates and workshops.

This approach ensures compliance with the ratio requirements while providing developmentally appropriate education for young 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

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intersession day.

Sample K-2nd Grade Schedule (School Day)

2:30-3:00pm Snack

3:00-3:45:pm Air Reading

3:45-6pm Enrichment/Tutor

Sample 3rd -5th Grade Schedule

2:45-3:15pm Snack

3:15-4pm Air Reading

4-6pm Enrichment/Tutor

Sample 6th-8th Schedule

School Day

3:30-4:00pm Snack

4:05-4:50pm Air Reading

4:50pm-6pm Enrichment/Tutor

Sample Schedule K-8th

Non-School Day

8:00 - 8:30 Breakfast

8:30-9:00 Morning Meeting

9:00 - 10:00 Intervention

10:00 -10:15 Snack

10:15 -12:00 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 Dismissal

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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 nonschool days, during intersession periods, there will be 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 school sites 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.