

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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

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

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

Name of Local Educational Agency or Equivalent:	Southside Elementary School District
Contact Name:	John Schilling Ed. D.
Contact Email:	jschilling@sbcoe.org
Contact Phone:	(831) 637-4439

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. Southside Elementary 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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

At the end of the 24-25 school year the Principal and the YMCA coordinator meet to discuss the program. The program discussion covers policies, procedures, safety, communications, and supervision. The YMCA site coordinators take attendance within minutes of the end of the school day and immediately upon student arrival. Site staff look for students who did not report and notify parents if a student is not in attendance. Site staff maintain individual emergency contact information for each student.

Site coordinators provide families with contact information and with procedures for dropping off and picking up students.

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 YMCA staff collaborate with the YMCA coordinator to ensure the daily activities and academic content is appropriate and engaging. Students have access to instructional technology, digital instructional materials, and district instructional resources. YMCA staff provide tutoring and assistance with homework in small groups. Educational enrichment opportunities are provided throughout the year in the YMCA program, and may include art, science, nutrition, literacy, physical fitness, and fine arts. The planning of educational learning activities involves a collection of student and staff input. Informal feedback from students and staff are used to inform the selection of enrichment activities. The Principal and the site program coordinators meet frequently to discuss program needs and challenges.

3—Skill Building

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

The afterschool portion of the day includes homework time, where students practice the habits of organizing, completing and preparing their nightly homework responsibilities. Students are provided with one hour to complete their homework with assistance/tutoring each day in the YMCA program. The program staff regularly collaborates with staff to support students in completing homework or missing assignments. Students also practice good citizenship and positive behaviors that build a positive school and program culture. Students practice taking turns, sharing materials, playing team games, and serving others as they participate throughout the year.

4—Youth Voice and Leadership

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

The YMCA program coordinator organizes the professional development of the program staff. Site coordinators will use formal and informal observations to assist the program coordinator in planning for program improvements. Students in the program have the opportunity to share their viewpoints, concerns, and interests in various ways that help the YMCA program staff in planning and establishing program expectations.

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 programing.

The YMCA aligns its wellness initiatives with the district health and wellness policies. The site coordinators ensure that students are engaged in physical activities, that healthy food choices are served and promoted, and that self regulating prosocial behaviors are taught and practiced. The afterschool program offers a daily snack that encourages healthy choices for students.

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 YMCA program creates an environment that promotes diversity and provides activities that recognize students' unique backgrounds and traditions. Enrichment activities and learning opportunities incorporate concepts which promote cultural awareness and inclusion.

7—Quality Staff

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

It is the YMCA program coordinators responsibility to ensure all YMCA staff members meet the minimum requirements of the YMCA program to serve students at Southside.

8—Clear Vision, Mission, and Purpose

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

The YMCA program supports Southside school district through quality learning and care programs that provide a safe environment for children and a variety of engaging learning opportunities.

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.

The school principal and the YMCA coordinator have a collaborative partnership and regularly review the ELOP program requirements and goals.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The YMCA program maintains a quality improvement plan that is implemented in the programs operating in school districts across the county.

11—Program Management

Describe the plan for program management.

The YMCA program is in its second full year of operation. The program is fully funded through the use of ELO-P grant funds. The program funding is managed by the site principal and the San Benito County office of Education business office.

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.

The Southside Elementary School District does not administer the ASES program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (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?

The current program does not have students enrolled in transitional Kindergarten or kindergarten.

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.

2025-2026 YMCA/Southside Schedule

Academic Calendar (ELO-P requirement of 20 additional days.

Intersession 1 (5 days) 2/16/26-2/20/26

Intersession 2 (5 days) 3/30/26-4/3/26

Summer session (22 days) 6/8/26-7/9/26

Regular Year Grade 1 to 3

2:15-3:05 Skill Development homework or make up work

3:05-4:00 Enrichment/Art/Group game

3:30 Snack

4:00-5:00 Social Emotional

5:00 Check Out

Regular Year Grade 4-8

3:05-4:00 Enrichment/Art/Group game

3:30 Snack

4:00-5:00 Social Emotional

5:00 Check Out

Summer Session Grade 1-8

12:00-12:30 Art

12:40-1:40 Skill Development

1:40-2:25 Enrichment

2:25-3:30 Group Game

3:30-4:15 Snack

4:20-5:00 Social Emotional

5:00 Check Out

Intersession Grade 1-8

7:30-9:00 Check in activities

9:00-9:15 snack

9:15-9:45 Campfire activities

9:45-11:00 Art

11:00-11:30 Skill Development

11:30-12:00 Campfire Prep

12:00-1:00 Lunch

1:00-1:45 S.T.E.A.M.

1:45-2:15 Group game/team building

2:15-2:30 snack

2:30-3:00 Enrichment

3:00-3:30 Character building

3:30-4:30 Check out/Pick up

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.