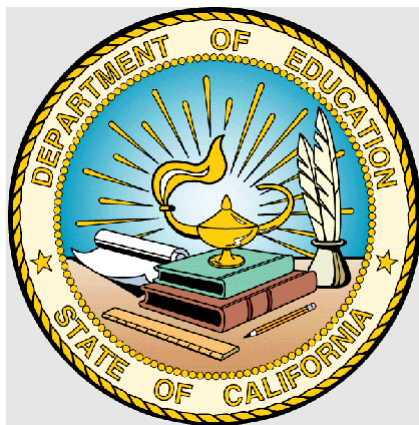


**Expanded Learning Opportunities  
Program Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:  
CHINO VALLEY  
UNIFIED SCHOOL DISTRICT  
HEALTH SERVICES/CHILD  
DEVELOPMENT  
DEPARTMENT



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

## Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Chino Valley Unified School District

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## Expanded Learning Opportunities Program Plan Guide

**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. Alicia Cortez ES
2. Anna Borba ES
3. Butterfield Ranch ES
4. Cal Aero Preserve Academy
5. Chaparral ES
6. Country Springs ES
7. Doris Dickson ES
8. E.J. Marshall ES
9. Eagle Canyon ES
10. Edwin Rhodes ES
11. Gerald Litel ES
12. Glenmeade ES
13. Hidden Trails ES
14. Howard Cattle ES
15. Legacy Academy (2024-2025)
16. Levi Dickey ES
17. Liberty ES
18. Lyle S. Briggs Fundamental School
19. Michael G. Wickman ES
20. Newman ES
21. Oak Ridge ES
22. Rolling Ridge ES
23. Walnut Ave ES

# Expanded Learning Opportunities Program Plan Guide

## 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])

# Expanded Learning Opportunities Program Plan Guide

## 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.

Program employees practice active supervision that creates a safe and supportive environment by establishing clear program and behavior agreements, rewarding positive behavior, and redirecting students when necessary. Program employees actively supervise students and keep a clear line of sight. Students are met by the staff each day at a specific area on the school campus. Students will be signed out of the program only by a designated adult with proper form of identification.

Students participate in regularly scheduled fire, earthquake, and active shooter emergency drills. Each staff is certified in First Aid and CPR. The program will work and collaborate with the District's Multi-tiered System of Supports Behavior program to provide students support through implementation of Positive Behavior Intervention and Supports (PBIS), and referrals to specialized services when needed. The program will also collaborate with the District's behavior intervention program for training to support students presenting with unsafe behaviors and/or experiencing a crisis.

A team of district school nurses will provide support to staff for students with medical or specialized health needs and provide training on program guidelines/protocol to safely respond to injuries and medical emergencies.

Regular updates will be made to program buildings, furniture, equipment, and materials to ensure safe physical environments for students. New program buildings and equipment will be provided to support safe program expansion and program access for students as the need for additional student enrollment increases.

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## 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.

Our program supports and enhances daily classroom instruction. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, homework support, and quiet as well as active play. The students in the program will participate in various hands-on STEAM (science, technology, engineering, the arts and mathematics), literacy, learning activities, and projects.

The current After School Education and Safety (ASES) programs partner with companies such as Kids Affirmation through Mentorship and Sports (KAMS) to help with enrichment activities in the afternoon. The students will also have the opportunity to work with teachers that can assist them with homework in the afternoon. The program partners with outside agencies and/or credentialed teachers within the district to provide literacy, tutoring support, performing arts, and sports/physical activities.

## 3—Skill Building

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

Students will have opportunities to work in small groups to create and develop assigned projects. Through small groups, students will have the opportunities to collaborate with peers and strengthen communication skills. These skills will be layered and built upon to progress through various lessons and activities to allow students to achieve mastery of those skills. Students will be encouraged to progress through various opportunities to strengthen their creative skills and refine their groups' collaboration and communication. Learning opportunities and projects will be linked to personal experiences and students will participate in related fieldtrips for real world application and learning.

Program employees will collaborate with teachers to help students stay on track with assignments and to provide targeted academic supports to build on classroom experiences.

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## 4—Youth Voice and Leadership

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

All sites are invested in providing strong youth leadership development and youth involvement in programming. Youth voice and leadership development are the core focus of everything done for students in the program. Students have opportunities to provide feedback through small group discussion and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of the individual school sites. Students have opportunities to choose themes and decorate their learning environments to create a sense of ownership.

Students in the program will also have opportunities to be class and group leaders. Student leaders receive training from program employees to learn how to support their peers by providing direction, guidance, and helping to lead small group activities. Student leaders may also have additional opportunities to participate in service and community projects. These groups and opportunities will be continuously monitored by program employees to ensure the development of leadership skills.

## 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 will adopt the District's existing wellness policy to ensure students have opportunities for nutritious meals and snacks, engage in appropriate physical activity, and learn about healthy habits, including drug and alcohol prevention. The District Nutrition Services department will provide support for all children enrolled in the program in accordance with SB 1169 and the California Department of Education. Physical activity, generally outdoors, is offered each day. Staff supervise and lead games and activities, including team sports, individual physical challenges, and team physical challenges are done at least weekly.

Healthy Chino Fitness and nutrition activities are embedded into the monthly calendar.

The program staff will receive training from the district's multi-tiered system of supports behavior program to promote healthy behaviors by implementing Positive Behavior Intervention And Supports (PBIS) practices.



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## 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 will provide lessons and opportunities for students to learn about diversity and develop sensitivity skills. The program will focus on creating safe learning environments where students feel comfortable sharing their diverse backgrounds, abilities, and celebrating their differences. Activities will be adapted to ensure the participation of students with various physical and developmental abilities by celebrating their differences through monthly recognitions. The program will create a culturally diverse environment through program materials and displays. Students will learn about different cultures through cultural celebrations. Materials and parent information will be available in Spanish for families whose primary language is Spanish. The program will strive to hire employees that reflect the community of the students served.

The program will collaborate with the district's special education department and 504 coordinator to provide necessary training and support to implement student behavior plans, 504 accommodation plans, and/or other accommodations outlined in students' IEPs necessary to ensure program access for students with disabilities.

## 7—Quality Staff

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

All program employees will be required to take and pass the Chino Valley Unified School District instructional aid test prior to working in the programs (Education Code Section 45330). Employees are offered competitive pay and have clear job descriptions to understand the level of support and administrative responsibilities assigned. All employees will be held to high levels of professionalism and competency. Employees will be provided program shirts to be easily identified by students, parents, and the community, and will be held to high expectations of providing professional and appropriate communication and care to students, families, and the community. Employees will be required to attend professional development trainings given through the District, city, and county. Employees will also be provided with on the job coaching and technical assistance when needed.

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## 8—Clear Vision, Mission, and Purpose

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

Through strong relationships with families, schools, and communities, it will be the goal of the program to provide quality educational, recreational, and cultural programs. We will aim to promote the social, physical, intellectual, and emotional development of the youth we are serving. Students will be guided and supported to reach their full potential as productive, caring, and responsible citizens.

The program vision, mission, and purpose will be clearly communicated to a variety of Educational partners, including students, parents, employees, community partners, and school site partners.

## 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.

We will collaborate and partner with the City of Chino to offer the program. Organization leaders will meet regularly to review and discuss program quality and make suggestions for improvements. Appropriate personnel will be identified for follow up on suggested changes or additions to the program. Regular meetings with consultants, field experts, specialists, and principals will occur to collaborate, reflect, and debrief about the program.

The program will work to align the school day to provide supplemental activities that will support students and provide a wider range of opportunities. The program will collaborate with community, county, state, private agencies, and companies to enhance student experiences during program and develop employees.

The program will partner with outside agencies and companies to provide additional literacy, tutoring support, performing arts, and sports/physical activities.

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## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program will use data from multiple sources to assess its strength and weaknesses in order to continuously improve program design, outcomes, and impact. Assessment tools will include internal assessments for program quality, employee evaluations, and surveys completed by educational partners. Resources will include the quality Standards for Expanded Learning in California After-School Network, and program assessments provided by the City of Chino.

Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions.

School sites will participate in daily debriefing sessions where they are able to address any concerns, successes, and questions that may arise.

## 11—Program Management

Describe the plan for program management.

Program management will consist of coordinators who function under the direction of the district's health services and child development director. These administrators will oversee the development, implementation, and monitoring of the district's before, after-school, intercession days, and summer ELO programs. This involves management of all aspects of the ELO programs including outreach to targeted students and collaboration/coordination of extended/enrichment care providers and vendors.

The Program will adhere to the ASES model of program management to ensure the highest level of compliance standards. The program will be budgeted per District fiscal practices. The program will follow all District, county, and state fiscal procedures for tracking expenses and maintaining records. The program will collaborate with the district's business department to regularly review all expenditures. The District will update procedures for the program as needed per funding requirements to ensure adherence with local, state, and federal laws.

The District and community partners will collaborate to ensure all reports and records are collected and submitted to corresponding agencies by the respective deadlines. The program will have a clear organization structure so students, parents, and staff know whom to contact to address concerns or inquiries.

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## 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.

ELO-P funds will be used to further provide programming to students without creating division between programs. Students will be able to enroll into program with no distinction between an "ELO-P" and "ASES" program. Parents will fill out the same enrollment form for both programs and be considered enrolled into the same one. All enrolled students will be able to participate in existing after-school programming. Funds will be used to provide additional programming and staffing to supplement the needs of the students at sites. All programming will use the same clear guidelines and expectations to ensure a safe and engaging 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?

In collaboration with the District, the program will create programming specific to younger students. An increased number of child development employees will be hired to maintain a 10:1 ratio for kindergarten students. Employees will modify lessons to make each lesson age appropriate. The program will include all transitional kindergarten sites.

The program will work with San Bernardino County Superintendent of Schools, Early Education department to provide specialized professional development. The district currently has a half day kindergarten. Kindergarten students can attend after school and will be placed in assigned groups with students of the same grade.

## 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.

The ELO-P funding will be combined with the ASES Grant to provide ~~universal~~ before and after-school program opportunities during the school year. Additionally, program partners will offer a minimum of 30 intercessions instruction days through the district's summer enrichment program and throughout the school year.

Sample schedule for an instructional day:

**TK/K:**

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Morning School Day:

7:50 A.M. – 11:10

A.M.

Afternoon Program:

11:10 A.M. – 6:00

P.M

Morning Program:

6:30 A.M. – 11:10

A.M

Afternoon School

Day: 11:10 A.M. –

6:00 P.M.

### **GRADES 1-6**

Morning Program:

6:30 A.M. – 7:50 A.M.

School Day: 7:50

A.M. – 2:20 P.M.

After School Program:

2:30 P.M. – 6:00 P.M.

### **Summer Enrichment Program**

7:00 A.M. – 6:00 P.M.

Summer Sample

Daily Schedule

Breakfast- 7:00 A.M

– 8:15 A.M.

Welcome Routine

and Morning

Enrichment Activities

– 8:15 A.M.- 10:00

A.M

Snack 10:00 A.M. –

10:15 A.M.

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PE/Sports Activity  
10:15 A.M. – 11:30  
A.M.

Wellness Break  
(Restroom, Water)  
11:30 A.M. – 12:00  
P.M.

Lunch – 12:00 P.M. –  
1:00 P.M.

Afternoon  
Enrichment Activities  
1:00 P.M. – 2:30  
P.M.

Snack – 2:30 P.M. –  
2:45 P.M.

Wellness Break  
(Bathroom/Water)  
2:45 P.M. – 3:00 P.M.

PE/Sports Activity –  
3:00 P.M. – 4:00  
P.M.

After Program Care –  
4:00 P.M. -6:00 P.M.

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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 school sites, 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 schooldays, 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 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.