EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

2025-2028

Westminster School District
14121 Cedarwood Street
Westminster, CA 92683
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Mission – *It is our collective responsibility to educate and empower all students to pursue excellence through a distinctive, rigorous, and engaging academic experience.*

Vision – *Leading the way as the premier Pre-K-8th grade school district in Orange County by providing exceptional and innovative experiences where all learners thrive.*

Prepared for Approval: May 2025

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:	Westminster School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

Anderson Elementary School	30 66746 6030795
Clegg Elementary School	30 66746 0119925
DeMille Mỹ Việt Language Academy	30 66746 6030738
Eastwood Elementary School	30 66746 6030761
Finley Computer Science Magnet	30 66746 6030753
Fryberger Elementary School	30 66746 6030787
Hayden Elementary School	30 66746 6030829
Johnson Middle School	30 66746 6030878
Land Early Learning Center	30 66746 0119172
Meairs Elementary School	30 66746 6030811
Schmitt Elementary School	30 66746 6030860
Schroeder College and Career Academy	30 66746 6030720
Sequoia Academy Gate Magnet Elementary School	30 66746 6030886
Stacey Middle School	30 66746 6030712
Warner Middle School	30 66746 6030928
Webber Elementary School	30 66746 6030837
Willmore Language Academy	30 66746 6030852

Expanded Learning Opportunities Program Plan
Westminster School District

Governing Board Approved Date: May 22, 2025

Focus Areas



Academic Achievement & Continuous Innovation



Student and Staff Safety & Wellness



Fiscal Solvency & Organizational Health



Community Connections



Leadership Development & Employee Success

WSD *Inspires!*

Expanded Learning Opportunities Program Plan
Westminster School District

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":

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

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. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

Expanded Learning Opportunities Program Plan
Westminster School District

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Westminster School District (WSD) will provide all students an equitable opportunity to learn in a safe environment. The program will emphasize safety and part of our planning will include school safety plans, Raptor check-in, safety trainings that include Earthquake, lockdown, intruder on campus, evacuation, and fire. Monthly safety drills will be conducted. All visitors must check-in with the office or with Extended Learning Opportunities Program (ELOP) staff before entering each site and obtain clearance to receive a visitor badge before accessing campus.

The WSD ELOP will implement Positive Behavioral Interventions and Support (PBIS) system that aligns with the host school's PBIS plan. The staff will implement restorative practices to provide students with a forum to share their thoughts and feelings.

Daily attendance will be taken. At the end of each day, parents or guardians must sign out their students. Any incidents or injuries will be thoroughly documented.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The Westminster School District's (WSD) Expanded Learning Opportunities Program (ELOP) is committed to creating an emotionally safe and supportive environment for all students. The program integrates Social-Emotional Learning (SEL) strategies to nurture a sense of belonging, respect, and well-being.

The ELOP implements the Positive Behavioral Interventions and Support (PBIS) system, aligned with each host school's PBIS plan, to foster a positive school climate. Restorative practices are utilized to give students a voice in sharing their thoughts and feelings, promoting conflict resolution and mutual understanding. These practices encourage students to develop empathy, resilience, and a strong sense of community.

Staff members receive ongoing training in SEL practices to ensure they can effectively address students' emotional needs. Daily activities are designed to build self-awareness, self-regulation, and interpersonal skills. Students are provided with opportunities to work collaboratively, reflect on their experiences, and celebrate their achievements in a supportive setting.

In addition, staff foster meaningful connections with students by maintaining consistent, positive interactions throughout the program. By creating a welcoming and inclusive atmosphere, the ELOP ensures that all students feel valued, respected, and supported in their academic and personal growth.

2—Active and Engaged Learning

Explain 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 Expanded Learning Opportunities Program (ELOP) is designed to provide a diverse array of academic, enrichment, and recreational activities that enhance and complement the foundational offerings of the Westminster School District (WSD) core program. These activities are intentionally aligned with the WSD Strategic Plan and are thoughtfully designed to cultivate 21st-century skills among all participating students.

A cornerstone of the ELOP approach is the incorporation of hands-on, project-based activities that culminate in tangible outcomes. Students will engage in active, experiential learning opportunities that not only deepen their understanding but also empower them to showcase their learning through the creation of meaningful final products.

The enrichment opportunities offered through ELOP will be customized to reflect student interests while leveraging the expertise of our dedicated staff members. By tailoring activities to student preferences and tapping into the unique strengths of our staff, WSD ensures that all participants experience personalized, meaningful, and engaging learning.

To foster exploration and engagement, WSD's ELOP will feature a variety of student-centered clubs designed to accommodate diverse personal interests. These clubs will provide students with opportunities to explore their passions, develop new skills, and broaden their horizons within a supportive and inclusive environment.

In addition, technology will play an integral role in ELOP programming, seamlessly enhancing learning and improving outcomes. By utilizing modern technological tools, students will gain access to valuable resources, collaborate with peers, and participate in interactive learning experiences that extend far beyond the boundaries of traditional classrooms.

In summary, the WSD's ELOP plan is committed to delivering a comprehensive suite of academic, enrichment, and recreational opportunities that inspire curiosity, creativity, and personal growth. Through engaging project-based activities, personalized enrichment offerings, diverse club options, and the strategic integration of technology, ELOP supports the development of confident, capable, and well-rounded learners prepared to succeed in the 21st century.

3—Skill Building

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

The Westminster School District (WSD) Extended Learning Opportunities Program (ELOP) plan emphasizes the development of critical skills through a wide range of educational literacy and enrichment activities designed to enhance academic achievement and overall student success. These skill-building opportunities align with the WSD mission to educate and empower students to pursue excellence through a rigorous, engaging, and distinctive academic experience.

Students will cultivate essential skills through diverse activities, instructional methods, and project-based learning approaches. This includes fostering critical thinking, collaboration, creativity, and communication to ensure students are prepared for future challenges and opportunities.

The ELOP program will also serve as an extension and support system for specialized district programs, such as Dual Language Immersion, Computer Science, Environmental Science, AVID,

VAPA, and STEAM. By integrating these programs into ELOP activities, the district ensures that students have access to personalized learning experiences that reflect their unique interests and educational goals.

To support the development of technology skills, all participating students will have access to Chromebooks. This resource not only enhances the learning process but also helps students build digital literacy and proficiency in utilizing modern technology tools effectively in academic and real-world contexts.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Westminster School District (WSD) Extended Learning Opportunities Program (ELOP) plan is committed to providing meaningful opportunities for students to engage in youth voice and leadership. Student input will be actively sought through a variety of feedback mechanisms, including assessments, evaluations, and surveys. Annual surveys conducted as part of the Local Control and Accountability Plan (LCAP) framework and the California Healthy Kids Survey will serve as key tools for gathering student perspectives. Additionally, Google surveys will be used to collect supplementary feedback and evaluate program effectiveness, ensuring the ELOP remains responsive to student needs and interests.

To nurture leadership skills, the ELOP will provide authentic and purposeful opportunities for students to take on leadership roles and responsibilities. These roles will be integrated into program activities, allowing students to develop essential skills such as decision-making, communication, collaboration, and problem-solving.

By empowering students to voice their opinions and actively participate in shaping their educational experiences, the ELOP fosters a sense of ownership and responsibility. This approach not only enhances student engagement but also builds confidence and prepares them to become effective leaders within their school community and beyond.

Through these efforts, the WSD ELOP plan underscores its commitment to cultivating student leadership and amplifying youth voices as essential components of a well-rounded, inclusive, and empowering educational experience.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Westminster School District (WSD) Extended Learning Opportunities Program (ELOP) plan is dedicated to fostering healthy choices and behaviors among students by providing education and opportunities that promote physical, mental, and emotional well-being. Students will participate in lessons focused on maintaining a healthy lifestyle, including the importance of consuming balanced and nutritious meals, making informed lifestyle decisions, and incorporating regular physical activity into their daily routines.

During expanded learning hours, students will engage in a variety of physical activities designed to

enhance their overall fitness and well-being. These activities will not only encourage movement and exercise but also help students develop habits that support lifelong health.

As part of its commitment to health and wellness, the ELOP program will provide nutritious snacks that meet state and federal nutritional guidelines. These snacks will be thoughtfully selected to align with students' dietary needs, offering wholesome and nourishing options that contribute to their energy and focus throughout the program day.

Through a holistic approach to health education and wellness, the WSD ELOP plan equips students with the knowledge, skills, and opportunities to make healthier choices, supporting their overall growth and success both in and out of the classroom.

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. Include how the ELO-P will provide access for students with disabilities.

The Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) is committed to fostering diversity, access, and equity by creating an inclusive environment where all students can thrive. To reflect the rich cultural and linguistic diversity of the community, the program will actively recruit and hire staff members who represent the demographics of the students we serve. Additionally, ELOP will ensure that all program communications and materials are available in families' native languages, promoting accessibility and inclusivity for parents and caregivers.

ELOP staff will use differentiated instruction techniques and provide accommodations tailored to the individual needs and learning styles of all students. Special emphasis will be placed on supporting English Learners (EL) and students with disabilities, ensuring they have access to meaningful, engaging activities that promote active participation and skill development.

Equitable access to ELOP programming is a priority, particularly for students facing barriers to participation. For students with disabilities, the program will offer specialized staff trained to work with individuals with special needs. On-site support and accommodations will be provided as needed, with staff collaborating closely on the implementation of Individualized Education Programs (IEPs) and developing support plans to meet each student's unique needs.

To support English Learners and multilingual students, the program will incorporate best practices in instruction, including the use of visuals, guided oral practice, modeling, and intentional vocabulary development. ELOP activities will intentionally integrate EL supports to ensure equitable access to content and promote academic success for all students.

Additionally, the WSD ELOP will provide ongoing professional development opportunities for staff to enhance their ability to support students from diverse cultural, linguistic, and ability backgrounds. This training will include strategies for promoting inclusivity, supporting EL students, and accommodating diverse learning needs, ensuring a welcoming and supportive environment before and after school hours.

Through these initiatives, the WSD ELOP plan demonstrates its commitment to diversity, access, and equity by fostering an inclusive environment where every student has the opportunity to learn, grow, and succeed.

7—Quality Staff

Staff Engagement

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

The Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) is committed to ensuring that students engage with highly qualified, skilled, and dedicated staff members. The district's Human Resources Department conducts a rigorous screening process for all applicants, adhering to district-established and board-approved job descriptions. This process ensures that candidates meet all minimum qualifications before advancing to the recruitment phase.

During the interview process, supervisors conduct a comprehensive evaluation of each candidate's skills, experience, and alignment with the program's goals. This process ensures that selected staff members possess the necessary abilities to effectively support student engagement, enrichment, and achievement within the ELOP framework.

To uphold safety and compliance standards, all selected candidates must complete a fingerprint screening prior to working with students. This precaution ensures the safety and security of all program participants, fostering a trusted and supportive learning environment.

Through these measures, the WSD ELOP ensures that students have access to quality staff who are equipped to deliver enriching and impactful learning experiences that align with the district's educational goals.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Westminster School District (WSD) ensures that all Expanded Learning Opportunities Program (ELOP) staff meet the minimum qualifications required for instructional aides, in alignment with district policies and Education Code requirements. Instructional aides must have a high school diploma or equivalent and meet proficiency standards in reading, writing, and mathematics, as determined by district assessments or completion of 48 college semester units.

To ensure student safety, all staff undergo comprehensive health and safety screenings, including Live Scan fingerprinting, TB testing, and mandated reporter training. Staff also receive CPR and first aid certification to respond effectively to emergencies.

The program maintains appropriate staffing ratios (1:10 for Transitional Kindergarten/Kindergarten and 1:20 for grades 1-8) through strategic hiring, ongoing recruitment, and scheduling flexibility. Additionally, Westminster School District collaborates with Community-Based Organizations (CBOs) and other partners to supplement staffing, ensuring that all students receive high-quality supervision and support.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close the program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Westminster School District (WSD) is committed to ongoing professional development for Expanded Learning Opportunities Program (ELOP) staff to ensure high-quality student engagement and enrichment. Staff training includes behavior management strategies, social-emotional learning (SEL), trauma-informed practices, and academic support techniques to align with district initiatives such as Multi-Tiered Systems of Support (MTSS) and Community Schools.

The district provides training through workshops, online modules, and hands-on coaching, utilizing resources from California Department of Education (CDE), After School Technical Assistance Support (ASSETs), and partner Community-Based Organizations (CBOs). Staff receive CPR/first aid certification, mandated reporter training, and emergency preparedness instruction to maintain a safe learning environment.

To ensure staff have dedicated time for development, Westminster School District may close programs for up to three days annually for intensive training, as allowed under Education Code Section 46120(b)(8). Regular staff meetings, peer observations, and feedback loops further support continuous growth, ensuring that ELOP staff are equipped to provide meaningful and enriching experiences for students.

8—Clear Vision, Mission, and Purpose

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

The Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) is deeply aligned with the district's Strategic Plan, which is centered on five key focus areas: Academic Achievement and Continuous Innovation, Student and Staff Safety and Wellness, Fiscal Solvency and Organizational Health, Community Connections, and Leadership Development and Employee Success. These focus areas provide the foundation for the program's vision, mission, and purpose, ensuring alignment with the district's overarching goals and values.

The WSD Board of Trustees has articulated five guiding priorities that shape the direction of all district programs, including the ELOP:

Focus Area 1.0: Academic Achievement & Continuous Innovation

The ELOP is committed to fostering academic growth and innovation through engaging, diverse, and well-rounded educational experiences. By encouraging intellectual curiosity and providing opportunities for exploration, the program inspires each student to achieve their highest potential.

Focus Area 2.0: Student and Staff Safety & Wellness

Safety and wellness are integral to the success of the ELOP. The program promotes an environment where emotional and physical well-being are prioritized, creating a space where both students and staff can thrive and fully engage in teaching and learning.

Focus Area 3.0: Fiscal Solvency & Organizational Health

The ELOP ensures the efficient and equitable use of resources to maintain fiscal responsibility while supporting the diverse needs of students. This commitment reinforces the public trust and provides a solid foundation for delivering high-quality expanded learning opportunities.

Focus Area 4.0: Community Connections

The program values collaboration and partnerships with families, students, and the broader community. Through intentional communication and relationship-building, the ELOP fosters diverse perspectives and strengthens the connections that enhance student success.

Focus Area 5.0: Leadership Development & Employee Success

The ELOP is dedicated to supporting its staff by providing professional development, leadership opportunities, and a positive work culture. These efforts ensure the attraction, training, and retention of high-quality staff who embody the district's vision and values.

Through its alignment with these focus areas, the WSD ELOP strives to create a nurturing and empowering environment where every student can excel academically, personally, and professionally. The program's ultimate mission is to prepare students for success in an ever-evolving global society, equipping them with the skills and knowledge needed to thrive.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) has been developed with the input and collaboration of a diverse group of educational partners, including parents, community members, district leadership, district staff, county offices of education, and students. As part of the Local Control and Accountability Plan (LCAP) process, feedback was gathered through surveys, meetings, and other collaborative efforts to ensure the program reflects the needs and priorities of our school community.

The ELOP remains committed to strengthening partnerships with school site leaders to ensure seamless integration between the expanded learning program and the school day. This collaboration fosters alignment with the overarching goals and objectives of each school site, enhancing the overall educational experience for students.

In addition to internal collaboration, the ELOP actively engages with non-LEA partners to enrich its program offerings and broaden the scope of resources available to students. Partnerships with organizations such as Abrazar, the Boys and Girls Club, and AVID bring valuable expertise, services, and opportunities to the program, supporting students' academic, social, and personal development.

Through these ongoing collaborations with both educational stakeholders and community partners, the WSD ELOP is dedicated to creating a cohesive, well-rounded program that meets the diverse needs of all students and maximizes their potential for success.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Westminster School District (WSD) collaborates with Community-Based Organizations (CBO's) and other non-LEA partners to enhance the Expanded Learning Opportunities Program (ELOP). Through strategic partnerships, the district engages CBOs in the program design, ensuring offerings align with student needs and community interests. These partners provide enrichment activities, academic support, and specialized programs.

ELOP is coordinated with district initiatives, including Community Schools and Multi-Tiered Systems of Support (MTSS), to ensure comprehensive student support. Community Schools partnerships help address student and family needs through wraparound services, while MTSS integration allows for targeted academic and social-emotional interventions. Regular collaboration meetings, stakeholder feedback, and data-driven decision-making ensure that CBOs and non-LEA partners play a vital role in ELOP's administration and implementation, enriching student experiences beyond the school day.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) is committed to a robust system of Continuous Quality Improvement (CQI) that ensures the program's ongoing development, refinement, and evaluation. The district has established collaborative processes that actively engage staff, educational partners, leadership, and students in an ongoing cycle of improvement, fostering a culture of reflection and responsiveness.

Input from key educational partners will be gathered regularly through surveys, formal meetings, and advisory groups, including the Parent Advisory Council, Leadership Council, and the District English Learner Advisory Committee (DELAC). This collaborative input will guide program planning, influence programmatic adjustments, and inform evaluation efforts to ensure that the program meets the diverse needs of students.

Each year, data collected from surveys will be shared with and discussed by principals, parents, staff, and other stakeholders. This feedback will drive the development of program goals, ensuring alignment with the district's priorities and evolving student needs. By incorporating this data-driven approach into the planning and implementation process, the ELOP ensures that it remains responsive and adaptable, effectively supporting the academic and personal growth of students.

Through this continuous improvement framework, WSD's ELOP remains committed to enhancing the quality of the program, ensuring it effectively serves students, engages the community, and fosters an environment of academic excellence and student success.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The management of the Westminster School District (WSD) Expanded Learning Opportunities Program (ELOP) is a collaborative effort, overseen by key district leaders to ensure the successful implementation, oversight, and continuous improvement of the program. The following roles and responsibilities outline the structure for program management:

•Coordinator of ELOP: Responsible for overseeing program evaluation, ensuring grant compliance, and managing programmatic budgeting. This role ensures that all operational aspects of the program align with district goals and regulatory requirements.

•Director, Early Education and Expanded Learning: Provides oversight and staff supervision for all early education and ELOP programs, ensuring alignment with early childhood learning objectives and supporting programmatic consistency.

•Executive Director, Educational Technology: Leads the implementation of academic and enrichment programs that support technology education. This includes integrating technology to enhance student learning experiences and ensure the program remains responsive to the digital needs of students.

•Executive Director, Student Services: Oversees the implementation of academic and enrichment programs that support students with disabilities, ensuring the inclusion of appropriate accommodations and support services as outlined in Individualized Education Programs (IEPs).

•Chief Academic Officer: Manages the academic and enrichment programs that complement the core instructional curriculum, ensuring a cohesive and comprehensive educational experience for all students.

•Site Principals: Accountable for site-specific program oversight, including the supervision of staff and the management of day-to-day operations. Site principals play a critical role in ensuring that the program aligns with school goals and is effectively implemented at each location.

Through this coordinated management structure, WSD ensures that the ELOP is administered efficiently, remains aligned with district priorities, and continuously meets the academic, social, and emotional needs of all students.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

The budget for our Expanded Learning Opportunities Program (ELOP) has been designed to align with the needs of our students and families while ensuring compliance with all applicable statutes, regulations, and program requirements. Our funding allocations prioritize high-quality enrichment activities, academic support, and student well-being, with a focus on equitable access across all

elementary sites.

Key budgetary components include:

- **Staffing & Professional Development:** Competitive compensation for program staff, ensuring qualified personnel to deliver engaging and developmentally appropriate learning experiences. Training and professional development opportunities are included to enhance instructional effectiveness.
- **Enrichment & Academic Programs:** Investment in engaging, research-based programs such as STEM activities, language programs, arts, and literacy support to reinforce classroom learning while promoting creativity and critical thinking.
- **Materials & Supplies:** Procurement of instructional materials, hands-on learning kits, technology, and other resources necessary to enhance student engagement.
- **Facilities & Operations:** Support for extended use of school facilities, custodial services, and utilities to maintain a safe and welcoming environment.
- **Student Meals & Transportation:** Ensuring accessibility by providing transportation where needed and offering nutritious snacks and meals to support student well-being.

This budget is structured to directly address the needs of our community by providing safe, enriching, and developmentally appropriate learning experiences beyond the traditional school day. We continue to engage families, staff, and stakeholders to refine allocations as needed to maximize student impact.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

To ensure the effective implementation of the Expanded Learning Opportunities Program (ELOP) and compliance with all statutory, regulatory, and programmatic requirements, WSD has established a comprehensive oversight and accountability framework. This framework includes the following key components:

1. Program Oversight & Compliance

- Westminster School District (WSD) will designate an Expanded Learning Opportunities Program (ELOP) Program Coordinator responsible for overseeing program implementation, ensuring adherence to state and federal guidelines, and managing reporting requirements.
- Regular budget reviews and financial audits will be conducted to verify that all expenditures are reasonable, necessary, and allowable.
- Compliance monitoring will include internal reviews and site visits to assess program quality and alignment with approved plans.

2. Staff Training & Professional Development

- All Expanded Learning Opportunities Program (ELOP) staff, including site coordinators, instructors, and support personnel, will participate in ongoing professional development focused on instructional best practices, student engagement strategies, and program compliance.
- Training will also cover safety protocols, student supervision, and data collection methods to ensure consistency across all program sites.

3. Data-Driven Decision-Making & Continuous Improvement

- Westminster School District (WSD) will implement a data tracking system to monitor student participation, academic progress, and overall program impact.
- Student, family, and staff feedback surveys will be conducted regularly to assess program effectiveness and identify areas for improvement.
- An advisory committee, including school leaders, educators, and community stakeholders, will review program data and make recommendations for enhancements.

4. Equitable Access & Family Engagement

- Outreach efforts will ensure that families are well-informed about program offerings and that enrollment processes prioritize students with the greatest need.
- Culturally responsive engagement strategies, including multilingual communication and family workshops, will support accessibility and inclusivity.

5. Program Evaluation & Sustainability

- Westminster School District (WSD) will conduct annual program evaluations to assess outcomes, effectiveness, and compliance with Expanded Learning Opportunities Program (ELOP) requirements.
- Findings from evaluations will inform strategic planning and budget adjustments to ensure long-term sustainability and continued improvement of expanded learning opportunities.

Through these measures, Westminster School District (WSD) will maintain the integrity, effectiveness, and sustainability of ELOP, ensuring that students receive high-quality enrichment and academic support beyond the traditional school day.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509;

EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Our district currently operates an After School Education and Safety (ASES) program at our elementary and middle school sites. As we integrate Expanded Learning Opportunities Program (ELOP) funding into our existing structure, our goal is to create a seamless, high-quality, and equitable expanded learning program that meets the diverse needs of all students.

By aligning ASES and ELOP funding, we will:

1. **Ensure Universal Access**
   - We will use Expanded Learning Opportunities Program (ELOP) funding to expand services beyond ASES eligibility criteria, ensuring that all TK-8th grade students have access to high-quality extended learning opportunities.
   - This includes prioritizing access for low-income students, English learners, and foster/homeless youth, while also providing more opportunities for working families.
2. **Enhance Program Quality and Equity**
   - ASES provides a structured, academically enriching afterschool program with clear requirements for student engagement, staffing, and program design.
   - Expanded Learning Opportunities Program (ELOP) funding allows us to extend program hours, expand enrichment offerings, and improve staff-to-student ratios to enhance overall program quality.
   - The most stringent requirements of ASES will guide program implementation to ensure high-quality standards across all funding streams.
3. **Expand Learning Opportunities**
   - Expanded Learning Opportunities Program (ELOP) funding will support a broader range of enrichment activities that complement ASES programming, including:
     - Language Programs where students are learning Spanish, French and Sign Language
     - Arts and STEM-based learning opportunities
     - Physical activities and social-emotional learning programs
     - Homework support and academic intervention

4. **Support Staff Development and Retention**

- Funding will be used to provide competitive wages, professional development, and ongoing training for expanded learning staff.
- Aligning funding streams ensures that staffing structures remain consistent, allowing for year-round employment opportunities and stronger relationships with students.

5. **Streamline Administration and Compliance**

- ASES and Expanded Learning Opportunities Program (ELOP) funds will be managed under a single, comprehensive framework, ensuring efficient use of resources while maintaining compliance with programmatic and fiscal requirements.
- Data collection, attendance tracking, and program evaluation will be streamlined to measure student engagement and outcomes effectively.

By leveraging ASES and Expanded Learning Opportunities Program (ELOP) funding together, we create a robust, inclusive, and sustainable expanded learning program that supports academic success, social-emotional development, and enrichment opportunities for all students.

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. (See [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?

Westminster School District (WSD) currently provides an Early Start Program (ESP) that includes tailored programming for Transitional Kindergarten (TK) and Kindergarten students across all elementary sites. This program ensures that the district maintains the required pupil-to-staff ratio of no more than 10:1 (EC Section 46120[b][2][D]), as mandated by state guidelines.

To support this lower pupil-to-staff ratio, the district utilizes the Early Education Assistant position. These staff members are deployed in both the TK classrooms and the before- and after-school programs to ensure proper supervision and support. All candidates for this position are required to hold Early Childhood Education (ECE) or Child Development (CD) units to meet the qualifications necessary for working with younger children.

The program schedule has been designed to ensure consistent staffing throughout the day while meeting the required ratios. A sample staff schedule is outlined as follows:

•40 hours per week over 10 months
•Monday to Friday
*7:30 am to 4:00 pm
*½ hour lunch break during TK
*8:00 am to 2:00 pm: TK Class
*7:30 am to 8:00 am: ESP (Before school)
*2:00 pm to 4:00 pm: ESP (After school)
*Wednesday: 12:30 pm to 4:00 pm: ESP

To support the recruitment and retention of highly qualified staff, the Early Education Assistant position is offered as a full-time role, providing stability for both students and staff.

The curriculum for the Transitional Kindergarten (TK) program is developmentally informed and integrates the California Preschool Learning Foundations, World of Wonders, Handwriting Without Tears, and Cathay Richardson Math. Additionally, the curriculum includes components from the CLASS, CSEFEL, and Districtwide PBIS programs to support social-emotional development and positive behavior.

To ensure effective curriculum implementation, all staff members receive training and ongoing coaching in the specified curriculum areas. The WSD Early Learning Specialist, in collaboration with the Teaching and Learning staff, provides continuous guidance to ensure seamless articulation from Preschool to TK and Kindergarten. This approach ensures that young learners receive developmentally appropriate instruction that fosters academic, social, and emotional growth in a safe and supportive environment.

Offer and Provide Access

Describe how your LEA will offer ELOP to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELOP by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Westminster School District (WSD) is committed to offering the Expanded Learning Opportunities Program (ELOP) through culturally and linguistically appropriate communication channels to ensure all pupils and families are informed and engaged. All communications, including enrollment forms, program descriptions, and outreach materials, will be translated into the primary languages spoken within our community. Materials will be distributed through multiple channels, including printed flyers sent home with students, emails, automated phone calls, school websites, and in-person events. We will also partner with community liaisons and cultural brokers to support direct outreach to underrepresented families.

The enrollment process will be designed to be accessible and straightforward. Enrollment forms will be distributed to families at the beginning of the school year and made available at school offices, during parent meetings, and online. Forms will require parent/guardian signatures to confirm interest and participation. Families will be provided with support in completing the forms, including access to bilingual staff or translation services as needed.

Completed enrollment forms will be securely stored both physically and digitally in compliance with student records policies to ensure confidentiality. Physical copies will be kept in locked file cabinets at the site administrative offices, and digital copies will be stored on a secure district server accessible only to authorized personnel.

Transportation will be provided to support equitable access to the program. Students who qualify for district transportation services will be able to use buses for travel to and from the ELOP as appropriate, with coordination between the transportation department and ELOP site leads.

Through these measures, we aim to ensure all families have equitable opportunities to access ELOP, with communication and processes that are responsive to our diverse community's needs.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

As part of the Expanded Learning Opportunities Program (ELOP), students participating in the Expanded School Program (ESP) during the summer will have the opportunity to attend weekly educational field trips designed to enhance classroom learning through hands-on, real-world experiences. These field trips aim to foster curiosity, critical thinking, and engagement in STEM, history, and the arts while providing students with enriching learning environments beyond the traditional school setting.

Through these experiences, students will develop the following skills:

- **Scientific Inquiry & Observation:** Enhancing understanding of marine biology, ecosystems, and conservation efforts.
- **Mathematical Thinking:** Applying measurement, estimation, and spatial reasoning in interactive exhibits.
- **Problem-Solving & Collaboration:** Engaging in hands-on activities that require teamwork and creative thinking.
- **Cultural & Historical Awareness:** Gaining exposure to various cultural and historical contexts through museum visits.

Field Trip Locations & Educational Significance

1. **Aquarium of the Pacific (Long Beach, CA)**
    - **Significance:** Students will explore marine life, ocean conservation, and ecosystems through interactive exhibits.
    - **Learning Focus:** Understanding biodiversity, ocean conservation, and environmental stewardship.
2. **Discovery Cube (Santa Ana, CA)**
    - **Significance:** This hands-on science museum promotes STEM learning through interactive exhibits.
    - **Learning Focus:** Developing problem-solving skills in physics, chemistry, and engineering.

3. **Additional Locations:** Other planned destinations will similarly support STEM education, history, and cultural learning.

Field Trip Logistics

- **Anticipated Dates:** Once per week during the Summer ESP program (June - August).
- **Duration:** 8:00 AM - 5:00 PM.
- **Grade Levels:** Transitional Kindergarten (TK) through 8th grade.
- **Transportation:** School district-provided buses with appropriate supervision ratios to ensure student safety.

These field trips align with ELOP's goal of providing high-quality enrichment opportunities, reinforcing academic learning, and fostering a love for discovery in young learners.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

N/A

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours
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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

(A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

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Grades Served
***EC* Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
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.

Third Party Notifications
EC Section 8483.4(b-d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.
(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.