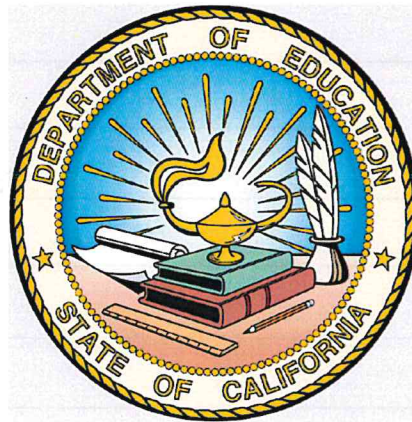


**Expanded Learning Opportunities  
Program Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

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

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

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: SSFUSD/City of SSF - Parks & Recreation  
Contact Name: Kim Morrison  
Contact Email: kimberly.morrison@ssf.net  
Contact Phone: (650) 875-6950

**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. Buri Buri
2. Los Cerritos
3. Martin
4. Monte Verde
5. Ponderosa
6. Spruce
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

## **Expanded Learning Opportunities Program Plan Guide - SSF Parks & Recreation**

### **1—Safe and Supportive Environment**

*Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

The safety of the students, teachers, and staff is a primary concern and we ensure that all are aware of safety procedures. Our Emergency Plan identifies specific staff members and their roles and responsibilities in the event of an emergency. The location of emergency shut offs, evacuation relocation, and emergency numbers are all included on the Emergency Plan which is placed on the wall at each site for easy reference. Staff participate in CPR, First Aid, and other safety trainings throughout the year. We ensure that there is at least one CPR and First Aid certified staff on-site at all times. All staff complete an online Mandated Child Abuse Reporter training every two years. The South San Francisco Police Department also provides Violent Intruder Training. Coordinators have training in the Big 5 Safety Plan, which is the emergency protocol from the San Mateo County Office of Education. These include Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation. Each site conducts emergency drills with the children monthly. Staff wear uniforms or badges that identify them as employees of the City of South San Francisco. Each group also has a walkie-talkie so communication between groups and the Coordinator is maintained. Each group has a first aid kit.

### **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 after school programs consist of homework assistance, academic activities, and recreational enrichment activities. In addition to meeting their academic needs, teachers plan activities based on children's age and developmental levels. We communicate with the school administration and parents concerning children's academic progress, any behavioral issues, special needs of the child, and/or concerns or suggestions. Teachers plan activities using resources such as curriculum books, websites, and successful past practices. Homework assistance is scheduled one hour per day, Monday through Thursday. Teachers help a group of children in a classroom or multi-purpose room environment. The teacher rotates around the room to provide children with assistance as needed. During this academic hour if a child does not have homework, forgets it, or finishes early we have academic support activities or they will study for an upcoming test, use practice flashcards,

read independently, or complete an academic worksheet. During the 2023-2024 school year we will be piloting a volunteer program for high school students to provide homework.

### **3—Skill Building**

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

In addition to providing academic support and personal enrichment, our programs provide a safe place for children to be for families who may not otherwise be able to participate in an after school program due to cost. When planning the curriculum, each child's academic needs are the focus in order to provide consistency between school and our program. Through observation in the program and discussion with school administration, staff are able to select activities that will support what the children are learning each day, provide additional practice in areas where they need additional support, and reinforce skills they have acquired. The most recent San Mateo County Child Care Needs Assessment (2022) shows that South San Francisco is only meeting 36% of the school-age childcare needs. These programs not only fill an unmet need for after school programs, they are also giving our most vulnerable children a safe place where they can receive the additional support they need in order to succeed in school and in life. Through the Bay Area STEM Ecosystem, staff received training in the Science Action Club. This hands-on curriculum, designed by the California Academy of Sciences, provides real-world STEM and nature challenges. It takes youth outdoors to explore nature, contributes to science research, and designs strategies to protect the planet. The South San Francisco Police Department administers an 8-week Youth Police Academy each spring for our fifth-grade students. One day per week children attend the academy and learn about all aspects of law enforcement, including the role of police in the community, the hiring process for police officers, field training, criminal investigation, traffic enforcement, school liaison, gangs, police explorers, SWAT, hostage negotiation, neighborhood response, K-9, domestic violence, communications, records, and firearms. Through lecture, video, games, and hands-on activities students develop a better understanding of what being in law enforcement entails while also developing positive relationships with the police officers of our city.

### **4—Youth Voice and Leadership**

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

Students complete the After School Program Quality Assessment each year. As a team, we review the information and adjust program design and activities where possible. Ongoing conversations with the children during group time and one on one with staff constantly inform the direction of the curriculum. Immediate feedback on activities allows staff to discuss and develop goals based on the interests and needs of the children. Due to COVID

we stopped our peer teaching component however we will be reintroducing this during the 2023-2024 school year. During this time, our 4th and 5th grade students will lead reading and math activities for the younger children. This allows the older children to build self-esteem and leadership skills as well as reinforce academic skills they already have. The younger children love spending time with the older children and it provides all of the students the opportunity to create multi-age friendships.

### **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.

As part of the personal enrichment and recreation activities, healthy habits lessons are incorporated that include nutrition, hygiene, physical activity, and emotional health. During both cooking activities and snack time staff use the opportunity to discuss healthy food choices with the children. Hygiene lessons have always been a part of our program but with COVID, this has obviously increased. Children wash their hands frequently throughout the day. Staff have taken the opportunity to make the length of hand washing fun by adding songs that help the children ensure they are washing their hands for at least 20 seconds. Physical activity occurs every day with both organized and self-directed activities. Children learn about the importance of physical activity and the many ways they can be active. Activities about emotions, yoga, and discussions about feelings during conflict resolution are some of the ways we include emotional health in our curriculum. We provide healthy snacks every day and follow the guidelines set forth by the California Department of Education Child Nutrition Program. A monthly snack calendar is posted at each site. Examples of snacks include:

- ½ large apple and milk
- Whole grain goldfish crackers and 100% juice
- ½ whole grain bagel with cream cheese and 100% juice

### **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.

Our program philosophy is to make our program successful for any child. When we receive a child with different abilities, whether that be developmental, behavioral, physical, language, or other we work with the family to create a plan of success. Our team works together to provide the child with the skills and tools they need to flourish in and out of our program. Our staff are excited to provide the children with any opportunity to celebrate as well as to learn about different cultures. Throughout the year, cultural appreciation

curriculum and celebrations are included in the program to expand the children's knowledge of inclusion and diversity. The after school programs offer a safe, educational, and social environment that helps develop the whole child. We believe meeting universal needs of all children is important. We take pride that our programs are not just ethnically diverse but also academically and socio-economically. Bringing these diverse needs together provides opportunities for them to support each other and grow together.

### **7—Quality Staff**

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

The program has a Supervisor, Assistant Supervisor, Program Manager, Program Coordinator, Lead Teachers, Teachers, and Teacher Aides. Our staff have extensive background in working with youth in out of school time settings. Many of our staff are members of the local community. We offer training and support to our staff in an effort to retain them to provide consistency for the children. The needs of staff and the students we serve determine training. In addition, staff attend staff meetings where relevant information is shared and issues are addressed. We recruit staff via employment web sites, college career centers, and personal references. Many of our staff grew up in our programs and have returned as employees not only because they love our programs but they also want to give back to the community. Our staff often recommend our employment opportunities to friends or classmates. Staff are expected to: - Lead activities that focus on reading, writing and math skill development with the use of educational games and creative group projects. - Foster confidence, self-esteem and the enjoyment of learning in students. - Supervise volunteers. - Lead craft activities and games. - Work together with other staff and volunteers as part of a team. - Learn and implement the goals and philosophy of the program. Requirements include: - Excellent communication and interpersonal skills. - Able to be a team leader and accept guidance from supervising staff. - Enthusiastic, able to develop rapport with youth. - Good organizational skills. - Able to integrate computers as a learning tool. - Knowledge of strategies for motivating students in a creative learning process. In addition to great staff, we will also be developing a volunteer program (mainly high school students). Volunteers will receive training and support students' academic and social emotional development. Volunteers assist with snack preparation, organizing and preparing supplies, and assisting with homework. This opportunity not only gives teens vocation training but is also a stepping-stone to becoming an employee. Program staff are provided with many training opportunities both internally and externally.

### **8—Clear Vision, Mission, and Purpose**

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

Our mission is to create and sustain a safe and quality program at public school sites where children can access expanded learning opportunities in the out-of-school hours. Each program is designed as an expanded learning program to meet the academic, emotional, physical and social needs and interests of the students enrolled. We provide a safe, nurturing environment with plenty of academic challenges as children explore and learn through play. We encourage and develop each child's self-esteem, social skills, and academic skills so they can continue to grow and meet the challenges of today's world. We believe that the parents are the primary educators of the child and we cooperatively accept participation with the parents in the growth of the child. Our primary focus is on providing time for homework with assistance, supporting curriculum standards in the educational subjects, and providing supportive activities to help students improve in educational skills. However, the after school program is also a place to have fun, learn, create and have the opportunity to participate in engaging enrichment activities. Enrichment activities include, sports, arts, crafts, cooking, science, and other life skill activities. We will strive to empower the children to make healthy life choices. They will also work on socialization skills that focus on communication and conflict resolution. Program Goals:

- 1) Maintain 100% enrollment with a minimum average of 95% daily attendance.
- 2) Develop the whole child.
- 3) Provide a safe and interactive learning environment where children feel safe to be themselves.
- 4) Improve children's academic skills.
- 5) Help each child to become a good problem solver by using communication and conflict resolution.
- 6) Support each child in discovering new interests through our Recreational Enrichment activities.
- 7) Help each child be able to work and play cooperatively.

### **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.

Our programs have support from the City of South San Francisco City Council and the South San Francisco Unified School District, School Board. Other specific groups include the South San Francisco Parks and Recreation Department and Commission, the South San Francisco Library, school administration, local non-profit organizations, and local businesses. We are in partnership with South San Francisco Unified School District with an agreement to use school facilities. The program administration and school administration share information regarding the program and students. The Coordinator and Lead Teacher will communicate with teachers to discuss children's academic needs and progress. This communication will help to make the program more effective and efficient in academic support. It will improve

the children's academic skills and help them become more confident students. Staff meetings occur regularly and provide an opportunity for teachers as a team to share concerns as well as highlight successes about the program and the students. Staff attend professional workshops and conferences as well as ongoing department trainings. The Bay Area STEM Ecosystem is a cross-sector network of organizations in the San Francisco Bay Area that works together to ensure that youth have the science, technology, engineering, and math (STEM) background needed to enter the 21st century workforce. Our staff will actively engage with this group in order to enhance our STEM curriculum. In South San Francisco, we are focused on providing equity and access to high quality STEM experiences for all young people. In December, the REAL Program holds a "Holiday Boutique" where the children enrolled in the program have an opportunity to select and/or make small presents for members of their family. This is a fun activity for both the students and teaching team and one that is looked forward to each year.

#### **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

Annually, we use the After-School Program Quality Self-Assessment Tool to survey program administration, school administration, parents, staff and children as well as our community partners and others invested in our program. We apply feedback to ensure that programs continue to be effective and efficient according to the needs of our children and families. We review survey data and readjust our focus and priorities accordingly. Parent satisfaction continues to be at a high level. The parents believe we run a safe and caring program that provides a high quality academic after school environment. Teachers and school principals also complete a survey each year. Their comments and suggestions have been very positive and helpful. Our program is forever evolving, and we look for ways to improve in order to provide a more enjoyable learning experience for the children and families we serve.

#### **11—Program Management**

Describe the plan for program management.

The City of South San Francisco has a well-controlled financial system managed by the Finance Department. The City Council authorizes the acceptance of grant funds. All grant funds are accounted for separately and expense reports can be easily produced for each grant award. The City contracts with external auditors annually. The City of South San Francisco has a track record of successful fundraising, with a good mix of private and public funding. Over the years, we have been able to form relationships with new foundations, and have many loyal long-term supporters. We receive local matching funds through grant writing and fundraising events. Our programs operate Monday – Friday, end of school until 6:00 p.m. For late arrival to program, the student will have to have an adult over 18 years old

sign them in when they arrive to program as approved by the supervisor. Staff sign students in upon arrival and parents or student's sign-out when they leave (according to what parents have specified in the sign out authorization form).

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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?

## 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.

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

### ***EC Section 46120(b)(2):***

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### ***EC Section 46120(b)(1)(A):***

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### ***EC Section 46120(b)(1)(B):***

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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## **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

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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.