

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Prepared by:  
Early Learning Division within Child Development Services

Santa Monica-Malibu Unified School District  
1717 4<sup>th</sup> Street  
Santa Monica, CA 90401

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

Approved by The SMMUSD Board of Education on:

December 11, 2025

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Santa Monica-Malibu Unified School District

Contact Name: Susan Samarge-Powell, Ed.D

Contact Email: ssamarge@smmusd.org

Contact Phone: (310) 399-5865

**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. Edison Language Academy (TK-5<sup>th</sup>)
2. Franklin Elementary School (TK-5<sup>th</sup>)
3. Grant Elementary School (TK-5<sup>th</sup>)
4. Malibu Elementary School (TK-5<sup>th</sup>)
5. McKinley Elementary School (TK-5<sup>th</sup>)
6. Roosevelt Elementary School (TK-5<sup>th</sup>)
7. Webster Elementary School (TK-5<sup>th</sup>)
8. Will Rogers Learning Community (TK-5<sup>th</sup>)
9. John Adams Middle School (6<sup>th</sup> – 8<sup>th</sup>)
10. Lincoln Middle School (6<sup>th</sup> – 8<sup>th</sup>)
11. Malibu Middle School (6<sup>th</sup> – 8<sup>th</sup>)
12. Santa Monica Alternative School House (SMASH) (K-8)  
\*2026('Ocean Park School House')

# Expanded Learning Opportunities Program Plan Guide

## Purpose

The SMMUSD Program Plan as required by *EC* Section 46120(b)(2) 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.

# Expanded Learning Opportunities Program Plan Guide

## Intentions

The SMMUSD Program Plan is approved by the SMMUSD Board in a public meeting and posted on <https://www.smmusd.org/programs/expanded-learning-opportunities-elop/home>

The program plan is a living document that is reviewed annually and adjusted as needed, and not less than every three years, to reflect the needs of the community, partners, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

SMMUSD creates, reviews, and updates the program plan at least every three years in accordance with EC Section 8482.3(g)(1). SMMUSD works collaboratively with partners and staff to develop and review the program plan. Any partner or agency that receives funds or operates programs under the SMMUSD ELO-P are bound by the intentions set forth in the SMMUSD Board approved Program Plan.

The Expanded Learning Division, and therefore the SMMUSD, have adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) as requirements for Continuous Quality Improvement (CQI) to help programs and partners engage in reflection and be intentional about program management practices and activities delivered to students. The California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcq.asp>. The LIAS (Learning in Afterschool and Summer) Principles also contribute to the design and nature of SMMUSD out-of-school programming ([http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/a\\_crosswalk\\_between\\_the\\_learning\\_in\\_afterschool\\_learning\\_principles\\_and\\_ypqa\\_copy.pdf](http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/a_crosswalk_between_the_learning_in_afterschool_learning_principles_and_ypqa_copy.pdf)). A brief summary of SMMUSD ELOP benefits and services is followed by the point of service standards and sample strategies for deployment for SMMUSD ELO-P providers.



## SMMUSD Expanded Learning Opportunities Program (ELOP)

About

SMMUSD is notifying families about available **free-of-charge** services for *qualified TK-6th grade students* outside of regular school hours. These enrichment services are on campus or include transportation to community-based programs and are available before and/or after school **180 school days** per year, plus **30 additional days** outside of the regular school calendar, for up to **9 hours each day**. **Snacks** are provided daily, and services are delivered by **qualified staff**.

Benefit

**Expanded Learning** focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences.

**Students in expanded learning programs** can benefit from an enhanced sense of confidence and belonging, stronger connections to peers and adults, higher attendance and interest in school, all while improving language skills, self-awareness and regulation, which enables them to be **better students!**

Services

**ELOP is not an independent program, but a collection of services from highly qualified community partners** to provide the most comprehensive, relevant programming for your student with well qualified adult leaders. Families get to select from a variety of options and in many cases, will be able to stay with your current provider. These, and soon to be added, quality programs are diverse, inclusive, and highly adaptive to the needs of your school and include:

Homework support, STEM, Sports & Recreation, Dance, Arts, and leadership programs to name a few. Daily snacks are included.






**Registration** is required with your preferred provider to confirm your enrolment & financial status. Please contact your program provider to confirm your status and get more details.



SMMUSD ELOP website:  
<https://www.smmusd.org/ELO>



Active, Collaborative, Meaningful, Mastery-Building, Horizon-Expanding: *Where Curiosity Takes Flight Beyond the Classroom Walls*  
Expanded Learning Consultant – Ian Keiller [ikeiller@smmusd.org](mailto:ikeiller@smmusd.org)



CDE ELOP website:  
<https://www.cde.ca.gov/ls/ex/elopinfor.asp>

# Expanded Learning Opportunities Program Plan Guide

# Expanded Learning Opportunities Program Plan Guide

# Expanded Learning Opportunities Program Plan Guide

## 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.

The Santa Monica-Malibu Unified School District (SMMUSD) ensures a physically safe environment for all students participating in the Expanded Learning Opportunities Program (ELO-P). All campuses have on-site programs that are additionally supplemented with community-based program operations during the school year, and centralized locations during intersession and summer. Transportation is provided for off-campus partner programs, and organized field trips should the need arise. Each location follows strict district safety protocols, including verified emergency contacts, safe transport routes and means, clear sign-in/sign-out procedures, and staff-to-student ratios of 1:10 for TK–K and 1:20 for grades 1–6 to maintain consistent supervision and quality programming.

Safety measures include regular emergency preparedness drills (fire, earthquake, shelter-in-place) and ongoing review of students' medical, dietary, and emergency needs. Staff are trained in child abuse prevention, mandated reporter training, safety procedures, active supervision strategies, and many also have CPR/First Aid, transportation safety, continuous quality improvement processes and the quality standards, youth development practices, and social emotional awareness. Facilities are routinely inspected to ensure accessibility and adherence to safety standards. Through these safeguards, SMMUSD upholds a high standard of physical safety, ensuring that all students feel protected and secure in their learning environments regardless of the provider.

### 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.

SMMUSD's ELO-P cultivates an emotionally supportive environment where students develop confidence, resilience, and a sense of belonging. The program is grounded in the belief that relationships are foundational to learning and thriving. Students are surrounded by caring adult mentors and have frequent opportunities to form meaningful peer connections through enrichment in sports, STEAM, service learning, and collaborative projects.

Staff may receive professional development in Social and Emotional Learning (SEL), Restorative Practices, and Constructivist Learning Theory to support students' emotional development. Practices such as community circles, collaborative rule-setting, and daily check-ins help students feel seen, heard, and valued. Staff most often co-create classroom expectations and work with students to identify and model safe, respectful behaviors that are responsive to different settings.

By prioritizing student voice, reflection, and inclusive practices, ELO-P fosters an environment where students can engage in positive risk-taking, resolve conflict, and build essential life skills—collaboration, communication, critical thinking, and creativity. California Healthy Kids Survey data

# Expanded Learning Opportunities Program Plan Guide

provides insight to the program around areas of students' self-awareness, responsible decision-making, and emotional well-being. Through these intentional efforts, ELO-P nurtures a supportive culture where children can grow and thrive.

## **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 Santa Monica-Malibu Unified School District (SMMUSD) Expanded Learning Opportunities Program (ELO-P) is designed to immerse students in hands-on, student-driven learning experiences that go beyond the instructional day. Our approach fosters curiosity, creativity, collaboration, and critical thinking, empowering youth to apply their knowledge in meaningful ways.

Rooted in Constructivist Learning Theory, our programs recognize that students build their own understanding by engaging with the world around them. Rather than passively receiving information, they explore, design, and problem-solve in environments that prioritize relevance, choice, and active participation. We couple constructivist learning theory with the gradual release of responsibility to ensure youth are fully capable of embracing learning on their own terms. By integrating Social-Emotional Learning (SEL) and youth development principles, we ensure that every student develops essential life skills while pursuing their interests.

### **Diverse, Student-Centered Enrichment Opportunities**

SMMUSD, in collaboration with community partners, provides dynamic and flexible enrichment opportunities tailored to the diverse needs of our students. These programs ensure engagement without duplication of the instructional day, allowing students to apply academic concepts in real-world settings.

#### *STEAM Innovation & Exploration*

Our STEAM (Science, Technology, Engineering, Arts, and Math) programs embrace modern, cutting-edge approaches to learning, such as:

- **Design Thinking** – Students tackle real-world challenges through ideation, prototyping, and iteration, learning to innovate with purpose.
- **Coding & Robotics** – Hands-on experiences in computer programming, robotics, and game development prepare students for the digital world.
- **E-Sports & Digital Media** – Competitive gaming, digital storytelling, and content creation engage students in strategy, teamwork, and critical thinking.
- **Hands-On Engineering & Makerspaces** – Students build, test, and refine their creations through collaborative problem-solving.

As teachers utilize the NGSS throughout the teaching day to support student learning, our ELO-P work expands, and supports the students in these areas.

# Expanded Learning Opportunities Program Plan Guide

## *Athletics & Wellness for All*

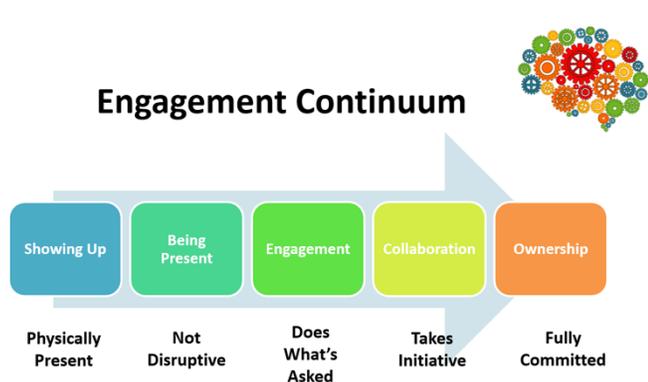
SMMUSD's sports programs focus on belonging, accessibility, and confidence-building, ensuring all students have opportunities to participate in traditional and non-traditional athletics. Our offerings include:

- **Team & Individual Sports** – Sports like soccer, basketball, cross-country, and track, as well as non-traditional options like yoga, and dance team.
- **Holistic Development** – Programs emphasize social connections, leadership, and resilience, fostering a lifelong appreciation for movement and well-being.
- **Inclusive Access** – Our district ensures that programs are affordable (*free for FRPM, Foster, Unhoused ELOP students*), widely available, and tailored to student interests.

These programs help students build skills, confidence, and relationships, supporting their overall health and well-being.

## **Youth Agency, Engagement & Ownership**

Our ELO-P programs prioritize student voice and choice, supporting a progression from participation to ownership



## **Engagement Continuum**

1. **Showing Up** – Attending but disengaged.
2. **Being Present** – Physically there, but not fully involved.
3. **Engagement** – Responding, participating when prompted.
4. **Collaboration** – Contributing ideas, working as a team.
5. **Ownership** – Taking initiative, leading, and driving their own learning.

The engagement continuum offers a shared lens for reflecting on how students experience expanded learning. It serves as a reminder that meaningful participation goes beyond attendance - it's about creating environments where students are curious, involved, and motivated to grow.

In SMMUSD's Expanded Learning Opportunities Program, the goal is to create space for students to explore, connect, and discover. Through hands-on activities, real-world connections, and student-centered approaches, we aim to foster experiences that support personal growth and deeper learning, one moment at a time.

# Expanded Learning Opportunities Program Plan Guide

## **3 - Skill Building**

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

In today's rapidly evolving world, the skills students need to succeed are constantly shifting. SMMUSD's Expanded Learning Opportunities Program (ELOP) is designed to adapt, adopt, and evolve in response to students' changing interests, emerging industries, and modern learning needs. Our programs provide a flexible, student-centered approach that ensures young learners build both academic and life skills in engaging, real-world contexts.

### **Academic Enrichment & Real-World Application**

Each ELOP site offers structured homework support, allowing students to work independently, with their teachers, partners, or in groups. Beyond homework, students engage in interactive learning experiences like hands-on projects that strengthen critical thinking, creativity, and problem-solving. While we incorporate a variety of complementary resources, including credible online tools, our primary focus is on active, experiential learning, where students apply their knowledge in real-world scenarios, simulations, and collaborative projects.

### **Expanding Skills Through Student-Driven Enrichment**

Our programs offer a diverse range of student-driven activities such as sports, cooking, engineering, and DIY projects to name a few. By giving students a voice in shaping their experiences, we create dynamic learning environments that foster self-confidence, perseverance, and teamwork. These opportunities allow students to explore new skills, take risks, and develop a growth mindset in a supportive setting.

### **Life Skills & Youth Development**

Skill-building extends beyond academics to essential life skills a youth development approach, based on youth being assets not problems to be fixed, prepares students for future success, including:

- **Self-awareness & emotional intelligence** (SEL)
- **Decision-making & problem-solving** (Solution Fluency)
- **Collaboration & communication** (Future Ready Skills)
- **Confidence, character, and contribution** (Youth Development Framework)

By integrating these foundational skills into all aspects of learning, we empower students to navigate challenges, work effectively with others, and develop a strong sense of purpose.

### **Empowering Staff to Foster Growth**

Many staff receive training in topics such as restorative practices, engagement strategies, growth mindset reinforcement, and productive struggle, ensuring students can try, fail, and learn in a safe, supportive environment. By encouraging structured reflection, we cultivate a culture where students develop resilience, confidence, and a lifelong passion for learning.

# Expanded Learning Opportunities Program Plan Guide

SMMUSD ELOP is committed to staying ahead of the curve, continuously adapting and evolving to provide students with the most relevant and impactful learning experiences. By blending academic enrichment, hands-on exploration, and life skills development, we ensure that every student is equipped to thrive in an ever-changing world.

## **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.

Youth thrive when given authentic opportunities to lead, contribute, and shape their experiences. In SMMUSD, we recognize that students are assets to be developed, not problems to be solved—a foundational principle of the youth development approach. Our program fosters student agency by creating spaces where youth can express their voices, take on leadership roles, and influence decision-making within their expanded learning experience.

### **Elevating Student Voices**

We work to prioritize active listening and co-creation, ensuring students play a central role in shaping their after-school programming. Through conversations, surveys, student interviews, and work groups, youth provide input on:

- Activity preferences and program offerings
- Leadership roles they wish to take on
- Scheduling, enrichment options, and new ideas for programming

Rather than adults making assumptions about students' interests, we ask, listen, and act based on their feedback. This approach helps ensure relevance, engagement, and a sense of ownership in their learning journey.

### **Leadership in Action**

Leadership is a dynamic and integral part of our program, present in everyday experiences. ELOP students may have the chance to engage in a variety of activities that foster leadership skills, such as:

- Supporting younger students in activities like homework, sports, STEAM, and creative projects
- Facilitating discussions on teamwork, sportsmanship, and collaboration
- Helping to host student showcases to celebrate skills and accomplishments
- Participating in service projects that contribute to the school and community
- explore models like student governance, offering youth the opportunity to take on leadership roles in program design, event planning, and decision-making.

These are just a few examples of the types of leadership opportunities that may be available across our programs and with our partners.

# Expanded Learning Opportunities Program Plan Guide

## Social-Emotional Learning & Self-Advocacy

Programs integrate concepts of Social-Emotional Learning (SEL) and mental health awareness, helping students build essential life skills such as:

- Self-advocacy – expressing their needs and ideas confidently
- Empathy and active listening – building trust and understanding with peers
- Resilience and responsibility – taking initiative and following through on commitments

Through strategic partnerships, we continue to explore additional leadership development opportunities that provide youth with real-world skills and confidence.

## Youth in Program Quality and Improvement

SMMUSD ELO-P encourages integrating youth voice into its continuous quality improvement (CQI) process. Students participate in surveys and focus groups to share feedback on program safety, engagement, staff support, and enrichment offerings. Their input informs site-level planning, training needs, and activity design. In some programs, students participate in Youth Advisory Councils that review survey findings and co-develop action steps with site staff. This intentional inclusion empowers students to not only reflect on their experience but to actively shape and elevate the quality of their learning environment.

## **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.

Health is the foundation for a successful student, shaping their ability to learn, grow, and perform at their best. SMMUSD is committed to supporting Mind-Body Literacy, an integrated approach to youth development that connects physical activity, nutrition, mental well-being, and personal growth. By fostering this holistic understanding, students will develop the skills and habits necessary to thrive—not just in athletics, but in academics, social settings, and future life endeavors.

Research consistently shows that physical activity and proper nutrition directly impact cognitive function, concentration, memory, and emotional regulation. Active students are more engaged learners, experience reduced stress levels and demonstrate improved academic performance. A well-nourished and physically active body supports critical thinking, problem-solving, and overall human performance—giving students the tools to excel both inside and outside the classroom.

# Expanded Learning Opportunities Program Plan Guide

## **Movement, Play & Athletics: Building a Foundation for Lifelong Success**

Physical activity is more than just exercise—it’s a gateway to developing confidence, resilience, and leadership. SMMUSD and its partners integrate a variety of movement-based opportunities, including organized sports, structured and free play, and skill-building activities that encourage students to challenge themselves, take healthy risks, and experience the joy of movement.

Our approach prioritizes:

- **Sports Equity & Access:** Ensuring all students, especially those who benefit most from our services, have opportunities to engage in athletics and play without financial or logistical barriers.
- **Affordability & On-Campus Availability:** Bringing high-quality, inclusive programming directly to school sites to increase participation and eliminate transportation challenges.
- **Quality Staff & Coaching:** Trained coaches and staff foster positive team cultures, prioritize injury prevention, and integrate social-emotional learning (SEL) to create a safe, supportive environment.

Through these efforts, students develop not only athletic abilities but also problem-solving skills, teamwork, perseverance, and self-discipline—qualities that enhance academic and personal success.

## **Holistic Nutrition & Wellness: Fueling the Mind and Body**

SMMUSD is committed to supporting the whole child by ensuring access to nourishing meals that fuel both body and mind. We recognize that what students eat directly impacts how they feel, behave, and perform. Proper nutrition enhances energy, mood stability, and cognitive function—critical components for meaningful participation in expanded learning. Our approach combines equity, dignity, and hands-on learning to ensure all students have the nourishment and skills they need to thrive through:

- **Equitable Access to Nutrition:** Meals and snacks are provided at high-need sites; at low-enrollment sites, families may receive quarterly reimbursements, in lieu of snack or meal distributions, to maintain discretion, reduce waste, and ensure access to personalized, culturally relevant healthful nutrition, without excessively compromising program funding.
- **Student Empowerment Through Choice:** Healthy snack and meal options are made available daily, and students are invited to offer input on food offerings whether on site or at home.
- **Interactive Nutrition Education:** Many students participate in cooking activities that teach lifelong skills and reinforce the value of healthy eating habits in fun, engaging ways. SMMUSD also provides information to families to support making healthful choices.
- By embedding nutrition education into daily practice and offering flexible, equitable access to meals, SMMUSD ensures every student has the fuel they need to succeed—physically, emotionally, and academically. Our commitment is to support healthy choices that benefit students now and build lifelong habits for the future.

# Expanded Learning Opportunities Program Plan Guide

## Equity, Access, and Opportunity for All

True impact comes from ensuring that every student—regardless of socioeconomic background, gender, or ability—has the chance to benefit from high-quality wellness experiences. SMMUSD is dedicated to breaking down barriers by:

- Offering no-cost participation for families who need financial support.
- Increasing female participation in athletics and ensuring diverse representation in leadership roles.
- Providing on-campus inclusive programs so students can engage in sports and wellness without added burdens of transportation or scheduling conflicts.

Through these intentional efforts, we create a system where health, play, and personal growth are not privileges, but fundamental rights for every student.

## A Commitment to a Thriving Future

SMMUSD's afterschool programs go far beyond the basics of food groups and fitness routines. We are creating positive, lasting experiences that shape how students approach health and well-being for life. By developing Mind-Body Literacy, ensuring access to high-quality athletics and nutrition, and fostering a culture of equity and inclusion, we empower students to reach their highest potential—academically, physically, and emotionally.

We are not just preparing students to play—we are preparing them to live their fullest lives.

## **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.

SMMUSD is committed to creating a learning environment where every student—regardless of background, ability, or circumstance—has the opportunity to thrive. Our expanded learning programs stands as a powerful tool in breaking down barriers that have historically limited access to quality, youth development programs, ensuring that students who need these opportunities the most can participate, grow, and lead in meaningful ways.

At the heart of our approach is the belief that diversity strengthens us. By fostering an inclusive environment built on positive relationships, open communication, and equitable opportunities, we ensure that all youth—no matter their identity, language, or socioeconomic status—feel valued, respected, and empowered in the world they will inherit.

# Expanded Learning Opportunities Program Plan Guide

## Expanding Access & Leveling the Playing Field

The Introduction of ELO-P funding has been a significant step towards enabling all qualified families the ability access enriching, no-cost experiences for their students based on their needs and interests.

- **Eliminate financial obstacles** by fully funding high-quality programs ensuring all students have access to enrichment activities that were previously out of reach.
- **Reach underrepresented families** through targeted, culturally appropriate outreach in the languages parents and caregivers are most comfortable with and resources they want.
- **Provide diverse learning opportunities** that reflect the varied interests and needs of all students.
- **Offer inclusive programming directly on school campuses**, reducing logistical barriers such as transportation and scheduling conflicts and operating comprehensive fully integrated programs.

Our goal is simple: no child should be left out because of financial hardship, lack of awareness, or systemic barriers.

## Celebrating Culture & Identity

A truly equitable program does more than remove barriers—it actively celebrates the rich diversity of our student body. We embrace the idea that students should see themselves reflected in the programs they engage with while also expanding their understanding of the world around them.

Through our programming, students will:

- Explore cultures, histories, and traditions beyond their own, fostering appreciation and understanding.
- Engage in activities that allow them to share and celebrate their own heritage with peers.
- Participate in leadership and decision-making roles, ensuring student voices shape their experiences.
- Work with staff from diverse backgrounds who bring unique perspectives, enriching students' experiences.

To further this commitment, many staff receive training in equity, diversity, and inclusion, grounded in our district's Social Justice Standards. This ensures that the environments we create are safe, welcoming, and affirming for all students, regardless of race, gender, language, ethnicity, ability, religion, or family background.

# Expanded Learning Opportunities Program Plan Guide

## A Community-Centered Approach

Diversity, access, and equity extend beyond individual students—they encompass families and the broader community. SMMUSD is a space where students not only learn together but also work together to foster a greater sense of unity. We encourage:

- **Family involvement** through activities that celebrate students' cultural backgrounds and traditions.
- **Older students mentoring younger students**, helping to build leadership skills and strengthen cross-age connections.
- **Collaborations and Partnerships** to deepen students' awareness of their role in the broader community and to leverage the expertise of community-based partners.

By fostering these connections, we teach students that equity is not just about fairness—it's about building a community where everyone has the opportunity to contribute, succeed, and belong.

## Equity in Action: More Than Words

In the current educational landscape, conversations around equity require both nuance and commitment. In SMMUSD, equity is a core value reflected in deliberate action. Through inclusive program design, targeted outreach, and an ongoing commitment to access and fairness, we work to ensure that every student is recognized, supported, and given the opportunity to thrive.

By prioritizing the collective well-being of our students we ensure that our schools remain places of opportunity, growth, and shared success. In an ever-evolving world, our responsibility remains clear: to stand up for all students, to champion inclusion, and to ensure that every child—no matter their background—has the chance to thrive.

## 7 - Quality Staff

### Staff Engagement

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

SMMUSD and its partners are committed to recruiting, retaining, and developing high-quality staff who create a positive, supportive, and engaging learning environment for all students. Our programs prioritize hiring professionals who reflect the diversity of the communities we serve and who are dedicated to fostering strong relationships with students, families, and colleagues.

All facets of the staff employment cycle are managed independently by each program provider. While SMMUSD-employed staff meet district qualifications for childcare teachers or assistants, all partner organizations—such as the Boys & Girls Clubs of Malibu and Santa Monica—are fully responsible for recruiting, hiring, training, and supervising their own personnel. These partners operate with full knowledge of and adherence to SMMUSD's Instructional Aide (IA) requirement standards, which include TB clearance, DOJ fingerprint clearance (Live Scan), and demonstration of academic proficiency in English Language Arts and Math at or above an 6th-grade level—verified through possession of an associate degree, a minimum of 48 college units, or passage of a district-approved IA assessment. This shared commitment to high standards ensures that all staff, regardless of employer, are well-qualified, culturally responsive, and prepared to support student learning in expanded learning environments.

# Expanded Learning Opportunities Program Plan Guide

## 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)]).

## SMMUSD Instructional Aid Minimum Qualifications:

*EDUCATION:* Must have a high school diploma or its recognized equivalent AND

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR
- Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness.

## 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 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)]).

Ongoing training, coaching and support is a cornerstone of SMMUSD. Most staff receive continuous professional development in classroom management, restorative justice, effective teaching strategies, enrichment delivery, communication styles, and other key areas, ensuring they are well-equipped to meet student needs. SMMUSD builds in staff development expectations with partner contracts and provides professional development free of charge to partners in some instances.

All staff, whether district-hired or contracted through partnerships, meet SMMUSD ELOP qualifications, including background checks, TB testing, and safety training, to ensure a safe and supportive environment for every child.

By maintaining high employment standards, offering continuous professional growth, and fostering meaningful relationships, SMMUSD ensures that quality staff remain at the heart of the expanded learning experience, driving student success and engagement.

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

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

### **ELOP Vision and Mission Statement Description:**

Aligned with SMMUSD's commitment to fostering visionary, versatile, and resourceful lifelong learners, the Expanded Learning Opportunities Program (ELO-P) creates the space every student deserves: a place to move, play, explore, and discover who they are beyond the bell. Rooted in equity, curiosity, and belonging, ELO-P meets students where they are and helps them grow through hands-on, relevant, and joyful learning. Whether through the arts, technology, sports, leadership, or teamwork, students engage in real experiences that build confidence, character, and a sense of belonging. We believe learning should feel like momentum, not measurement—and we design programs that honor every student's path, potential, and purpose. Through

# Expanded Learning Opportunities Program Plan Guide

innovation, collaboration, and an unwavering commitment to equity, ELOP provides inclusive, dynamic, and responsive experiences that level the playing field, foster belonging, and help every student thrive creatively, academically, and socially.

**SMMUSD ELOP Mission** – SMMUSD expanded learning opportunities level the playing field where curiosity leads, purpose follows, and every student gets the chance to play—because learning is for life.

**SMMUSD ELOP Vision** – Realizing a future shaped by curiosity, conscience and connection—where every student has an opportunity to become a visionary, versatile thinker; resourceful, life-long learner, an effective, multilingual communicators and a global citizen.

## **SMMUSD Vision Statement**

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

## **SMMUSD Mission Statement**

Extraordinary achievement for all students while simultaneously closing the achievement gap

SMMUSD believes that high quality, expanded learning opportunities can positively impact our students so that they fulfill our vision statement. We believe that productive relationships, academic support, and engaging activities can provide extraordinary opportunities for our students, especially for our low income, foster youth, unhoused students and families, and our students who are in the process of learning English. We believe that this program and our partnerships can equip our students with the tools that they need to succeed, can equip our schools with the solutions that extend productive engagement, and can equip our families with stronger connections to student learning.

## **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.

Students and families play an essential role in shaping the design and continuous improvement of SMMUSD's Expanded Learning Opportunities Program (ELO-P). From the outset, families were engaged through districtwide interest surveys, designed to understand preferred programming types, scheduling needs, and barriers to participation. These surveys, distributed in multiple languages, helped inform the structure, offerings, and format of ELO-P across school sites.

Throughout the year, bilingual community liaisons at each school maintain close communication with ELO-P families, offering culturally responsive outreach, answering questions, and gathering ongoing feedback. These liaisons serve as trusted bridges between home and school, capturing both formal and informal input that directly informs site-level decision-making. In addition, families

# Expanded Learning Opportunities Program Plan Guide

receive regular updates through direct emails, school newsletters, provider communications, school announcements, and personal phone calls to ensure they are kept informed and invited into the process.

Student voice is also centered in program design. Program providers routinely convene listening sessions, check-ins, and student feedback activities to determine interests, shape club offerings, and make programming more responsive to youth needs. Enrollment trends and attendance data are reviewed regularly to evaluate program effectiveness and identify where adjustments or additional supports may be needed.

SMMUSD ELOP and partners conduct program satisfaction surveys to measure family experience and gather actionable insights. These results are used alongside participation data and qualitative feedback to guide both short-term decisions and long-term planning. Across all levels, ELO-P strives to be transparent, inclusive, and responsive to the families and students it serves—ensuring their voices are not only heard but meaningfully reflected in the program's evolution.

## **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.

SMMUSD's Expanded Learning Opportunities Program (ELO-P) is designed through ongoing collaboration with community-based organizations (CBOs), district staff, families, and non-LEA partners who bring deep expertise, creativity, cultural relevance to our school campuses. From early planning to daily implementation, these partnerships shape an ELO-P that is dynamic, inclusive, and responsive to the needs and aspirations of our diverse student body.

One of our goals is to bring premium, summer camp-style enrichment experiences on campus afterschool and SMMUSD has partnered with providers such as Rediscover, Planet Bravo, Theatre 31, and Lunch Bunch, to name a few, offering access to high-quality arts, STEM, and wellness programs at school sites. These programs eliminate barriers related to cost and transportation, while expanding opportunities for students that wouldn't otherwise exist.

A defining pillar of the SMMUSD ELO-P is the intentional involvement of our school-day educators. In our pilot effort, over 50+ certificated staff demonstrated interest in leading afterschool interventions and enrichment offerings. This enthusiasm reflects a powerful culture shift—one in which afterschool is increasingly viewed as an integrated expansion of the schools' services. By engaging classroom teachers in program delivery, ELO-P strengthens student-teacher relationships, expands learning continuity, and reinforces shared goals between academic and enrichment spaces.

Principals play a central role in recommending site-based partnerships that align with student needs and school priorities. That coupled with each schools' bilingual community liaison facilitating culturally responsive communication and outreach to families, ensures the program reflects authentic, community specific input and needs.

SMMUSD also maintains strong relationships with the Boys & Girls Clubs of Santa Monica and Malibu, whose hybrid models support students on school campuses and at Club locations.

# Expanded Learning Opportunities Program Plan Guide

Relationships with Education Foundations, City operated Crest programs, and others continue to add value and service to the potential of ELO-Programming. Samohi, is a designated Community School, and has been actively consulted and engaged for relevant services.

To ensure continuous improvement, the district meets regularly with partners, providers, and site leaders to assess what's working and where adjustments can be made. ELO-P implementation is further aligned with SMMUSD's Community Schools strategy and Multi-Tiered System of Support (MTSS) framework, positioning afterschool programs as a critical access point for academic support, social-emotional development, and real-world learning. Together, these systems create a unified, expanded-day ecosystem where every student has the opportunity to thrive.

SMMUSD is committed to maintaining a transparent and equitable partner selection process in alignment with federal funding requirements and California Expanded Learning Opportunities Program (ELO-P) guidelines. Program providers are recruited through a formal Request for Proposals (RFP) process to ensure alignment with district priorities, student needs, and compliance standards. RFP periods will be conducted on a regular basis, and no less than once every five years, or more frequently as program needs evolve or funding regulations require.

## **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.

SMMUSD's Expanded Learning Opportunities Program (ELO-P) maintains a strong commitment to continuous quality improvement through a collaborative and reflective approach grounded in data, dialogue, and shared learning. The district regularly reviews participation trends, student feedback, and survey responses to understand what's working and identify areas for refinement.

To support this process, program providers engage students in regular check-ins and interest-based reflections to ensure that activities remain engaging, relevant, and aligned with student needs. SMMUSD also distributes family and student satisfaction surveys throughout the year to gather feedback on experience, program access, and overall quality.

As part of our CQI system, SMMUSD may offer targeted professional development and coaching for community-based partners, aligned with California's Quality Standards for Expanded Learning. These sessions are tailored to each organization and focus on fostering reflective practice, strengthening staff development, and supporting individualized program growth.

In addition to district-led reflection and planning, each provider maintains its own internal quality assessment system, which may include observation tools (like: Weikart, ECERS, SACERS), crosswalks (highlighting alignments between third part assessment tool with the CAN Quality Standards), attendance and participation logs, student voice activities, and staff self-reflection protocols. Many of these approaches address outcomes related to social connection, confidence, collaboration, and student engagement. These tools further inform provider-driven program improvements while aligning with district expectations and the broader vision for high-quality expanded learning.

# Expanded Learning Opportunities Program Plan Guide

Ongoing collaboration across sites includes regular meetings with partners, school leaders, and district staff to review data, share insights, and adjust programming as needed. This continuous feedback loop helps ensure that expanded learning offerings remain responsive, inclusive, and rooted in a shared commitment to high-quality learning beyond the school day.

## **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.

SMMUSD's Expanded Learning Opportunities Program (ELO-P) is structured around a collaborative delivery model that brings together a diverse network of carefully selected community-based organizations and service providers. This approach allows the district to offer a wide array of enrichment and academic support services tailored to meet the distinct needs of our school communities. All program partners are vetted for their proven experience, capacity, and alignment with SMMUSD's values, ensuring each brings strong administrative infrastructure, a commitment to equity, and a track record of safe and effective youth programming.

To ensure consistency, accountability, and legal compliance, SMMUSD enters into RFP and Memoranda of Understanding (MOUs) regularly. These agreements clearly define roles, responsibilities, program scope, staffing requirements, and safety expectations. All MOUs are reviewed and updated annually or as needed to reflect evolving program needs and regulatory updates. In addition to MOUs, partners are provided with detailed reporting requirements and documentation protocols, including attendance tracking for all SMMUSD students (not just ELOP), enrollment documentation, staffing verification, and incident reporting.

These management systems are designed not only to meet compliance expectations but to support clear communication and high-quality implementation across all sites. Program policies and procedures—including those related to registration, attendance, safety, supervision, and family communication—are available in an addendum and are regularly reviewed by the district's Expanded Learning team to ensure continuous alignment with state and district standards.

LINKED Attachments:

- [MOU 25-26 \(FINAL\)](https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive_link&oid=111625933494959820807&rtpof=true&sd=true) Google Drive:  
[https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive\\_link&oid=111625933494959820807&rtpof=true&sd=true](https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive_link&oid=111625933494959820807&rtpof=true&sd=true)
- [Partner Reporting Protocols & Guidebook](https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive_link&oid=111625933494959820807&rtpof=true&sd=true)  
[https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive\\_link&oid=111625933494959820807&rtpof=true&sd=true](https://docs.google.com/document/d/1zOfBc78tIAyne3BXss85o0Hw4d7ANVbH/edit?usp=drive_link&oid=111625933494959820807&rtpof=true&sd=true)
- See Google Drive [Attachments](https://drive.google.com/drive/folders/18IMjLtLRBzzIJ4yLu8yGOSVkkqkJeQI7G) for a **Schedule of Services** by school:  
<https://drive.google.com/drive/folders/18IMjLtLRBzzIJ4yLu8yGOSVkkqkJeQI7G>

## Expanded Learning Opportunities Program Plan Guide

Sample Budget Estimation:

<b>FY 2024-2025 SMMUSD ELOP Operating Expense Report</b>	<b>BUDGET</b>	<b>YE Actual</b>
24-25 Apportionment	\$1,861,532	
Supplemental Increase (\$2k/student)	\$494,838	
<b>EXPENSES</b>		
<b>1000 CERTIFIED TEACHERS (SMMUSD)</b>	<b>10-20%</b>	<b>13.11%</b>
2000 Staff		
<b>5000 Professional Services / Contactors</b>	<b>70-80%</b>	<b>74.79%</b>
<b>3000 REIMBURSEMENTS Payroll Taxes and</b>	<b>3-7%</b>	<b>3.64%</b>
<b>4000 Program Supplies</b>	<b>5-10%</b>	<b>3.10%</b>
<b>6000 Equipment</b>	<b>5-10%</b>	<b>6.16%</b>
<b>7000 Indirect</b>	<b>7-15%</b>	<b>7.75%</b>

### 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. How does this budget reflect the needs of students and families within the community?

SMMUSD’s Expanded Learning Opportunities Program (ELO-P) budget is designed as an outcome-based framework, ensuring that funding directly supports student needs, interests, and engagement. The guiding principle is simple: the money follows the students—allocations are determined by enrollment trends, participation data, and input from schools, families and site leaders to ensure investments drive meaningful access and impact.

SMMUSD prioritizes the allocation of ELO-P funds based on Unduplicated Pupil Count (UPC) data and alignment with district and site-level outcome priorities. This includes a targeted focus on schools with high concentrations of low-income, foster, and unhoused students, ensuring that program resources are directed where they can have the greatest impact. Rather than applying a one-size-fits-all model, SMMUSD designs services that reflect the unique needs of each site and community. The district’s intent is to reach as many ELO-P students and families as possible in ways that are relevant, responsive, and meaningful, expanding access to high-quality experiences.

For example, SMMUSD operates a layered afterschool model through its Child Development Services (CDS) department, in which School Age Programs (SAP) serve as an exemplary provider of expanded learning services. At many sites, SAP programming is supported through California General Child Care (CTTR) contracts, which provide critical state funding to expand access to afterschool services for income-eligible families.

## Expanded Learning Opportunities Program Plan Guide

Under CCTR regulations, families may be required to pay family fees based on a sliding scale. However, per Education Code 46120, ELO-P mandates that all eligible students (unduplicated pupils) must be able to participate in expanded learning programming at no cost (*ELL only students may be excluded and may pay based on their ability on a sliding scale*). To ensure full compliance with both funding streams, SMMUSD uses ELO-P funds to reimburse families who are otherwise eligible for no-cost services under ELO-P but are required to pay under CCTR. This approach honors both the cost-sharing model of CCTR and the no-fee access guarantee of ELO-P, while preventing financial hardship for families.

As a matter of equity and best practice, SMMUSD issues quarterly reimbursements to the aforementioned qualifying families, reducing up-front financial burden and maintaining transparency in financial management. This practice is supported by ELO-P guidance, which encourages the coordination and braiding of multiple funding streams to expand access to high-quality programming (California Department of Education, Expanded Learning Division, FAQ and Implementation Guidance, 2022). While ELO-P does not prescribe the use of funds for or against specific reimbursement models, it does emphasize the value of collaboration across systems to support eligible students.

By aligning CCTR and ELO-P in this way, SMMUSD maximizes the reach and efficiency of both funding streams, maintains compliance with state mandates, and ensures families are not penalized for participating in a multi-funded afterschool system. This model exemplifies a thoughtful, student-centered approach to fiscal alignment and expanded learning access.

To further align funding practices with equity and compliance, SMMUSD has proposed a meal and snack reimbursement model for families at low-enrollment sites where centralized food service is operationally inefficient or financially unsustainable. This approach mirrors existing practices within the district's CCTR reimbursement system—where families are reimbursed quarterly for eligible services—and follows the transportation allowance model recognized by ELO-P guidance, where LEAs may reimburse families for mileage when direct transportation may be more practical and efficient. Due to the confidentiality of ELO-P eligibility, providing meals only to qualifying students is not possible; offering food to all students at low-enrollment sites leads to substantial food waste and cost overruns. By compensating families directly for meals and snacks at a reasonable, transparent rate, SMMUSD upholds the intent of ELO-P—ensuring nutritional support without diverting funds from core program activities. This strategy maintains compliance, protects student dignity, and ensures flexible, family-centered access to essential services.

The attached budget reflects a multi-provider model that includes payments and transfers to a range of approved partners, each selected for their expertise and alignment with program goals. Funding amounts are rational, proportional, and intentional, linked to expected outputs such as student attendance, enrichment delivery, and instructional hours. All costs are reviewed to ensure they are reasonable, necessary, and allowable in accordance with applicable ELO-P regulations including appropriate indirect allocations.

Core budget categories include staffing, enrichment services, supplies, professional development, transportation, and nutrition. In-kind contributions and cost-sharing from partners further extend program value, allowing SMMUSD to offer diverse, high-interest programming that reflects the community's needs.

## Expanded Learning Opportunities Program Plan Guide

This budget structure reinforces equity, flexibility, and transparency—ensuring that resources are used efficiently and that every dollar supports high-quality learning experiences beyond the school day.

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

SMMUSD ensures the proper implementation of ELO-P budget requirements through a combination of clear internal controls, collaborative oversight, and regular fiscal review. All expenditures are reviewed by district staff to confirm that they are reasonable, necessary, and allowable under Education Code 46120 and relevant state guidance. The ELO-P budget is managed in coordination with the district's Expanded Learning, Fiscal Services, and Child Development Services departments, with built-in checkpoints to align spending with student participation, site-level needs, and program outcomes. Partners are not permitted to purchase items \$500 or greater without SMMUSD's direct authorization.

When applicable external providers operate under a formal Memorandum of Understanding (MOU) that outlines service expectations, reporting requirements, documentation protocols, and invoicing procedures. Payments and reimbursements—including those related to partner enrollment and participation records, CCTR fee offsets and family meal compensation—are tied to verified participation and reviewed at least bi-annually to ensure transparency and compliance.

SMMUSD conducts routine reviews of attendance, enrollment, and cost-per-student metrics to ensure that investments reflect impact and align with the district's equity priorities. This data-driven approach allows the district to make timely adjustments, ensure accountability across providers, and maintain the integrity of the program's fiscal management while staying focused on student-centered outcomes.

# Expanded Learning Opportunities Program Plan Guide

## 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?                      No  
Do you have a 21st CCLC Grant?                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.

Does not apply.

### 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?

SMMUSD views Transitional Kindergarten and Kindergarten as essential stages in the district's early learning continuum. Our Expanded Learning Opportunities Program (ELO-P) expands this commitment beyond the school day through developmentally appropriate, nurturing environments that reflect the same values found in our classrooms. TK and K students in ELO-P are typically grouped together in dedicated spaces and are rarely combined with older students, ensuring a setting that is safe, calm, and tailored to their developmental needs.

Program activities draw from Reggio-inspired, STEAM-enriched, and district-aligned practices, designed to promote exploration, collaboration, and creative expression at an age-appropriate level. Projects are open-ended, scaffolded to support a wide range of abilities, and emphasize social-emotional growth, sensory integration, and play-based learning.

To maintain the required 1:10 staff-to-student ratio, SMMUSD works diligently to ensure that all ELO-P TK and K students are appropriately staffed. Recruitment efforts focus on individuals with experience in early childhood education, and although SMMUSD attempts to be the exclusive operator for TK-K students, any providers selected to support this effort be fully adept with working with younger learners. When needed, additional programming such as enrichment rotations or movement-based activities may be layered in to support ratio management without compromising quality.

Due to the alignment with CCTR Staff are exceptionally qualified and supported through orientation and coaching designed to help them understand the unique developmental, emotional,

# Expanded Learning Opportunities Program Plan Guide

and learning needs of younger children. This approach ensures that TK and K students receive the individualized attention and structured freedom necessary to thrive in afterschool environments that feel safe, joyful, and responsive.

## **Offer and Provide Access**

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

SMMUSD is committed to offering Expanded Learning Opportunities Program (ELO-P) services in a way that is equitable, inclusive, and responsive to the needs of its diverse communities. Our communication strategy prioritizes clarity, consistency, and cultural/linguistic accessibility. Enrollment information is shared in English and Spanish through school newsletters, bilingual community liaisons, direct emails, the district website, and printed materials distributed at school sites and community events. SMMUSD leverages staff expertise and artificial intelligence to craft the most appropriate messages to the most complete audience. This ensures all families—regardless of language or access to technology—receive timely and understandable program information.

SMMUSD actively coordinates with multiple enrichment providers to offer programming that reflects the breadth of interests and needs in our student population. ELO-P eligible students are prioritized across all services. The district confirms eligibility centrally and shares relevant updates with providers. To protect privacy, providers are not allowed to communicate directly with the ELO-P roster but may communicate with families who voluntarily enroll in their programs, provided that no student's eligibility status is disclosed or implied.

The enrollment process varies slightly across numerous providers, but standards are established to be streamlined and flexible. Forms are available both digitally and in hard copy, and can be submitted via email, uploaded online, or returned to school offices in most cases. All forms are stored securely in compliance with student privacy protocols. Enrollment prioritization is based on the most current ELO-P eligibility report. While this list is foundational, SMMUSD recognizes that eligibility reports may not always reflect recent, urgent needs—such as those resulting from regional disasters. In such cases, SMMUSD is committed to serving self-identified families to the fullest extent allowed under ELO-P guidelines.

Whether submitted electronically or in hard copy, parent/guardian signatures are required to confirm a student's interest in ELO-P services. This ensures informed consent and allows for coordination with providers. Each program partner maintains thorough registration forms that include all necessary safety and student protection information—such as allergies, photo/media release, medication needs, medical release authorizations, behavioral accommodations, and IEP/504 disclosures. These forms are critical to ensuring that students are supported in a safe, inclusive, and legally compliant environment tailored to their individual needs.

The district is also committed to serving students equitably across all sites, regardless of enrollment size. It is our intent to serve each individual family as fully as possible regardless of enrollment volumes. However, when service becomes infeasible SMMUSD will be forced to prioritize funding allocations to ensure the most effective and reasonable use of funds. When

# Expanded Learning Opportunities Program Plan Guide

centralized programming is necessary to maintain efficiency, transportation is offered employing safety and supervision best practices.

Rising TK students are not automatically prioritized for enrollment unless specific preconditions are met, including confirmed enrollment in a SMMUSD school and/or a sibling identified as ELO-P eligible. Similarly, while 6th graders are typically considered to have transitioned out of ELO-P eligibility at the end of the school year, the district will continue to support families in need to the best of its ability, in accordance with available resources and flexibility under state guidance.

## 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.

SMMUSD's Expanded Learning Opportunities Program (ELO-P) allows for educational and enrichment-based field trips as part of its broader commitment to supporting whole-child development. While field trips are not a central focus of ELO-P operations, they are permitted when thoughtfully designed and aligned with enrichment goals such as curiosity-building, cultural exposure, creativity, collaboration, or health and wellness.

All ELO-P field trips must be coordinated and led by program providers operating under ELO-P—not by the core instructional day—and must adhere to SMMUSD's standards for safety, supervision, and staff qualifications, including required instructional aide ratios. Field trips by providers must be able to demonstrate that the experience is developmentally appropriate, contributes to student engagement or learning, and complies with district and ELO-P guidelines.

Examples of approved trips may include visits to local science centers, art museums, nature parks, college campuses, or wellness-focused exhibitions, such as the "Game On" sports science exhibit at the California Science Center. These trips are designed to promote exploration, active learning, and exposure to new environments that support student growth academically, socially, or physically.

SMMUSD is committed to ensuring that no ELO-P eligible student is excluded from field trip opportunities due to cost or access barriers. Program providers are expected to offer equitable participation by covering costs through ELO-P funding or alternative means. In cases where a

# Expanded Learning Opportunities Program Plan Guide

weekend field trip directly extends or culminates a school year ELO-P activity, SMMUSD may count that attendance toward the student's school year ELO-P participation, provided the trip meets program compliance criteria. All required permissions and parent notifications are managed in accordance with district policy, and trips must occur during ELO-P hours.

By allowing field trips in a supportive and structured way, SMMUSD ensures that these experiences complement core enrichment activities while expanding access to hands-on, real-world learning opportunities.

## 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.

SMMUSD partners with a variety of program providers to deliver Expanded Learning Opportunities, some of which operate under funding models that include family fee structures. In all cases, students identified as eligible for ELO-P—specifically those qualifying for free or reduced-price meals, foster youth, or students experiencing homelessness—are not charged any fees. These fee waivers are applied automatically in compliance with Education Code 46120 and the federal McKinney-Vento Act.

For students who do not qualify for ELO-P funding—or those identified solely as English Learners—may be assessed fees based on a sliding scale. These scales vary slightly across providers but are generally aligned with HUD income thresholds and are adjusted to reflect the cost of living in the Los Angeles area. This approach ensures affordability and equity, even for families outside the primary ELO-P eligibility group.

As noted, SMMUSD operates a braided afterschool model through its Child Development Services department, where School Age Programs (SAP) are supported by both California General Child Care (CCTR) and Expanded Learning Opportunities Program (ELO-P) funding. While CCTR requires family fees on a sliding scale based on income, ELO-P mandates free access for eligible students. To align these funding streams and ensure equity, SMMUSD reimburses families who qualify for no-cost ELO-P services but are charged under CCTR, issuing quarterly reimbursements to reduce financial burden and maintain transparency. This layered funding approach honors both programs' requirements, prevents hardship, and expands access to high-quality programming. Additionally, at low-enrollment sites where centralized food service is inefficient, SMMUSD reimburses families for meals and snacks—mirroring its existing CCTR reimbursement model and aligning with ELO-P guidance on flexible supports like transportation allowances. This approach ensures access without compromising confidentiality or program resources, maintaining compliance and student dignity.

SMMUSD works closely with each provider to confirm student eligibility and ensure accurate, consistent implementation of fee waivers and discounts. All providers operating within the ELO-P

# Expanded Learning Opportunities Program Plan Guide

framework are held to the confidentiality and non-disclosure standards outlined in their MOUs with the district, protecting student privacy and maintaining compliance with applicable laws.

This structure allows SMMUSD to maintain broad access to programming while upholding equity, ensuring that financial hardship does not prevent eligible students from participating in high-quality expanded learning opportunities.

## **Sample Program Schedule- Regular Schoolday**

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.**

SMMUSD's Expanded Learning Opportunities Program (ELO-P) is delivered through a multi-provider model, with each site offering a unique combination of school-day and afterschool programming that together meets and exceeds the required ELO-P service hours and days. While individual providers may vary slightly in the daily or annual duration of services offered, SMMUSD ensures that the full programmatic landscape at each site is more than compliant with ELO-P requirements.

When taken in combination, these offerings provide students and families with access to a comprehensive and flexible schedule of services that regularly spans more than 10 hours per day and covers approximately more than 225 days per year, including school days, intersession periods, and summer. This collaborative structure enables SMMUSD to meet a wide range of student and family needs across all eligible grade levels, while maintaining alignment with state expectations for access, quality, and equity.

See Google Drive [Attachments](#) for a schedule of services by school:

<https://drive.google.com/drive/folders/18IMjLtLRBzzlJ4yLu8yGOSVkgkJeQI7G>

SAMPLE:

# Expanded Learning Opportunities Program Plan Guide

## 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 nonschool 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 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 opportunity programs across their attendance area.

### **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):**

# Expanded Learning Opportunities Program Plan Guide

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).

## Expanded Learning Opportunities Program Plan Guide

(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.