EXPANDED LEARNING OPPORTUNITIES

PROGRAM PLAN GUIDE

Prepared by:
Vaughn Next Century Learning Center
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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2), California Department of Education.

Expanded Learning Opportunities
Program Plan Guide

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

Local Educational Agency (LEA) Name: Vaughn Next Century Learning Center

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

1. VAUGHN NEXT CENTURY LEARNING CENTER-PRIMARY PANDALAND
2. VAUGHN NEXT CENTURY LEARNING CENTER- ELEMENTARY G3
3. VAUGHN NEXT CENTURY LEARNING CENTER- ELEMENTARY MAINLAND
4. VAUGHN NEXT CENTURY LEARNING CENTER - MIT

Purpose

This program plan describes program activities that support the whole child and students' Social and Emotional Learning (SEL) and development. The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and provides continuous improvement in the development of an effective Expanded Learning Opportunity Program (ELOP).

Instructions

For over 30 years, Vaughn Next Century Learning Center has served a resilient community of students and families in the Northeast San Fernando Valley. Nearly 100% of students attending Vaughn qualify for free or reduced lunch. Vaughn's mission is to provide all students with an exceptional education that will enable them to be college/career-ready, digitally literate, and globally competent. Vaughn's ASES, 21st Century CCLC, and Expanded Learning Opportunity Program offer social-emotional learning, homework

assistance, and project-based activities that increase academic performance while keeping learning fun.

Expanded Learning Opportunities Program Plan Guide

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.

Vaughn Next Century Learning Center will offer the Expanded Learning Opportunities Program to all unduplicated pupils in grades TK-6. The ELOP program will combine funding with the ASES (After School Education and Safety Program) and the 21st Century CCLC program to offer more students an opportunity to participate in year-round academic support, enrichment activities, and field trips.

The Expanded Learning program has created a Safety Plan aligned with Vaughn NCLC's safety procedures. The Plan includes required health, safety, and behavior procedures for staff and participants. It covers risk management training to help ensure safety at school, including emergency procedures training covering fire, earthquake, and lockdown situations. All program staff are required to participate in annual mandated training that covers the following topics:

- ☐ Bloodborne Pathogens
- ☐ Child Abuse Training
- ☐ Suicide prevention
- ☐ Sexual harassment
- ☐ Mandated Reporting

During program enrollment, parents/guardians are asked to provide the student's health/medical information to ensure that the program staff supports the child with any

medical needs they may have. The ELOP program staff collaborates with the school nurse and health office assistants to coordinate staff training on health issues (i.e., seizures, EPI-PEN, diabetes) and guidance on assisting students with needed medication (i.e., inhalers, insulin). Additionally, Vaughn's Operations Manager coordinates COVID safety guidelines and ensures adequate supplies of PPE equipment are available for all staff and students.

The Expanded Learning Opportunity Program also provides adequate space indoors and outdoors to enhance learning opportunities. The program documents and communicates all safety-related incidents through written reports and communication to Vaughn's leadership team. The Expanded Learning Program maintains easy and accessible up-to-date records of all students participating in the program. Attendance is taken daily and reported into EZ Reports, a student system database. Students are signed in at the beginning of the program and are signed out only to authorized adults. Furthermore, the program staff is required to wear program staff shirts to help families identify them as school program personnel.

As it relates to behavior, Vaughn's staff helps students develop skills that build on their interests and strengths while having high expectations for behavior and achievement for all participants. Staff must follow the Positive Behavior Interventions and Supports (PBIS) framework established by the instructional day program. PBIS helps students with their developmental and social-emotional learning and behavior expectations that promote the school's 3B's (Be safe, Be responsible, Be respectful) for the different after-school activities students engage in. Staff also participates in training on Active Supervision, PBIS, and Responding to Behaviors throughout the year. Lastly, Instructional day support staff (school psychologists, school counselors, school social workers, special education director, and mental health director) collaborate with after-school staff to provide best practices and strategies on how to support students, especially those with special needs.

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.

In addition to its existing ASES Program & 21st Century CCLC program, ELOP will join forces to offer Before School and After School services to Transitional Kindergarten through Sixth-grade students. Adding these services to existing programs will increase school time to the full 9-hour day while providing fun, hands-on enrichment and nutritional snacks daily.

- ☐ Transitional Kindergarten - 1st grade @ Pandaland
- ☐ Second grade - Third grade @ G3
- ☐ Fourth -Fifth grade @ Mainland
- ☐ Sixth grade @ MIT

Vaughn NCLC is also working on the 30 additional days required in the ELO-Program by offering a summer camp program, ESY, and spring break educational field trips throughout the year. These 30 days will give students the opportunity to enhance their learning with hands-on activities. The ASES Supplemental funds, combined with the Expanded Learning Opportunity Program funding, will provide opportunities to a larger number of students.

Possible Academic Enrichment activities based on school needs include:

- ☐ Hands-On Math and Reading Activities
- ☐ Marine and wildlife studies
- ☐ Nature and environmental studies
- ☐ Arts and crafts
- ☐ STEAM Activities
- ☐ Books and Readers Club
- ☐ Sports
- ☐ Performing Arts
- ☐ Team building recreational activities
- ☐ Social Emotional Learning activities
- ☐ Financial Literacy
- ☐ Career Exploration
- ☐ College knowledge and exposure

The proposed activities will promote positive youth development through a focus on skill-building, social/emotional learning, and group work. Activities are designed to be collaborative and foster positive social development.

To promote engagement and retention, Vaughn Next Century Learning Center will incorporate student input in the planning of educational literacy and enrichment activities. Vaughn will conduct an annual survey of student interests that will guide program development. By promoting youth voice in program design, Vaughn ensures that activities

align with student interests to increase engagement and promote student buy-in into activities.

3—Skill Building

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

Vaughn NCLC strives to provide purposeful activities that link to instructional goals while presenting them to students through engaging activities (game-based, hands-on, project-based). As students strengthen their knowledge and skills in foundational reading, math, science, technology, art, and physical activities, they develop a sense of confidence. This confidence will lead to enhancing their creativity and reinforcing their self-worth in knowing they are capable. Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities will align with Common Core Standards and expand learning based on instruction during the regular school day.

Examples of Activities:

ACTIVITIES	PROJECTS	CULMINATING PRODUCTS/ EVENTS
Physical Education	☐ develop basic skills to play a sport (i.e, basketball, soccer, bowling) ☐ Obstacle course, relay races ☐ Structured team-building games	☐ Obstacle course tournament ☐ Relay race tournament ☐ Sports tournament
Enrichment	☐ learn how to draw, paint, and/or create like a famous artist ☐ using household items to make art ☐ Use household items to conduct science experiments	☐ art exhibition ☐ science fair
SEL	☐ Activities that help students correctly identify/express their emotions ☐ socialize with their classmates ☐ work together to accomplish a goal	☐ Friendsgiving event ☐ Winter event ☐ Friendship Month
Career Exploration /College Exploration	☐ Activities that help students explore career interests ☐ socialize with their classmates ☐ Conduct exploration on careers and	☐ Career Fair/Expo ☐ College Fair ☐ College visits

	colleges and present to peers	

4—Youth Voice and Leadership

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

The Expanded Learning Opportunity Program will conduct student surveys at the beginning and end of each academic year to assess ongoing needs in the program. Through the surveys, students will provide input for improvements based on CQI quality standards. Program staff will actively involve students in designing academic, enrichment, and physical education services offered in the program. This will be done through ongoing solicitation of input to gauge the social, emotional, and academic needs and strengths of students.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The ELOP health and wellness programs for after-school services align directly with Vaughn's wellness plan. Wellness Plan includes the following indicators that ELOP will support:

- ☐ Nutritional Content of School Meals - ELOP will provide students with state-approved snacks/meals under the direction and supervision of Vaughn's Food Service Director.
- ☐ Physical Education Minutes - ELOP will provide 30 to 60 minutes of daily physical activity that promotes healthy practices.
- ☐ Wellness Activities- ELOP will create additional wellness activities to promote social-emotional development. In collaboration with school counselors, school psychologists, school social workers, and mental health director to embed social skills lessons from Second STEP, Wonder Kids, and other social skills curricula.

ELOP after-school program strives to incorporate nutritional practices by collaborating with Vaughn's Food Service Director. As a result, ELOP will provide a nutritious snack daily to every student. During ESY, summer, and spring break, ELOP will provide a nutritious breakfast and lunch. Parents will be informed of Vaughn's Wellness Policy to ensure that they enforce these practices at home.

As part of the Health and Wellness program, the ELOP after-school program will provide at least 30 minutes of daily physical activity.

- ☐ Locomotor skills: Running, jumping, hopping, and skipping
- ☐ Object-control skills: Catching, throwing, kicking, and bouncing
- ☐ Stability skills: Balancing, twisting, rotating, and landing

These skills are embedded in obstacle courses, relay races, tag games, basketball dribble activities, ball toss activities, ELOP will also implement additional wellness activities to promote social-emotional development. In collaboration with school counselors, school psychologists, and school social workers to embed social skills lessons from Second STEP, Wonder Kids, and other social skills curricula.

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. California Department of Education

The program implemented at Vaughn NCLC predominantly serves Latino students and families, as well as other backgrounds that include white, African American, and Asian. Vaughn will link to the very strong commitment to diversity and celebration of student cultures which is a foundational feature of Vaughn and the Expanded Learning Opportunity Program.

Program staff will participate in honoring and celebrating Latino Heritage and Black History Month. Students engage in activities that include learning about important historical figures, participating in cultural dances, and creating art. ELOP will incorporate Women's History Month in order to empower girls by bringing awareness of extraordinary women.

The Expanded Learning Opportunity Program will implement Positive Behavior Supports (PBIS) principles and promote respect for all. Through social-emotional learning (SEL)lessons that address social skills, students will learn to be tolerant, compassionate, and safe toward the participants. Through PBIS and SEL, the after-school program is able to celebrate all children regardless of race, ethnicity, gender, or sexual orientation.

Vaughn serves a very large population of English Language Learners (ELLs); therefore, ELOP will provide support to include these students. By constructing a hands-on, project-based, collaborative model program, ELOP staff will include ELLs in the program and use visual aids and physical gestures to supplement auditory information.

Our Expanded Learning Program also serves homeless and foster youth. In addition to giving them priority enrollment, ELOP staff will ensure that these students are connected to support services provided during the instructional day. ELOP program leaders understand that this population of students comes with unique needs, so there is flexibility with attendance and participation. Collaboration with instructional day staff and outside support agencies is essential and ongoing for these students.

7—Quality Staff

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

Vaughn NCLC ensures that all Expanded Learning Opportunity Program staff who directly supervise pupils meet the minimum requirements of an instructional aide by confirming the following:

- ☐ Must possess a High school diploma or the equivalent, and pass a local assessment of knowledge and skills test
- ☐ DOJ Live Scan Clearance and TB-tested

ELOP program staff must have experience working with children, be flexible, be able to adapt to changing situations, and be assertive in their work. They must be able to demonstrate the ability to handle large and small groups of students with an average ratio of 20 to 1 (10:1 for Transitional Kindergarten) EC Section 8483.4 and 46120 (d)(2)(D) Program staff are also encouraged to attend online and in-person training opportunities throughout the year.

Professional Development

MANDATED TRAINING	☐ Bloodborne Pathogens ☐ Child Abuse Training ☐ Suicide prevention ☐ Sexual harassment ☐ Mandated reporting	YEARLY
LACOE	☐ Leadership training ☐ Frontline staff ☐ Advisory meetings	ONGOING
SITE BASED	☐ New Hire Orientation ☐ CQI training ☐ Positive Behavior Intervention Support ☐ Active Supervision ☐ Lesson Planning ☐ Physical Education ☐ CPR and First Aid	YEARLY

8—Clear Vision, Mission, and Purpose

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

Vaughn's Expanded Learning Opportunity Program will provide students with maximum learning opportunities to succeed academically, physically, and socially.

Program Vision: Our students will possess proficient literacy skills, English fluency, and technological competence. They will demonstrate knowledge and application of the arts, cultures, literature, history, social science, health, mathematics, communication, science, problem-solving, and work ethic. They will value friendship, responsibility, cultural diversity, quality of life, and respect for the democratic processes. Students will acquire soft skills that lead to making smart financial decisions, choosing a career path as well as developing a graduation plan and career/college plan.

Expanded Learning Opportunity Program Goals:

- ☐ The program will provide a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.
- ☐ The program will promote student well-being through opportunities to learn and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.
- ☐ The program will recruit and retain high-quality staff who will focus on creating a positive learning environment and provide ongoing professional development based on assessed staff needs.
- ☐ The program will implement a career and college curriculum that will be integrated into all aspects of programming to ensure students are building soft skills and developing a post graduation plan.

Goal	**How the goal will be achieved:**
• Safe and Supportive Environment • Social-emotional wellness	• Staff will implement the second step (SEL) curriculum. • Staff begins the program with an icebreaker that is focused on social-emotional learning. • Staff will implement SEL activities from *Every Monday Matters* • The supervising team will collaborate with the School Counseling Team to support students 'well-being

• Promote healthy choices and balanced nutrition • Physical Activity	• The program will offer a cooking club for students in which they will be able to develop and gain new skills. • Staff will guide students through healthy nutrition activities using *My Plate*. • Staff will guide students as they develop new fine and gross motor skills such as dribbling, kicking, catching, throwing, and jumping.

• Recruit high-quality staff
• Provide ongoing professional development
	• The program supervising team will collaborate with Vaughn Human Resources to ensure high-quality candidates are selected.
	• Upon hire, all staff will complete a mandatory training
	• All program staff will attend professional development opportunities offered by the Los Angeles County Office of Education.
	• The supervising team will host ongoing professional development throughout the school year. Different teams in Vaughn will host some of the training topics.
	  ○ School Climate Team
	  ○ Physical Education Leaders
	  ○ Intervention Team

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.

Vaughn NCLC will build on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers, and field trips to art exhibits. There is a strong emphasis on STEM learning in the expanded learning program, and this will be supported by science curricula and experiential field trips to the California Science

Center, Discovery Cube, Los Angeles Mission College, CSUN, UCLA Early Academic Outreach Program etc.. Vaughn NCLC will also work with EduCare to identify students served in the afterschool program at Mainland and MIT and provide support to ensure successful programming and outcomes.

Community Providers are an essential part of ELOP implementation. The Expanded Learning team collaborates with partners to establish written agreements, hold planning meetings at the site level, and provide feedback on program goals, design, program impact, and areas of growth based on program evaluation. Community partners include, but are not limited to:

EduCare Foundation

EduCare's Afterschool Programs actively engage students in life-changing opportunities for learning, leadership, and growth. The after-school activities are designed to assist students in developing their unique abilities, building positive relationships, and finding relevance in their educational experiences.

Brains and Motion (BAM)

Provides after-school programs, summer camps, and in-school activities for students in grades K-8. The programs combine movement with STEAM (science, technology, engineering, arts, and math), sports, and other hands-on activities to promote both physical and mental development in a fun, pressure-free environment.

HOKALI

Provides access to a large network of background-checked coaches and academies who offer a wide variety of activities. The platform offers more than 40 different programs in fields such as: **Academics:** Enrichment and tutoring in core subjects. **Arts:** Integrated arts programs. **STEM and Robotics:** Hands-on activities focused on science, technology, engineering, and math. **Sports and wellness:** Activities like basketball, soccer, yoga, and martial arts.

Parker-Anderson Enrichment (PAE)

Provides after-school and summer programs that combine fun and learning for elementary and middle school students through a variety of hands-on classes. The company's

offerings include classes in STEM, creative arts, academic subjects, and physical education, aiming to support academic growth, social-emotional development, and physical well-being.

Discovery Cube L.A.

Provides hands-on science, technology, engineering, and math (STEM) programs for students in the Los Angeles area and beyond. It offers programs both at the science center and on-site at schools through field trips, assemblies, workshops, and after-school programs designed to be engaging and curriculum-driven. Their goal is to spark curiosity and inspire creativity by making science fun and accessible for learners of all ages.

Girls On The Run L.A.

Inspires girls to be healthy, confident, and joyful through a curriculum that blends physical activity with social and emotional learning. The program uses running as a vehicle to teach girls important life skills like self-confidence, empathy, and healthy habits, culminating in a non-competitive 5K event at the end of each season.

Mid Valley-YMCA

Provides programs for youth development, healthy living, and social responsibility to strengthen communities. Its activities include providing fitness and wellness programs, sports leagues, childcare, summer camps, and leadership development, as well as community services like drowning prevention and job training. The organization aims to help people of all ages reach their full potential in spirit, mind, and body.

Blue Chip Sports

Dedicated to empowering the next generation of athletes through the exciting and inclusive world of flag football. Founded with a vision to inspire young people from all walks of life, they focus on providing opportunities for youth to develop their athletic skills, build confidence, and cultivate teamwork in a fun and safe environment.

Their mission is to be a global leader in promoting youth flag football, with a special emphasis on advancing girls' participation in the sport. By offering both local and

international programs, they aim to make flag football accessible to all, creating pathways for young athletes to grow, compete, and thrive—regardless of background or ability.

Bridge Los Angeles Soccer

Focuses on youth development through soccer, providing opportunities for athletes from diverse backgrounds to build character, teamwork, and leadership skills.

Positive Coaching Alliance

Provides training and resources to foster positive, character-building youth sports environments. They help coaches, parents, and youth sports organizations create a culture that improves life skills, such as resilience and teamwork, in young athletes by focusing on positive coaching methods and social-emotional learning.

CALSAC (California School-Age Consortium)

The California School-Age Consortium (CalSAC) builds professional networks that provide training, leadership development and advocacy to ensure that all young people have access to high quality out-of-school time programs and to create a more equitable future for California.

Elevated Educators

Provides professional development for schools and districts, creating innovative, engaging, and collaborative learning programs for faculty.

Providence

The Providence Community Wellness Center at Vaughn provides adults and families with the tools, services, and resources to meet identified social, mental, and health needs. The Center provides services and programs focusing on physical, spiritual, emotional, and mental well-being for all in need.

Los Angeles Mission College

Los Angeles Mission College will play a critical role by providing near-peer mentoring, campus tours and hands-on STEM activities that will increase students'awareness of postsecondary education and exposure to STEM fields.

CSUN

CSUN will play a critical role by providing near-peer mentoring, campus tours and other resources that will increase students' awareness of postsecondary education, and provide hands-on STEM activities for students.

UCLA Early Academic Outreach Program

UCLA Early Academic program will provide college tours for students that will inform them of the various opportunities available to students as well as the requirements for admittance into the UC system, including UCLA.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement Plan

The Expanded Learning Opportunity Program utilizes the CA Afterschool Program Quality Self-Assessment Tool to measure progress across the program for quality improvement. In addition to the assessment tool, parents, students, and school administration will complete a bi-annual program satisfaction survey to allow for necessary quality improvement that reflects the needs of families and the school community. These surveys will be administered annually in the fall and spring. Feedback gathered through this process will be used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the programs for success, ELOP staff will review i-Ready data to measure student growth in basic reading and math fluency skills. The ELOP team will meet with school leaders on a monthly basis to gain an understanding of both general needs and needs specific to the individual students.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunity Program (ELOP) is managed and operated by Vaughn Next Century Learning Center (NCLC) under the leadership of Mr. Fidel Ramirez. Program operations are directly supervised by the Specially Funded Program Manager and the After-School Program Coordinator, ensuring alignment with district goals and compliance with state and federal requirements.

Each participating campus is staffed with a Site Coordinator (full-time) and a part-time Assistant Coordinator, who oversee all day-to-day after-school operations. Together, they supervise teams of Youth Leaders responsible for implementing academic and enrichment activities across grade levels.

Program Leadership Structure and Responsibilities:

Specially Funded Program Manager:
Oversees the grant management of all Expanded Learning funding sources (ASES, 21st Century CCLC, ASSETs, and ELO-P). Analyzes data to identify program trends, ensures accurate and timely submission of attendance and compliance reports, and leads all program-related audits and monitoring reviews.

After-School Program Coordinator:
Responsible for program development, coordination, and quality assurance across all school sites. Provides supervision, support and professional development opportunities to Site Coordinators and site staff, ensuring that each program and grant meets established goals and operates efficiently.

Student Support and Enrichment Specialist:
Designs, implements, and evaluates enrichment programs that promote student engagement, creativity, and personal growth. Collaborates with site staff to align enrichment activities with academic goals and with community partners to integrate arts, sports, and social-emotional learning opportunities for all students.

Expanded Learning Site Coordinators:

Manage on-site program operations, including scheduling, staff supervision, and communication with school administrators and families. Ensure compliance with safety, attendance, and program quality standards.

Expanded Learning Youth Leaders:
Deliver academic support and enrichment programming while maintaining a student-to-staff ratio of no more than 20:1. Serve as positive role models who foster a safe, inclusive, and engaging learning environment.

College and Career Coordinator:
The College and Career Coordinator position will lead and oversee a comprehensive PK–12 college and career readiness framework that builds early awareness in Pre-K–5 and ensures sustained preparation through grades 6–12. The role will collaborate with school leadership, instructional staff, counselors, families, and community partners to integrate a college-going culture, deliver data-driven programming, track academic and postsecondary milestones, and remove barriers to student success—ensuring all students graduate with clear, actionable plans for college, career, and long-term achievement.

College and Career Specialist:
Facilitates college and career readiness opportunities within the Expanded Learning Program. Develop after school workshops, cultivate partnerships with local colleges and businesses that will expose students to career and post-secondary opportunities, and mentoring initiatives that prepare students for postsecondary success.

Expanded Learning Intervention Tutors:
Provide individualized and small-group tutoring sessions designed to improve student achievement in English Language Arts and Mathematics. Intervention tutors use data-driven instructional strategies aligned with after school academic curriculum to reinforce key concepts and close learning gaps.

Chief Financial Officer:

Oversees program budgeting and expenditures to ensure fiscal accountability. Verifies that all funds are used appropriately and in alignment with grant requirements.

Together, this collaborative management structure ensures that the Expanded Learning Opportunity Program operates efficiently, maintains compliance, and provides high-quality learning experiences that support the academic, social, and emotional growth of all participating students.

Existing After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Elementary and Middle School grantees.
ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.
California Department of Education

Vaughn's current ASES after-school program will be looking to combine its current program funding (ASES Grant and Supplemental Grant) with the Expanded Learning Opportunity funding to expand the after-school services to include a larger number of students. The after-school program will also work closely with community-based organizations to provide continuous before and after-school services, including summer and spring break programming.

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 in understanding how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The Vaughn Expanded Learning team collaborates with the preschool team at Pandaland to develop intentional programming for students. In the 2022-2023 academic year, Vaughn will add transitional kindergarten students to the after-school program. When those students are added, we will transition to a 10:1 student-to-staff ratio for our youngest learners and ensure appropriate programming specifically designed to serve the needs of our youngest scholars.

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.**

School Year Sample Schedule:

Pandaland Sample Schedule	
8:00 AM	TK-1ST GRADE START TIME
11:15-12:05 PM	TK LUNCH
12:20-1:10 PM	KINDER-1ST GRADE LUNCH
2:10 PM	TK-KINDER DISMISSAL
2:20 PM	1ST GRADE DISMISSAL
2:20-2:40 PM	**Vaughn After School Program START- CHECK-IN**
2:40-3:10	SNACK
3:10-3:30	ICE BREAKER-SOCIAL EMOTIONAL LEARNING
3:40-4:00 PM	TRANSITION
4:00-4:30 PM	HOMEWORK

4:30-4:40 PM	TRANSITION
4:40-5:10 PM	PHYSICAL EDUCATION
5:10-5:20 PM	TRANSITION
5:20-5:50 PM	ENRICHMENT
5:50-6:00	DISMISSAL

G3 Sample Schedule	
7:00 AM	BEFORE SCHOOL PROGRAM CHECK-IN
8:00 AM	2ND-3RD GRADE START TIME
12:20-1:10 PM	2ND-3RD GRADE LUNCH
2:20 PM	2ND-3RD GRADE DISMISSAL
2:40-3:00 PM	**Vaughn After School Program START- CHECK-IN**
3:00-3:30 pm	SNACK
3:30-4:00 pm	HOMEWORK
4:00-4:30 PM	ICEBREAKER-SOCIAL EMOTIONAL LEARNING
4:30-4:40 PM	TRANSITION
4:40-5:10 PM	PHYSICAL EDUCATION
5:10-5:20 PM	TRANSITION
5:20-5:50 PM	ENRICHMENT
5:50-6:00	DISMISSAL

Mainland Sample Schedule	
7:00 AM	BEFORE SCHOOL PROGRAM CHECK-IN
8:00 AM	4TH-5TH GRADE START TIME
11:10-11:50 AM	4TH GRADE LUNCH
11:55-12:35 PM	5TH GRADE LUNCH
2:36 PM	4TH-5TH GRADE DISMISSAL
2:36-3:00 PM	**Vaughn After School Program START- CHECK-IN & RESTROOM BREAK**
3:00-3:20 PM	SNACK
3:20-4:15 PM	CLUBS
4:15-4:45 PM	PHYSICAL EDUCATION
4:45-5:15 PM	HOMEWORK
5:15-5:45	CLEAN UP & PREPARE FOR DISMISSAL
5:50-6:00	DISMISSAL

Intersession Sample Schedule:

7:00 - 7:30 AM	DOORS OPEN / STUDENT SIGN-IN	7:00 - 7:30 AM	DOORS OPEN / STUDENT SIGN-IN	7:00 - 7:30 AM	DOORS OPEN / STUDENT SIGN-IN	7:00 - 7:30 AM	DOORS OPEN / STUDENT SIGN-IN	7:00 - 7:30 AM	DOORS OPEN / STUDENT SIGN-IN
7:30 - 8:00 AM	**BREAKFAST / OUTDOOR PLAY**	**7:30 - 8:00 AM**	**BREAKFAST / OUTDOOR PLAY**	**7:30 - 8:00 AM**	**BREAKFAST / OUTDOOR PLAY**	**7:30 - 8:00 AM**	**BREAKFAST / OUTDOOR PLAY**	**7:30 - 8:00 AM**	**BREAKFAST / OUTDOOR PLAY**
8:00 - 8:30 AM	ICEBREAKER / SEL	8:00 - 8:30 AM	ICEBREAKER / SEL	8:00 - 8:30 AM	ICEBREAKER / SEL	8:00 - 8:30 AM	ICEBREAKER / SEL	8:00 - 8:30 AM	ICEBREAKER / SEL
8:30 - 9:00 AM	CAMP INTRO ASSEMBLY	8:30 - 9:30 AM	ACTIVITY 1	8:30 - 9:30 AM	ACTIVITY 1	8:30 - 9:30 AM	ACTIVITY 1	8:30 - 9:30 AM	ACTIVITY 1
9:00 - 10:00 AM	TEAM NAME/BANNER	9:30 - 10:30 AM	STEM CHALLENGE: MARBLE RUN	9:30 - 10:30 AM	STEM CHALLENGE:BRIDGE BREAKDOWN	9:30 - 10:30 AM	STEM CHALLENGE: EGG DROP	9:30 - 10:30 AM	ACTIVITY 2
10:00 - 11:00 AM	ACTIVITY 1 / PE	10:30 - 11:00 AM	PE	10:30 - 11:00 AM	PE	10:30 - 11:00 AM	PE	10:30 - 11:00 AM	PE
11:00 AM - 12:00 PM	DOOR DECORATING CONTEST	11:00 AM - 12:00 PM	CAMP FRIENDSHIP BRACELETS	11:00 AM - 12:00 PM	ACTIVITY 2	11:00 AM - 12:00 PM	SCIENCE SHOW	11:00 AM - 12:00 PM	ACTIVITY 3
12:00 - 12:45 PM	**LUNCH**	**12:00 - 12:45 PM**	**LUNCH**	**12:00 - 12:45 PM**	**LUNCH**	**12:00 - 12:45 PM**	**LUNCH**	**12:00 - 12:45 PM**	**LUNCH**
12:45 - 1:45 PM	ACTIVITY 2	12:45 - 1:45 PM	ACTIVITY 2	12:45 - 1:45 PM	CLEANUP/ TRANSITION	12:45 - 1:45 PM	ACTIVITY 2		
1:45 - 2:45 PM	CHALK MURAL	1:45 - 2:45 PM	TIE DYE SHIRTS	1:45 - 2:45 PM	SLIME	1:45 - 2:45 PM	BUBBLE PLAY	12:45 - 2:45 PM	ACTIVITY 4
2:45 - 3:45 PM	ACTIVITY 3 / SNACK	2:45 - 3:45 PM	ACTIVITY 3 / SNACK	2:45 - 3:45 PM	ACTIVITY 3 / SNACK	2:45 - 3:45 PM	ACTIVITY 3 / SNACK	2:45 - 3:45 PM	ACTVITY 5 / BREAK / SNACK
3:45 - 3:50 PM	CLEANUP / TRANSITION	3:45 - 3:50 PM	CLEANUP / TRANSITION	3:45 - 3:50 PM	CLEANUP / TRANSITION	3:45 - 3:50 PM	CLEANUP / TRANSITION	3:45 - 3:50 PM	CLEANUP / TRANSITION
3:50 - 4:00 PM	**DISMISSAL**	**3:50 - 4:00 PM**	**DISMISSAL**	**3:50 - 4:00 PM**	**DISMISSAL**	**3:50 - 4:00 PM**	**DISMISSAL**	**3:50 - 4:00 PM**	**DISMISSAL**

Expanded Learning Opportunities

Program Plan Guide

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 school days, 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 nonschool days, during intersession periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program... is eligible to participate in the program, subject to program capacity. A program was established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care.

A program that charges family fees shall schedule fees on a sliding scale, considering 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 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.