EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

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

1. Hopkinson Elementary
2. Lee Elementary
3. Los Alamitos Elementary
4. McGaugh Elementary
5. Rossmoor Elementary
6. Weaver Elementary
7. McAuliffe Middle School
8. Oak Middle School

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

Instructions

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

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

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

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

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our Expanded Learning Opportunity Program provides safe and supportive environments with clear procedures and welcoming environments that ensure students feel they belong. There is regular communication between the program providers, school sites, and parents so that students are accounted for and are being well taken care of. All staff members follow the District and the Los Alamitos Education Foundation (LAEF) hiring procedures, which include first aid and CPR certification. All programs will be offered on Los Alamitos Unified campuses.

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.

There is a multitude of enriching classes for students in our Expanded Learning Opportunities Program through the District's partnership with the Los Alamitos Education Foundation (LAEF). LAEF gives students the chance to learn things that they normally would not have time to explore in their core instructional day, in addition to providing time, space, and course content support for engaging in homework. The classes offered by LAEF complement, but do not duplicate core instructional curriculum. They allow students to experience new or deeper learning that is engaging, collaborative, project-oriented, or leading to presentations or performances. Classes focused on the arts include Musical Theater; Art Exploration; Choir for Kids; and Acting/Stage Performance. Science and engineering classes include LEGO Academy; Origami; Real Science; Real Fun!; The World Underwater; and Anatomy and Physiology. In the summer the District partners with Galileo to provide a 9-hour day that blends STEM projects, creativity, and outdoor play to build critical thinking, collaboration, and confidence in students. They provide standards-aligned enrichment experiences that promote whole-child development, including social-emotional learning, problem-solving, and academic growth outside the regular school day.

3—Skill Building

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

Additionally, our Expanded Learning Opportunities Program offers many classes in partnership with LAEF that help students build 21st-century skills and give them opportunities to develop a sense of mastery. Classes that help students develop skills in presentation and communication include Lights, Camera, & Theatrics!; Musical Theater; Speech and Communication; and Speech and Debate. Classes that help students develop their strategic thinking, spatial reasoning, and problem-solving include Chess; Magic; LEGO Academy; LEGO Architecture; and Origami. In addition to the LAEF classes, the District will be providing direct support through Kids Korner with dedicated staff to work with students on specific needs. In the summer the District partners with Galileo to provide a 9-hour day that blends STEM projects, creativity, and outdoor play to build critical thinking, collaboration, and confidence in students. They provide standards-aligned enrichment experiences that promote whole-child development, including social-emotional learning, problem-solving, and academic growth outside the regular school day.

4—Youth Voice and Leadership

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

Our Expanded Learning Opportunity Program empowers our youth to have a positive impact on individuals and organizations by building communication skills. Students can learn how to express themselves, address real-world

problems, debate and engage in action planning in classes such as Speech and Communication, Speech and Debate, and Leadership Academy as part of the LAEF program. Throughout the school year students have access to leadership opportunities through site based student body organiations and School Site Council. Camp Galileo promotes youth voice and leadership by giving students regular opportunities to make choices, share ideas, and take ownership of their learning through open-ended projects and team challenges. Campers are encouraged to collaborate, problem-solve, and reflect, while staff intentionally create a supportive environment where students can lead activities, express their perspectives, and build confidence as contributors and leaders within their group.

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 programing.

In collaboration with families, schools, and the community, our Expanded Learning Opportunity Program gives students the chance to engage in healthy physical activity and build awareness and skills in support of personal safety. Classes involving healthy choices and behaviors include Seasonal Food Exploration, Soccer, Cheerleading, Breakdance, Basketball, Jiu Jitsu, Muay Thai Kickboxing, Tennis, Kenpo Karate, Golf, and Girls' Self Defense. All students who are part of the Expanded Learning Opportunities Program will receive a healthy snack daily which includes a fruit and a whole grain. Camp Galileo promotes healthy choices and behaviors by incorporating daily physical activity, outdoor play, and movement-based games that keep students active and engaged. The program also emphasizes social-emotional learning, helping students build positive relationships, practice self-regulation, and develop healthy habits such as teamwork, resilience, and responsible decision-making in a supportive environment.

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.

Classes and services are open to all students regardless of background on a sliding scale for and free to families that meet program requirements. The Expanded Learning Opportunity Program is made affordable and accessible through offering a sliding scale to most families, and free of charge to those that meet specific program criteria, therefore providing access for all students. Access will be provided to students with special needs including normal supports students receive during the regular instructional day based on what is written in their IEP. The Galileo program is intentionally designed to honor and reflect cultural and linguistic diversity by incorporating inclusive curriculum materials, diverse role models, and activities that celebrate a wide range of backgrounds, perspectives, and experiences. Staff are trained to create welcoming, culturally responsive environments where all students feel seen, valued, and respected. In addition, the program promotes equity and access by using inclusive teaching strategies, encouraging student voice, and providing multiple ways for students to participate and succeed. Opportunities for collaboration and shared experiences help students learn from one another, fostering empathy, respect, and an appreciation for diversity within a supportive and inclusive community.

7—Quality Staff

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

High quality staff are recruited and retained through competitive compensation and the opportunity to work with amazing students. All Expanded Learning Opportunity staff meet the district requirements of employment for Instructional Assistants including, but not limited to, being able to tutor individual or small groups of students, reinforcing instruction as directed by the teacher, lesson preparation as directed by the teacher, engage in effective classroom management, supervise students and keep them safe, providing proper examples of behavior and attitude for students, provide emotional support, and maintain a friendly attitude. Some of the classes are taught by fully

credentialed teachers, community teacher leaders or LAEF employees. Galileo ensures students engage with high-quality staff by hiring and training educators who are experienced in working with youth and skilled in creating engaging, supportive learning environments. Staff are trained in positive behavior supports, social-emotional learning, and inclusive practices to build strong, meaningful relationships with students. Additionally, the program maintains low staff-to-student ratios, allowing for personalized attention, mentorship, and consistent interaction. Staff actively facilitate hands-on activities, guide collaboration, and provide encouragement and feedback, ensuring each student feels supported, connected, and empowered throughout their experience.

8—Clear Vision, Mission, and Purpose

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

The mission of Los Alamitos Unified School District's Expanded Learning Opportunities Program (ELO-P) is to deepen our collective efforts to offer students and families learning opportunities beyond the traditional school day through community partner collaboration. Our vision is to provide our TK-6 students and families access to high quality care and enrichment opportunities to develop the whole child in a safe, supportive, engaging and enriching environment. The purpose of our ELO-P is to broaden the work of our core curriculum and culture, to further ignite unlimited possibilities for all students through access to high quality care and enrichment opportunities after school.

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.

The primary partners in our Expanded Learning Opportunities Program are the Los Alamitos Education Foundation (LAEF) and our very own Extended Day Care Programs, including Kids Korner and The Outpost. We have a long-standing and successful partnership with these organizations and also collaborate with other community organizations to bring high quality educational and engaging programs to our students to complement their core instructional experiences. In the summer we partner with Galileo. The district and Camp Galileo work in partnership to provide high-quality expanded learning opportunities that align with district goals and support student growth beyond the school day. Through this collaboration, both organizations share resources, expertise, and a commitment to engaging students in hands-on learning experiences that promote creativity, leadership, and well-being.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Expanded Learning Opportunities Program (ELO-P) has been successfully implemented in the District and we will continue to annually evaluate the implementation to make sure we are meeting the needs of all our students and families. Improvements and adjustments to the program will be made with students best interests in mind. Continuous quality improvement includes, surveys to families, observations of classes and staff as well as interactions with students and staff.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunities Program (ELO-P) will be managed by the Education Services Team in partnership with the Los Alamitos Education Foundation (LAEF) and the Extended Day Care Program (EDCC).

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 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.

Los Alamitos Unified School District is not a recipient of After School Education and Safety (ASES) nor 21st Century Community Learning Centers (CCLC) Grants. The ELO-P funding will be used for administering and delivering high quality after school expanded learning opportunities with our nonprofit community partners and Galileo.

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?

Transitional kindergarten and kindergarten students participating in the Expanded Learning Opportunities Program (ELO-P) will be supported with a pupil-to-staff ratio of no more than 10:1. The District will ensure this ratio is consistently maintained by hiring qualified staff with experience working with young children, grouping students with age-appropriate peers, and adding additional staff as needed based on enrollment. Staff will be prepared to support younger learners through training focused on developmentally appropriate practices. The curriculum will be designed as an extension of the instructional day, incorporating developmentally appropriate, hands-on, and engaging activities that align with students' interests while supporting their academic and social-emotional growth.

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.

Below is a sample schedule for students. Students would remain at their assigned school site and transition from their classroom to there after school class(es). All programs are on District campuses.

SAMPLE (TK/K) STUDENT SCHEDULE:
(TK/K) School Day: 8:00AM – 1:25PM
ELO-P eligible time 7:30AM – 4:30PM

Monday:
EDCC (Kids Korner) 7:30AM - 8:00AM
EDCC (Kids Korner) 1:25PM - 4:30PM

Tuesday, Thursday, Friday:
EDCC (Kids Korner) 7:30AM - 8:00AM
LAEF Enrichment Class 1:25PM - 2:25PM
EDCC (Kids Korner) 2:25PM - 4:30PM

Wednesday:
EDCC (Kids Korner) 7:30AM - 8:00AM
EDCC (Kids Korner) 1:25PM - 4:30PM

SAMPLE (1st - 5th) STUDENT SCHEDULE:
(1st - 5th) School Day: 8:00AM – 2:25PM
ELO-P eligible time 7:30AM – 4:30PM

Monday:
EDCC (Kids Korner) 7:30AM - 8:00AM
EDCC (Kids Korner) 2:25PM - 4:30PM

Tuesday, Thursday, Friday:
EDCC (Kids Korner) 7:30AM - 8:00AM
LAEF Enrichment Class 2:25PM - 3:40PM
EDCC (Kids Korner) 3:40PM - 4:30PM

Wednesday:
EDCC (Kids Korner)7:30AM - 8:00AM
EDCC (Kids Korner) 1:25PM - 4:30PM

SAMPLE 6th STUDENT SCHEDULE:
(6th) School Day: 8:45AM – 3:10PM
ELO-P eligible time 8:00AM – 5:00PM

Monday, Tuesday, Thursday, Friday
EDCC (Outpost) 8:00AM - 8:45AM
EDCC (Outpost) 3:10PM - 5:00PM

Wednesday
EDCC (Outpost) 8:00AM - 8:45AM
EDCC (Outpost) 2:10PM - 5:00PM

SUMMER CAMP GALILEO SCHEDULE:
Monday - Friday 8:00AM - 5:00PM

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.