

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Paramount Unified School District
Educational Services Division
Expanded Learning Office

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This Plan was developed utilizing the California Department of Education template and meets California Education Code (EC) Section 46120(b)(2)

Board Approved - November 12, 2025

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Sites

Local Educational Agency (LEA) Name: Paramount Unified School District

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List of school sites that will operate the Expanded Learning Opportunities Program (ELO-P):

- | | |
|----------------------------|----------------------------------|
| 1. Collins Elementary | 9. Roosevelt Elementary |
| 2. Gaines Elementary | 10. Tanner Elementary |
| 3. Hollydale School | 11. Wirtz Elementary |
| 4. Jefferson Elementary | 12. Alondra Middle School |
| 5. Keppel Elementary | 13. Jackson School |
| 6. Lincoln Elementary | 14. Paramount Park Middle School |
| 7. Los Cerritos Elementary | 15. Zamboni Middle School |
| 8. Mokler Elementary | |

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-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

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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/qualstandcq.asp>

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1—Safe and Supportive Environment

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

The Paramount Unified School District (PUSD) partners with the community-based organization, Think Together, to implement high-quality, student-centered before school, after school, and non-instructional day programs that comply with all state and/or federal grant funding requirements as part of our braided ELO and ASES programs. The before school programs operate before the start of the school day daily, on the campus of each funded elementary or middle school site. After school programs operate from the end of the school day until 6:00 p.m. daily, on the campus of each funded school site. Non-instructional day programs are hosted at selected sites for our 15 expanded learning schools.

Fundamental elements to our before school, after school, and non-instructional day program safety protocols include: meeting or bettering the State minimum requirement of 1:20 (1st-8th grade) and 1:10 (TK/K) staff-to-student ratios*; comprehensive and ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; training for staff in routines and procedures, periodic program-wide safety drills; clear reporting guidelines and procedures; and regular stakeholder meetings to ensure that district and school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

*For instance, in the before school program, there may be 3 staff members to oversee 15 students.

Our program provides a safe and supportive environment for students by incorporating a focus on connection, well-being, and equity, within a program that builds SEL competencies for students. In our core program, students are taught skills on how to set goals, reflect, and provide feedback using a Social-Emotional Learning Toolkit and daily practices that include mindfulness and opportunities for connection and goal setting. Staff is trained to respond to student behavior in a way that maintains the dignity of students and builds positive and proactive momentum.

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Foundational in the program is space and time for our staff and students to build relationships of trust.

Although a large portion of PUSD Expanded Learning Program activities are held on district campuses, field trips and other off-site programs may be offered to students during the school year, summer, and intersessions. In such instances, transportation to and from off-site locations will be provided as a part of the ELO Program.



DAILY AFFIRMATIONS

- I am capable.
- I am not afraid of a challenge.
- I am smart.
- I don't have to be perfect to be worthy.
- I have many talents.
- I am a good friend.
- I am loved for who I am.
- I'm proud of myself.
- I have a great personality.
- My thoughts and feelings are important.
- Making mistakes helps me grow.
- I'm unique and special.
- Asking for advice doesn't make me weak.
- I can learn anything I put mind to.
- I have so much to be grateful for.
- I can make a positive impact on people's lives.
- I can use my imagination when I'm feeling bored or uninspired.
- There's so much more about myself that I'm yet to discover.
- I am enough.



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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.

ELO-P staff are trained in lesson facilitation practices that reflect the Learning in Afterschool (LIAS) principles, and lessons are developed using a project-driven framework that prioritizes students working in cooperative groups to achieve goals. All units include a project-based framework that focuses on how students will showcase learning with their community.

LIAS PRINCIPLE	HOW WE APPLY IT
ACTIVE	• Make sure students are always doing • “Show, don’t tell” • Have students move frequently • Use centers, stations, and rotations
COLLABORATIVE	• Provide multiple opportunities for students to work in cooperative groups and use different groups to prevent cliques. • Use clear roles and rotations to share responsibility.
MEANINGFUL	• Activities affirm the culture, interests, and experiences of students. • Activities and lessons build high value skills ▷ Problem-solving, critical thinking, reading, writing, speaking, and listening. Skills for college and career, and SEL. • We use current events as teachable moments • We give students choices (always good choices—e.g., “you can write an essay, compose a song, or create a comic book”)
SUPPORTS MASTERY	• Work is aligned to standards for student grade levels. • Students are building skills for college and career success. ▷ Students reflect on their own progress, regularly. • Students create and work on projects that they will present and exhibit.
EXPANDS HORIZONS	• Students learn about role models and innovators. • Students are learning about a range of career opportunities that they may not have been exposed to. • Students are envisioning a future and practicing for a future where they are decision-makers, change agents, and successful.

In our lowest grades (TK-2), we leverage daily center-based enrichments for both enrichment and reinforcement of academic skills. Lower elementary lessons include a

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circle-center-circle format that allows students to engage in both shared learning experiences, student-driven hands-on explorations and a debrief in circle time.

We provide programs that include daily active, engaged, meaningful learning experiences. Each engagement cycle allows students to prepare and present work to their community in a signature event or exhibition. Because of this, students are always building and applying skills in public speaking, presentation, and collaborative group structures. Enrichment units provide both STEAM and VAPA hands-on activities and allow students to create demonstrations of their learning and expression of ideas. Our curriculum provides spaces for students to make connections to their own communities, explore a range of career pathways, brainstorm problems to solutions, and set college and career goals.

Additionally, field trips and other on- and off-site activities/programs may be offered to students during the school year, summer, and other non-instructional days to enhance learning.

3—Skill Building

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

Our program is focused on building student skills and competencies across all elements of the program.

A 3-Step Lesson Structure drives all skill-building experiences, and students have opportunities to build a range of skills that will complement and enhance their ability to succeed in and beyond the school day. Learning is applied across elements to fully engage and support students. We focus on literacy development, math, student skills during Academic Achievement, and interdisciplinary skills in daily STEAM and Arts Enrichment units.

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ACADEMIC ACHIEVEMENT

Academic Achievement is a one-hour-long space for students to work and improve their academics. They will engage in collaborative activities along with independent work in order to complete assignments and push their learning.

What happens during Achievement Hour?

✚ Smart Start

Every Academic Achievement hour will begin with Smart Start. Here, students will work in small groups to complete short collaborative ELA or Math tasks to set the stage for the rest of the session.

✚ Learning Stations

After Smart Start, student will break into three workstations:

- Focus
 - Students who are struggling academically will spend their time here. They will work independently, supported by the Program Leader, on completing work or assignments that will bump up their grade.
 - Students who want to work on their homework independently can also spend their time here.
- Group
 - Students can work in partners or small groups on their homework. They must maintain an appropriate voice level and support each other on completing their work.
- Choice
 - Students who are done with their homework or have no missing assignments and have passing grades will be here.
 - Here students will work on extension activities tied to their enrichment units.

✚ Grade Checks (required MS and beyond)

Program leaders will run bi-weekly grade checks and will record grades on the progress tracker. Students with failing grades will stay in Focus station until the next grade check period.

✚ Debrief

At the end of Achievement Hour there must be space to close and debrief. Allow students to reflect on their current progress towards their goals or use an activity from the SEL toolkit to help students ground themselves and get ready to transition into the next portion of program.

NOTE: If your district mandates students to complete a certain number of hours on digital assessment platforms make this part of Achievement Hour.



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Educational Literacy

ELA activities provide time and space for students to develop a love of reading and writing, build foundational skills, and use reading to unlock learning. The Think Together Program Development Team, composed of credentialed educators, creates academic achievement units and lesson plans for delivery by trained program staff. Literacy development happens during the Academic Achievement element of our program, which is 55 minutes or more of time dedicated to building student learning skills. A regular “Smart Start” routine kicks off Academic Achievement hour and features time and space to build vocabulary, write, and read to learn. Writing and reading are additionally leveraged across program elements to allow for reflection, engagement, and expression.

Early grade ELA activities (TK-2) include daily practice with phonemic awareness, phonics, and sight words alongside read-aloud content that expands student horizons. As students enter grade 3 the focus expands to include academic language and reading to learn, and an inspired offering of informational texts and close reading support. In later elementary grades and middle school, students will start to use writing to express their ideas, understanding, and communicate their own personal narrative. Lessons include clear procedures for student engagement throughout.

Our program design reflects the Institute of Education Sciences (IES) recommendations for foundational skills instruction:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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THINK TOGETHER READ-ALOUD

Reading to our children is an opportunity to model reading with expression and fluency, expose students to vocabulary and explore powerful or fun ideas. Read-Alouds are appropriate for students of all ages, and in grades TK-2 a read-aloud is the perfect way to kick off enrichment centers.



Steps for Read-Aloud Success:

- 1. Choose a book**
When selecting a book to read aloud to students, consider the following:
 - What will capture your interest and that of your students?
 - Students' comprehension levels
 - Students' listening levels
 - Stay away from long books
- 2. Get to know (and love) the book**
When familiarizing yourself with a book to read aloud to students, consider the following:
 - Read the book ahead of time to become familiar with the text
 - Plan in advance—this is critical!!
 - Find ways that students, staff, and/or stakeholders can connect to the text (plan to incorporate these connections)
- 3. Set a purpose for reading**
Decide why you are engaging students in the story. For example:
 - Are you using the book to introduce a new concept or role model?
 - Is there an important theme or key idea?
 - Are you highlighting special vocabulary or concepts?
 - Are you practicing "thinking about the text?"
 - Are students in need of retelling practice?

Plan to read the book aloud several times within the week (or more depending on the text/purpose/skill):

- 1st Read-Aloud: Reading skills—main idea, plot
- 2nd Read-Aloud: Common Core Standard Skills
- Choose a different focus for every read aloud



Mathematics Skills

Math activities connect the standards for mathematical practice to the standards for mathematical content. Mathematics problems selected for daily practice reflect California Common Core State Standards for Mathematics.

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During math practice, TK-2 students use calendar math for targeted practice and reinforcement in foundational numeracy standards, while students in grades 3-8 engage in daily math practice in a “Smart Start” that allows for the application of problem-solving strategies in an active and collaborative setting. Math practice accelerates students toward grade-level mastery and provides opportunities for youth leadership development with academic goal setting and reflection structures.

Skills for Student Success

Think Together is the first and only expanded learning provider to have a partnership with AVID. AVID’s resources on student success and college and career preparation for all drive program offerings and are reflected in each engagement cycle with specific college and career pathways connected to units of engagement. The academic achievement element of our program includes learning stations which allow students to make progress in school. In middle school grades, students are taught about grade point average (GPA), GPA checks, and goal setting.

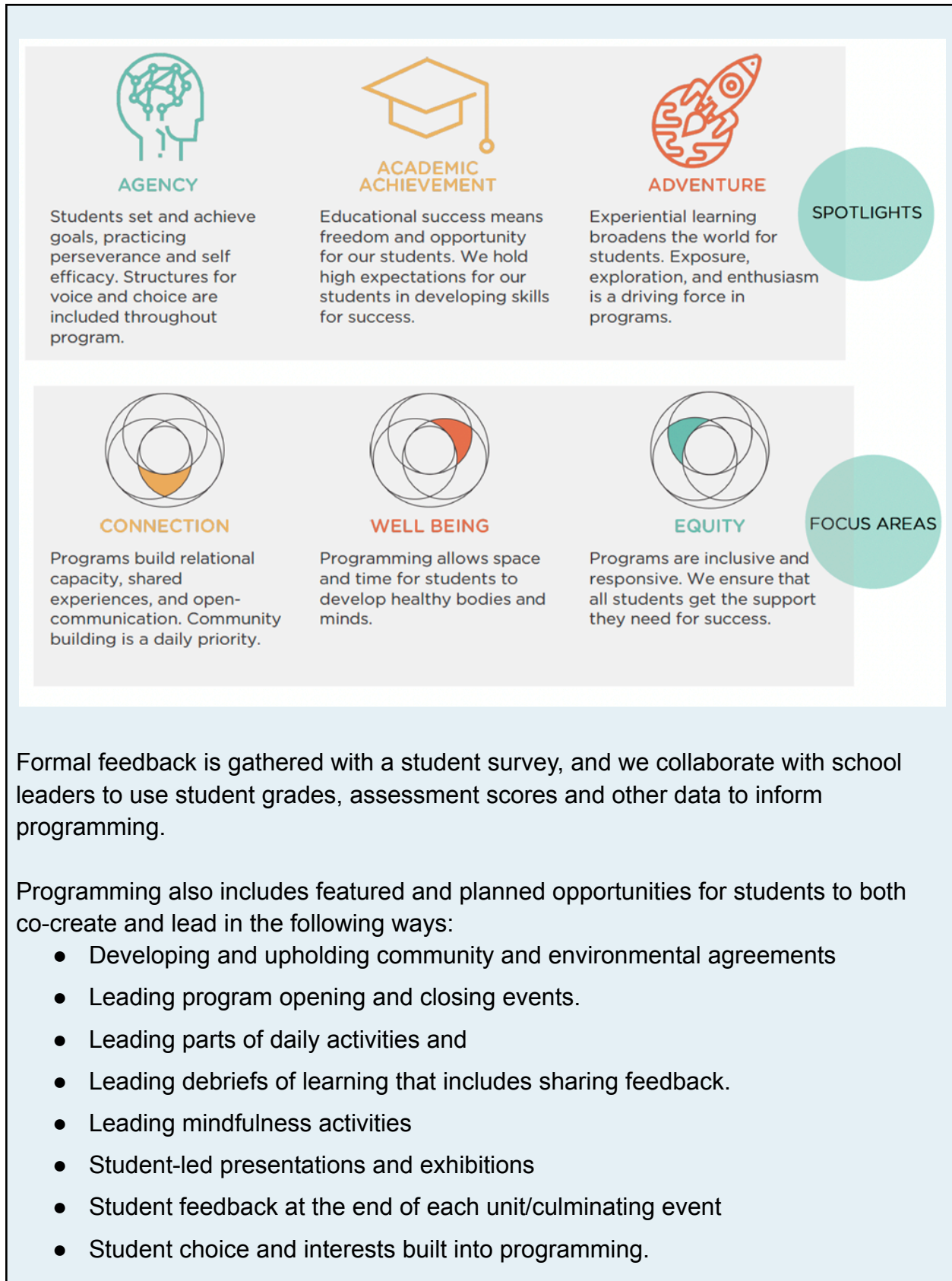
Site leaders schedule regular meetings with school leaders to identify ways that after school programming can complement and reinforce school day priorities and meet the nuanced needs of the community and students in our programs.

4—Youth Voice and Leadership

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

Student and youth development is centered in our ELO-P programming, and student agency is a threaded program component. Threaded components include spotlights and focus areas. (See graphic below.)

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Formal feedback is gathered with a student survey, and we collaborate with school leaders to use student grades, assessment scores and other data to inform programming.

Programming also includes featured and planned opportunities for students to both co-create and lead in the following ways:

- Developing and upholding community and environmental agreements
- Leading program opening and closing events.
- Leading parts of daily activities and
- Leading debriefs of learning that includes sharing feedback.
- Leading mindfulness activities
- Student-led presentations and exhibitions
- Student feedback at the end of each unit/culminating event
- Student choice and interests built into programming.

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Student leadership is built into regular routines and student leaders are provided with space and time to build trusting relationships with program staff to identify opportunities to improve programs and meet student needs with program opening and closing activities or other special events.

Enrichment units prioritize student choice in the way that students will work (e.g., in teams or groups) and in the way that they express their learning and understanding. Units include opportunities for student voice and choice and connect enrichment content to community needs and connect to community assets. Lower elementary students have the opportunity to apply choice in their selection of centers each day.

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 ELO Program aligns its wellness initiative with PUSD's health and wellness policies. The program ensures that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. The program schedule includes activities dedicated to supporting health and wellness through nutritious snacks, nutrition education, physical activity, and social-emotional learning.

Collaborative Partnerships for Physical Activities and SEL



Street Soccer USA partners with Think Together to provide high quality soccer instruction with youth development. Soccer for Success is offered free to participants and is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders.



Students in the ELO Program engage in a customized curriculum of physical activity and team building activities that support SEL development for students. This is a signature element of the Think Together Physical Activity Programming.

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Through PBIS, Think Together fosters a community where all members contribute to a safe and supportive environment. PBIS strategies promote the development of positive character traits to allow students to excel academically, emotionally, and socially.

Sample Schedule

GRADES	DAILY PHYSICAL ACTIVITY
TK-2	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
3-5	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
6-8	Monday-Thursday: Team Sports Friday: Fulcrum Teambuilding/SEL in Physical Activity

Nutritious Meals and Snacks

The PUSD Student Nutrition Services menu is carefully curated to offer a variety of nutrient-dense foods, including whole grains, lean proteins, fruits, vegetables, and dairy or dairy alternatives. The district prioritizes whole, unprocessed foods and limits the inclusion of sugary or high-fat options. The meals are designed to meet the dietary guidelines set forth by the USDA, ensuring that students receive the essential nutrients they need.

Nutritional practices are included in daily routines and procedures for snack and/or supper, where program leaders reinforce healthy practices like hand washing and food safety, as well as nutrition and a balanced diet. Programs have an “Opening” where well-being and connection are prioritized. Health education is also embedded into units of study and in problem-solving activities.

Costs for student snacks and meals not reimbursable through federal and state Child Nutrition Programs will be paid by ELO-P funds.

(Sample supper menu on next page)

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Sample Supper Menu

Supper Paramount Unified School District					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Grilled Cheese Sandwich Baby Carrots Fresh Apple 8oz Milk	Cheeseburger Sliders Broccoli Carrot Mix Fresh Pear 8oz Milk	Galaxy Pizza Celery Sticks Fresh Orange 8oz Milk	Peanut Butter & Jelly Sandwich w/String Cheese Baby Carrots Fresh Apple 8oz Milk	Ham & Cheese Sandwich* Seasonal Vegetable Seasonal Fruit 8oz Milk
Week 2	Bean & Cheese Burrito Baby Carrots Fresh Apple 8oz Milk	Tortilla Chips w/Nacho Cheese Cup & String Cheese Broccoli Carrot Mix Fresh Pear 8oz Milk	Pizza Pocket Celery Sticks Fresh Orange 8oz Milk	Cheeseburger* Baby Carrots Fresh Apple 8oz Milk	Corn Dog Seasonal Vegetable Seasonal Fruit 8oz Milk

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.

PUSD values diversity in all forms. ELO-P, in partnership with Think Together, promotes diversity, access, and equity by offering opportunities for students to celebrate their cultural and unique backgrounds. Additionally, our program provides information in English and Spanish, the two most widely used languages in the District. As part of PUSD's Climate, Culture, and Equity Department, ELO-P is committed to safe, supportive, and inclusive learning environments for all students regardless of race, religion, sex, national origin, or physical ability.

The program celebrates students' backgrounds in a variety of ways, one of which is to uplift experiences that highlight their rich diversity. Children and youth may explore their heritage, national origins, physical abilities, and more through clubs, activities, projects, and performances. Families and community members may be invited to speak, present at, and/or partake in such events to help students deepen their understanding of a myriad of traditions and foster pride in their own heritage.

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To promote empathy and acceptance, the program exposes students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses will broaden and enrich students' appreciation of the multifaceted world in which they live. Additionally, the program may offer special classes that celebrate diversity through the arts, such as dancing, visual arts, and music. Students may perform folk dances from various cultures, play indigenous instruments, or try their hand at native art forms. Appreciation of unfamiliar cultures may also be garnered through learning about their food traditions. For example, students may prepare, cook, and taste dishes from around the world.

The ELO Program collaborates with the District's Special Education Department and Personnel and Pupil Services Division to support students with disabilities and special needs. Reasonable accommodations related to students' Individualized Education Plans (IEP) or 504 Plans will be provided as appropriate. For instance, Special Education aides may be hired for students with health needs, and transportation will be provided to those with a home-to-school transportation plan on file.

PUSD's ELO Program is inclusive and committed to diversity, access, and equity so that potential barriers to program participation may be removed and the needs of all students may be met.

7—Quality Staff

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

As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally, ethnically, geographically, and linguistically reflective of the student population. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Program Manager (SPM) position that manages the program and coordinates the curriculum. Entry-level Program Leader (PL) positions are staffed at a 1:20 (1st-8th grade) and 1:10 (TK/K) staff-to-student ratio for the total number of students enrolled in the program.

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The Site Program Manager ensures that high quality expanded learning/after school program activities are provided for each student participant. SPMs are college graduates or have at least 1 year of previous experience as a Program Leader and are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Program Managers coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train and coach all program staff; engage and involve parents; and gather data to assess student safety, interests, participation and improved academic performance. Site Program Manager candidates must have at least a bachelor's degree or one-year of exemplary performance in a program. Final selections of SPMs are made by school principals and/or the ELO-P Coordinator.

Program Leaders facilitate all program activities with student participants. They provide homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each PL must have a minimum of 48 semester or 60 quarter units of higher education.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a paraprofessional/instructional aide (or equivalent) position under Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Program Manager and go through a series of trainings provided by Think Together.

Staff Recruitment

Think Together leverages community and regional networks to generate a sizable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other human resources professionals who implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified and well-trained after school practitioners.

Recruitment efforts include, but are not limited to:

- Referrals by current employees

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- Relationships with local colleges and universities
- Social media job postings (e.g., LinkedIn, Ed Join, etc.)
- Site level/community recruitment and job fairs
- Promotion of career opportunity via Think Together and District websites.

Recruitment and Hiring Process

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility. This is followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills and talents they bring to the expanded learning environment. Those seeking Site Program Manager positions are ultimately selected by the school site principal and/or the ELO-P Coordinator after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice and FBI live scan and TB clearances.

All new hires are required to participate in the New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

Ongoing Staff Development

Think Together focuses on continuously educating their workforce and improving the organization's capability through the alignment of strategy, structure, people, rewards, metrics, and management processes. Think Together ensures that staff are armed with the tools and knowledge needed to be successful in their roles by providing monthly performance development training, targeted educational summits, strategic field operations, and program training aimed at empowering employees with the routines and procedures necessary to run effective student programs.

8—Clear Vision, Mission, and Purpose

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

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Paramount Unified School District's mission is to ensure its graduates are prepared for success in both college and career by equipping them with the knowledge, skills, and certifications needed to thrive in any post-secondary environment. To support this mission, PUSD offers braided Expanded Learning Opportunities (ELO) and After School Education and Safety (ASES) programs for TK-8 students, in collaboration with Think Together, which provides core programming, and district staff who contribute to SPARK (Students Pursuing Adventures and Real-World Knowledge) enrichment activities. The Expanded Learning Program, offered free of charge to all eligible students, is designed to support the following goals:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade-level standards and beyond
- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts disciplines (dance, music, theater, visual arts, media arts)
- Fitness and athletic programs focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports with an emphasis on fair play and good sportsmanship
- STEAM programs that help students become creators and innovators who can think critically, collaborate, and communicate effectively to generate and advocate for solutions to real world problems
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured

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.

Paramount USD has developed a partnership with Think Together, a community-based organization, to provide programs, enrichment activities, and staffing for ELO-P during after school, before school, non-instructional days, intersessions, and summer.

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PUSD collaborates with Think Together to develop and deliver a continuum of programs and services to help increase educational equity and increase opportunities for students to explore and realize their potential through a variety of activities that enhance but do not replicate experiences in the classroom. Think Together Site Program Managers, Quality Assurance Coaches, and regional administrators work closely with PUSD administrators, personnel, and families to design, implement, and gather feedback on activities.

PUSD and Think Together collaborate extensively around planning, implementing, and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together after school Site Program Managers to focus on comprehensive program integration into the school's culture of providing quality services to students, family and the community.

Collaborative partners in this process include the District's Coordinator for ELO-P, other District-level personnel (e.g., Nutrition Services for meal planning and distribution), school site Principals (or designee), Think Together leadership and program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Program Managers
- Monthly meetings and site visits with the District ELO-P Coordinator
- Bi-monthly District/Think Together collaborative update/planning meetings
- Periodic parent meetings

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Paramount Unified School District is committed to maintaining a data-driven Continuous Quality Improvement (CQI) process that is based on the Quality Standards for Expanded Learning in California as defined by the California

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Department of Education. This approach involves creating clear expectations and a shared vision of quality among district and program staff, student leaders, and multiple educational partners. The CQI cycle includes three steps:

1. Assessment, which employs data collection using multiple strategies
2. Planning, which allows the program to use data to generate and implement a timely action plan for improvement
3. Improvement, in which staff implements the action plan and reflect upon progress.

PUSD's Research, Assessment, and Student Information (RASI) Department will support data tracking and reporting. Tracked measures of student success could include program attendance, chronic absenteeism rates, parent and student satisfaction, and academic achievement results. In addition, the district's Coordinator of ELO-P will conduct regular site visits to ensure accountability and observe firsthand the effectiveness and impact of ELO-P programming. Annual surveys will gather feedback to aid in determining if student and family needs are being met, to respond to concerns and suggestions, and to make adjustments to the program as necessary.

Through these measures, Paramount USD will ensure that the ELO Program adheres to quality improvement standards and reflects a culture of continuous growth that is necessary to support students and families.

11—Program Management

Describe the plan for program management.

PUSD's ELO Program falls under the purview of the Assistant Superintendent of Educational Services and the Director of Climate, Culture, and Equity, supervisor to the Coordinator of Expanded Learning Opportunities Program. The Coordinator attends ELO-P advisory meetings and professional development sessions organized by the Los Angeles County Office of Education, disseminates information to sites, facilitates professional development opportunities for ELO-P staff, holds bi-monthly meetings with our expanded learning partner, and assists sites with state and local assessments and evaluations. The Coordinator of ELO-P also conducts school visits at least three times per year at each site (more as needed) to assess curricula and program efficacy and compliance.

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Other key personnel are as follows:

- Think Together Program Leader - implements academic support and enrichment programs, oversees children and youth
- Think Together Site Program Manager - manages the daily operation of the program and supervises ELO-P staff
- Think Together Quality Assurance Coach - ensures that high-quality expanded learning programs are consistently delivered to students through coaching and supporting Site Program Managers
- PUSD site administrator - offers on-site support to ELO-P during school office hours

Collaborative discussions between the District ELO-P Coordinator and the Think Together team - consisting of Quality Assurance Coaches and managers - will be held bi-monthly. The frequency of site-level meetings will be determined by the size of the program, specific student and community needs, and staffing levels. These may be held once per month or as often as once per week between site principals/designees and Think Together Site Program Managers.

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.

ELO-P funding will be used to develop one comprehensive and universal Expanded Learning Program by braiding existing Expanded Learning Opportunities (ELO), After School Education and Safety (ASES) programs, and other district resources into a

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cohesive, districtwide system that supports students before school, after school, and during intersession breaks.

The program will provide academic support, enrichment, physical activity, and social-emotional learning in alignment with Paramount Unified's mission to prepare students for success in college and career. Services will be delivered through a collaborative model involving community partner Think Together, which provides the core afterschool programming, various district departments (Student Nutrition Services, Special Education, Facilities, Transportation, etc.), and certificated and classified staff who lead SPARK activities.

ELO-P funds will also support after-school staff training, curriculum development, and increased access across all TK-8 school sites. The program is free for eligible students and is designed to remove barriers to participation, making it accessible to all and focused on supporting the whole child.

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?

Please refer to pertinent passages in Sections 1, 2, and 7 above.

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

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or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Instructional Day Sample	
7:00 - 8:15	Before School Program and Breakfast
8:15 - 2:08	Instructional Day for TK-3 Students
2:08 - 2:15	Sign-in and Welcome/Opening
2:15 - 2:50	Physical Activity
2:50 - 3:35	Homework Assistance and Tutoring
3:35 - 4:10	Restroom, Hand Wash Break, and Supper
4:10 - 4:55	Enrichment (Arts)
4:55 - 5:40	Enrichment (STEAM)
5:40 - 5:50	Wind Down (Debrief)
5:50 - 6:00	Check-Out

Non-Instructional Day Sample	
8:00 - 8:30	Sign-in, Breakfast, and Welcome/Opening
8:30 - 8:45	Restroom and Hand Wash Break
8:45 - 9:00	Smart Start
9:00 - 10:00	Academic Achievement
10:00 - 10:05	Debrief
10:05 - 10:55	Enrichment (Arts)
10:55 - 11:00	Transition
11:00 - 11:45	Physical Activity
11:45 - 12:00	Restroom and Hand Wash Break

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12:00 - 12:30	Lunch
12:30 - 12:35	Transition
12:35 - 1:30	Enrichment (Technology)
1:30 - 1:35	Transition
1:35 - 2:40	Enrichment (Arts)
2:40 - 3:40	Physical Activity
3:40 - 4:15	Restroom, Hand Wash Break, and Supper
4:15 - 4:20	Transition
4:20 - 4:30	Wind Down (Debrief)
4:30 - 5:00	Closing Game, Raffle, Check-Out

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.

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(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 non-school days, 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.

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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 after school 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

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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.