

Expanded Learning Opportunities Program Plan Guide

2024-2027

Prepared by: Expanded Learning Office West Contra Costa Unified School
District



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 seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:

Contact Name:

Contact Email:

Contact Title:

Contact Phone:

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. Bayview
2. Chavez
3. Coronado
4. Dover
5. Downer
6. Fairmont
7. Ford
8. Grant
9. Harding
10. Highland
11. King
12. Lake
13. Lincoln
14. Lupine
15. Mira Vista
16. Montalvin
17. Murphy
18. Nystrom
19. Obama
20. Peres
21. Riverside
22. Shannon
23. Sheldon
24. Stege
25. Stewart
26. Tara Hills
27. Valley View
28. Verde
29. Washington
30. West County Mandarin .

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

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”:

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

“Expanded Learning Opportunities”:

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The West Contra Costa Unified School District's Expanded Learning Office (EXLO) operates ELO-P-funded programs that provide both school-year after-school programming and non-school day enrichment opportunities for TK–6th grade students across the District.

During the school year, EXLO partners with local youth-serving nonprofit organizations—referred to as lead agencies—to implement after-school programs at most elementary school sites. These Tier 1 youth development programs operate 180 school days per year and are designed to extend the instructional day through academic support, enrichment, and social-emotional learning. Within WCCUSD, these programs are commonly referred to as “after-school programs.”

During non-school days, EXLO operates ELO-P-funded enrichment camps and hub-based programs designed to provide at least 30 days of nine-hour programming annually, consistent with Education Code § 46120(b)(1)(B). Non-school day programming includes Spring Break Camp, Summer Camp, and Saturday STEM and Sports Camp opportunities held at geographically accessible hub sites throughout the District.

These programs extend learning beyond the traditional year through hands-on enrichment, academic reinforcement, outdoor education (including overnight experiences for Title I schools), and STEM and sports clinics that support student wellness, curiosity, and confidence.

Student Access and Hub Sites

Most unduplicated TK–6th grade students participate in after-school programs at their own school sites. For students whose schools do not currently host an ASES, 21st CCLC, or ELO-P–funded program, the District provides access through hub sites and transportation support.

Under the current configuration (2025-2026SY):

- *Olinda Elementary students may attend Valley View Elementary
- *Collins Elementary students may attend Shannon Elementary
- *Hanna Ranch and Ohlone Elementary students may attend Lupine Hills Elementary

Students participating at hub sites during the school year are transported by the District at no cost to families. For non-school day programs, such as spring or summer camps, bus passes are available upon request to ensure equitable access.

The District works closely with Lead Agency partners to ensure that unduplicated pupils (UPP) in grades TK–6 are prioritized for participation in after-school and non-school day Expanded Learning programs, with enrollment offered as space and staffing capacity allow.

Safety and Supervision Practices

Student safety—both physical and emotional—is the District’s highest priority. EXLO collaborates with District departments, school sites, lead agencies, and community partners to ensure consistent implementation of best practices across all Expanded Learning programs.

Key safety measures include:

- *Standardized sign-in/out procedures
- *Required staff-to-student ratios (1:10 for TK–K; 1:20 for grades 1–6)
- *Alignment of safety protocols with the core instructional day and inclusion in each school’s Safety Plan
- *Incident reporting protocols and follow-up procedures
- *Comprehensive youth development and safety training for all program staff

Additionally, all program staff and adult volunteers must complete California Department of Justice and FBI fingerprinting and TB testing prior to working onsite.

Sign-In/Out and Attendance Procedures

Each program day begins with staff welcoming students and signing them into the program. A full-time Site Coordinator, employed by the lead agency, oversees all attendance and safety procedures. Site Coordinators have PowerSchool access to run daily absence reports and cross-check school attendance data with the program’s sign-in sheets.

If a discrepancy occurs—such as a student marked present during the school day but absent from the after-school program—the Coordinator contacts the family to confirm the student’s whereabouts. For non-school day programs, families of absent students are contacted at check-in time to ensure safety verification.

Sign-in/out expectations are reviewed with caregivers at the Family Orientation. Students may only be released to adults listed as authorized designees in the application. Families must indicate whether their child may walk home, ride the bus, or require adult pickup, and must provide emergency contacts.

Alignment with District Safety Plans

EXLO ensures Expanded Learning safety protocols are consistent with District Safety Procedures and reviewed annually during the Site Coordinator and Lead Agency August Institute. Safety practices are reinforced weekly through EXLO’s “Monday Message.”

For non-school day programs, EXLO conducts additional safety trainings that cover extended day operations, offsite field trips, and overnight outdoor education procedures.

At the start of each school year, the District Safety Team trains all program staff on emergency procedures including shelter-in-place, earthquake, fire, and lockdown drills. Site Coordinators receive school keys to secure program spaces and participate in safety drills aligned with the District Drill Calendar.

Incident Reporting and Crisis Response

If an incident occurs during program hours, Site Coordinators must notify EXLO and submit an Incident Report within 24 hours. Depending on the nature of the incident, EXLO may alert District leadership and activate the District Crisis Response Protocol.

When incidents affect student wellbeing, EXLO collaborates with the Positive Behavior Interventions and Supports (PBIS) Department and the Behavioral Health Team to deploy support staff, counselors, or mental health professionals to assist affected students and families.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Students’ social and emotional safety is a cornerstone of the District’s Expanded Learning system. All Expanded Learning programs are grounded in youth development principles and practices, ensuring that every site fosters belonging, positive relationships, and a sense of purpose. WCCUSD supports this through the

implementation of the Building Intentional Communities (BIC) curriculum—its adopted social-emotional learning framework for Expanded Learning programs—and through the Social and Emotional Learning Program Quality Assessment (SEL PQA), a validated observational tool that measures adult-youth interactions, climate, and program conditions that promote safety, inclusion, and emotional growth.

Building Intentional Communities (BIC)

BIC, the adopted social and emotional learning curriculum for District expanded learning programs, is a research-based curriculum designed to strengthen program-wide culture and climate through intentional community-building and social-emotional skill development. Activities help students establish shared community values, practice empathy, and reinforce positive behavior guidance strategies.

To ensure consistency across sites, the Expanded Learning Office (EXLO) provides each program with an annual scope and sequence—known as “Climate Blasters”—along with ongoing coaching and professional learning opportunities. Staff receive training in facilitating inclusive community circles, restorative conversations, and reflection activities that promote safety, belonging, and respect among all participants.

Playworks: Structured Physical Activity

All Expanded Learning programs implement Playworks as the foundation for structured physical activity and cooperative play. Staff are trained on the Playworks curriculum to lead inclusive, developmentally appropriate games that foster teamwork and communication.

Playworks supports students’ physical and emotional safety by teaching clear routines, positive play language, and strategies for resolving conflicts independently—skills that directly reinforce the District’s social-emotional learning goals. Through structured games and active recess, students build confidence, practice empathy, and experience belonging within a safe and supportive environment.

Youth Development Practice

EXLO provides monthly professional development sessions for all site staff focused on positive youth development, social-emotional learning (SEL), and relationship-centered practices. These trainings align with the SEL PQA and help staff create environments where students feel known, valued, and supported.

Key staff practices emphasized through SEL PQA include:

- *Establishing predictable routines and structures;
- *Managing groups through proactive, youth-centered strategies;
- *Supporting student choice, agency, and voice; and
- *Encouraging reflection, empathy, and collaboration.

The SEL PQA also serves as a cornerstone of EXLO's Continuous Quality Improvement (CQI) process, providing measurable data on how programs cultivate emotional safety and supportive adult-youth relationships grounded in the principles of youth development.

Monitoring and Continuous Improvement

To further assess emotional safety and student connectedness, EXLO administers Youth and Family Surveys throughout the year. Survey questions measure students' sense of belonging, inclusion, and trust in adults within the program. Results are reviewed with Site Coordinators and lead agency partners as part of the CQI process to identify strengths, address areas for growth, and implement targeted supports.

Comprehensive SEL Integration

In addition to BIC, SEL PQA, and Playworks, EXLO integrates social-emotional learning across all enrichment areas. Programs such as Reading with Relevance include explicit SEL components that promote empathy, emotional literacy, and communication through literature-based discussions. This ensures that SEL and youth development are not stand-alone components but consistent threads woven throughout daily programming—from academic enrichment to physical activity.

Through this intentional system of youth development, social-emotional learning, and continuous improvement, WCCUSD's Expanded Learning programs provide emotionally safe and supportive environments where students build confidence, empathy, and resilience—skills essential for lifelong success in school and beyond.

2—Active and Engaged Learning

Explain 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.

All District Expanded Learning programs are intentionally designed to support the WCCUSD Graduate Profile, emphasizing the development of students who are:

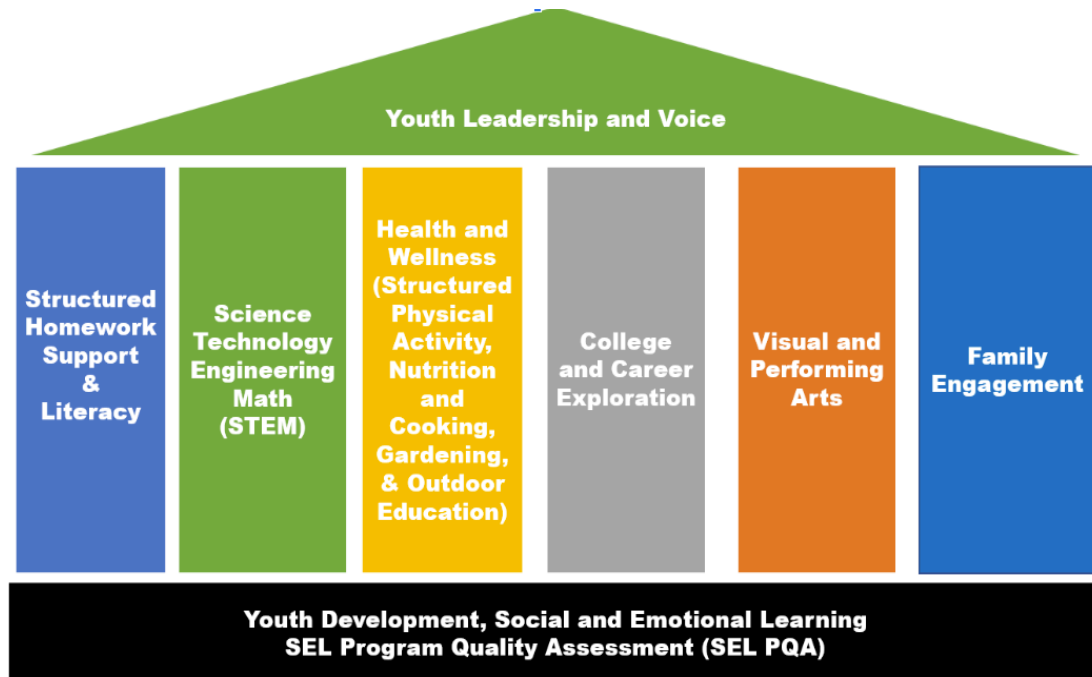
- *Innovative, critical thinkers
- *Healthy in mind and body
- *Skilled communicators and collaborators
- *Responsible and courageous members of society

These outcomes guide program design across multiple pillars of Expanded Learning that extend and enhance, but do not replicate, the instructional day.

ELO-P funds will supplement, not supplant, existing ASES and 21st CCLC programs by expanding enrichment offerings through supplemental service providers and extending staffing capacity to serve an increased number of students at each site.

This approach ensures equitable access to high-quality programming and aligns with the District's commitment to providing engaging, hands-on learning experiences beyond the traditional classroom.

The visual below shows our expanded learning program pillars:



Structured Homework and Literacy

Beyond traditional homework assistance, elementary Expanded Learning programs strengthen literacy through book clubs using Reading with Relevance—an evidence-based, CASEL-certified SEL curriculum. The program engages students with culturally relevant and emotionally rich literature, encouraging them to:

- *Read deeply
- *Think critically
- *Talk openly
- *Write reflectively

Each lesson integrates social and emotional learning with literacy instruction, helping students build empathy, communication, and analytical skills in an active, discussion-based format.

Science, Technology, Engineering, and Mathematics (STEM)

The Expanded Learning Office partners with equity-focused STEM organizations—including Scientific Adventures for Girls, Junior Center for Art and Science, and UCSF MESA—to provide hands-on, inquiry-based STEM experiences. Students collaborate in small groups on projects that encourage curiosity, problem-solving, and teamwork. Activities emphasize authentic scientific and engineering practices such as:

- *Asking questions and developing models
- *Planning and carrying out investigations
- *Analyzing and interpreting data
- *Constructing and communicating explanations

These experiences complement classroom instruction while providing space for exploration, creativity, and real-world application.

Health and Wellness

Health and wellness programming helps students develop lifelong habits that support physical, emotional, and mental wellbeing. Offerings include cooking and nutrition, gardening, outdoor education, and structured physical activity.

Key partnerships include:

Playworks: Promotes structured physical activity and cooperative games that foster teamwork and inclusivity. They provide an annual training series for expanded learning program staff.

America SCORES: Provides non-competitive athletic enrichment that builds skills and confidence.

Growing Together Project (GTP): Provides environmental education and outdoor learning at 24 school sites. GTP's Farm to Table initiative connects elementary students with production farms at Soskin Middle and Vista High, reinforcing sustainability, food systems, and local agriculture.

Richmond Outdoor Coalition: Expands equitable access to outdoor learning experiences through partnerships with organizations such as the Headwaters Science Institute.

In addition, the Expanded Learning Office operates the *District's Elementary Sports League*, which includes flag football, volleyball, soccer, and basketball for grades 4th–6th. Students develop teamwork and sportsmanship through six weeks of skill-building practices in their after school program that culminate in a districtwide Saturday tournament.

These experiences encourage students to make healthy choices, build resilience, and strengthen social connections through movement and collaboration.

Career Exploration

The College and Career Readiness pillar introduces students to future pathways through hands-on, experiential learning that connects academic content to real-world contexts.

Career Exploration in Elementary Programs: Participating elementary programs implement Paxton Patterson's Environment and Ecology and Nutrition and Wellness

career exploration modules. These hands-on lessons introduce students to a variety of careers while building foundational skills and knowledge aligned with national career clusters. The elementary modules serve as a bridge to the middle school and TK–8 career exploration curriculum, where students engage in advanced pathways such as Forensic Science, Engineering, Health Science, and Alternative Energy—each aligned with related academies and pathways at their feeder high schools.

UCSF MESA Program: Engages students in grades 5th and above in STEM through project-based competitions, field trips, and mentoring from STEM professionals. Activities bridge classroom learning with applied problem-solving and technical exploration.

These opportunities cultivate curiosity, leadership, and early exposure to college and career options with a focus on STEM careers.

Visual and Performing Arts

The visual and performing arts remain one of the most popular components of the Expanded Learning program. Partnerships with Bay Area Creatives and the Richmond Art Center (RAC) provide students with culturally responsive and expressive outlets, including:

- *African Dance, Hip Hop, and Poetry
- *Visual arts, design, and mixed-media projects

Art-based learning encourages students to express identity, develop confidence, and engage in creative problem-solving. RAC further promotes family engagement through site-based showcases and the annual Art in the Community exhibition, where students' work is celebrated publicly.

Youth Leadership

Through Leaders of Today, a youth leadership program for grades 4th–6th, students develop research, communication, and advocacy skills by identifying and addressing community issues they care about. This youth participatory action research model empowers students to analyze local challenges—such as food quality or neighborhood safety—and design actionable solutions. The cascading facilitation model ensures peer mentorship and sustained engagement.

Family Engagement

Expanded Learning programs strengthen the home-school connection through Lights On Afterschool celebrations, Winter and Spring Showcases, and centrally supported Family Math and Literacy Nights. Though funded by ELO-P, these events are open to all students and families, reinforcing a sense of community, belonging, and shared learning.

3—Skill Building

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

All District Expanded Learning programs are intentionally designed to support the WCCUSD Graduate Profile, emphasizing the development of students who are:

- *Innovative critical thinkers
- *Healthy in mind and body
- *Skilled communicators and collaborators
- *Responsible and courageous members of society

These outcomes guide the design of enrichment pillars that extend and enhance, but do not replicate, the instructional day.

Social and Emotional Skill Development

Developing students' social and emotional competencies is central to the District's Expanded Learning programs. Through consistent participation, students build emotional awareness, empathy, teamwork, and leadership skills.

These competencies are reinforced through intentional staff practices measured by the Social and Emotional Learning Program Quality Assessment (SEL PQA)—a research-based tool that evaluates how adult practices support youth skill growth. The SEL PQA identifies key staff behaviors and corresponding youth outcomes, providing a clear framework for how social and emotional skills are taught and observed in daily programming.

Social and emotional development is also embedded directly into program activities. Playworks integrates structured cooperative games that emphasize teamwork, communication, and conflict resolution, providing daily opportunities for students to practice empathy and self-regulation in a fun, inclusive setting. Similarly, Reading with Relevance, implemented at elementary sites, includes an explicit SEL component that builds emotional literacy, self-awareness, and interpersonal skills through literature and guided discussion. Together, these programs create safe, engaging environments where students can practice and internalize social and emotional competencies.

Academic Skill Development and Targeted Intervention

In addition to SEL, Expanded Learning programs incorporate Tier 2 and Tier 3 academic interventions to strengthen literacy and language skills. These targeted supports are made possible through ELO-P funding and were developed in direct response to principal and family feedback.

Tier 2 Literacy Intervention

Students receive targeted small-group tutoring from credentialed teachers and partners such as TutorWorks and Springboard Collaborative. These evidence-based programs focus on improving phonemic awareness, phonics, fluency, vocabulary, and

comprehension through engaging, differentiated instruction that complements the school-day curriculum.

In addition to these partnerships, classroom teachers at some school sites also provide one-on-one and small-group tutoring sessions that reinforce grade-level standards and extend instructional-day learning. These tutoring opportunities allow students to receive personalized feedback and support in areas of academic need, helping them build confidence and independence as learners.

Tier 3 Literacy Intervention for English Learners

In partnership with the English Learner Multilingual Achievement (ELMA) Office, EXLO supports the District's ELPAC 3 Initiative, aimed at increasing reclassification rates for English/Multilingual Learners (EL/MLs). Students within 30–40 points of achieving an ELPAC Level 4 receive intensive one-on-one tutoring to strengthen language proficiency and accelerate reclassification readiness.

Teachers meet daily with one or two students in grades 1–4 for 30–45 minutes of individualized instruction focused on reading, writing, fluency, and comprehension. Lessons also emphasize self-regulation, independence, and self-initiated learning. Students are identified through teacher recommendations and standardized observational assessments, with progress monitored daily and reviewed weekly through formative data meetings.

Together, these academic interventions—made possible through the strategic use of ELO-P resources—ensure that Expanded Learning programs directly contribute to closing opportunity gaps, accelerating student progress, and reinforcing the instructional core through personalized, engaging, and data-driven support.

Content-Specific Skill Development Across Program Pillars

Beyond SEL and academic support, Expanded Learning programs engage students in experiential learning that builds discipline-specific skills across enrichment areas. Each program pillar provides opportunities for students to explore, create, and practice essential 21st-century competencies.

STEM

*Critical Thinking: Develops analytical and problem-solving skills through inquiry-based projects.

*Creativity: Encourages innovation through design challenges and experimentation.

*Collaboration: Strengthens teamwork and communication during group investigations.

Health and Wellness

*Healthy Eating Habits: Promotes nutritional awareness and balanced meal choices.

*Cooking Skills: Provides hands-on experience in food preparation and nutrition.

*Environmental Awareness: Fosters understanding of ecosystems, sustainability, and human impact.

*Responsibility and Commitment: Encourages stewardship through plant care and garden maintenance.

- *Teamwork: Reinforces collaboration and perseverance through group games.
- *Physical Coordination: Enhances endurance, balance, and agility through sports and structured movement.

Career Exploration

- *Career Exploration: Introduces students to diverse career fields through hands-on projects.
- *Applied Learning: Connects school-day academics to real-world applications.

Visual and Performing Arts

- *Creativity and Expression: Builds confidence and identity through artistic creation and performance.
- *Communication: Strengthens verbal and nonverbal expression through art, movement, and speech.
- *Collaboration: Promotes teamwork and shared problem-solving in ensemble settings.

Leadership Skill Development

Leadership development is intentionally woven throughout all Expanded Learning programs to help students grow as responsible and courageous members of society. Opportunities to lead occur daily—through student choice, collaboration, and program decision-making—as well as through structured youth leadership initiatives.

Student Voice and Choice: Students take an active role in shaping program offerings, setting goals, and reflecting on their learning. These opportunities foster ownership, confidence, and accountability.

Leaders of Today Program: Designed for students in grades 4-6th, this youth participatory action research (YPAR) model teaches students to identify community issues, collect data, and design solutions. Participants strengthen communication, teamwork, and advocacy skills while addressing real-world challenges such as school climate, food quality, and community safety.

Peer Mentorship and Service Learning: Older students mentor younger peers, assist with activities, and organize site events, cultivating empathy, patience, and responsibility.

21st-Century Leadership Competencies: Across all activities, programs promote communication, collaboration, initiative, civic engagement, and resilience—preparing students to lead confidently in school, career, and community settings.

Family Engagement

Family engagement events are designed to celebrate student growth, strengthen school community, and promote shared learning at home and school.

Annual Events: Lights On Afterschool Open House, Winter Showcases, and Spring Showcases highlight student achievements and build community pride.

Interactive Family Learning Nights: Collaborations with the Lawrence Hall of Science and other partners bring families together for hands-on science shows, literacy

activities, and family math nights.

Open Access to School Community: Though funded through ELO-P, these events are open to all enrolled students and families, reinforcing inclusivity and shared ownership of student success.

These experiences deepen family-school partnerships and reinforce a shared commitment to supporting each student's academic, social, and emotional growth.

Attendance Recovery Integration

In alignment with recent state guidance, the District is exploring the use of Expanded Learning Opportunities Program (ELO-P) funds to support Attendance Recovery opportunities for TK–6th grade students. Attendance Recovery sessions may operate during non-school days or extended hours and would provide students the chance to make up missed instructional time through engaging, standards-aligned enrichment and academic reinforcement. These sessions would be designed to promote student re-engagement, address early attendance concerns, and recover ADA while maintaining the whole-child focus of Expanded Learning programs.

Through an intentional blend of academic intervention, enrichment, and leadership development, WCCUSD's Expanded Learning programs ensure students actively build transferable skills—from literacy and teamwork to self-regulation and civic engagement. The strategic use of ELO-P funding allows programs to expand capacity, increase access, and deepen instructional quality, ensuring that all students develop the competencies needed to thrive in school and beyond.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

District Expanded Learning programs actively promote youth voice, choice, and leadership through intentional design, structured opportunities for feedback, and youth-driven decision-making. These efforts are supported through EXLO-led professional development, integration of youth input into program planning, and continuous review of student feedback data.

The infusion of youth voice and leadership is central to program quality and is explicitly measured within the “Promoting Responsibility and Leadership” scale of the Social and Emotional Learning Program Quality Assessment (SEL PQA) tool. At the classroom level, every Expanded Learning activity includes built-in opportunities for students to reflect and provide feedback, which are used to inform future lesson planning.

Programs incorporate progressive leadership opportunities that develop alongside students' growth and maturity:

Younger Students (TK–3): Take responsibility for small tasks and practice independent follow-through.

Upper Elementary and Middle Grades: Participate in peer mentoring, share work or ideas with the group, and lead short activities or projects.

At the upper elementary level, students also receive training to serve as program observers, where they visit after-school classes and participate in their program's self-assessment process. Through this practice, students directly contribute to the site's Continuous Quality Improvement (CQI) cycle—learning to identify strengths, suggest improvements, and reflect on how their feedback supports program growth.

These practices are reinforced through SEL PQA trainings focused on Youth Voice and Teamwork and Responsibility, ensuring staff understand how to facilitate student agency, collaboration, and leadership skill development.

Each spring, during National Youth Voice Week, the District's Expanded Learning programs host Youth Voice Day, a celebration of student input and empowerment. On this day, programs facilitate age-appropriate activities designed to capture authentic student perspectives and ideas for the upcoming school year, such as:

Vision Boards (TK–3): Students share what programs they would like to see in their program for the coming year.

Publication for Progress (Grades 4+): Students create written reflections and recommendations for program improvement.

My Two Cents (Grades 4+): Students provide structured feedback on current program components.

The insights gathered during Youth Voice Day are reviewed by Site Coordinators and lead agency partners and incorporated into the annual program planning process for the following school year.

Throughout the year, the Expanded Learning Office administers Youth and Family Surveys during winter and late spring sessions to gather input on program quality, engagement, and safety. Additional Youth Surveys conducted during Winter/Spring Break Camps and Summer Programs provide valuable data that guide continuous improvement efforts for both EXLO and its lead agency partners.

Beginning in upper elementary grades, students participate in the Leaders of Today program, a youth participatory action research (YPAR)–based leadership model that empowers students to explore issues that matter to them, analyze community data, and design solutions through collective action. These experiences cultivate foundational leadership skills and prepare students for expanded civic engagement in secondary programs.

At the secondary level, Expanded Learning programs deepen this trajectory through structured opportunities for civic engagement, youth organizing, and statewide collaboration. Students connect with peers across California to discuss advocacy topics, share ideas and resources, and leverage their learning to lead change in their local communities. A central anchor of this work is the team advocacy project, where youth design and implement their own civic action projects, gaining real-world experience in leadership and public service.

These cumulative experiences prepare students to take on meaningful leadership roles both within and beyond Expanded Learning—serving as youth representatives on School Site Councils, participating in the Districtwide All Student Congress, and leading school-based initiatives that reflect their interests and values.

Together, these efforts form a youth leadership pipeline that begins in elementary school and extends through high school, equipping students with the civic knowledge, skills, and experiences required to qualify for the California State Seal of Civic Engagement. Through this intentional progression, Expanded Learning programs not only nurture students' confidence and sense of agency but also position them to be recognized by the State of California for their active and informed participation in democratic life.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The District's Expanded Learning programs are intentionally designed to align with three key focus areas of WCCUSD's Wellness Policy:

- 1) Nutrition education
- 2) Physical activity
- 3) School-based activities that promote student wellness

Through these focus areas, programs promote lifelong healthy habits, positive decision-making, and overall well-being for all students.

Nutrition Education: The Growing Together Project (GTP)

The Growing Together Project (GTP)—a local nonprofit dedicated to greening schoolyards and improving food access—provides environmental and garden-based education at more than 30 school sites. Through hands-on gardening, students learn about ecosystems, sustainability, and local food systems while developing an understanding of nutrition and where their food comes from.

Building on this foundation, GTP now integrates cooking and nutrition lessons in which students prepare simple, healthy recipes using produce grown in their own school gardens. These activities promote self-sufficiency, environmental stewardship, and healthy eating habits that extend beyond the classroom.

Nutritious Meals and Snacks

Every student enrolled in a District Expanded Learning program receives a nutritious supper provided by the WCCUSD Nutrition Services Department and funded through the Child and Adult Care Food Program (CACFP). All meals meet or exceed California Education Code (§49431) and federal nutrition standards, ensuring that each supper includes balanced, wholesome options that support student growth and development.

Meal service is integrated into each site's daily schedule and communicated clearly to families. During non-school day programs (e.g., Summer Camp, Spring Break Camp, and Saturday Camps), Nutrition Services provides breakfast, lunch, and supper to all participating students to ensure they remain nourished throughout the day.

In addition, at select Title I elementary schools, families can access up to five pounds of fresh produce weekly through a partnership with the Food Bank of Contra Costa and Solano County. Site Coordinators collaborate with School Community Outreach Workers (SCOWs) and Community School Directors (CSDs) to share produce distribution schedules and coordinate family pick-ups.

Physical Activity and Wellness

All Expanded Learning programs include daily, non-competitive structured physical activity, ensuring that every student has opportunities for movement, teamwork, and skill-building in a supportive environment.

Playworks: All staff are trained through Playworks which equips them to lead inclusive, developmentally appropriate games that promote teamwork, communication, and conflict resolution. Playworks fosters both physical and social-emotional health by creating a safe, fun, and engaging environment for all students.

America SCORES: Provides soccer instruction and non-competitive inter-school games for youth in under-resourced communities, promoting fitness, teamwork, and community connection.

Saturday Field Day Events: In partnership with America SCORES, Cal Athletics, and local organizations, EXLO hosts After School and Saturday Field Days each spring. These events encourage students to try new sports, apply skills learned in PE, and experience the joy of active play.

Commitment to Whole-Child Wellness

By integrating nutrition education, healthy meal service, and structured physical

activity, WCCUSD's Expanded Learning programs cultivate environments where students learn to make positive choices that support lifelong health and well-being. Each element—from garden-based learning to Playworks' cooperative play—reinforces the District's broader commitment to whole-child wellness and safe, supportive, and inclusive Expanded Learning opportunities for all students.

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. Include how the ELO-P will provide access for students with disabilities.

District Expanded Learning programs are open to all students, with priority enrollment for those who qualify as unduplicated. Programs serve a diverse student population that reflects the communities of West Contra Costa Unified School District. Based on current enrollment data:

69% of participants identify as Latinx
17% as African American
15% as Asian (including Filipino and Pacific Islander)
41% are English Language Learners (ELLs)
5% identify as White

Culturally and Linguistically Responsive Practices

District Expanded Learning staff reflect the diversity of the communities they serve, as lead agency partners hire directly from the local community. All agencies provide ongoing training on culturally and linguistically responsive practices, helping staff cultivate meaningful relationships with students grounded in shared life experiences and community values.

To ensure access and engagement, the Expanded Learning Office (EXLO) shares detailed program information with families—including site locations, program policies, enrollment processes, and evaluation outcomes—through multilingual communication channels. Materials are available in English, Spanish, and other home languages and are distributed via:

- *The District website and Lead Agency Student & Parent Handbook
- *School-wide events such as Back to School Night, Open House, and Orientation
- *Social media and program showcases highlighting student achievements

At each site, Site Coordinators maintain an active presence in school events and community meetings, ensuring that families are aware of program opportunities and understand how to enroll.

Priority Enrollment to Ensure Equitable Access

The District's Expanded Learning application identifies specific groups with enrollment

priority, including:

- *McKinney-Vento
- *Foster Youth
- *English Learners and Newcomers
- *Students eligible for Free or Reduced-Price Meals

Schools may add additional populations for priority enrollment, such as teacher or CARE Team referrals, siblings, and students who can attend five days a week. Program information is also shared through Coffee Clubs hosted by School Community Outreach Workers (SCOWs) and Community School Directors (CSDs) to ensure outreach to all families, including those who are underrepresented or new to the community.

To expand equitable access, EXLO works with the Director of Community Engagement, the Families in Transition/Foster Youth Liaison, and partnering nonprofits to conduct targeted outreach for McKinney-Vento and foster youth.

Reasonable Accommodations

Through the use of ELO-P funds, the Expanded Learning Office is able to provide reasonable accommodations for participating students who may need an instructional aide or nurses in order to access the program (please refer to the WCCUSD Expanded Learning Statement for Reasonable Accommodations in Expanded Learning Programs).

Technology and Application Support for Families

When the Expanded Learning application was migrated into the PowerSchool Parent Portal, EXLO identified that many families needed help completing the online process. In response, EXLO trained yard supervisors and SCOWs to assist families with in-person enrollment at school events. These staff continue to provide individualized support during family engagement nights and registration events, ensuring equitable access for all families regardless of digital literacy.

UPP Access Through Program Hubs

Currently, ELO-P-funded programs operate at all Title I schools with 60% or higher Free and Reduced-Price Meal (FRPM) rates. To ensure that priority-enrollment students at non-Title I schools also have access, EXLO works with site principals to conduct spring after-school interest surveys.

Students at schools without onsite programs are offered access to nearby program hubs, with District-arranged transportation provided.

Collaboration with District Programs

EXLO partners with the Office of African American Student Achievement (OAASA) to co-fund enrichment providers for Mafanikio Programs located at select elementary

schools. Site Coordinators collaborate closely with Mafanikio staff to ensure a seamless experience for students enrolled in both programs, managing operations such as supper service and supervision transitions.

Celebrating Cultural Diversity Through the Arts

Diversity is also celebrated through curriculum and enrichment activities that reflect students' cultural identities and lived experiences. Partnerships with Bay Area Creatives (BAC) and the Richmond Art Center (RAC) provide visual and performing arts opportunities that highlight global traditions, creative expression, and community storytelling. These programs encourage:

- *Cultural pride and identity exploration
- *Cross-cultural understanding and collaboration
- *Critical thinking, problem-solving, and communication skills through art

These artistic and cultural experiences give voice to students from all backgrounds and reinforce EXLO's commitment to fostering programs where every child feels seen, valued, and included.

7—Quality Staff

Staff Engagement

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

Quality Staff and Supportive Relationships

The Expanded Learning Office (EXLO) and its lead agency partners recognize that high-quality staff are essential to creating safe, engaging, and inclusive environments where students can thrive. When students see their cultures, languages, and lived experiences reflected in program staff, they are more likely to feel connected, valued, and supported—building both emotional safety and a strong sense of belonging.

Recruitment and Placement

Expanded Learning programs are staffed collaboratively by lead agency partners and specialty service providers. Hiring decisions are guided by each candidate's experience, interests, and cultural awareness to ensure the best fit between staff and school communities. Lead agencies intentionally recruit from the local community, helping maintain cultural relevance and authentic connections with students and families.

Staff members' personal skills and passions—such as art, sports, music, or STEM—are often incorporated into program design, allowing students to engage with adults who model creativity, curiosity, and lifelong learning.

Shared Staffing Structure

While staffing models vary slightly by site, all Expanded Learning programs follow a consistent structure to maintain quality and accountability:

Site Coordinator

Employed by the lead agency, the Site Coordinator oversees daily program operations, staff supervision, scheduling, communication with administrators and families, and coordination with community partners. Site Coordinators are typically full-time employees and are not counted in student-to-staff ratios.

Program Staff

Program staff provide direct services to students, leading academic, enrichment, and recreational activities. These positions are part-time and hourly, often filled by college students, local residents, and emerging youth-development professionals who are deeply invested in their communities.

Because this workforce experiences high levels of transition, EXLO places strong emphasis on training, coaching, and support to ensure all staff are prepared to deliver consistent, high-quality programming.

Agency Director

Agency Directors supervise Site Coordinators and serve as liaisons between their organization and EXLO. They participate in regular coordination meetings with EXLO's After School Managers to review deliverables, monitor program quality, and plan professional learning opportunities.

Professional Development and Continuous Improvement

Recognizing that a well-trained workforce is the foundation of program quality, EXLO provides comprehensive professional development and technical assistance throughout the year. Training content includes:

- *Positive youth development and trauma-informed practices
- *Social-emotional learning (SEL) using the SEL Program Quality Assessment (SEL PQA)
- *Behavior guidance and safety protocols
- *Cultural responsiveness and inclusion
- *Program management and continuous quality improvement (CQI)

Professional learning begins with the August Institute, continues through quarterly multi-day Coordinator trainings, and is reinforced with site-based coaching and on-demand workshops.

Addressing Workforce Stability

EXLO acknowledges that the Expanded Learning workforce is primarily part-time and hourly, which contributes to higher turnover and variable staffing patterns. To strengthen retention and build stability, the District has:

- *Increased hourly wages using ELO-P funding;
- *Established a shared set of program pillars and SEL PQA standards to provide a consistent framework for expectations and accountability; and
- *Implemented annual retraining cycles and leadership development to build staff capacity and reduce the impact of turnover.

Through intentional recruitment, community-based hiring, and continuous training, EXLO actively works with Lead Agency partners to ensure that every program is staffed by caring, competent adults who foster trust, belonging, and motivation. Students benefit from meaningful relationships with adults who understand their backgrounds, honor their voices, and inspire them to learn, lead, and grow.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All instructional aides employed in West Contra Costa Unified School District (WCCUSD) Expanded Learning programs must meet the minimum qualifications established by District policy and the California Education Code. Instructional aides must:

- *Hold a high school diploma or equivalent; **and**
- *Meet one of the following requirements:
 - Completion of 48 semester units at an accredited college or university;
 - Possession of an associate (AA) degree or higher; or
 - Successful completion of the paraprofessional/competency examination recognized by WCCUSD in compliance with the Every Student Succeeds Act (ESSA).

Health and Safety Screening

To ensure student safety and compliance with Education Code and District Board Policy, all Expanded Learning staff—including instructional aides, lead agency employees, and volunteers—must complete the following prior to working on site:

- *California Department of Justice and FBI fingerprint clearance (Live Scan background check);
- *Tuberculosis (TB) test clearance within the past four years; and
- *Completion of mandated reporter training, sexual harassment prevention training, and safety orientation as required by WCCUSD.

Documentation of all clearances is verified and maintained by the District's Human Resources Department and by lead agency partners, with periodic audits conducted by EXLO to ensure compliance.

Maintaining Minimum Staffing Ratios

WCCUSD Expanded Learning programs maintain staffing ratios in alignment with Education Code Section 46120(b)(2)(D) and all corresponding ASES and 21st CCLC requirements. Ratios are as follows:

*TK–Kindergarten: 1 adult to 10 students

*Grades 1–12th: 1 adult to 20 students

Each program site maintains daily attendance and staffing records that are reviewed by Site Coordinators and monitored by EXLO for compliance. Substitutes are pre-approved and scheduled in advance whenever possible to ensure ratios are consistently maintained, including during staff absences, training days, and non-school day programs.

EXLO's investment in professional development, along with clear staffing protocols and accountability systems, ensures that even with a part-time workforce, students consistently experience safe, well-supervised, and high-quality Expanded Learning environments.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The West Contra Costa Unified School District's Expanded Learning Office (EXLO) provides a robust, year-round professional development system to ensure all programs operate with consistency, safety, and quality. Trainings are designed to build the skills, knowledge, and competencies needed for staff to engage and enrich students in alignment with the WCCUSD Expanded Learning Program Pillars, the Social and Emotional Learning Program Quality Assessment (SEL PQA), and the Continuous Quality Improvement (CQI) process.

Acknowledging Workforce Realities

Expanded Learning programs are staffed largely by part-time, hourly employees, including college students, aspiring educators, and community members. EXLO recognizes that this workforce experiences frequent transition, which makes ongoing professional learning critical to sustaining quality and stability. To address this, EXLO invests heavily in structured training, individualized coaching, and continuous professional growth opportunities to ensure all staff—regardless of tenure—can provide engaging, safe, and developmentally appropriate experiences for students.

Foundational Training: August Institute

The professional learning year begins with the August Institute, a multi-day training series for Site Coordinators and Agency Directors. This foundational training prepares staff for the school year and includes:

- *District safety protocols and emergency procedures
- *Program operations (Cityspan, Custodial Services, Nutrition Services)
- *Annual compliance updates and state priorities
- *Leadership, supervision, and communication strategies

Ongoing Professional Development for Site Coordinators

Throughout the year, EXLO hosts monthly Site Coordinator meetings that serve as both training sessions and professional learning communities. Topics include:

- *Implementation of the SEL PQA tool
- *Managing the Continuous Quality Improvement (CQI) cycle
- *Staff supervision, feedback, and performance coaching
- *PBIS alignment between after-school and core instructional programs

These sessions allow Site Coordinators to collaborate, share effective practices, and strengthen their leadership capacity.

Professional Development for Program Staff

Frontline program staff participate in monthly trainings designed to deepen their understanding of youth development, strengthen instructional delivery, and enhance student engagement. Training topics align with the SEL PQA's Youth Methods and include:

- *Building positive relationships and fostering belonging
- *Facilitating youth voice and leadership opportunities
- *Supporting social-emotional growth through daily routines
- *Creating inclusive, culturally responsive learning environments

Curriculum- and Practice-Based Training

To ensure consistent, evidence-based implementation of core program elements, EXLO and its partners deliver curriculum-specific professional learning throughout the year, including:

- *Building Intentional Communities (BIC): SEL and climate-building curriculum
- *Teaching Strategies: Developmentally appropriate curriculum for early learners
- *Reading with Relevance: Literacy and SEL integration through culturally responsive literature
- *Playworks: Structured physical activity and cooperative play model

Trainings are led by EXLO staff, curriculum experts, and external partners to ensure program fidelity and relevance.

Seasonal and Extended Learning Training

To maintain program quality across all operating periods, EXLO provides tailored professional development for Winter/Spring Break Camps, Saturday Camps, and Summer Programs:

*Lead agencies participate in orientations covering safety, operations, and compliance.

*Summer program staff attend multi-day sessions on BIC, Playworks, and curriculum implementation to ensure alignment with school-year programming.

*Partners receive supplemental materials and coaching to ensure consistency across all sites.

Commitment to Continuous Growth

Through year-round professional development, observation, coaching, and shared accountability structures, EXLO cultivates a skilled and reflective workforce dedicated to continuous improvement. By investing in training for a primarily part-time workforce, WCCUSD ensures that every student is supported by caring, competent adults who are equipped to deliver safe, enriching, and developmentally appropriate Expanded Learning experiences.

8—Clear Vision, Mission, and Purpose

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

The West Contra Costa Unified School District (WCCUSD) is the second-largest district in Contra Costa County, serving more than 29,000 students across 54 schools. The District's Expanded Learning Office (EXLO) is guided by a shared commitment to equity, continuous improvement, and holistic student development—ensuring that all students have access to high-quality, engaging, and inclusive learning opportunities beyond the regular school day.

To identify and respond to the evolving needs of school communities, EXLO conducts ongoing analyses of student demographics, attendance, and academic data, in conjunction with information from the District's external evaluation and annual youth and family surveys. This Continuous Quality Improvement (CQI) process provides actionable insights that inform program design, implementation, and refinement to better serve all students—particularly those who are historically underrepresented or face systemic barriers to access.

Vision

Every WCCUSD unduplicated student has access to high-quality, culturally responsive expanded learning opportunities that foster belonging, promote academic growth, and develop the skills, habits, and confidence needed for lifelong success.

EXLO's vision reflects the belief that expanded learning is not supplemental—it is foundational to student development, bridging academic learning with enrichment,

wellness, and community connection.

Mission

The mission of the Expanded Learning Office is to provide students with safe, enriching, and developmentally appropriate experiences that extend learning, strengthen relationships, and build the skills essential for success in school, career, and life.

This mission is realized through the following core commitments:

High-Quality Programming: Deliver programs aligned to state and district standards, measured through the CQI process and Social and Emotional Learning Program Quality Assessment (SEL PQA).

Strong Relationships: Cultivate caring, consistent relationships between students and adult mentors, measured through youth and family survey data.

Equitable Access: Increase participation of unduplicated pupils (UPP) by expanding program reach and removing barriers to enrollment, monitored through Cityspan attendance and enrollment data.

Academic Support and Enrichment: Provide targeted literacy and language interventions for English Learners (ELs) and Multilingual Learners (MLs) to accelerate reclassification and close opportunity gaps, evaluated by the District's external partner Public Profit.

Collaborative Alignment: Deepen integration with Community Schools frameworks, ensuring alignment of after-school, summer, and family engagement supports through shared goals and cross-department collaboration.

Purpose and Priorities

With the infusion of Expanded Learning Opportunities Program (ELO-P) funding, EXLO has broadened its reach and deepened its purpose. The District's Expanded Learning system now serves as a central pillar of the District's equity and access strategy, supporting whole-child learning across academic, social-emotional, and enrichment domains.

The purpose of the Expanded Learning Office is to:

Expand access for students who are furthest from opportunity: Increase opportunities for TK–6th grade unduplicated students to participate in after-school, Saturday, and intersession/summer programs.

Promote Alignment: Strengthen coordination with school-day and Community Schools to create seamless learning experiences.

Enhance Transitions: Support smooth transitions from elementary to middle school

through targeted activities such as feeder-site field trips, AIM High summer programming, and MESA/STEM pathway exploration.

Advance Wellness and Engagement: Partner with local organizations to provide programming that supports physical health, social-emotional learning, and youth leadership development.

Foster Continuous Improvement: Use data, reflection, and feedback to refine programs and ensure they remain equitable, responsive, and aligned to the WCCUSD Graduate Profile—developing students who are innovative critical thinkers, healthy in mind and body, skilled communicators and collaborators, and responsible, courageous members of society.

Guiding Belief

EXLO's work is grounded in the belief that expanded learning transforms communities by providing equitable access to joyful, rigorous, and relationship-driven experiences that honor students' identities and unlock their potential.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Youth Voice and Engagement

Student engagement is central to the design, implementation, and continuous improvement of WCCUSD's Expanded Learning programs. Each spring, during National Youth Voice Week, the District's Expanded Learning programs host Youth Voice Day—a celebration of student leadership and input. On this day, programs facilitate age-appropriate activities that capture authentic student perspectives, interests, and priorities for the upcoming school year. Examples include:

*Vision Boards (TK–3): Students express their goals, interests, and dreams for the program.

*Publication for Progress (Grades 4+): Students write reflections and recommendations for program improvement.

*My Two Cents (Grades 4+): Students provide structured feedback on current enrichment offerings and program climate.

The insights gathered from Youth Voice Day are reviewed by Site Coordinators and lead agency partners and then incorporated into each site's Continuous Quality Improvement (CQI) plan. This process ensures that students are not only participants, but active co-creators in shaping program design, activities, and priorities.

Throughout the year, EXLO administers Youth Surveys during winter and spring

sessions, as well as during Spring Break and Summer Camps, to gather feedback on program engagement, safety, and belonging. Site Coordinators use this data to identify trends, adjust enrichment offerings, and inform staff coaching and professional development.

By embedding youth voice into every level of programming—from daily choice activities to districtwide planning cycles—EXLO ensures that programs evolve in direct response to student interests, needs, and aspirations.

Family Voice and Engagement

Families play an essential role in shaping and sustaining the District's Expanded Learning programs. Each year, parents and guardians are invited to complete a Family Survey, available in English, Spanish, and other home languages, to share feedback on program quality, communication, enrichment offerings, and student growth.

Survey data from students and families is analyzed annually and directly informs:

- *Site-level program design and enrichment offerings; and
- *Staff training priorities and continuous improvement goals.

Beyond surveys, family engagement occurs throughout the year through on-site orientations, family literacy and math nights, Winter and Spring showcases, and community celebrations. These events offer opportunities to review data, highlight student accomplishments, and gather ongoing input from families about their child's experience.

Site Coordinators also collaborate with School Community Outreach Workers (SCOWs) and Community School Directors (CSDs) to ensure families—particularly those new to the District or who speak languages other than English—receive accessible communication and multiple opportunities to share feedback.

Through this ongoing cycle of listening, reflecting, and acting, EXLO ensures that students and families remain at the heart of program planning. Their voices shape everything from site-level activities to districtwide initiatives, building programs that are equitable, responsive, and grounded in community partnership.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Community Partnerships and Integrated Collaboration

Expanded Learning programs in the West Contra Costa Unified School District (WCCUSD) are grounded in strong, intentional partnerships with youth-serving

community-based organizations (CBOs) and other public agencies. These partners—referred to as lead agency partners—work closely with the Expanded Learning Office (EXLO) and school leadership teams to design, implement, and sustain high-quality programs that reflect District goals, state priorities, and community needs.

Lead Agency Partners

Lead agencies are central to the administration of Expanded Learning programs. Each partner is responsible for hiring, supervising, and training staff; ensuring compliance with District and grant requirements; leveraging additional community resources; and aligning program services with site and District priorities.

WCCUSD's core lead agencies include:

Bay Area Community Resources (BACR): Operates multiple WCCUSD sites, providing academic enrichment, SEL-based programming, and family engagement rooted in over 40 years of youth-development experience.

YMCA of the East Bay: Delivers after-school and summer programs emphasizing youth development, healthy living, and social responsibility.

Love.Learn.Success (LLS): A California-based nonprofit offering engaging, academically focused programs that promote belonging and student achievement.

All partnerships are formalized through Master Agreements and Exhibit B documents, which clearly define roles, responsibilities, and accountability measures for program implementation and fiscal oversight.

Collaborative Partnerships

Beyond lead agencies, EXLO engages specialty enrichment partners that expand programming in the arts, STEM, health, wellness, and environmental literacy. These include:

Growing Together Project (GTP): Garden-based environmental and nutrition education.

America SCORES: Soccer and literacy programming that builds teamwork and self-expression.

Bay Area Creatives (BAC) & Richmond Art Center (RAC): Visual and performing arts enrichment.

Scientific Adventures for Girls: STEM equity and empowerment programming.

UCSF MESA (Math, Engineering, Science Achievement): College and career readiness pathways.

UC Cooperative Extension – Contra Costa County: Farm to Kids nutrition and food-systems learning.

EXLO meets regularly with these partners to ensure alignment to district priorities, consistent communication, and data-driven improvement. Annual evaluation results are shared with partners and stakeholders to document impact and guide continuous improvement.

Collaborative Leadership and Program Design

At the school level, each site's Expanded Learning Leadership Team—comprising the Site Coordinator, Lead Teacher, and Principal—co-develops a site-specific program plan informed by local data, school improvement goals, and student needs.

In the fall, Site Coordinators and Lead Teachers review student academic and attendance data to prioritize enrollment and design targeted supports.

Throughout the year, EXLO and lead agencies conduct classroom observations, provide on-site coaching, and monitor program quality through the SEL PQA and Quarterly Reports.

Each February, sites submit their Quarterly Reports identifying two focus areas for improvement, which inform professional development and staffing priorities.

This shared leadership model ensures Expanded Learning programs are both data-driven and responsive to each school community's needs.

Districtwide Coordination and Strategic Alignment

The Expanded Learning Office actively collaborates with other District departments and initiatives to ensure coordinated service delivery and whole-child supports:

Community Schools: EXLO participates in the District's Community Schools Collaborative to align after-school and family engagement activities with wraparound supports for students and families. Site Coordinators partner with Community School Directors (CSDs) and School Community Outreach Workers (SCOWs) to coordinate communication, align family engagement events, and share data.

Multi-Tiered System of Supports (MTSS): Site Coordinators serve on CARE (Coordination, Assessment, Response, and Evaluation) teams and PBIS committees to ensure students identified for academic, behavioral, or social-emotional interventions have access to expanded learning opportunities that reinforce Tier 2 and Tier 3 supports.

Continuous Quality Improvement (CQI): All partners participate in ongoing CQI cycles—including data reflection, planning, and implementation—to ensure equity, quality, and accountability across all sites.

Integrated and Community-Informed Programming

Through this network of partnerships, EXLO ensures that WCCUSD's Expanded Learning programs are community-informed, equity-driven, and fully integrated with the District's broader systems of support.

These coordinated structures allow Expanded Learning programs to function as a seamless extension of the school day—supporting academic growth, social-emotional development, and family engagement while strengthening the bond between schools and their surrounding communities.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The theory of action guiding the work of the Expanded Learning Office (EXLO) is that regular participation in high-quality expanded learning programs increases student engagement, strengthens social-emotional competencies, and improves long-term outcomes. This belief is grounded in extensive research showing that consistent attendance in well-designed programs correlates with:

*Stronger School Connectedness: Students report increased sense of belonging and positive attitudes toward learning.

*Enhanced Work Habits and Perseverance: Structured environments promote self-discipline, time management, and persistence.

*Increased Social and Emotional Development: Programs emphasize communication, teamwork, conflict resolution, and self-confidence—skills foundational to success in school and life.

*Improved Academic Performance: Students demonstrate measurable gains in achievement and standardized test outcomes.

*Positive Long-Term Outcomes: Participation is associated with higher graduation and college enrollment rates and greater workforce readiness.

*Core Quality Tool: SEL Program Quality Assessment (SEL PQA)

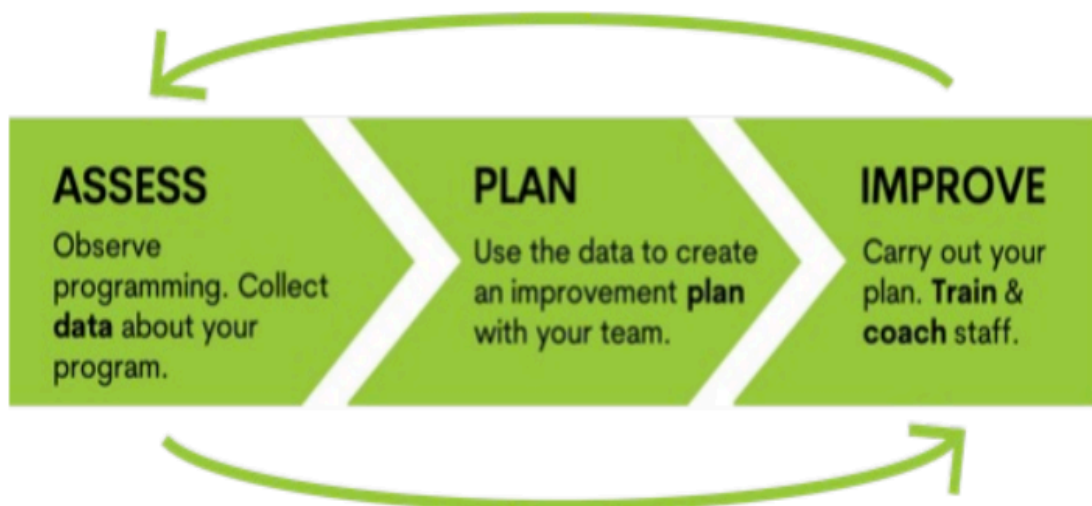
To ensure Expanded Learning programs meet these outcomes, EXLO uses the Social Emotional Learning Program Quality Assessment (SEL PQA) as the cornerstone of its Continuous Quality Improvement (CQI) process. The SEL PQA measures instructional and environmental quality, focusing on youth engagement, emotional safety, and opportunities to build social-emotional skills such as self-management,

perseverance, collaboration, and social awareness.

The CQI Cycle

EXLO's CQI process operates on a three-stage cycle:

- 1) Assess Program Quality: Collect and analyze data through structured observations, surveys, and attendance reports;
- 2) Plan for Improvement: Use findings to identify focus areas and develop Quality Action Plans (QAPs);
- 3) Implement and Reflect: Deliver targeted training, coaching, and technical assistance, followed by reflection and ongoing adjustments;



Each school year, EXLO conducts program-wide SEL PQA observations at three points:

- *Fall: External site visits by EXLO staff.
- *Winter: Internal self-assessments conducted by site teams.
- *Spring: Follow-up external observations to measure growth and implementation.

SEL PQA Scores along with supporting observational evidence from at least three observed after school activities are compiled into formal SEL PQA Site Visit Reports, which include scored indicators, qualitative evidence, and improvement recommendations.

Data-Informed Reflection and Planning

Each February, EXLO leads a Planning with Data Workshop where Site Coordinators and lead agencies use Fall and Winter data to refine their quality action plans. These plans identify concrete goals—such as strengthening youth voice, deepening student belonging, or expanding leadership opportunities—and outline strategies for

implementation.

Monthly SEL PQA-aligned trainings reinforce this cycle by helping staff connect data to daily practice. EXLO Coordinators and Program Managers—certified Youth Methods Trainers—provide individualized coaching to ensure that each site uses data intentionally to drive quality improvement.

Comprehensive Data Sources Informing CQI

In addition to program quality scores derived from the SEL PQA, EXLO integrates multiple sources of data to capture a complete picture of program quality and student experience, including:

Youth and Family Survey Data: Measures belonging, safety, relationships with adults, and engagement in enrichment activities.

Enrollment and Attendance Patterns: Tracks program dosage, consistency, and retention using the Cityspan database.

Demographic Data: Ensures equitable participation and representation of unduplicated pupils (UPP).

External Evaluation Data: Combines site-level indicators with school-day attendance and academic outcomes to produce comprehensive Program Profiles.

Each Program Profile includes:

- *Demographic composition of participants
- *Attendance and participation rates
- *SEL PQA scores and improvement trends
- *Youth and family perception data

Intentional Use of Data for Program Management

EXLO and its lead agency partners meet regularly to review these data, reflect on program implementation, and make targeted adjustments to training, staffing, and activity design. This process enables sites to:

- *Respond to emerging needs in real time;
- *Strengthen social-emotional outcomes such as self-control, perseverance, and conflict resolution;
- *Promote alignment between after-school and school-day supports; and
- *Ensure equitable access and continuous improvement across all programs.

Through this systematic, data-informed CQI framework, WCCUSD ensures that

social, behavioral, and skill-development data are not simply collected—but used intentionally to improve staff practice, elevate student voice, and sustain environments where every child can thrive academically, socially, and emotionally.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Families and caregivers may complete the Expanded Learning Program application for after-school participation through the Parent Portal of the District's student information system, PowerSchool. If support is needed to complete the application, families may contact their site's After-School Program Coordinator or School Community Outreach Worker (SCOW) for assistance in completing or submitting the form.

Priority Enrollment is provided to students who meet one or more of the following criteria:

- (1) Are English Learners (EL);
- (2) Meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program; or
- (3) Are foster youth.

School sites may further identify additional categories for priority enrollment including teacher or CARE team referral. Acceptance into District Expanded Learning programs is based on available slots and staffing ratios at each site. Questions regarding application status should be directed to the site's After-School Program Coordinator.

Attendance Tracking Procedure

Expanded Learning Programs are required to maintain daily sign-in and sign-out records for all participants. Students must attend the regular school day in order to participate in after-school programming that same day unless an excused absence is documented.

Attendance is entered weekly into the Cityspan data system, which serves as the District's official attendance platform for Expanded Learning Programs. Site Coordinators are responsible for ensuring attendance accuracy, verifying student sign-in/out sheets, and monitoring attendance trends to promote consistent participation.

Centrally, the Expanded Learning Office monitors program attendance and works

closely with site based coordinators and Lead Agency partners to address issues.

Staffing, Ratios, and Screening Policy

Each Expanded Learning site adheres to staffing ratios consistent with CDE Expanded Learning guidance, ensuring adequate supervision and safety. Ratios are maintained at or below 1:20 for grades 1–12 and 1:10 for transitional kindergarten/kindergarten groups.

All staff working in Expanded Learning Programs must successfully complete the District's clearance process, which includes fingerprinting and background checks through the Department of Justice, tuberculosis (TB) screening, and mandated reporter training.

New program hires participate in an onboarding orientation through their own agency that includes training on emergency procedures, youth development practices, and program quality expectations. Staff receive ongoing professional development throughout the year, including required trainings in health and safety, Social Emotional Learning Program Quality Assessment (SEL PQA) methods, and youth engagement strategies.

Fiscal and Cost Allocation Policy

The Expanded Learning Office ensures that all program expenditures comply with California Education Code and CDE grant guidance for ASES, ASSETs, and ELO-P funds.

Funds are allocated in accordance with allowable use requirements:

- *Direct Services: Costs directly supporting student programming, including site staff, enrichment materials, and student snacks/suppers.

- *Administrative/Indirect Costs: Limited to approved percentage caps established by CDE.

- *Shared Costs: Allocated proportionally across funding streams using approved cost-allocation methodologies (e.g., by program ADA or FTE distribution).

All fiscal transactions are documented in the District's financial management system and are subject to internal audit and external monitoring.

Parent/Guardian Handbooks

Each after school provider distributes a Parent/Guardian Handbook at their mandatory orientation outlining:

- *Program expectations and attendance policies;

- *Behavior guidelines and student support practices;

- *Family communication procedures;

- *Youth safety protocols; and
- *Opportunities for parent involvement and feedback.

Families receive information on program goals, hours of operation, pick-up procedures, and grievance or complaint processes. Copies of Lead Agency handbooks can be found on the Expanded Learning website.

Data Privacy and Youth Surveys Policy

The Expanded Learning Office (EXLO) collects youth and parent survey data to assess program quality, engagement, and social-emotional outcomes. Data are collected using secure, CDE-approved survey instruments and managed in compliance with FERPA and District data privacy standards.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The West Contra Costa Unified School District (WCCUSD) Expanded Learning Office (EXLO) manages an integrated budget that strategically braids Expanded Learning Opportunities Program (ELO-P) funds with other federal, state, and local resources—including ASES, 21st Century Community Learning Centers (21st CCLC), Title I, and District general funds—to create a single, comprehensive system of after-school, intersession, and summer learning opportunities for TK–6 students.

All expenditures are reviewed and approved in accordance with Education Code § 46120, Uniform Guidance (2 CFR 200), and District fiscal policies to ensure costs are reasonable, necessary, and allowable. Budget development occurs collaboratively among EXLO, lead agency partners, and District departments such as Fiscal, Human Resources, and Nutrition Services.

Budget Structure and Major Categories

The ELO-P budget is organized into the following key expenditure categories: personnel and staffing, professional development and training, program operations, enrichment and specialty providers, meal and nutrition, evaluation and data systems, and indirect/administrative costs. WCCUSD's Expanded Learning programs remain well within the 15 percent administrative cost cap, as required under Education Code §8483.9(f) and applicable grant provisions. Compliance is verified annually through internal District audits and Federal Program Monitoring (FPM) reviews, both of which have consistently confirmed adherence to fiscal and programmatic requirements.

Cost-Share and Braided Funding

To maximize impact and avoid duplication, WCCUSD strategically cost-shares staffing and program costs across funding sources. For example:

*Site Coordinators, teachers, and instructional aides may be partially funded through ELO-P and ASES to ensure stable staffing levels and compliance with student-to-staff ratios.

*Academic tutoring and Tier 2 literacy supports leverage ELO-P to supplement, not supplant, core instructional funding.

Summer and intersession programs are fully funded through ELO-P, with CACFP covering meal reimbursement for spring break and Saturday programming.

This braided model allows the District to operate a unified, equitable system of Expanded Learning programs across 30 elementary and TK–8 schools, reaching thousands of unduplicated pupils daily.

Alignment to Student and Family Needs

The budget directly reflects the priorities and needs identified through youth surveys, family feedback, and local data analysis:

*Extended access: Additional staffing ensures every qualifying student has the opportunity to participate, including at hub sites serving schools without on-site programs.

*Whole-child wellness: Investment in health, nutrition, and physical activity programs (Playworks, America SCORES, GTP) addresses student well-being and engagement.

*Cultural and linguistic relevance: Partnerships with local CBOs and bilingual staff training ensure programs reflect the languages and cultures of WCCUSD's families.

*Academic and language support: Dedicated funding for small-group tutoring and English Learner reclassification initiatives responds to site-identified academic needs.

*Family access and engagement: Budgeted funds for translation, outreach, and family events (Family Math Night, Literacy Night, Youth Showcases) strengthen home–school connections.

*Transportation assistance: ELO-P funds provide bus passes or transportation to hub sites for unduplicated students who otherwise face barriers to participation.

Fiscal Accountability and Oversight

All Expanded Learning expenditures are tracked in separate resource codes within the District's accounting system. EXLO monitors budgets monthly and works with Fiscal Services and external auditors to verify compliance with state and federal requirements.

Annual reporting to the California Department of Education (CDE) includes detailed expenditure data, cost-share documentation, and narrative justifications demonstrating how all costs are aligned with program quality standards and student outcomes.

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

Fiscal Oversight and Implementation of Statutory and Regulatory Requirements

The West Contra Costa Unified School District (WCCUSD) has established a comprehensive fiscal management system to ensure full compliance with Education Code § 46120, Expanded Learning Opportunities Program (ELO-P) requirements, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 CFR 200).

The District's procedures are designed to promote accountability, transparency, and equitable resource allocation, while maintaining administrative costs well below the 15 percent statutory cap.

1. Budget Development and Review

Each year, the Expanded Learning Office (EXLO) develops site-level and consolidated program budgets in collaboration with:

- *The District Fiscal Services Department, which ensures expenditures are allowable, properly coded, and aligned to the approved ELO-P plan;
- *Lead agency partners, who review and co-develop cost allocations to prevent duplication and confirm that funds supplement, rather than supplant, other programs; and
- *Business Services provides oversight prior to budget submission to the California Department of Education (CDE).

Budgets are reviewed to ensure that:

- *Costs are reasonable and necessary for program operation;
- *Expenditures meet supplement-not-supplant criteria; and
- *All cost-share documentation clearly indicates how expenditures are proportionally allocated across ELO-P, ASES, and 21CCLC funding streams.

2. Fiscal Controls and Documentation

The District employs multiple layers of internal control consistent with 2 CFR 200.302–303:

- *All expenditures are tracked through separate resource codes within the District's financial system (Escape).

*Purchase orders, contracts, and time-and-effort records are required for every transaction and are reviewed by both EXLO and Business Services.

*Budget monitoring reports are generated and reviewed jointly by EXLO and Fiscal Analysts to identify variances, ensure timeliness of encumbrances, and reconcile expenditures against program deliverables.

*Lead agencies are required to submit monthly invoices and supporting documentation (staff rosters, payroll summaries, receipts) for review and approval prior to reimbursement.

3. Administrative Cost Monitoring

To ensure compliance with the 15 percent administrative cap, EXLO generates reports that calculate the ratio of administrative to total program expenditures across all funding sources. Administrative costs include program coordination, fiscal oversight, and evaluation functions as defined by CDE guidance.

These reports are reviewed quarterly with Fiscal Services and verified annually through internal District audits and Federal Program Monitoring (FPM) reviews, both of which consistently confirm that the District's Expanded Learning expenditures remain well within allowable thresholds.

4. Audit and Reporting Procedures

The District undergoes a comprehensive annual independent audit in accordance with 2 CFR 200.500–521. Auditors review ELO-P expenditures, cost-allocation methods, and supporting documentation to ensure compliance with state and federal fiscal standards.

Any audit findings are addressed through a corrective-action process led jointly by EXLO and Fiscal Services, with progress monitored until resolution. EXLO also submits annual expenditure reports to CDE detailing budget categories, cost-share allocations, and programmatic justifications.

5. Continuous Quality Improvement (CQI) and Fiscal Reflection

Fiscal oversight is integrated into the District's Continuous Quality Improvement (CQI) process. EXLO uses financial and program data—including attendance, dosage, and program quality ratings—to inform resource allocation decisions and ensure that investments are producing measurable impact for students.

Quarterly fiscal reflection sessions with lead agency partners help ensure that funding priorities remain aligned with student needs, family engagement feedback, and program quality indicators.

6. Capacity Building and Staff Training

To maintain strong compliance practices, EXLO provides ongoing training for Site

Coordinators, lead agencies, and fiscal staff covering:

- *Allowable and unallowable costs under Education Code § 46120 and 2 CFR 200;
- *Documentation and procurement procedures;
- *Time-and-effort tracking for personnel funded across multiple sources; and
- *Equity-based budgeting principles that prioritize unduplicated pupils and schools with greatest need.

Through this multi-layered approach—integrating fiscal controls, routine monitoring, external verification, and capacity-building—WCCUSD ensures that Expanded Learning funds are managed responsibly and in full alignment with state and federal requirements. This structure not only protects program integrity but also guarantees that resources are maximized to deliver high-quality, equitable, and sustainable learning opportunities for all students and families across the District.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

West Contra Costa Unified School District (WCCUSD) strategically braids ASES, 21st Century Community Learning Centers (21st CCLC), and Expanded Learning Opportunities Program (ELO-P) funds to operate a single, comprehensive Expanded Learning system serving TK-12th grade students across the District. All programs operate under the same Expanded Learning Quality Standards, staffing expectations, and Continuous Quality Improvement (CQI) framework to ensure consistency and equity of experience for all students, regardless of funding source.

The Expanded Learning Office (EXLO) coordinates the planning, implementation, and monitoring of all after-school and intersession programs through a unified structure. Sites supported by ASES, 21st CCLC, and ELO-P funding follow the most stringent programmatic requirements across all funding streams—ensuring that programs meet or exceed minimum daily hours, attendance expectations, staffing ratios, and quality benchmarks. This alignment allows the District to deliver a seamless after-school experience in which staffing, curriculum, and enrichment opportunities are consistent across schools.

Braiding of Funds

ASES and 21st CCLC funds provide the foundation of daily after-school programming, including site coordination, academic intervention, and enrichment.

ELO-P funds are leveraged to enhance and expand these existing programs by increasing access, extending service hours, and adding supplemental enrichment opportunities aligned with district goals and student interests. ELO-P also provides the fiscal flexibility to support program enhancements such as specialized arts, music, STEM, and physical activity providers; culturally responsive literacy and mentoring programs; and expanded family engagement opportunities.

Through ELO-P, the District is also able to offer in excess of 30 nonschool days of nine-hour programming annually, in compliance with Education Code §

46120(b)(1)(B). These programs include:

*Summer Academic and Enrichment Programs that enhance existing elementary summer schools through hands-on activities, field trips, and project-based learning.

*Outdoor Education and Overnight Experiences, with priority access for students attending Title I schools, that connect environmental learning with social-emotional skill building.

*Spring Break Camps, which operate as regional hubs hosted at geographically accessible Title I schools to maximize participation and inclusion for District Unduplicated Pupil Population (UPP) students.

*Saturday Enrichment Opportunities, including STEM Camps in partnership with the Headwaters Science Institute, Saturday Sports Clinics in partnership with America SCORES, and Elementary Sports League tournaments that culminate seasonal play with districtwide events.

ELO-P funds also enable the District to create new program hubs serving UPP students at schools without existing ASES or 21st CCLC programs, ensuring that every student has access to high-quality after-school and intersession opportunities.

To ensure equitable participation, ELO-P funding supports instructional aides, paraprofessionals, and nurses for students who require accommodations under IEPs or Section 504 Plans, allowing them to fully access both after-school and nonschool day programs.

Unified Oversight and Fiscal Coordination

The Expanded Learning Office (EXLO) manages all fiscal coordination to ensure clear cost allocation, prevent duplication, and maximize the reach of available funding. Budgets for each funding stream are developed collaboratively with community-based partners and site leaders to align expenditures with the unified program plan.

Sites are supported to braid multiple grants efficiently, enabling additional student slots, staffing capacity, and enrichment opportunities beyond what any single funding stream could provide.

Comprehensive and Universal System

Through this coordinated model, ASES, 21st CCLC, and ELO-P operate as one universal Expanded Learning system, advancing the District's commitment to equitable access, high-quality programming, and continuous improvement for every student served. This braided structure allows WCCUSD to deliver a continuum of learning that spans after-school, intersession, and summer months—ensuring that all students, regardless of school site or funding source, benefit from consistent, inclusive, and enriching experiences that foster academic, social, and emotional

growth.

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. (See [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?

West Contra Costa Unified School District's Expanded Learning Office (EXLO) ensures that expanded learning programs serving Transitional Kindergarten (TK) and Kindergarten pupils maintain a pupil-to-staff ratio of no more than 10:1, in accordance with Education Code Section 46120(b)(2)(D). This ratio is closely monitored through site-level staffing plans, attendance rosters, and regular program observations conducted by EXLO staff.

Scheduling and Site-Based Structure

Expanded Learning programs serving TK and Kindergarten students operate immediately following the end of the regular instructional day. Students are served on their school campuses, eliminating the need for transportation and ensuring a smooth transition from classroom to after-school programming. Each site's Expanded Learning Program schedule aligns with the school's bell schedule, allowing TK and Kindergarten students to begin programming as soon as they are dismissed.

After school supervision begins at dismissal and continues until program end time, with additional staff available to support check-in, snack time, and structured transitions into enrichment or quiet play.

Staff Recruitment and Preparation

Each year, the Expanded Learning Office collaborates with community-based partners, local colleges, and early learning programs to identify qualified candidates with backgrounds in working with young learners.

Ongoing professional development is provided throughout the year, including coaching, peer learning sessions, and classroom observations to strengthen staff skills in working with early learners.

Maintaining the 1:10 TK/Kinder Ratio

Each site's staffing plan designates specific team members for TK/K supervision to ensure compliance with the 1:10 ratio. Attendance is tracked daily, and ratios are verified at the start of each program day.

If student enrollment increases or if staff are temporarily unavailable, the EXLO and lead agency partners deploy floating or substitute staff from a centralized pool to

maintain appropriate ratios at all times. The EXLO reviews staffing and enrollment data weekly to ensure continuous compliance.

Recruitment and Enrollment of Priority Students

TK and Kindergarten students who qualify for priority access—including English Learners, foster youth, and students eligible for free or reduced-price meals—are proactively recruited through multiple strategies:

Collaboration with school administrators, TK/K teachers, and School Community Outreach Workers (SCOWs) to identify eligible students early in the school year.

Parent information sessions during TK/K orientation and back-to-school events to explain the benefits of expanded learning participation.

Targeted outreach via phone calls in families' home languages.

Coordination with School Community Outreach Workers (SCOWs) to assist families in completing online applications and ensuring equitable access.

Enrollment for TK/K students follows the same centralized PowerSchool application process as other grade levels, with additional site-based support for families who need assistance completing registration.

Developmentally Informed Programming

Programs for TK and Kindergarten students are intentionally designed to support whole-child development through hands-on, structured enrichment activities that complement the instructional day. Activities are developmentally aligned with early learning standards and emphasize:

- *Social-emotional learning (sharing, communication, empathy)
- *Fine and gross motor skills through creative movement, art, and play
- *Early literacy and numeracy through story-based and manipulatives-based learning
- *Rest, meditation, and reflection opportunities appropriate for younger learners

Program environments are adapted to ensure safety and comfort for younger students, including designated quiet areas, smaller group spaces, and consistent routines to promote predictability and security.

Offer and Provide Access

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

Culturally and Linguistically Effective Communication

West Contra Costa Unified School District (WCCUSD) is committed to ensuring that all families have equitable access to the Expanded Learning Opportunities Program (ELO-P) through culturally and linguistically appropriate communication, accessible enrollment processes, and clear information about program logistics and transportation.

The District communicates with families in the primary languages spoken by WCCUSD households, including English and Spanish, and provides translation and interpretation support for additional languages as needed. Information about the ELO-P—including eligibility, daily schedules, program goals, and enrollment procedures—is distributed through multiple channels to ensure accessibility for all families:

Digital platforms: District and school websites, the PowerSchool Parent Portal, and email/text notifications using the District's communication system, ParentSquare.

Printed materials: Flyers and program brochures are shared with families and made available in the schools' main offices.

In-person communication: Site Coordinators, Community School Directors (CSDs), and School Community Outreach Workers (SCOWs) assist families with questions and enrollment during school events, orientations, and parent-teacher conferences.

Community engagement: Presentations and tabling at Back-to-School Nights and community events ensure direct outreach to families who may have limited internet access.

EXLO collaborates with after-school program partners, CSDs, and SCOWs to ensure consistent messaging across all communication channels. All digital messaging about registration and non-school day opportunities are shared through coordinated digital platforms, including ParentSquare, school websites, and social media. Families who need support completing applications can reach out directly to their site SCOW or after-school Site Coordinator for one-on-one assistance.

Enrollment Process and Hub Site Access

Families may complete the ELO-P application through the Parent Portal in PowerSchool, available in English and Spanish. SCOWs and after-school staff assist families who need in-person or language support to complete the process.

For non-school day programs (such as summer, spring break, or Saturday enrichment), enrollment is managed through Google Forms created and maintained by the Expanded Learning Office (EXLO). These forms are distributed digitally through ParentSquare, school websites, and by site staff to ensure broad awareness and accessibility.

Priority enrollment is provided to students who are English Learners, foster youth, or

eligible for free or reduced-price meals, consistent with Education Code.

To expand access for students attending schools without on-site ELO-P programming, WCCUSD operates a network of hub sites, allowing the District to serve unduplicated pupils (UPP) efficiently and equitably while maintaining program quality and ratios:

*Shannon Elementary serves students from Collins Elementary.

*Harding Elementary serves students from Madera Elementary.

*Valley View Elementary serves students from Olinda Elementary.

*Lupine Hills Elementary serves students from Ohlone Elementary and Hanna Ranch Elementary.

Families from feeder schools are contacted directly once placement is confirmed, and each hub site maintains communication with the home school to ensure families understand site assignments, schedules, and pick-up procedures.

Form Distribution, Signature, and Storage

All application and consent forms are:

*Distributed electronically via the PowerSchool Parent Portal and, for non-school days, through EXLO-managed Google Forms;

*Signed electronically within PowerSchool or Google Forms, or—when applicable—by paper signature collected by the Site Coordinator; and

*Stored securely in the District's student information system (PowerSchool) and/or the program management platform (Cityspan) in accordance with FERPA and District data retention policies.

Hard copies, when used, are kept in locked files at school sites for the duration of the program year and transferred to the District Warehouse for archival storage at year-end.

Transportation

Transportation support is provided to ensure equitable access to ELO-P programs. Students attending hub sites are transported by the District. In addition, bus passes are available upon request for families who require assistance with transportation to and from program sites or special events.

Ensuring Equitable Access

The Expanded Learning Office works closely with site leadership, SCOWs, CSDs, and community-based partners to identify and enroll families who may face language, access, or resource barriers. Ongoing communication, flexible enrollment options, and multi-language materials ensure that all families—especially those of English

Learners, newcomers, and low-income students—receive timely, culturally responsive support to participate fully in the ELO-P.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Study trips are an integral component of West Contra Costa Unified School District's Expanded Learning Programs, designed to extend learning beyond the classroom and expose students to real-world experiences that deepen academic understanding and social-emotional growth. These trips are intentionally aligned with the District's graduate profile and Expanded Learning Quality Standards, promoting curiosity, exploration, and connection to the broader community.

Purpose and Educational Importance

The primary purpose of study trips is to provide students with meaningful, hands-on learning experiences that enhance the academic, cultural, and social-emotional dimensions of their education. These experiences foster curiosity, critical thinking, and personal growth while reinforcing concepts introduced during the school day and after-school program.

When possible, study trips emphasize outdoor education, exposing students to local parks, nature centers, science museums, community gardens, and cultural sites that highlight environmental stewardship, teamwork, and wellness. Outdoor learning provides students with opportunities to engage all senses, develop resilience, and build an appreciation for the natural world—outcomes that are especially valuable for urban youth who may have limited access to open spaces.

Intended Outcomes and Skills

Through participation in study trips, students will:

- *Develop curiosity and inquiry skills by engaging with new environments and ideas.
- *Strengthen collaboration, communication, and self-management through shared group experiences.
- *Build academic and cultural awareness by connecting learning to local history, ecology, and community life.
- *Cultivate a sense of belonging and confidence by participating in activities outside of the traditional classroom setting.

Logistics and Implementation

Each Expanded Learning site will identify specific study trip opportunities that align with student interests, site goals, and enrichment themes. Study trips are generally planned for Spring 2026 and will vary in duration, typically ranging from half-day to full-day experiences. Participating grade levels will depend on program enrollment and site focus areas.

All trips will utilize District-approved transportation through District approved vendors. Study Trip supervision ratios will be maintained, with at least one adult per 8 students, consistent with Expanded Learning requirements.

Supervision and Safety

All staff and chaperones will meet District screening requirements and receive orientation on safety, emergency procedures, and student supervision expectations. Study trip attendance and permission forms will be maintained in accordance with District documentation and audit standards.

Connection to Continuous Quality Improvement (CQI)

Study trips directly support the District's Continuous Quality Improvement (CQI) process by advancing outcomes in student engagement, belonging, and skill development, as identified in the Social Emotional Learning Program Quality Assessment (SEL PQA). These experiential learning opportunities create authentic contexts for students to practice collaboration, problem-solving, and reflection—key indicators in the SEL PQA framework. Site teams review study trip outcomes during CQI reflection meetings, using youth feedback and staff observations to inform ongoing improvement in program design, enrichment content, and student engagement strategies.

Program Fees

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

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in

the space provided.

West Contra Costa Unified School District (WCCUSD) provides Expanded Learning Opportunities (ELO-P) that are free of charge at nearly all participating school sites. Every student attending a school operating an Expanded Learning program is eligible to participate.

A small number of sites operate fee-based programs in response to family demand from parents and caregivers whose students do not meet the criteria for priority access (English Learners, foster youth, or students eligible for free or reduced-price meals) but who wish for their children to participate in the District's comprehensive after-school programs. These fee-based options expand access to families who are not otherwise eligible for state-funded participation and do not replace or reduce the number of free program slots available to priority students.

At these limited sites, the collection and management of fees are handled directly by the contracted after-school program providers. Providers are required to adhere to all CDE regulations regarding family fees, including the maintenance of sliding-scale fee schedules based on family income and automatic fee waivers for students who are:

- *Eligible for free or reduced-price meals under the National School Lunch Program,
- *Identified as homeless youth under the McKinney-Vento
- *Known to be in foster care
- *English Learner

Fee-based programs operate under the same programmatic and quality standards as all other ELO-P sites. The Expanded Learning Office monitors provider compliance through annual reviews and site visits. All fee-based providers are subject to CDE audit and fiscal review to ensure full compliance with state law and equitable access to services.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

schedule should clearly identify that this requirement is met.

Sample Elementary After School Schedule			
Time	Program Element	Description	Funding Source(s)

8:00 AM – 1:15 PM	Core Instructional Day	Standards-based classroom instruction in English Language Arts, mathematics, science, and social studies, with recess and lunch included.	LCFF / General Fund / CSPP (for TK)
1:15 – 1:30 PM	Transition & Snack	Students are signed into the Expanded Learning Program immediately following dismissal. A healthy snack is provided, and students engage in supervised outdoor play.	ELO-P / ASES / 21st CCLC
1:30 – 2:30 PM	Academic Support	Small-group tutoring, homework help, and literacy/math clubs designed to reinforce school-day learning. Activities emphasize reading fluency, numeracy, and academic confidence.	ELO-P / ASES / 21st CCLC
2:30 – 4:45 PM	Enrichment	Hands-on enrichment opportunities including STEM, art, music, dance, gardening, cultural clubs, and team sports. Lessons are project-based, culturally relevant, and developmentally appropriate.	ELO-P / ASES / CBO Partners
4:45 – 5:45 PM	Social-Emotional Learning & Wellness	Reflection circles, mindfulness, cooperative games, and leadership development activities that build communication, empathy, and problem-solving skills.	ELO-P
5:45 – 6:00 PM	Closing & Dismissal	Students participate in clean-up, journaling, and a brief closing activity focused on gratitude and goal-setting before parent pick-up.	ELO-P
Total Hours of Student Access	8:00 AM – 6:00 PM = 10 hours per day	Meets and exceeds the required minimum of nine hours per day when combining the instructional	Multiple braided funding sources

		day and Expanded Learning programming.	
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Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at 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 opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

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

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.